



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
**STUDIJŲ PROGRAMOS *KLASIKINĖ FILOLOGIJA* (valstybinis
kodas - 621Q80001)**
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CLASSICAL PHILOLOGY* (state code -621Q80001)
STUDY PROGRAMME
at Vilnius University

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Klasikinė filologija</i>
Valstybinis kodas	621Q80001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Klasikinė filologija
Studijų programos rūšis	Universitetinė studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Klasikinės filologijos magistras
Studijų programos įregistravimo data	2011

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Classical Philology</i>
State code	621Q80001
Study area	Humanities
Study field	Classical Philology
Type of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Classical Philology
Date of registration of the study programme	2011

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

It is worth underlining that this is the only master’s programme in Classical philology in the country. This is crucial, because, on the one hand, it would be a serious loss to cancel this programme on the pretext that the number of students enrolled is low, while, on the other, the absence of competition is potentially risks a lack of accountability in quality assurance terms. The SER team is aware of this risk and the report shows that Vilnius University is able to ensure a high level of quality in relation to the Bologna process/European Higher Education Area (EHEA) standards. Following the visit, the review team is convinced that the future of the humanities in Lithuania is on a very strong footing, thanks to the dedication and abilities of the teaching and research staff and the high motivation of an impressive group of passionate students. Clearly, this is possible only if the Department of Classical Studies is supported by the relevant academic and political authorities. The reform of the universities which is under way in the country must take into consideration that classical studies develops enlightened citizens, and thus – all the more so in the context of globalisation – constitutes a strong pillar of democracy, and consequently classical philology programmes should be at least preserved, and better reinforced, on implementation of the reform.

1.3. The Review Team

The review team was constituted according to *Description of experts’ recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *14 March, 2017*.

1. **Prof. Jean-Luc Lamboley (team leader)**, *Full Professor of Ancient Greek History, University of Lyon 2, France;*
2. **Prof. Douglas Cairns**, *Professor of Classics, School of History, Classics, and Archaeology, University of Edinburgh, Scotland;*
3. **Dr. Irine Darchia**, *Associate Professor, Ivane Javakhishvili Tbilisi State University, Georgia;*
4. **Ms. Gabrielė Gendvilaitė**, *student of Vytautas Magnus University study programme Integrated Communication.*

Evaluation coordinator – Ms. Dovilė Žeimienė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme meets the requirements of Level VII of both the Lithuanian Qualification Framework and the European Qualification framework. This aspect may be verified by reference to the Dublin descriptors (for instance). Its objectives and ILOs distinguish very clearly between generic and subject-specific elements, and between general competences (on the one hand) and the specific skills addressed by individual ILOs (on the other). Both general competences and specific ILOs are clearly formulated in line with the best examples of international practice. These cover an appropriate range of professional and transferable skills and would stand comparison with benchmarks typically employed for programmes of this level in other systems and jurisdictions. From this point of view, the mission and strategy of Vilnius University conforms perfectly to the Bologna process recommendations.

Information on the programme, its objectives, and its ILOs is very well communicated *via* a variety of official and less official channels, from University and Faculty webpages to specific national and local publications. The Department makes commendable use of its graduates and current students in raising awareness of the programme's contents and requirements. Student involvement in promoting the Department and its offerings online, communicating the enthusiasm that was evident at every stage of the review process, was a particularly positive feature.

The balance between transferable and subject-specific skills in the programme's aims and ILOs meets the need to ensure that students are prepared for a variety of opportunities after graduation, including further study at PhD level, teaching and other professions cognate with or germane to the programme, and a wide range of other employment destinations with no vocational link to the programme itself. The close attention paid to generic and transferable skills guarantees that the programme objectives and ILOs are linked to the state, social and labour market needs, and the fact that the record of the Department's graduates in obtaining employment is good (SER p.40) is the best evidence that these objectives are actually met.

Graduate numbers are low, (10 graduates between 2012-2016) but employment rates are high and impressively varied (63.6 % cf. SER, p. 40). This validates the steps taken after the past review in 2010 to address explicitly the generic competencies required by the wider, non-academic labour market, and illustrates the responsiveness of the programme's design to the needs of its stakeholders. The programme's graduates reached a very high standard of subject-specific competence indeed (as their dissertations attest), while their testimony to the review panel in the course of the review process confirmed the impression that the design of the

programme had fully addressed their requirements in terms of transferable skills too. The programme's students are thus extremely well prepared for their futures, whether they lie in research leading to the PhD, in academic-related fields such as librarianship, publishing, or school teaching, or in the wider world of work. In fact, learning outcomes indicated in the course unit descriptions (annex no. 1) show a good balance between the academic requirements of a liberal arts degree and professional requirements linked to cultural, tourist, editorial, and even political activities.

The programme clearly provides graduates with the knowledge, skills, and competences required for careers in secondary education, but it was not entirely clear from the sections of the SER that address this area (1.3, p.12; cf. 6.5, 43–4) what the challenges and opportunities currently are for supplying this market and meeting its needs. This was followed up during the review. The Classical gymnasium of Abraomo Kulvietis was not directly involved with the Department's MA programme, but would like to be in future. It was clear, however, that a wide variety of employment destinations was open to the programme's graduates, whose employability was confirmed both by the graduates themselves and by their employers in face-to-face discussion with the review panel.

Discussion with students and social partners during the visit, all of whom expressed their satisfaction with the contents and objectives of the programme, convinced the expert team that there is good coherence and strong consistency between the title of the programme, its contents, the formulation and expression of the ILOs, and the qualifications to be obtained. In other words, this master programme is entirely satisfactory in terms of student employability.

