



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS
LYGINAMOJI POLITIKA (valstybinis kodas – 621L26001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF COMPARATIVE POLITICS (state code – 621L26001)
STUDY PROGRAMME
At VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
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Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Lyginamoji politika</i>
Valstybinis kodas	621L26001
Studijų sritis	socialiniai mokslai
Studijų kryptis	politikos mokslai
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinės (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	lyginamosios politikos magistras
Studijų programos įregistravimo data	1997 m. gegužės 19 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Comparative Politics</i>
State code	621L26001
Study area	Social Sciences
Study field	Political Science
Type of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master in Comparative Politics
Date of registration of the study programme	19 May 1997

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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 the 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 SKVC. Along with the self-evaluation report (hereafter – SER) 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.	Description of the entrance examination of the Master programme of Comparative Politics
2.	Final theses of the graduates in the past 2 years

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

The Master programme in Comparative Politics is hosted by the Institute of International Relations and Political Science (IIRPS), a well-established academic institute in Vilnius University. The programme was evaluated in 2007 and it was given full accreditation. The IIRPS was established in 1992. The Institute started activities with a two-year Master programme in International Relations. Nowadays the Institute hosts study programs in all three cycles of studies and conducts research in the field of political science – holding a status of a faculty within Vilnius University.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 25 September 2014.

- 1. Prof. dr. Turo Virtanen (team leader)**, *Adjunct Professor at the Faculty of Social Sciences, Department of Political and Economic Studies, University of Helsinki, Finland.*
- 2. Prof. dr. Pamela Abbott**, *Senior Researcher and Honorary Professor at the University of Aberdeen, Professor Emeritus at Glasgow, Caledonian University, United Kingdom.*
- 3. Dr. Hanna Mamzer**, *Assistant Professor at the Sociology Department, Adam Mickiewicz University in Poznan, Poland.*
- 4. Mr. Rimantas Dumčius**, *Director, Research & Policy Advice, at the Public Policy and Management Institute, Lithuania.*
- 5. Mr. Eimantas Kisielius**, *student of International Business second cycle study programme at Kaunas University of Technology.*

II. PROGRAMME ANALYSIS

The MA programme in Comparative Politics is implemented at the Institute of International Relations and Political Science, a well-established academic institute in Vilnius University. The programme was evaluated in 2007 and it was given full accreditation. The team of the previous accreditation regarded the programme as an ambitious programme meeting all relevant standards of a Master programme. The strong sides included – inter alia – the programme’s ability to recruit highly motivated students and generate high skills in writing and presentation as well as analytical thinking. However, the evaluation included also some recommendations: an increase of credits for the course of research methods; changes in the order of courses; linking students to a higher degree to the research work done by the academic staff; introduction of writing assignments in English. At present, the programme continues to carry on its path that retains the earlier strengths. The programme has also addressed the recommendations and has actively improved also other aspects of the programme.

2.1. Programme aims and learning outcomes

According to SER, the programme aims to provide advanced knowledge and develop skills necessary for the analysis, evaluation and comparison of Lithuanian and foreign political systems, institutions and behaviour; to develop advanced analytical skills and the ability to critically and creatively develop ideas, conceptions and methods related to political science; and to develop the skills necessary to apply theoretical ideas when undertaking practical political decisions. The programme team has a clear understanding of the substantive knowledge and skills, as well as of the transferrable skills, that it aims to teach students. The programme emphasises that it is preparing its graduates for academic careers as well as preparing them for third-cycle studies. These programme aims were confirmed by the interviews with the programme management, academic staff and students, although it was evident that some graduates may choose to take up more practical careers as policy experts, analysts, and project managers in public, non-governmental and private sector. It is obvious that the aims of the programme are widely shared by the teaching staff and students – they all justified the existence of the programme along similar lines.

