



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
**STUDIJŲ PROGRAMOS *KLASIKINĖ (LOTYNŲ IR SENOVĖS
GRAIKŲ) FILOLOGIJA (valstybinis kodas - 612Q80001)***
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF CLASSICAL (LATIN AND ANCIENT GREEK) PHILOLOGY
(state code -612Q80001)
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 (lotynų ir senovės graikų) filologija</i>
Valstybinis kodas	612Q80001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Klasikinė filologija
Studijų programos rūšis	Universitetinė studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Klasikinės filologijos bakalauras
Studijų programos įregistravimo data	2000

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Classical (Latin and Ancient Greek) Philology</i>
State code	612Q80001
Study area	Humanities
Study field	Classical Philology
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Classical Philology
Date of registration of the study programme	2000

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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 bachelor’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 potentially risks a lack of accountability in quality assurance terms. The SER team is aware of this risk and the report shows that the Vilnius University is able to ensure a high level of quality in relation to the Bologna process 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.*

SKVC Evaluation coordinator – Ms. Dovilė Žeimienė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims to produce a broad range of outcomes in subject-specific and generic terms, covering skills required for further progress in the discipline (whether vocationally or in terms of Master's and PhD programmes) and for general employability. 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 meets the requirements of Level VI of both the Lithuanian Qualifications 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, between general competences and the specific skills addressed by individual ILOs, and between instrumental and interpersonal aspects of general competences. 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 perfectly conforms to the Bologna process recommendations.

It is clear (from BA final dissertations, as well as from the testimony of graduates, employers, and social partners) that ILOs as formulated are in fact being achieved by the programme. It is also clear that classroom practice does, as a matter of fact, promote the attainment of these outcomes. Yet there is room for a greater degree of ownership of and buy-in to the ILOs on the part of the teaching staff as a whole, as a way of transparently articulating programme aims to students and other stakeholders and of being explicit about the skills that the programme seeks to develop.

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, *via* specific national and local publications and fora, to social media, of which the Department makes excellent and well-targeted use. The Department's outreach and recruitment activities are vigorous and varied. It also makes commendable use of its graduates and current students in raising awareness of the programme's contents, requirements, and attractiveness to prospective students.

At the core of the Department's provision is comprehensive instruction and practice in ancient Greek and Latin language, linguistics, and literature, with a broadening focus from core modules in these areas to more specialist provision. The ILOs are well designed to achieve the programme's aims, both in specialist and in transferable skills. ILOs aim at an appropriate range of outcomes in employment terms, from fields for which knowledge of the Classics is essential or advantageous to those which the analytical and problem-solving skills of a well-designed Humanities degree are the primary prerequisite. The close attention paid to generic and transferable skills guarantees that the programme objectives and the 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 very good (SER p. 48) is the best evidence that these objectives are actually met.

The programme's objectives and ILOs meet international standards for BA provision both in Classics and in the Humanities in general. Once more, however, though it was clear from documentation (especially BA theses) and from the testimony of students, graduates, and staff that ILOs did in practice inform students' learning experience, instructors' classroom practice, and the processes of assessment, there could none the less be more explicit links between ILOs, learning experience, and assessment, as well as greater awareness of those links among staff and students.

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 review 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 bachelor programme is entirely satisfactory in terms of student employability.

2.2. Curriculum design

Curriculum design, structured in 4 years/8 semesters (= 240 ECTS), fully satisfies the requirements set for level VI qualification of the Lithuanian Qualification Framework: there is a careful gradation from years 1 to 4 in terms of the subjects studied, the degree of specialist expertise that is fostered, and intellectual content. The degree programme overall exemplifies a systematic and integrated approach to the study of Latin and Greek language and literature, with initial focus on language skills facilitating progressive exposure to ancient literature, supported by contextual study of and research in classical history and culture. The sustained progression during the 4 years, without any repetition within or between levels, also takes into consideration that all the students are beginners in Greek and Latin, and from this point of view the content of the modules and study methods, as well as assessment methods, clearly set out for each course in annex 1, ensures that all ILOs are achievable and achieved.

A wide range of skills are addressed and assessed at all levels of the programme. At the forefront are language skills, which support and facilitate the interpretative and analytical skills fostered by detailed engagement with ancient sources. Research skills are developed via a range of assignments, each appropriate to their level of study, and culminating in the independent research component that is the final-year dissertation. The Department's focus on core linguistic and literary subjects and skills is excellent, though there may be scope (especially if the Department wishes to increase the number of students on other programmes who take classical electives) to broaden the appeal of its offerings by including (for example) elective courses in subjects such as classical mythology.

Especially impressive in terms of curricular design is the varied nature of the skills and competences addressed and the range of forms of assessment used to test these. