



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto  
***DIPLOMATIJOS IR TARPTAUTINIŲ SANTYKIŲ***  
**STUDIJŲ PROGRAMOS (621L20004)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF DIPLOMACY AND INTERNATIONAL RELATIONS***  
**(621L20004) STUDY PROGRAMME**  
at Vytautas Magnus University

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Diplomatija ir tarptautiniai santykiai</i>
Valstybinis kodas	621L20004
Studijų sritis	Socialinių mokslų
Studijų kryptis	Politikos mokslų
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	2 (nuolatinės)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų magistras
Studijų programos įregistravimo data	2001

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Diplomacy and International Relations</i>
State code	621L20004
Study area	Social sciences
Study field	Political Sciences
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	2 (full time)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Political Sciences
Date of registration of the study programme	2001

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## I. INTRODUCTION

The Diplomacy and International Relations Graduate Study Programme is a necessary and useful programme to prepare young persons interested in pursuing an international career, in public or private service with a wide variety of knowledge and skills. Its design and management is dynamic and well organized and meets actual requirement, as can be seen from the statistics and from the response of former students, potential and actual employers and a number of social partners.

A programme of this sort depends from a careful balance between theoretical and practical courses and from teachers that come from both, the academic world and from practice. Although, not unusually, students would like to have still more practice in their study programmes, the overall picture of curriculum design and efforts undertaken by the Management to attract more practitioners presents on the whole a very positive picture. It would seem, however, that the programme could include more teaching of practical skills. While international aspects are represented very well in the programme, both as far as the curriculum and the origin of teachers are concerned, there is always room for increasing those aspects, given the nature and the objectives of the programme.

Since the last assessment report of 2007 some adjustments have been made in light of the recommendation of the evaluation team. For example, the course on global political economy was changed from an elective course into a mandatory course. In other areas, for example the recommendation to engage more foreign guest lecturers, further improvement could be achieved.

## II. PROGRAMME ANALYSIS

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

Aims and learning outcomes for the programme are clearly defined. On the one hand, objectives are outlined in a very general, sweeping and comprehensive manner, but also contain very specific aims and objectives.

The description of aims and learning outcomes rightly places emphasis on “practical work in the field of international relations and diplomacy” and defines as objective the ability of programme graduates “to acquire the qualifications to work in governmental and non-governmental institutions, as well as research institutions”. As will be commented on later, the

selection of social partners offering internships to BA students (e.g. Ministry of Foreign Affairs, other Ministries, Parliament and Presidency of Lithuania) corresponds to a very large extent to those ambitions regarding learning outcomes.

Statistics (Annex 10 to the Self-Assessment Report of VMU) on where graduates of the programme eventually find employment show that the objective to train for practical jobs in international careers is achieved, although figures for the last year give rise to more scepticism. This, however, seems to be due to the fact that the labour market has recently become difficult for young people in Lithuania in general, as everywhere in the EU. Furthermore, time since graduation is too short for all graduates to have found adequate employment.

Based on past experience one can say that the program aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered and correspond to professional requirements, public needs and the needs of the labour market.

From a presentational point of view it could be recommended for the future to group the more generally formulated aims and objectives separately from those containing specific, practice-oriented perspectives with concrete references to the labour market situation and present them in separate sections.

## ***2. Curriculum design***

Between 50 and 60% of MA students graduated from the BA programme. Therefore, the curriculum design of the MA programme builds to a very large extent on the curriculum design of the undergraduate programme. However, even taking into consideration that students and teaching staff can be expected to be aware of the knowledge and skills of their students in the various subjects which are taught in the MA programme, a systematic approach to the design of those courses which must/should build on previously taught courses is lacking. Courses like “Diplomatic and Consular Law”, “International Organizations”, “Global Economy and International Relations” or “European Union as International Actor” make only sense if building on previously acquired general knowledge in economics, international law, European law etc. Although in some, but not all of the courses there is an indication on the “prerequisite for entering the course” these indications could be more specific in the sense that they also refer to the level of prior knowledge necessary in a particular subject. Furthermore, it is not at all clear how the knowledge of students not coming from the in-house BA programme in particular in the areas mentioned are established, making sure that those students – for example international students – can follow the more specialized courses in a meaningful way. It is noted positively,

however, that more specific rules on which courses those students must additionally attend in the first year have been laid down recently. It should be monitored if those rules are sufficient and lead to the desired result, namely that all students start from the same level in those areas where previous substantial knowledge is necessary to achieve the learning objectives.