2.2. Curriculum design

SER, p. 14 confirms that 'The study programme in classical philology is designed and currently implemented in line with the Framework of General Requirements for Master's Studies approved by Decree No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010 and the Regulation on the Study Programmes of Vilnius University approved by Decree No SK-2012-12-4 of the Senate's Commission of 21 June 2012.' The programme, divided into 2 years/4 semesters (=120 ECTS), has been revised in the last six years and meets international benchmarks in terms of level, range, focus, and content, with an appropriate balance between instruction and independent research, subject-specific knowledge/competence, and transferable skills. From this point of view the content of the programme corresponds to the standards of the Bologna Process/European Higher Education Area (EHEA) and to best international practice in academic provision.

The programme builds to an appropriate degree on knowledge and competences acquired at the study level and offers an appropriate mix of core and elective modules. The former cover both Greek and Latin language and literature over the course of the main periods of their development. Annex 1 gives an overview of what these modules cover in terms of genres, works, and themes; the core Roman modules appear to be more comprehensive in their coverage than the Greek. The rationale for these modules' coverage and focus, especially on the Greek side, remained a little unclear, even after probing during the review itself. The various offerings seemed largely to depend upon staff availability and expertise, both within the Department and in the cognate disciplines whose teaching staff also contribute. Nonetheless, teaching and learning in the individual subjects of study is carried out in a focused, professional, and consistent fashion without any repetition between modules or phases of the programme; though some topics could be more developed, especially in Greek linguistics and literature, on the whole, the content of the modules, learning processes, and assessment methods (that are clearly set out in the course unit description (annex no. 1)) ensure that ILOs are achieved.

The range of electives on offer is wide and certainly affords ample diversity of choice. These are specific in their focus and no doubt determined by the research expertise of the staff who deliver them. Some of the elective modules are described as inter-disciplinary and number of elective modules offer valuable comparative perspectives from neighbouring disciplines (such as the module on Language and Culture of the Vedas). More could have been said about the rationale by which such modules are selected for the programme and what opportunities are taken to engineer interaction and synergies with the programme's core classical material, but on the whole the scope of the programme is sufficient to ensure that ILOs are met. Many of these elective modules are eminently useful to the programme's students, but their availability seems to depend on existing provision in other departments. There was not much indication that Classicists were engaged in dialogue with other disciplines in their design and delivery. As a result, modules in other disciplines were not especially tightly integrated into the programme and did not seem to reflect an overarching programme design or purpose. Interdisciplinarity was asserted, but not fully justified, either in documentation or in the review process on site. The introduction of a regular internal process of module and programme review might help address this issue.

There is certainly enough on offer in terms of taught core and elective modules to fulfil the subject-specific ILOs and to foster the professional competences at which the programme aims. Generic competences and transferable skills are clearly addressed by the substantial self-study component in taught modules and by the 30-credit research dissertation. In terms of the contribution of classroom practice and the design of the programme's assessment processes to the achievements of aims and ILOs, it was clear that good practice was being followed and that good outcomes were being achieved, yet there were low levels of ownership and buy-in to the whole notion of ILOs on the part of teaching staff. Such engagement might be developed by staff training in ILOs (in order to raise awareness on EHEA benchmarks) and by the introduction of a system of annual course monitoring at the level of the individual module. This need not be burdensome, and indeed should be as light touch in nature as possible, but it would permit explicit reflection on programme aims and outcomes as measured by the experience of staff and students in each module and confirmed by the processes by which student work and performance are assessed.

2.3. Teaching staff

The teaching-research staff meets all the legal requirements: 100% of the teaching staff have a PhD in classical philology or related subjects, and three of them have the "habilitation"; according to the VU Regulation on Study programme, lecturers, including Junior lecturers, must have a scientific degree, which is the case for all concerned in this instance. The great majority of the subjects in the study field are taught by teachers of Vilnius University (there are only two external teachers), and the five professors involved in the programme represent 30% of the whole. The Defence Commission for theses is chaired by an individual who does not belong to the Faculty of Philology.

The teaching staff is composed of 15 teachers: 9 from the Department of Classical Philology, 1 from the department of Philosophy, two from the Department of Romance Philology, and three from the Centre of Semiotics and Literary Theory. In this way, the staff actually reflects interdisciplinarity. Among these 15 teachers, there are 5 Professors (three with habilitation), 7 Associate Professors and 3 PhD Lecturers. All these teachers have a PhD degree and teach in the field of their specialism. Thus the number of teachers is quite adequate to ensure that the ILOs and objectives of the programme are met. Table 8 p. 25 in the SER shows that during the period under review (2012-2016) around one hundred items (books, articles, communications, scientific reviews, etc.) were published. The annual average number of publication is around 1.5 per teacher, but there is some disparity among them: 9 research papers at the top end of the list, and

only 3 at the bottom. It may be noted that the number of textbooks and other didactic materials and teaching aids is an important element in this output (25%), perhaps to the detriment of research papers. This enhances the feeling that pedagogical tasks are predominant and teachers have not enough time for research activities; this is also evident from table 7 (p. 22 of the SER), which shows the staff workload: even in the case of the professors who have fewer contact hours and methodological duties, the time available for research activities is less than 50%. In the case of the lecturers, who need more research activities to progress in their career, the ratio is only 21%. In any event, all the members of the teaching staff may be considered to be active researchers, as is shown by table 9 p. 25-26 of the SER, which gives the list of the international and national research projects in which they participate. The creation of the *Digital Database of Ancient Proper Names* is a very good example of applied research. One should also mention the Department's participation in the international project, *Colloquium Balticum*. Many of the Department's teachers have received national awards and foreign medals. They are also involved in various activities of national and international associations in the field of humanities (editorial boards, consultancy, membership of academies, of academic associations, research councils, cooperation with Lithuanian theatres in staging ancient tragedies etc.). Vilnius University offers satisfying conditions for the continuing professional development of the staff. Consequently, the qualifications of the teaching staff are quite sufficient to ensure the intended learning outcomes.