The SER refers to the need for specialists “who are able to function in a new and ever changing environment which exists in governmental institutions, NGOs, media, etc.” (SER, p. 7), but it does not provide any empirical analysis of the public needs or needs of labour market to support its claims. The programme is convinced about its important role in promoting the

discipline of political science in Lithuania, which is supported by the active publication of research work by the staff and the successful academic careers of its graduates, as indicated by the SER. At the same time, the programme acknowledges the criticism that master programmes may be too distant from practical issues. However, the programme has identified its approach to these needs and relies on in-depth analysis of fundamental political concepts and categories in its response to the needs of academic and practical labour market. The interviews of senior staff indicated that the role of political practice was considered important for proper understanding and use of theoretical knowledge ('theory without practice is empty'). This implies reflective attitude towards the educational philosophy of the programme.

The programme has analysed the employment of its graduates. The results indicate that the employment is generally in line with what the degree prepares students for. No information or implications about difficulties of employment or the possible inadequacy of the programme aims and learning outcomes are presented. However, the SER claims that there are regular consultations with the external stakeholders and IIRPS alumni that help to ensure the adequacy of applicability of the intended learning outcomes in career in both public and private sector. Interviews identified a number of specific instances where the graduates had been employed not only in academia, but also as policy researchers in the private sector (e.g., in think tanks, sometimes setup by the graduates themselves). Given the strong emphasis on the academic aims of the programme, it does not seem to have given proper attention to the nature of its stakeholders: who actually could be the most important external stakeholders and social partners who would be also willing to contribute to the development of the programme. The need for the clarification of stakeholders' role was also confirmed by the interviews.

The intended learning outcomes are specified in each course description together with the purpose of the course unit and the programme competences to be developed. The programme has adopted a very consistent way of presenting its aim and learning outcomes throughout the programme documents – furthermore, they are publicly accessible at the Institute's website. Also the practices of the programme implementation, as evidenced by the SER and interviews, indicate that the name of the programme, learning outcomes, and subjects taught and competencies offered are mostly aligned. On the whole, the programme aims and learning outcomes, characterised by the strong theoretical content with research skills and application of theoretical knowledge together with more transferrable skills, are consistent with the type and level of MA studies and the qualifications expected from this type of programme.

The SER includes comparisons of the programme to other, most similar Lithuanian programmes and is able to justify its added value in comparative terms. It is obvious that the programme has continuously developed its aims and intended learning outcomes to offer unique contribution to Lithuanian political science and working life. The programme has developed a strong identity among other Lithuanian MA programmes of political science. According to interviews, the programme is known for its high profile in terms of attracting students willing to continue in academic career.

2.2. Curriculum design

The curriculum has changed in many respects since the accreditation in 2007. The duration of the programme is now 1,5 years instead of 2 years. The programme has been intensified. The emphasis on research methods has clearly strengthened. During the first year students study 4 compulsory courses, starting with Contemporary Conception of Politics. State and Civil Society has a focus in empirical analysis, and Political Science Research Methods is today a larger course than earlier. The course's focus is on research design and research strategies (including comparative strategy) rather than on research techniques (collection and analysis of data). The course corresponds roughly to standards of MA programme with emphasis on philosophy, methodology and theory (assuming students have studied research techniques before entering the programme, which is actually the case as most students are coming from the BA programme of the same institute).

Problems of Political Science, a new course introducing cutting edge knowledge in the field, is taught by visiting lecturers who change every semester and are invited from abroad, usually a Lithuanian working abroad, if possible. The course is an excellent innovation and gives space for offering cutting edge knowledge to students. The order of the courses during the first semester is now more adequate than in 2007. On the whole, the general structure of emphasising theoretical studies during the first semester and research and analytical activities during later semesters provides a well-justified study path. The structure of curriculum with 90 ECTS of compulsory and elective studies and a MA thesis of 30 ECTS meets the legal requirements. The distribution of credits and other aspects of curriculum design comply with general legal requirements of Lithuania.