It is positive that all courses in the MA programme are taught in English. It is also positive that all students entering the programme must have knowledge of English at least at B2 level and that the language proficiency is professionally tested by the Institute of Foreign Languages of the University.

The content of the subjects and modules is consistent with the type and level of the studies and the content and methods are in principle appropriate for the achievement of the intended learning outcomes. Some questions remain, however, besides the problem already mentioned of lack of clarity of necessary prior knowledge in some areas. Programmes in Diplomacy and International Studies must be designed in an inter-disciplinary manner in order to be effective and prepare adequately for employment in international careers. The present programme fulfils this requirement to a very large extent. One area, namely diplomatic history, seems to lack the necessary broad design. According to the course description, the course “History of Diplomacy”, while recognizing that one of the compulsory readings is Kissinger’s “Diplomacy” which is certainly more a diplomatic history than the history of diplomacy, does not cover general diplomatic history. If this impression is true and not just a question of formulation of the course description it is recommended that a more general course in Diplomatic History be included in the list of courses offered. Also, this course as others, e.g. “Human Rights”, is offered only as optional course. It would seem worthwhile to consider whether those courses should be included in the list of compulsory courses. Generally, it is not always clear why a particular course is being designated as optional rather than compulsory and vice versa. A more systematic approach might be advisable. One way in doing this would be not to divide generally courses in compulsory and optional once and for all but to design the course list individually according to the need of students. This could be achieved by paying closer attention to the courses students took in their undergraduate programme and to designate courses that build on prior knowledge as compulsory or optional accordingly. This seems particularly to be the case with subjects that have political, legal and economic aspects where it seems that political science aspects are considered over-proportionally. This is understandable because many students come from the political science undergraduate programme of the same university, but maybe not ideal for a programme with the more ambitious goal to be attractive to a greater number of students from other Universities and in particular international students. In this connection it should be

mentioned positively that some of the recommendations contained in the previous assessment report of 29/09/2007 have been implemented in this respect, for example the course on global economy is now contained in the list of compulsory courses.

Students criticize the lack of sufficient “practical courses” – although as is often the case with Diplomacy and IR programmes, it is not entirely clear what is meant by that and often perceptions of teachers and students vary on this point considerably. The University itself, taking from the relevant explanation in the SER (p. 15), is also aware of this. One obvious disadvantage vis-à-vis programmes of this sort in capitals is of course that practitioners, diplomats, politicians, foreign researchers etc. tend to find it more difficult to come to Universities in other cities than the capital.

On the other hand, teaching methods that favour the employment of skills, like simulations and a strong presence of practitioners as lecturers from the Ministry of Foreign Affairs, are being employed. It would be desirable, however, to supplement the theoretical courses by field trips, e.g. to international organizations and Brussels, although the cost factor is of course being recognized.

The University, however, is undertaking efforts to introduce more practice-oriented activities (p. 15) and it should be encouraged to do so.

### ***3. Staff***

The entire staff seems committed, enthusiastic and shows a distinct sense of community.

There is an adequate procedure for appointing academic staff and for enhancing their qualifications.

The number of academic staff of the graduate study programme in Diplomacy and International Relations (8 professors, 6 associate professors, 5 lecturers and 1 teaching assistant) is adequate in relation to the number of students. The academic staff includes a fairly high number of PhD students who are, however, mostly engaged in conducting and supervising seminars and not so much in teaching regular courses. The balance between full professors, Postdocs and lecturers coming from practice but also having a sound academic and teaching background (in particular from the Ministry for Foreign Affairs) is well-balanced and sufficient. Positive are also collaborative teaching initiatives which permit to present various issues from different perspectives. What could be increased, however, is the number of practitioners (trainers) teaching practical skills like public speaking, communication etc. on an ad hoc basis.

While there are various more or less formal committees and boards where teachers meet regularly and exchange information and experience on matters of the programme and individual courses (e.g. programme committee, department committee), it is not entirely clear how these various bodies work in relation to each other and which is responsible to whom for implementation.