Nevertheless, two aspects, linked to the internationalization, could be improved: first, international staff mobility is very low; only three professors went abroad for lectures or study periods. It is true that this negative aspect is well balanced by the high number of visiting professors from foreign universities (10 during the period) which shows that the Department is attractive. Secondly, publications in international journals are not very numerous: in fact, most of the papers are written in Lithuanian and published in Lithuania.

Since 2012 ten students have defended their dissertation. In the same period, 18 students enrolled in the study programme, but two dropped out. This represents a rather small group, and so teachers can easily devote more attention to their students and to the quality of their studies. It is difficult to gauge the teacher-student ratio in this Master's programme, because all staff teach in other study programmes; nevertheless the ratio is 15 teachers for 17 students, and it is clear that teachers are very close to their students and that both enjoy a familiar atmosphere; they also spend time outside the classrooms in cooperation with the students in artistic and project-based activities (such as theatre), even sharing books of their personal libraries with them.

The age of the teachers stands between 42 and 73; the average age is rather high: 55. Only 2 teachers are less than 45 years old, and no one is less than 42. 74% of the teachers are between 45 and 65 years old. It means that this teaching staff has very good experience both in didactics and research, but the turnover is low. It is worth underlining that three teachers have defended their PhD during the period, and there are currently three PhD students in classical philology. It means that the Department has sufficient human resources to replace professors when they retire, and that it is possible to bring young blood into the teaching staff. The Department has also recruited during the period a Russian colleague from Saint Petersburg, and one colleague from Spain. This openness is a good way to ensure that all necessary competences are available to sustain a high level of programme provision.

The institution should pay attention to a crucial issue, namely is the age at which the PhD is defended: the three teachers of the Department were 39, 46, and 54 years old when they obtained this qualification. If this situation does not change, it will be impossible to recruit young and qualified teachers. The institution should also encourage the mobility of the teachers and enhance internationalisation of study programmes and research activities. It is also important to assure earlier promotion of the teachers: for instance, it is not normal that a teacher recruited

more than 35 years ago, who obtained the PhD a few years after she was recruited and produces regular publications, has not yet reached the title of Professor, even though she is now more than 60 years old. Such a situation might well discourage younger teachers. Finally, it is worth pointing out that some progress has been made since the last evaluation in so far as the number of staff contact hours has been reduced; but further efforts are necessary so that more time is available for research activities.

Finally, it appears that the three Professors with “habilitation” are not supervisors and are not involved in the final Master’s thesis module. Normally such professors have the highest qualification for research activities and training, and they should assume more responsibilities in the supervision of theses and the scientific writing modules.

2.4. Facilities and learning resources

The first point to be underlined is the real improvement of the situation since the last evaluation, thanks to the renovation works undertaken by the University between 2010 and 2012, with specific funds for refurbishment. Only two classrooms (K1 and K2) now need further improvement. Considering the small number of students, the space available is quite sufficient and fits the pedagogical needs. It is reasonable to privilege the small classrooms, more adapted to the individual supervision of the students, rather than big auditoriums. Cultural activities and public events can take place outside the university, as a way of opening humanities *extra muros*. The multimedia equipment seems sufficient and well adapted to the needs of students in classical philology.

The Department of classical Philology (DCP) provides sensible resources for practical training, and digital equipment is the priority. Students can use the comfortable reading room of the DCP (15 workspaces) when no lectures or seminars are taking place there, and the Department’s library has introduced an electronic book lending system which is now available for all students and teachers of the University. This free access library provides the main corpora of ancient sources: the full corpus of *Sources chrétiennes*, essential for patristic studies, the *Cambridge Greek and Latin Classics*, and the *Loeb Classical Library*.

Thanks to the Digital Philology Centre (DPC) of the Faculty of Philology, students have free access to all the main databases, especially the *Thesaurus Linguae Graecae*, the *Packard Humanities Institutes* (PHI 5.3 and 6) the *Thesaurus Linguae Latinae*, the *Biblioteca Teubneriana Latina* (BTL 4), and the main electronic dictionaries used in the field of classical philology. The focus of the DPC is on classical languages; therefore the Centre is a suitable venue for practical training of students of classical philology. In 2013 a new Scholarly Communication and Information Centre (SCIC) was opened, offering 700 equipped workplaces and separate rooms for individual work; it is open 24/7. At the central Library of the University, periodicals are available through the JSTOR database, but some students complained that they could not find all the journals they needed for their thesis. Most of the teaching aids and textbooks are written by the teachers of the Department, and are used during the lectures, for instance the *Old Greek Language Sampler* and the *Roman Visual Art*, which are stored on the website of the Faculty of Philology.

There is only one point that should be improved: the lack of foreign monographs and research publications. Due to under-funding, the Faculty has not sufficient funds to acquire the most relevant and recent books in classical philology. When checking the bibliography of the final thesis, the review team noticed that a number of recent publications were not mentioned.

As far as concerns the adequacy of arrangements for practice, this criterion cannot be assessed because there is no practical element in the programme. The interviews with the students and

alumni have established their interest in introducing the possibility of internships as part of the programme.

2.5. Study process and students' performance assessment

Applicants are accepted to the Master's degree study programme of Classical Philology in accordance with the Admission Rules to Second-Cycle Study Programmes of Vilnius University. The procedure for admission depends on students' completed Bachelor's programme, study area, and field. Students with a BA in Classical philology or a related field are admitted without entrance exam. The same rule applies to students in other fields who have at least 15 credits in Latin and/or ancient Greek and 5 credits in ancient literature. Other candidates have to take an entrance exam. This study programme is chosen by motivated students, who have high marks, but when they are asked about the reason for their choice and motivation, it is not easy for them to give clear answers. During the period under review, the average entrance score to the Master's programme is about 30% higher than the Faculty's average, and the admission plan was more than 100% achieved. The number of admitted students (about 5) is steady. It can be concluded that entrance requirements are well-founded, consistent and transparent.