The comparative aspect of politics is sufficiently strong, if one simply looks at the curriculum. During the first semester the course State and Civil Society includes information from several countries – however, without specifically comparative learning outcomes. Problems of Political Science has been taught with more explicit comparative learning outcomes. Elective

courses offer several courses with comparative content. There are three MA thesis seminars starting from the first semester when also the topic has to be chosen, at least a preliminary one. This supports well students working with their dissertation. However, judging by the titles of the theses, only around 5 out of 45 theses apply comparative approach. Also the interviews of students imply that they choose the programme on more general intellectual grounds rather than being interested in comparative approach as such. The scope of the programme is sufficient for ensuring intended learning outcomes, but it is somewhat surprising that only a few students find comparative approach attractive in their thesis.

The teaching methods include varying sets of interactive seminars, problem-oriented studies, exams, independent work, practical assignment, etc., which are appropriate for the intended learning outcomes. According to staff interviews, students do now more research than earlier. The reading lists cover both classical literature and up-to-date research publications relevant for the courses, mostly written in English (sometimes translated to Lithuanian). Reading lists cover the main areas of courses and latest research knowledge. They constitute adequate learning challenges for the students. However, the interviews indicated that there are no writing assignments in English, an element that was already recommended by the previous evaluation team. This might be an area for reconsideration, since many students pursue academic career and the comparative focus of the programme is an asset also for an international career as a practitioner.

The changes of the structure of the curriculum since the previous accreditation have clearly improved the quality of the curriculum.

2.3. Teaching staff

Teaching staff meet the legal requirement and the programme is taught by experienced scholars whose professional quality is certified once every five years. However, only three members of the academic staff of 13 have earned at least one of their degrees outside Lithuania and most teachers have graduated from Vilnius University, the one they are now employed by. Stronger international background would better support a programme that focuses on comparative aspects of politics. However, the course Problems of Political Science is instrumental in introducing new streams of thought, as the teacher is supposed to be working abroad and join the course as a visiting lecturer. This is a good practice and indicates that the programme has paid attention to offering fresh streams of thought from outside the country. According to interviews, none of the teachers of the programme is taking part in the teacher

exchange programme. Active teacher exchange would suit well to a programme with the focus on comparative politics. However, teachers pay other visits abroad (10 in 2013) and regularly attend international conferences (around 15 in 2013).

The staff are involved in many national research projects and teaching is based on research. However, the staff have a very limited publication record in international journals or other publications. Only three of the 13 members of the teaching staff announced international publications (1-3) in the list of their main publications in the last five years. International publications would be something to expect, especially when the program has a focus in comparative politics. Nevertheless, it is evident that the staff are familiar with cutting edge knowledge in their areas of specialisation, and the reading lists for the courses are taken good care of. The staff pointed out that because of the history of Lithuania, there has been an urgent need to create Lithuanian political science with Lithuanian publications. According to interviews the staff have started to emphasise more international publishing and publishing in two languages (Lithuanian and English) if possible. The staff have developed a publication strategy and are planning to increase the publication of material in international outlets. All in all, there is no doubt that the qualifications of the staff are sufficient from the point of view of ensuring learning outcomes.

The University offers its teaching staff many opportunities for improving their professional development – both in terms of teaching and research. Teachers from the programme have attended seminars aimed at improving their teaching methods and their own ability to use different research methods. The ratio of students and teachers is better than the nationally regulated maximum (8 vs. 20) and certainly sufficient, assuming the teachers of the programme do not teach too much in other programmes.

Students have an opportunity to take part in the research activities of academic staff. However, according to students interviews, there is not much time for this (mostly only during summertime), as the study schedule is so tight and most of the students work in paid employment, some of which is policy research work outside university. A few students have taken part, for example, in data collection or used a professor's data set as the basis for their thesis.

2.4. Facilities and learning resources

The programme is hosted by IIRPS, the premises of which are adequate for the implementation of the programme. There are sufficient computers with adequate software for the students who have also their own space for meetings and free-time activities. Library services of

the Institute, together with those of the whole university, are mostly sufficient, including the access to academic databases and reading rooms, but students recognised the lack of textbooks in some courses (that they did not identify). The teachers are active in developing the collections of the library.

Not all the facilities are well adapted for the disabled students or staff. Around half of the library space, all of the leisure area for students in the cellar and the top floor of the building with the main conference hall cannot be accessed in a wheel chair. Part of this problem is due to the nature of the historical building in which the IIRPS is located.