There seem to be no clear rules on the weekly workload of teachers and the distribution of work between teaching, research, administrative tasks and student counselling. Everything seems to be rather informal and pragmatic and there seem to be also variations between the different categories of staff. On the other hand, the advantage of this rather informal way of coordination and exchanges between teaching staff seems to be a rather effective continuous way to fine-tune the various courses within the programme and to make adjustments as necessary. This method is helped by the fact there is very limited space for teachers so that by necessity teachers have ample opportunity to communicate on professional matters. This situation is, however, unsatisfactory and far from ideal for more than one reason and there is a strong recommendation to provide more office space.

One distinct deficit in the composition of the academic staff, as also specifically admitted in the self-assessment (p. 17), is the low number of incoming foreign teachers. Since 2008 there have only been 8 incoming foreign teachers. This is surprising because the University is proud of the great number of international cooperation programmes with a high number of MoU's with other Universities abroad signed but obviously not leading to an increased exchange of professors (and students for that matter). Clearly, more efforts are needed to increase the number of foreign professors teaching in the MA programme preferably for a longer period of time.

Participation in research projects, both on an international and national scale is clearly encouraged and according to the self-assessment report (p. 18) teachers in the MA programme took part in 50 international conferences, 16 exchange programmes and internships and 12 research projects. However, interviews showed that such participation in international conferences and research programmes were not so much the result of a systematic and well planned support by the management but left to a very large extent to the initiative of the individual teachers to find financing of such activities mostly through external financial sources and project funds. Although information on available funding programs is being disseminated by the faculty leadership and by management, a more structured and efficient University support mechanism is vitally necessary to help staff identify funding possibilities and process funding applications.



Interviews showed that indeed improvement, as also stated in the SER (p. 18), in participation in scientific research projects, in international conferences and academic international teaching programmes should be encouraged and put on a more systematic and foreseeable basis. This is also true as far as access to international peer reviewed publications is concerned.

Sabbatical leaves seem to be a possibility foreseen in the applicable rules for the academic staff but practically never realized in the last years for lack of funds. A review of this question with a view to introduce a practicable system, even if limited, of sabbatical leaves should be undertaken for strategic reasons.

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

According to the SER (p. 19) there are over 70 study and lecture rooms at VMU both for undergraduate and for graduate students. Most of them have modern audio and video equipment. Since, according to both students and teachers, there seems to be few separate rooms for individual consultations between teachers and students and for the self-study of students, one could use some of the smaller study rooms for that purpose. However, this is compensated - as far as consultation between teachers and students is concerned - by the fact that access to teachers is guaranteed practically at all times, including outside the office hours of teachers.

The rooms visited by the team were indeed modern, bright and friendly. The number of computers, multimedia devices and the wi-fi equipment is sufficient for the relatively small number of students in the MA programme.

Library facilities are distributed among several buildings but all are within easy walking distance and the use of the various facilities does not pose a problem for the students. The organization of the library, including the system applied for studying on the premises and on taking books out, is adequate.

The SER (p. 21) refers to the lack of “most modern textbooks and professional literature” but also to efforts by the University to solve this problem. On the other hand, the problems referred to by students in the undergraduate programme about the lack of sufficient copies of basic textbooks does not present itself at the MA level in view of the much smaller number of students.

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

In general, the admission requirements, the study process organization and student participation at all levels of organization and to a certain extent also of contents and in research activities are conducted well.

The admission requirements are well-founded and are organized according to the requirements stated in the Lithuanian Law on Higher Education and Research, as well as admission rules established by the University (rector) itself.

Students wishing to enter into the MA programme must have a university bachelor degree in political science or public administration. Given the great number of students and also graduates of political science studies in Lithuania in general and from VMU in particular, the recruitment basis for the MA programme is sufficiently broad. However, application statistics (p. 22) show a reduction of applications this academic year. It is to be welcomed that also graduates of other programmes can be admitted if they finish a special supplementary programme in one year. The specific rules and the contents of such supplementary programmes are, however, not entirely clear, and could be made more transparent. This also applies to incoming international students where it is not entirely clear which the requirements are – including language that those students must fulfil, which seems to lead to certain problems in the study process.

Opportunities for students to get involved University activities do exist, but the concrete interest of students to participate in such activities seems to be limited. According to a student survey (Annex 10), 86.7 % of students do not participate in extra-curricular activities and 85.7 have never participated in any scientific project at the University. Obviously, there are not enough attractive offers in this respect.

Positive is the opportunity for students to participate in “the Academic Club of Political Scientists” which students regard as one possible Forum to acquire practical skills and for participation in research activities.