The study programme is flexible and compatible with other study programmes. Students can choose courses in Classical Philology as part of their individual study plan. In discussion, they expressed the view that not all aspects of the study programme met their expectations. For instance, students are not happy to study second-year subjects during the first year. The necessity to study a third language, such as Italian, meets mixed reactions. However, students are very satisfied with the family atmosphere and the individual support and feedback they benefit from throughout their studies, which is the best proof of a fair learning environment. If something is wrong, teachers help students, and collaboration between students and teachers is good and strong. Students also have the possibility to meet the Study Counsellor during specific hours, also via special website or by email. This is the most positive aspect of this programme.

The faculty administration and the Head of the Programme Committee introduce students to the study programme and study process. The relevant information may be found on the faculty website. Students can receive consultations regarding learning outcomes of the programme, as well as consultations with alumni and potential employers. A way to learn more about the subject and the opportunities it offers is to participate in a careers network. Students gain work experience, though being volunteers at other network institutions or companies; at Master's level, however, there is no possibility to undertake an internship, and this is an aspect which might be improved. Students who graduated in other study programmes do not have specific skills in classical philology, but they have the opportunity of participating in summer schools, for which the Classical Association sometimes provides funding. Consequently, it can be concluded that organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes.

The system of assessing student achievements is clear, public and appropriate to assess the learning outcomes. Students who have academic difficulties have several opportunities to retake exams. The possibility exists for students who do not agree with the assessment results to apply to the Faculty's Dispute Settlement Commission. For other problems, students can apply to the Faculty's Academic Ethics Commission. Students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public, and transparent procedures. Students always have an opportunity to offer feedback on their courses. There are global and individual evaluations for every course, but how the results of these evaluations are used by the teaching staff for improving the curriculum is not clear. However, the dropout rate in the MA

programme is low, about 11% during the period in question, which proves that students are relatively satisfied with the system. The main reasons for this drop out are relocation or family circumstances.

In the course of the meeting with the review panel, students indicated that they are not always satisfied with the available pedagogical resources. They do not have full access to some articles, and recent monographs necessary for their thesis are not always available. This is one of the weakest points of this programme.

Students are encouraged to participate in additional research activities but the participation should be more active. In the meeting with the reviewers, they confirmed they were invited to participate in scientific conferences and other events, but the level of participation average is quite low. However, the Digital Philology Centre offers good opportunities to engage in research activities in addition to the compulsory thesis writing. Some students (7) were able to complete several months of research work on projects financed by the RCL. Students can also obtain experience by participating as members and volunteers in Classical Association conferences and events. They have many alternatives for their artistic or cultural activities. One of the most popular is Classical Theatre, where they can deploy and develop their personal expression skills and participate in different festivals and other events.

Students are encouraged to participate in student mobility programmes, but it should be noted that student mobility is very low: in the last period only 2 students went abroad (to Germany and Italy), thanks to the Erasmus programme, while the University has Erasmus agreements signed with 218 foreign universities. This is also an aspect which could be improved.

Financial support from the government for the best students is minimal, but the Faculty in cooperation with student representatives took the initiative to change the procedure of scholarships, so that more students could obtain one. Two students on the programme in classical philology received President Antanas Smetona memorial scholarships for their academic and scholarly achievements. Students obtain other one-off scholarships. Students can obtain state loans, government-supported loans, and financial support for disabled students. The University offers a special health programme in the Health and Sports Centre and provides professional psychological services for students. It can be concluded that the higher education institution ensures proper academic and social support.

The system of assessment is clear and publicly accessible. It is regulated by two different VU documents, published on VU's website. At the start of a semester a subject lecturer introduces students to the course, presenting its aims, requirements, and intended learning outcomes. The lecturer also provides students with a comprehensive description of the subject, stating the methods assessing knowledge and skills during the semester and the examination session, as well as procedures, assessment criteria, and other requirements. At the end of each semester, students complete questionnaires about the various courses, though it is not clear whether the results of these questionnaires are actually used extensively in enhancing the quality of the programme.

According to the SER, 100% of the programme's graduates took part in the survey that showed that the vast majority of the graduates continued their studies or obtained employment in a range of professional areas. The majority of the graduates find jobs which are related to their specialism, such as teaching Latin in gymnasium, or working in libraries. This is a very positive aspect of this programme.

In conclusion, this master's programme, according to the comments expressed by the graduates, alumni, and stakeholders during the onsite visit, meets economic, social, and cultural needs for

the present and the future. In fact, the students' passion for their studies, in spite of a demanding programme, and the satisfaction of the employers who recruited graduates, are indisputable signs of success. During the visit, the social partners claimed that the graduates they employ represent the "elite" of the country. It is worth underlining that this classical philology programme is unique in Lithuania, and so particularly important for Lithuanian culture, since it produces specialists, fluent in ancient languages, proficient in ancient culture in a broad sense, and capable of working in a variety of areas.

2.6. Programme management

Development, implementation, and internal quality assurance of the Programme is conducted according to VU's mission and regulations, based on EHEA values, requirements of European Standards and Guidelines for Quality Assurance (ESG), and best practice in quality enhancement, which is one of the main challenges of modern educational area. Though such internal quality assurance measures are available, that is to say they exist on paper, it is not easy to measure their effectiveness or efficiency in practice. On the one hand, the SER team is well aware of the importance of this issue, but on the other, many teachers, and also the great majority of students, are less aware of this aspect or do not see very clearly what is at stake. There is much room for all the players to be fully aware of the importance of quality assurance issues.