Teaching premises are better suited for lectures than seminars. There are few rooms which can accommodate well all the students of the programme so that they face each other rather than all face the teacher. In some parts of the Institute's building the wireless network could be stronger.

Based on the tour through the Institute's building, library facilities and computer resources seem to be underutilised or there are certain peaks, for example, during exam periods. Anyway, the team was informed that the students use also other libraries (e.g., Sauletekis close to student dormitories) and, increasingly, their own laptops. At the same time, teaching staff have too little space for their individual work and for meeting students (only one room shared by all of them). No staff members complained about this, but the lack of balance is rather obvious.

2.5. Study process and students' performance assessment

The number of applicants has declined over the last five years, most obviously as a consequence of a more general trend in the country. However, the programme continues to be one of the most popular Master study programmes in the IIRPS. Entrance examination has aroused discussion among students who tend to think that the exam has too much emphasis (75 %) compared to students' attainment in their undergraduate studies (25 %). The programme justifies the role of the exam as a test of sufficient knowledge about political science, as there are applicants who have not studied political science previously. However, these students may perform very well in the entrance examination but still find the programme more challenging than students coming from the BA of political science degree of Vilnius University, i.e., students with a political science degree from another university or students who have not studied political science at all. The team has doubts whether an entrance exam is the most appropriate way to select students for the programme. If the programme attracts more external students, the programme management should consider possibilities for supporting the learning of the external

students, for example, by organising an additional course or tailoring more personal study assignments for them. The programme has addressed the issue in its SER. In other respects, the admission requirements are well-founded.

The programme has developed a principle of cumulative assessment where the final grade of the course is composed of several evaluations during the course. This is a choice that contributes to the quality of assessment as it reduces the effect of the possible inconsistencies (ensuring better reliability) and gives also space for assessing many types of learning outcomes. The assessment strategies are transparent and adapted to intended learning outcomes of the courses. The assessment criteria are described in detail in the course descriptions, which gives students guidelines for preparing to exams and assignments and – for all – an opportunity for considering the alignment of intended learning outcomes and assessment criteria. However, students hoped to receive more individual feedback from exams. Most teachers seem to give written feedback on students' papers, but there appeared to be some confusion, whether this is based on teachers' individual choice rather than on a more systematic practice.

There is no clear strategy to use ICT in teaching, but it seems to be relatively casual. However, employing virtual instruments would support, for example in the form of video conferencing, the internationality of education, instrumental to enhancing the comparative approach to subjects being taught.

Some students fail to submit their Master thesis on time. The reason given in the SER and interviews is that many students are in paid employment. However, the programme has developed measures to improve the situation, and many students actually return to their studies and submit their thesis later. Perhaps the programme could offer an alternative route for part-time students.

The programme has developed a document about requirements for written assignments and final theses. It includes very useful information for students as well as for staff on assessing students' performance. The interviews of social partners specified that it takes time before the graduates are able to modify the written language according to the audience they are communicating with. This implies that along with the academically relevant writing skills attention might be paid more to transferrable skills related to communication with practitioners. Social partners emphasised that the graduates tend to have good skills in analytical argumentation and presentation on top of academic research skills.

Thirty per cent of the Master theses are marked with the maximum grade 10. This may indicate that very many students indeed have reached the level of excellence of intended learning outcomes. However, there is also a possibility that the assessment routines do not recognise the

quality differences adequately. The programme may clarify the issue as part of its quality assurance practices. To ensure that the assessment criteria – specified and made public, true – are followed systematically in all reviews of theses, the programme might consider a possibility to use a form that includes the criteria but gives also sufficiently space for verbal justification of the grade criterion by criterion. The form could include also the assessment of public defence of the thesis, for which there seems to be no actual practice.

The formal provision of the University gives students ample opportunities to seek support in matters related to their studies, prospective careers, social allowances, etc. However, students said in the interviews that they get information about career possibilities mostly from the staff, but only if they ask. Perhaps they are not familiar with the formal services or perhaps they rely more on the expertise of their teachers.