Data provided in the SER (p. 22) show a remarkably low drop out rate (only 1 in the last 5 years) which is evidence that the programme is well accepted and meets the expectation of students.

Student surveys (Annex 10) show a high satisfaction rate of students with the MA programme. The reasons with relatively high degree of dissatisfaction with the timetable of studies were not really explained in the interviews with students and graduates, more reason to be concerned is the high percentage of students who have a job not connected with the study area, but this is obviously due to the present situation on the labour market.

The thesis support for students is adequate, supervision is assured and professors take sufficient time to advise and counsel students. One improvement that could be made is in the area of strengthening writing skills, in particular in English which could be done by more writing seminars. The situation as far as writing the theses in English is unclear. On the one hand the expert group was told this would be possible but few feel confident to do it, on the other hand there seem to be legal obstacles. In any event, English theses are very rare, but more writing in English could be encouraged.

Studies achievement evaluation is well organized and adequate. On the other hand, student evaluation and assessment of the performance of teachers suffer from lack of returns. Like most academic institutions, the ideal system of encouraging students to participate in these assessments has not been found.

There is an elected student representation, but few students seem to be interested in its activities, let alone be willing to participate and are obviously not even able to name those representatives they elected.

Students have the opportunity to participate in mobility programmes and such opportunities are well advertised. However, students do not actively participate in mobility programmes offered by the Department, which seems to be caused by lack of financial support. It is recommended that better use is made of the numerous international cooperation agreements and Memoranda of Understanding the University advertises and is – rightly – proud of.

The mandatory internships are well accepted by students and social partners, but might be divided between BA and MA; the latter internship would support the MA thesis process (e.g. data collection). The providers of internships seem to be prepared to accept this and provide students with opportunities to participate in research projects.

While internships are well accepted and appreciated by both sides and the relationship between social partners and the programme show a very positive liveliness, more dialogue with

social partners in defining the goals of the internship and giving feedback between all key actors should be initiated.

### ***6. Programme management***

A number of bodies, committees and units within the Department are responsible for programme management and decision-making procedures and they all seem to work quite well and achieve their purpose.

The SER shows that the Management is very much aware of the strengths and deficits of the programme, indicating in an honest and useful manner ways and means to improve the quality of the programme. Prof. A. Puksto, the main coordinator of the graduate programme in Diplomacy and International Relations is credibly engaged in continuous assessment of the programme and undertakes efforts to eliminate the – relatively few – weaknesses. The ways and means to ensure the quality of the programme in point 6.6. of the SER (p. 28f) contain very useful measures and show a genuine desire to make sure the quality of the programme is maintained and to solve the problems that might exist. In this respect more systematic steps should be undertaken to involve the academic community and social partners in the improvement of the study programme.

Different from the MA programme of Contemporary European Politics, the Diplomacy and International Relations programme is well advertised and accepted by potential applicants to the programme. More than 50 % – in comparison, more than 80 % in another of the three programmes at VMU that the same expert group evaluated, namely the MA programme “Contemporary European Politics” – of those accepted in the programme come from some undergraduate programme at the same University, mostly from the BA programme in Political Science. More efforts to interest students from abroad should, however, be undertaken to create an even better international atmosphere which would also be conducive to the studies in fields which are, after all, very internationally oriented.

### **III. RECOMMENDATIONS**

1. A better presentation of programme aims and learning outcomes, separating more generally objectives and concrete expectations.
2. A more explicit indication of prerequisites for entering a particular course not only by referring to required courses that must have been taken or are to be taken – as is being

done since this year – but also in a more detailed way by referring to specific levels of knowledge that must previously have acquired in particular areas.

3. A broader design of the general courses, central to an interdisciplinary approach to the teaching of diplomacy and international relations – e.g. by offering a general course on diplomatic history and a general introduction to international law, in particular to those students who come from programmes where those subjects were not or not sufficiently taught.
4. More emphasis to practical courses and the teaching of skills, inter alia by inviting more practitioners.
5. Measure to increase “internationalization” by encouraging more professors from abroad to teach, making better use of opportunities created by the numerous international cooperation agreements and by better supporting the mobility of students. The same is valid for more participation in international research projects by teachers, but also students. More efforts to interest international students for the programme should be undertaken.
6. Introducing a more institutionalized and efficient University support mechanism which is vitally necessary to help staff identify funding possibilities and process funding applications.
7. Strengthening the teaching of writing skills, in particular in English with a view to eventually encourage master theses also be written in other languages than Lithuanian.
8. Internships could be divided between BA and MA studies and the dialogue with social partner about expectations as a result of internships should be strengthened.
9. There are naturally certain similarities between the two Master programmes at VMU, the Diplomacy and International Relations and the Contemporary European Politics programmes. One could envisage the introduction of the post of programme director for each programme who would have the task to coordinate between their respective programmes in order to achieve the highest possible level of positive synergies.