Procedures for development, approval, implementation, periodical evaluation, modification, and improvement of the programme are clearly identified and quite well implemented; tasks and responsibilities that derive from those procedures are allocated to the Department of Studies, Programme Committee, Faculty Council, and Senate. The tasks of the Department of Studies, aiming at both programme administration and quality assurance were not clear from the SER but have been clarified during the visit.

Involvement of different stakeholders – lecturers, students, social partners and employers – in the development, periodical evaluation, and enhancement of the Programme, its responsiveness to the needs of society and the labour market is very well regulated by internal rules and procedures, but their implementation could be improved. For example, suggestions by the students and employers to introduce some new courses or internship on Master Level has not been taken into consideration yet. Despite this, some good practices can be mentioned, as stated in the SER and proved during the visit, for instance, the presence of a social partner in the SER team, or the fact that the chairman for the thesis discussion is always a stakeholder.

Information on the implementation of the programme is collected regularly using feedback from students, alumni, lecturers, and employer surveys. Generalized results of these internal and external surveys are publicly available on the University website. However, as has already been mentioned, it is not very clear how these results are actually communicated to the teaching staff with a view to the improvement of the programme.

Discussion of different issues not only within the Programme Committee, but also with other programme lecturers and heads of department will be also appreciated as a good tool for fostering interdisciplinary approaches and the adjustment of the programme to the needs of different stakeholders.

As only a relatively small number of students participate in the surveys, organizing of focus groups and individual/group interviews might be used in addition as a means of obtaining feedback from the students. Lack of motivation among the students to take part in the surveys might be analysed and, after identifying the reasons, special measures might be taken. It might be helpful to include in the SER more information on the concrete changes in the programme that were proposed and implemented by the programme committee following feedback from the

students (i.e. whether the ideas of the students on programme improvement, as presented in the SER, have been taken into consideration by the Committee).

The university-wide software system (VUSIS) assures smooth and effective management of the programme, providing data on students' personal information, grades for courses, registration to elective courses, topics of final thesis, etc. The system also issues certificates and documents, allows students to transfer courses from other universities, informs students about decisions on their submitted requests, publishes study results, etc. The introduction of VUSIS should be considered an important improvement in programme management since the previous evaluation.

In order to promote the programme among the students and in order to spread more information about the programme's academic and non-academic activities, not only the web page and social media, but also open days can be used effectively.

Giving the students the opportunity to design the individual study plan according to their interests and priorities is highly appreciated as a good instrument for student-centred education.

2.7. Examples of excellence

The review team was very impressed by the excellent relationships between teachers and students and the close collaboration among the teaching staff; the family atmosphere within the DCP creates a very good environment, whose the main consequence is the high rate of employability. All the graduate students who choose not to enrol in PhD programmes easily find employment, often in areas not directly connected with the subject field.

The review team appreciates in addition the involvement of the Digital Philology Center (DPC) and the creation of the *Digital Database of Ancient Proper Names* as a very good example of applied research and the introduction of modern approaches in teaching and research.

III. RECOMMENDATIONS

1. The department should consider improving an annual system of internal course monitoring which might consider, *inter alia*, grade profiles, feedback from staff, feedback from students, and review issues such as accommodation, learning resources, workloads, student performance, strengths and weaknesses in course delivery, etc.
2. It is recommended that the department give thought to the introduction of periodic graduate student conferences, perhaps involving students from other Baltic and East European nations, so that MA students have opportunities to obtain experience in presenting their research before a variety of audiences.
3. Curriculum design should include the possibility of internships so that students could acquire and develop more practical skills.
4. The international mobility of teaching staff and internationalisation of research activities should be improved.
5. The number of relevant foreign monographs and recent research publications should be increased.
6. The social partners and the students should be fully involved and consulted in the curricula development and the preparation of the SER to ensure that all interests and perspectives are appropriately represented.

IV. SUMMARY

Following the visit, the review team is convinced that the future of the humanities in Lithuania is on a very strong footing, thanks to the dedication and abilities of the teaching and research staff and the high motivation of an impressive group of passionate students. Clearly, this is possible only if the Department of Classical Studies is supported by the relevant academic and political authorities. The reform of the universities which is under way in the country must take into consideration that classical studies develops enlightened citizens, and thus – all the more so in the context of globalisation – constitutes a strong pillar of democracy, and consequently classical philology programmes should be at least preserved, and better reinforced, on implementation of the reform.

The programme meets the requirements of Level VII of the Lithuanian and European Qualifications Framework. Both general competences and specific ILOs are clearly formulated in line with the best examples of international practice. These cover an appropriate range of professional and transferable skills and would stand comparison with benchmarks typically employed for programmes of this level in other systems and jurisdictions. The balance between transferable and subject-specific skills in the programme's aims and ILOs meets the need to ensure that students are prepared for a variety of opportunities after graduation, including further study at PhD level, teaching and other professions cognate with or germane to the programme, and a wide range of other employment destinations with no vocational link to the programme itself. Employment rates are high and impressively varied. For careers in secondary education, more attention could be paid to identify what the challenges and opportunities currently are for supplying this market and meeting its needs.

The rationale for the curriculum coverage and focus, especially on the Greek side, remained a little unclear, even after probing during the review itself. The various offerings seemed largely to depend upon staff availability and expertise, both within the department and in the cognate disciplines whose teaching staff also contribute. There was not much indication that Classicists were engaged in dialogue with other disciplines in their design and delivery. As a result, modules in other disciplines were not especially tightly integrated into the programme and did not seem to

reflect an overarching programme design or purpose. Interdisciplinarity was asserted, but not fully justified, either in documentation or in the review process on site. The improvement of a regular internal process of module and programme review might help address this issue. In terms of the contribution of classroom practice and the design of the programme's assessment processes to the achievements of the curriculum aims, it was clear that good practice was being followed and that good outcomes were being achieved, yet there were low levels of ownership and buy-in to the whole notion of ILOs on the part of teaching staff. Such engagement might be developed by the improvement of a system annual course monitoring.