Students have a very good opportunity to take part in international exchange programmes, because the Institute has an extensive network of places in many countries, also outside Europe. However, only 2-4 students of the study programme go abroad per year. It could be more, considering the comparative identity of the study programme, but, as it is shown in the SER, many students combine work with studies, which sets some understandable restrictions.

The graduates of the Institute have a strong position in the labour market (SER, p. 24), but, more specifically, the programme management has examined also the employment of the graduates of the MA programme of comparative politics. The available, relatively detailed data shows that the graduates of the programme have been successful in pursuing their careers. Both students and graduates confirm this in their respective interviews.

2.6. Programme management

The Programme Committee, composed of professors and researchers teaching the main subjects and representatives of social partners and students, carries the primary responsibility for programme development. Its responsibilities compared to other organs involved are clearly allocated. A separate organ, the Committee of Studies collects feedback from many stakeholders (students, lecturers, social partners, employers and graduates). The process of collecting, processing and utilising information through course evaluation questionnaires is well thought out. The response rate of students is very high, as shown in the SER. The process is specified to the needs of the Institute and programme, which indicates more active pursuit of better teaching and learning than mere resorting to the general student surveys provided by the University.

Student interviews showed that teaching has been changed due to their feedback (e.g., the teacher of a course has changed). Also SER describes examples of changes of the curriculum based on feedback from students, alumni and social partners (e.g., shortening the programme to 1,5 years). The quality assurance system is based on well-established institutional routines and seems to be working properly. It is obvious that the results of internal and international evaluations are carefully used for the improvement of the programme.

The administration of the Institute organises regular meetings with students' representatives and teaching staff. However, there is no indication that interactive seminars of teachers, students, social partners and administrators would be organised on regular basis to improve the programme, apart from the Programme Committee meetings where the attendance is restricted to members of the committee. Nevertheless, based on the interviews and the evidence from the SER, the programme management is strongly committed to continuous improvement of the programme and is developing new ideas, even when the students' feedback is already very positive.

The institute has organised a quality assurance process which is integrated to processes of strategic action plan. The strategy has set out goals for high-quality of studies and also criteria of measurement for monitoring the achievement. The Board of the Institute accepts annually a report of the results of monitoring the study programmes, also those of the programme of Comparative Politics. The study programme has fulfilled the set out criteria. According to interviews of senior staff, as many as 25 per cent of teachers are rewarded on the basis of good student feedback and research record. However, SER refers to lack of sufficient financial incentives, which is not directly compatible with the information from the interviews.

III. RECOMMENDATIONS

1. The programme may reconsider the nature and role of entrance examination in admitting students, especially the strong weight given to examination success compared to the success in previous studies and – on the whole – to ensure that admission is based on relevant measurement of the knowledge, skills and motivation needed for successful study on the MA programme of Comparative Politics.
2. The programme may consider the introduction of a form-based review of thesis to ensure systematic use of all established assessment criteria and proper space for relevant verbal justification of the given grade, criterion by criterion – and to include also the assessment of public defence of thesis.
3. The programme should make an internationalisation strategy which would include all major elements of research activities, publishing, teaching, studying – including ICT-based solutions – as well as researcher, teacher, and student exchange to ensure synergic effectiveness of different elements of internationalisation.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

The Master programme of Comparative Politics has introduced the course Problems of Political Science. The teacher is changed every semester. The teacher is international, possibly a Lithuanian scholar who has stayed long in foreign universities. The purpose of the course is to ensure that the newest developments in the field are offered to students. At same time, students have an opportunity to get familiar with international research culture and get new academic contacts external to the Institute hosting the programme.

V. SUMMARY

Comparative Politics is a second cycle study programme in the field of Political Science, implemented by the Institute of International Relations and Science at Vilnius University. Since its last external evaluation in 2007, the programme has improved some of its aspects and continues to carry on its path that retains the earlier strengths.