#### IV. SUMMARY

Considerable efforts have been made to put together an interdisciplinary study program that would appeal to students interested in diplomacy and international relations and who might eventually want to pursue international careers. Given the limited potential market for graduates of such a programme in a relatively small country, the programme management has not been overly ambitious as far as the number of students is concerned. While a slight increase in the number of students might be helpful, no need for dramatic changes is seen.

An additional feature which must be taken into account is the fact that VMU is situated not in the capital where Ministries, international organizations and foreign Embassies would be located but is approximately 100 km away from the capital Vilnius. Although this distance is not dramatic, also given the good connection by public transport to the capital, the University must make extra efforts to interest social partner who might offer interesting internships to the students to participate actively in the program and eventually employ the graduates of the programme as well as to attract international personnel to teach and share practical experiences.

There is room for improvement as far as the international character of the programme is concerned and more renowned international professors should be engaged to lecture for extended periods of time at the MA programme. Also, the participation of students in mobility programmes should be strengthened. To provide the necessary funds, the University should make serious attempts to secure such funding by attracting also the support of private persons and corporations.

While it is very positive that the programme is entirely taught in English, every effort must be made to ensure that all students, including international students, have the necessary language proficiency to follow the courses without difficulties. In this respect, more papers - and eventually also theses - should be written in English because those graduates who want to go on to international careers, including the diplomatic service of their respective countries, will have to have good writing skills also in foreign language. The teaching of other languages should also be further encouraged.

The course design is coherent but in certain areas of basic importance to the type of work students will be expected to do after graduation, additional compulsory general courses (economics, international law, history) should be foreseen. To the extent that such courses are offered in other programmes of VMU, students could be referred to those and the respective timetables should be adjusted.

## V. GENERAL ASSESSMENT

The study programme *Diplomacy and International Relations* (state code – 621L20004) at Vytautas Magnus University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	<b>Total:</b>	<b>19</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.

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**VYTAUTO DIDŽIOJO UNIVERSITETO ANRSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *DIPLOMATIJA IR TARPTAUTINIAI SANTYKIAI* (VALSTYBINIS  
KODAS – 621L20004) 2013-12-09 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-518  
IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Diplomatija ir tarptautiniai santykiai* (valstybinis kodas – 612L20005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>19</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)

&lt;...&gt;

## IV. SANTRAUKA

Siekiant sukurti tarpdisciplininę studijų programą, skirtą diplomatai ir tarptautiniais santykiais besidomintiems studentams, kurie vėliau tikriausiai norėtų siekti tarptautinės karjeros, dedamos didelės pastangos. Turint omenyje, kad santykiniai mažoje šalyje tokios programos absolventams tenkanti potenciali rinka yra ribota, pažymėtina, jog kalbant apie studentų skaičių programos vadyba nėra pakankamai ambicinga. Nors studentų skaičių būtų naudinga šiek tiek padidinti, poreikio imtis radikalių pereinamųjų nematyti.

Kitas faktas, į kurį būtina atkreipti dėmesį, yra tas, kad VDU įsikūręs ne sostinėje, kur veikia įvairios ministerijos, tarptautinės organizacijos ir užsienio valstybių ambasados, o yra už maždaug 100 km nuo šalies sostinės Vilniaus. Nors atstumas palyginti nedidelis, o susisiekimas

viešuoju transportu su sostine geras, universitetui reikia papildomai stengtis sudominti socialinius partnerius, galinčius studentams pasiūlyti įdomių praktikos galimybių, kad šie aktyviau dalyvautų programoje ir galiausiai įdarbintų jos absolventus, taip pat stengtis pritraukti dėstytojų iš užsienio, kurie ne tik dėstyto, bet ir pasidalintų praktine patirtimi.