The teaching staff is highly qualified, the great majority being involved in research projects, both national and international. It is all the more notable that the staff workload is rather high, although there is a current trend towards its diminution. Many teachers of the Department have received national awards and foreign medals. Consequently the qualification of the teaching staff is quite correct to ensure the attended learning outcomes of a 2nd cycle study programme. The devotion of the teachers, their passion for teaching classical philology, and their involvement not only in academic activities but also in a wide range of cultural events explain the high degree of motivation and satisfaction of the students. Nevertheless, two aspects, linked to the internationalisation, could be improved: first, mobility is very low. It is true that this negative aspect is well balanced by the high number of visiting professors from foreign universities, which shows that the Department is attractive. Secondly, publications in international reviews are not very numerous: in fact, most of the papers are written in Lithuanian and published in Lithuania. Finally, it is also important to ensure earlier promotion of the teachers so as not to discourage younger members of staff, and to give more responsibilities to those Professors with "habilitation" who are not supervisors and are not involved in the final Master thesis module. Normally such professors have the highest qualification for research activities and training, and they should assume more responsibilities in the supervision of the thesis and the scientific writing modules.

As far as the facilities and learning resources, the visit allowed the verification of a real improvement of the situation since the last evaluation, thanks to the renovation works undertaken by the University between 2010 and 2012, with specific funds for refurbishment. Considering the small number of students, including first cycle students, the space available is quite sufficient and fits the pedagogical needs. Thanks to the Digital Philology Centre (DPC) of the Faculty of Philology, students have free access to all the main databases and can also participate in the development of digital resources. However, it is clear that the DCP needs more funds to be able to buy foreign monographs and complete the collection of ancient sources or classical journals. When checking the bibliography of the final thesis, the expert team could notice that some recent publications were not mentioned. The lack of foreign monographs and recent research papers is a problem that the DCP has to face.

The students on the whole are satisfied with this programme, which is flexible and also compatible other study programmes in so far as students can choose courses in Classical Philology as part of their individual study plan. According to some of them, not all aspects of the study programme met their expectations: for instance, students are not happy to study second-year subjects during the first year and the necessity to study a third language, such as Italian, meets mixed reactions. However, students are very satisfied with the family atmosphere and the individual support and feedback they benefit from throughout their studies. If something is wrong, teachers help students and collaboration between students and teachers is good and strong. Students also have the possibility to meet the Study Counsellor during specific hours, also via a special website or by email. This is one of the most positive aspects of this programme. There is no possibility to undertake an internship as part of the Master's programme, and this is an aspect which could be improved. Students are also encouraged to

participate in additional research activities, scientific conferences, or other cultural events, but the participation should be more active. The Digital Philology Centre offers good opportunities to engage in research activities in addition to the compulsory thesis writing and some students were able to do several months of research work on projects financed by the RCL, which is also a very positive aspect. Students can also gain experience by participating as members and volunteers in Classical Association conferences and events. One of the most popular is Classical Theatre, where they can deploy and develop their personal expression skills and participate in different festivals and other events, while also directly contributing to the valorization of the humanities. Finally, students are encouraged to participate in student mobility programmes, but mobility of students is very low: in the last period only 2 students went abroad. This is also an aspect which should be improved in the future.

The above observations indicate that the management of the programme ensures its efficient operation and positive results, especially in terms of employability. Some weaknesses were, however, observed during the visit. The main one is the fact that students and social partners are not really integrated in the SER committee: they are consulted, but they do not participate in the discussion and writing of the report. Secondly, it is not wholly clear how questionnaires are used to improve the curriculum; for instance, it seems that individual members of teaching staff are not directly informed about the results of these questionnaires. The Department should consider improving an annual system of internal course monitoring which might consider, *inter alia*, grade profiles, feedback from staff, feedback from students, and review issues such as accommodation, learning resources, workloads, student performance, and strengths and weaknesses in course delivery.

V. GENERAL ASSESSMENT

The study programme Classical Philology (state code – 621Q80001) 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	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

*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. Jean-Luc Lamboley
Grupės nariai: Team members:	Prof. Douglas Cairns
	Dr. Irine Darchia
	Ms. Gabrielė Gendvilaitė

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
KLASIKINĖ FILOLOGIJA (VALSTYBINIS KODAS – 621Q80001) 2017-05-08
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-80 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Klasikinė filologija* (valstybinis kodas – 621Q80001) vertinama **teigiamai**.

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

* 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)

<...>

IV. SANTRAUKA

Po vizito ekspertų grupė yra įsitikinusi, kad humanitarinių mokslų ateitis Lietuvoje turi labai tvirtą pagrindą, nes dėstytojai ir tyrėjai yra atsidadę ir kompetentingi, o įspūdinga entuziastingų studentų grupė ypač motyvuota. Akivaizdu, kad tai realu tik todėl, kad Klasikinės filologijos katedrą remia atitinkamos akademinės ir politinės institucijos. Šiuo metu šalyje vykdoma universitetų reforma turėtų atsižvelgti į tai, kad klasikinės filologijos studijos rengia išprususius piliečius, taigi – taip pat atsižvelgiant į globalizacijos aplinkybes – tampa tvirtu demokratijos ramsčiu, todėl klasikinės filologijos studijų programos turėtų būti bent jau išsaugotos ir dar labiau sustiprintos įgyvendinant reformą.