Strengths:

1. The aims and learning outcomes are well thought out and specified at the level of a Masters programme.
2. Teachers and students have a shared understanding of the aim and learning outcomes.
3. Course descriptions have all necessary information and are exemplary documents for conveying information about the course and its links to broader learning outcomes.
4. The course Problems of Political Science is an innovation that many other programmes may emulate in their benchmarking of good practices.
5. The assessment of learning is mostly transparent to students and individual feedback is given as well as generic feedback.
6. Most of the teaching staff are research-active, revise and update their teaching regularly, and take part in international and other conferences on a regular basis.
7. Facilities and learning resources are modern and mostly functional for teaching and studying.
8. Students are well qualified and motivated for their studies.
9. The programme management has developed the programme in many important ways on the basis of feedback from students, teachers and social partners, which indicates a commitment to continuous improvement of the programme.
10. The model of collecting, processing and utilising course feedback is an efficient and effective instrument for improving the programme.

Weaknesses

1. In admitting students, the entrance examination is weighted very strongly compared to the weight given to the quality of and success in previous studies, which may need

reconsideration to strengthen admission based on knowledge, skills and motivation enhancing optimally the achievement of intended learning outcomes.

2. The programme has learned that admitting students with an insufficient background in political science can create challenges, but, to date, there has not been a well thought out strategy for providing the necessary support for students who lack sufficient relevant knowledge and skills.
3. There is no clear strategy to use ICT in teaching and to make it support, for example in the form of video conferencing, teaching the comparative aspects of relevant courses together with international partners.
4. The programme recognises the need to improve its internationalisation in many respects, but it does not have an internationalisation strategy that covers all major aspects of the programme including staff, research, publication as well as teacher and student exchange, etc.
5. Not all the facilities are well adapted for the disabled students or staff, part of which is due to the nature of historical building. Teaching premises are better suited for lectures than seminars (where participants could be facing each other). Library facilities and computer resources may be underutilised part of the semesters as students use also other libraries and, increasingly, their own laptops. At the same time, teaching staff have only one shared space in the premises of the Institute.

VI. GENERAL ASSESSMENT

The study programme *Comparative Politics* (state code – 621L26001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	22

*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:	Prof. dr. Turo Virtanen
Grupės nariai: Team members:	Prof. dr. Pamela Abbott
	Dr. Hanna Mamzer
	Mr. Rimantas Dumčius
	Mr. Eimantas Kisielius

**VILNIAUS UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ PROGRAMOS
LYGINAMOJI POLITIKA (VALSTYBINIS KODAS – 621L26001) 2014-11-04
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-514 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Lyginamoji politika* (valstybinis kodas – 621L26001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	22

* 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

Lyginamoji politika yra antrosios pakopos politinių mokslų krypties studijų programa, kurią vykdo Vilniaus universiteto Tarptautinių santykių ir politikos mokslų institutas. Po paskutinio išorinio šios programos vertinimo, atlikto 2007 m., ši programa kai kuriais atžvilgiais patobulėjo ir toliau įgyvendinama, siekiant išsaugoti stipriąsias jos savybes.

Stiprybės:

1. Tikslai ir numatomi studijų rezultatai yra gerai apgalvoti ir tiksliai apibrėžti, laikantis magistrantūros programoms keliamų reikalavimų.
2. Dėstytojai ir studentai vienodai supranta programos tikslą ir numatomus studijų rezultatus.
3. Dalykų aprašuose nurodyta visa būtina informacija; tai yra pavyzdiniai dokumentai informacijai apie dalykus ir jų ryšį su išsamiais studijų rezultatais perteikti.
4. Dalykas *Politikos mokslo problemos* yra naujas. Jį daugelis kitų programų gali kopijuoti, laikydami geros praktikos etalonu.
5. Studijų vertinimas studentams iš esmės aiškus; teikiamas ir asmeninis, ir bendras grįžtamasis ryšys.
6. Daugelis dėstytojų aktyviai dalyvauja moksliniuose tyrimuose, nuolat persvarsto ir atnauja savo mokymą, nuolat dalyvauja tarptautinėse ir kitose konferencijose.
7. Materialieji ištekliai yra šiuolaikiški ir iš esmės yra tinkami studijoms.
8. Studentai yra kompetentingi ir motyvuoti.
9. Programos vadovybė daugeliu atžvilgiu patobulino šią programą, atsižvelgdama į studentų, dėstytojų ir socialinių partnerių grįžtamąjį ryšį. Tai rodo įsipareigojimą nuolat ją tobulinti.
10. Taikomas grįžtamojo ryšio rinkimo, apdorojimo ir panaudojimo modelis yra veiksminga šios programos tobulinimo priemonė.