Turint omenyje programos tarptautinį pobūdį, dar yra kur tobulėti: magistratūros programos paskaitas galėtų skaityti žinomesni užsienio profesoriai, juos būtų galima kviesti ilgesniam laikui. Be to, reikėtų skatinti studentų dalyvavimą judumo programose. Siekdamas apsirūpinti reikiamomis lėšomis, universitetas turėtų dėti daugiau pastangų rėmimui iš privačių asmenų ir įmonių pritraukti ir finansavimui užtikrinti.

Nors labai teigiamai vertinama tai, kad visa programa dėstoma vien tik anglų kalba, būtina visomis išgalėmis siekti, jog kiekvienas studentas, įskaitant užsieniečius, mokėtų kalbą pakankamu lygiu ir galėtų be jokių kliūčių išklausti mokymo kursus. Šiuo požiūriu daugiau darbų, o galiausiai – ir baigiamųjų darbų, turėtų būti rašoma angliškai, kadangi absolventams, norintiems tęsti tarptautinę karjerą, įskaitant gimtųjų šalių diplomatinėje tarnyboje, reikės gerų rašymo užsienio kalba įgūdžių. Be to, reikėtų skatinti ir kitų kalbų dėstymą.

Mokymo kurso planas yra nuoseklus, tačiau reikėtų numatyti privalomuosius kai kurių labai svarbių dalykų, kurių studentams veikiausiai prireiks jau dirbant po baigimo, bendruosius kursus (ekonomikos, tarptautinės teisės, istorijos). Kadangi tokie kursai dėstomi kitose VDU programose, studentus būtų galima į juos nukreipti ir atitinkamai priderinti tvarkaraščius.

### III. REKOMENDACIJOS

1. Geriau išdėstyti programos tikslus ir studijų rezultatus, išskirti bendresnius tikslus ir konkrečius lūkesčius.
2. Aiškiau nurodyti sąlygas, būtinas norint lankyti konkretų studijų dalyką, išvardijant ne tik tuos kursus, kuriuos buvo ar yra būtina išklausti, kaip buvo daroma iki šių metų, bet ir išsamiau nurodant konkretų pradinį žinių lygį, būtina įgyti tam tikrose srityse.
3. Plėsti bendrųjų kursų aprėptį, didžiausią dėmesį skiriant tarpdisciplininiam diplomatijos ir tarptautinių santykių dėstymo pobūdžiui: pvz., pasiūlyti bendrąjį diplomatijos istorijos kursą ir bendrąjį tarptautinės teisės įvadą, ypač tiems

studentams, kurie įstojo iš programų, kuriose šių dalykų nebuvo dėstoma arba jie buvo dėstyti nepakankama apimtimi.

4. Labiau akcentuoti praktinius kursus ir įgūdžių mokymą, inter alia pakviečiant daugiau praktikų.
5. Imtis priemonių tarptautiškumui didinti: kviesti dėstyti daugiau profesorių iš užsienio, geriau išnaudoti daugybės tarptautinio bendradarbiavimo sutarčių priemonėmis sukurtas galimybes ir labiau skatinti studentų judumą. Tas pats pasakytina ir apie aktyvesnį ne tik dėstytojų, bet ir studentų dalyvavimą tarptautinių tyrimų projektuose. Reikėtų dėti daugiau pastangų, siekiant šia programa sudominti studentus iš užsienio.
6. Įdiegti labiau reglamentuotą ir efektyvesnį universitetinio rėmimo mechanizmą, kuris gyvybiškai būtinas tam, kad darbuotojai galėtų išsiaiškinti finansavimo galimybes ir teikti paraiškas dėl finansavimo.
7. Skatinti rašymo įgūdžių tobulinimą, ypač anglų kalba, ateityje turint tikslą magistro darbus parengti ne vien lietuvių, bet ir kitomis kalbomis.
8. Praktikas reikėtų paskirstyti tarp bakalauro ir magistratūros studijų, o su socialiniais partneriais palaikyti glaudesnę dialogą dėl lūkesčių, dedamų į praktikos rezultatus.
9. Dvi VDU dėstomos magistro programos – Diplomacija ir tarptautiniai santykiai bei Šiuolaikinės Europos politika – turi tam tikrų panašumų. Reikėtų numatyti galimybę sukurti programų direktoriaus pareigybę, skirtą kiekvienai šių programų. Programų direktoriui tektų užduotis atitinkamai koordinuoti šias programas ir siekti kuo didesnio teigiamos sinergijos lygmenų.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.