Studijų programa atitinka Lietuvos ir Europos kvalifikacijų sąrangos VII lygmens reikalavimus. Tiek bendrieji gebėjimai, tiek specifiniai numatomi studijų rezultatai yra aiškiai suformuluoti vadovaujantis geriausia tarptautine praktika. Jie apima atitinkamus profesinius ir perkeliamuosius gebėjimus ir juos būtų galima palyginti su tipiškais kitose sistemose ir jurisdikcijose vykdomų šio lygmens studijų programų ugdomais gebėjimais. Perkeliamųjų ir dalykinių gebėjimų pusiausvyrą studijų programos tiksluose ir numatomuose studijų rezultatuose atitinka poreikį užtikrinti, kad studentai būtų pasirengę pasinaudoti įvairiomis galimybėmis baigę studijas, įskaitant tolesnes doktorantūros studijas, dėstymą ir kitas profesijas, giminingas šiai studijų programai ar su ja susijusias, taip pat įvairiausias kitus darbus, profesiskai nesusijusius su studijų programa. Įsidarbinimo rodiklis yra aukštas ir pasižymi įspūdinga įvairove. Kalbant apie karjerą vidurinio ugdymo sistemoje, reikėtų daugiau dėmesio skirti nustatant dabartinius rinkos aprūpinimo ir jos poreikių patenkinimo iššūkius ir galimybes.

Programos sandaros aprėpties ir orientacijos loginis pagrindas, ypač kalbant apie graikų kalbos dalį, išliko nevisiškai aiškus net po vertinimo metu užduotų klausimų. Įvairūs siūlymai didžiąja dalimi priklauso nuo katedros ir susijusių disciplinų padalinių, kurių personalas prisideda prie studijų programos, dėstytojų prieinamumo ir kompetencijos. Nėra ypatingų požymių, kad Klasikinės filologijos katedros personalas palaikytų dialogą su kitų disciplinų atstovais dėl tų dalykų turinio ir dėstymo. Todėl kitų disciplinų moduliai nėra itin glaudžiai integruoti į studijų programą ir neatspindi pagrindinio programos modelio ar tikslo. Tvirtinama, kad tarpdalykiškumas egzistuoja, tačiau šio fakto nepavyko iki galo pagrįsti nei dokumentacijoje, nei vertinimo vizito metu. Reguliaraus vidinio modulių ir programos vertinimo proceso tobulinimas galėtų padėti išspręsti šį klausimą. Kalbant apie tai, kiek auditorinis darbas ir vertinimo procesai prisideda siekiant studijų programos tikslų, akivaizdu, kad laikomasi geros praktikos ir pasiekti geri rezultatai, tačiau dalis dėstytojų mažai prisidėję formuluojant numatomus studijų rezultatus. Jų įsitraukimą galima didinti tobulinant kasmetinės studijų programos stebėsenos sistemą.

Dėstytojai yra aukštos kvalifikacijos, didžioji dalis dalyvauja nacionalinių ir tarptautinių tyrimų projektuose. Taip pat minėtina, kad darbuotojų darbo krūvis yra gana didelis, nors pastaruoju metu pastebima jo mažinimo tendencija. Daugelis katedros dėstytojų yra gavę nacionalinių apdovanojimų ir tarptautinių medalių. Taigi, dėstytojų kvalifikacija yra gana tinkama, siekiant užtikrinti antrosios pakopos studijų programos numatomus studijų rezultatus. Dėstytojų atsidavimas ir entuziazmas dėstant klasikinę filologiją, taip pat jų dalyvavimas ne tik akademinėje veikloje, bet ir įvairiuose kultūriniuose renginiuose, paaiškina aukštą studentų motyvaciją ir pasitenkinimą studijomis. Vis dėlto, galima pagerinti du su tarptautiškumu susijusius aspektus. Pirma, judumo rodiklis yra labai žemas. Tiesa ta, kad šį neigiamą aspektą atsveria didelis skaičius iš užsienio universitetų atvykstančių dėstytojų, rodantis, kad katedra yra patraukli. Antra, skelbiama nedaug publikacijų tarptautiniuose recenzuojamuose žurnaluose; iš tiesų, dauguma straipsnių parašyti lietuvių kalba ir yra skelbiami Lietuvoje. Galiausiai, taip pat svarbu užtikrinti ankstyvesnę dėstytojų paaugštinimą, taip skatinant jaunesnius personalo narius, ir suteikti daugiau atsakomybės profesoriams, turintiems habilituoto daktaro laipsnį, kurie nevadovauja baigiamiesiems darbams ir nedėsto baigiamojo magistro darbo dalyko. Paprastai šie profesoriai turi didžiausią kvalifikaciją, kalbant apie tiriamąją veiklą ir dėstymą, todėl jie turėtų prisiimti daugiau atsakomybės vadovaujant baigiamiesiems darbams ir dėstant akademinio rašymo dalykus.

Kalbant apie materialiuosius išteklius, vizito metu buvo patikrinta, kiek realiai pagerėjo situacija po paskutinio vertinimo dėl universiteto 2010–2012 m. vykdytos renovacijos gavus specialių lėšų atnaujinimo darbams. Atsižvelgiant į nedidelį studentų skaičių, įskaitant pirmosios studijų pakopos studentus, esamos patalpos yra pakankamos ir atitinka pedagoginius poreikius. Filologijos fakulteto Skaitmeninės filologijos centras suteikia studentams nemokamą prieigą prie visų pagrindinių duomenų bazių ir galimybę prisidėti kuriant skaitmeninius išteklius. Tačiau akivaizdu, kad Skaitmeninės filologijos centrui reikia daugiau lėšų, kad galėtų įsigyti užsienio monografijų ir sukomplektuotų visą senųjų šaltinių ar klasikinės filologijos žurnalų rinkinį. Tikrindama baigiamųjų darbų bibliografiją, ekspertų grupė pastebėjo, kad nepamirėtos kai kurios naujausios publikacijos. Užsienio monografijų ir naujausių tyrimų straipsnių trūkumas yra problema, kurią turi spręsti Skaitmeninės filologijos centras.