Silpnybės

6. Priimant studentus, daug labiau atsižvelgiama į stojamuosius egzaminus nei į ankstesnių studijų kokybę ar gerus studijų rezultatus; šį požiūrį reikėtų persvarstyti – priėmimas turėtų

būti labiau grindžiamas žiniomis, gebėjimais ir motyvacija – savybėmis, kurios labiausiai padidina galimybę pasiekti numatytus studijų rezultatus.

7. Paaiškėjo, kad jeigu priimama šią programą studijuoti studentus, neturinčius pakankamos politinių mokslų srities kvalifikacijos, gali kilti sunkumų. Iki šiol neparengta apgalvota strategija, kaip šiems pakankamai reikiamų žinių ir įgūdžių neturintiems studentams padėti.
8. Nėra aiškios strategijos, kaip mokant panaudoti informacines ir komunikacines technologijas (IKT, angl. ICT) ir kaip IKT galėtų padėti (pavyzdžiui, vaizdo konferencijos) mokant kartu su tarptautiniais partneriais kai kurių studijų dalykų lyginamųjų aspektų.
9. Programos vykdytojai pripažįsta būtinybę įvairiais atžvilgiais didinti programos tarptautiškumą. Iki šiol neparengta tarptautiškumo didinimo strategija, kuri apimtų visus svarbiausius programos aspektus, įskaitant darbuotojus, mokslinius tyrimus, publikacijas, taip pat dėstytojų bei studentų mainus ir t. t.
10. Ne visos priemonės yra gerai pritaikytos neįgaliems studentams ar darbuotojams, iš dalies dėl to, kad pastatas yra istorinis. Studijoms skirtos patalpos geriau pritaikytos paskaitoms nei seminarams, kur dalyviai galėtų sėdėti vieni prieš į kitus. Bibliotekos ištekliai ir kompiuteriai tam tikrą semestro dalį nepakankamai panaudojami, nes studentai dar naudojami kitomis bibliotekomis ir vis dažniau savo nešiojamaisiais kompiuteriais. Dėstytojai turi tik vieną bendrą patalpą institute.

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III. REKOMENDACIJOS

1. Reikėtų persvarstyti stojamojo egzamino, laikomo priimant į šią programą pobūdį ir vaidmenį, ypač požiūrį, kad sėkmingai išlaikytas egzaminas yra svarbiau už sėkmingas ankstesnes studijas, siekiant užtikrinti, kad priėmimas būtų grindžiamas žinių, gebėjimų ir motyvacijos, kurie yra būtini norint sėkmingai studijuoti magistrantūros studijų programą *Lyginamoji politika*, įvertinimu.
2. Siekiant užtikrinti, kad studentui skirtas balas būtų pagrįstas žodžiu pagal visus numatytus vertinimo kriterijus, reikėtų apsvarstyti galimybę tam tikslui naudoti tam tikrą formą

(dokumentą); panašia forma galėtų būti pateikiama ir informacija apie viešą baigiamojo darbo gynimo vertinimą.

3. Reikėtų parengti šios programos tarptautiškumo didinimo strategiją, kuri apimtų visus svarbiausius mokslo tiriamosios veiklos elementus, mokymą, studijas, įskaitant ICT pagrįstus sprendimus, taip pat mokslininkų, dėstytojų ir studentų mainus, siekiant užtikrinti sinergetinį įvairių tarptautiškumo elementų veiksmingumą.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)