Studentai apskritai patenkinti šia studijų programa, kuri yra lanksti ir suderinta su kitomis studijų programomis, nes jie gali rinktis Klasikinės filologijos dalykus pagal individualius studijų planus. Pasak kai kurių studentų, ne visi studijų programos aspektai atitiko jų lūkesčius: pavyzdžiui, studentai nėra patenkinti, kad studijuoja antro kurso dalykus pirmame kurse, o tai, kad privaloma studijuoti trečiąją kalbą, pvz., italų, sukėlė įvairių reakcijų. Tačiau studentai labai džiaugiasi draugiška bei šilta atmosfera ir individualia parama bei grįžtamuoju ryšiu, kuris jiems naudingas studijuojant. Jeigu kyla sunkumų, dėstytojai padeda studentams; studentų ir dėstytojų

tarpusavio bendradarbiavimas puikus ir tvirtas. Studentai taip pat turi galimybę konsultuotis su studijų konsultantu numatytomis valandomis, taip pat susisiekti su juo per specialią interneto svetainę arba el. paštu. Tai vienas iš teigiamiausių šios studijų programos aspektų. Nėra galimybės šioje magistrantūros studijų programoje vykdyti praktikos, tad šį aspektą galima tobulinti. Studentai taip pat skatinami dalyvauti papildomoje tiriamojoje veikloje, mokslinėse konferencijose ar kituose kultūrinuose renginiuose, tačiau dalyvavimas turėtų būti aktyvesnis. Be privalomo baigiamojo darbo rašymo, Skaitmeninės filologijos centras siūlo geras galimybes dalyvauti tiriamojoje veikloje; keli studentai keletą mėnesių dirbo tiriamąjį darbą vykdydami projektus, kuriuos finansavo Lietuvos mokslo taryba, ir tai yra sveikintina. Studentai taip pat gali įgyti patirties dalyvaudami Klasikų asociacijos rengiamose konferencijose ir renginiuose kaip nariai ir savanoriai. Vienas iš populiariausių yra Klasikų teatras, kur jie gali panaudoti ir ugdyti asmeninės išraiškos gebėjimus, taip pat dalyvauti įvairiuose festivaliuose ir kituose renginiuose, tiesiogiai prisidėdami prie humanitarinių mokslų vertės didinimo. Galiausiai, studentai skatinami dalyvauti studentų judumo programose, tačiau jų judumo rodiklis labai žemas: paskutiniu laikotarpiu tik 2 studentai vyko į užsienį. Šį aspektą taip pat reikėtų gerinti ateityje.

Pirmiau pateiktos pastabos rodo, kad studijų programos vadovybė užtikrina veiksmingą programos vykdymą ir teigiamus rezultatus, ypač kalbant apie įsidarbinimo galimybes. Tačiau vizito metu pastebėta ir keletas silpnųjų. Pagrindinė yra tai, kad studentai ir socialiniai partneriai faktiškai nėra įtraukti į savianalizės rengimo komitetą – su jais konsultuojamasi, tačiau jie nedalyvauja diskutuojant ir rengiant suvestinę. Antra, nėra visiškai aišku, kaip naudojamos klausimynais, siekiant gerinti studijų turinį; pavyzdžiui, atrodo, kad pavieniai dėstytojai nėra tiesiogiai informuojami apie šių klausimynų rezultatus. Katedra turėtų apsvarstyti, kaip pagerinti kasmetinės vidinės programos stebėsenos sistemą, kuri galėtų apimti, inter alia, pažymius, personalo grįžtamąjį ryšį, studentų grįžtamąjį ryšį, taip pat tokius kokybės vertinimo aspektus kaip patalpos, metodiniai ištekliai, darbo krūvis, studentų pasiekimai ir studijų programos vykdymo stiprybės bei silpnybės.

<...>

III. REKOMENDACIJOS

1. Katedra turėtų apsvarstyti, kaip pagerinti kasmetinės vidinės programos stebėsenos sistemą, kuri galėtų apimti, inter alia, pažymius, personalo grįžtamąjį ryšį, studentų grįžtamąjį ryšį, taip pat tokius kokybės vertinimo aspektus kaip patalpos, metodiniai ištekliai, darbo krūvis, studentų pasiekimai, studijų programos vykdymo stiprybės ir silpnybės ir pan.
2. Katedrai rekomenduojama apsvarstyti periodinių magistrantūros studentų konferencijų organizavimą, galbūt įtraukiant studentus iš kitų Baltijos ir Rytų Europos šalių, kad studentai turėtų galimybę įgyti patirties pristatydami savo tyrimus įvairioms auditorijoms.
3. Programos sandaroje turėtų būti numatyta praktikos galimybė, kad studentai galėtų įgyti ir išsiugdyti daugiau praktinių įgūdžių.
4. Reikėtų gerinti tarptautinio dėstytojų judumo ir tiriamosios veiklos tarptautiškumo aspektus.
5. Reikėtų didinti aktualių užsienio monografijų ir naujausių tyrimų publikacijų skaičių.
6. Reikėtų visiškai įtraukti socialinius partnerius ir studentus bei su jais konsultuotis rengiant studijų turinį ir savianalizės suvestinę, taip siekiant užtikrinti, kad būtų tinkamai atstovaujama visiems interesams ir požiūriams.

<...>

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)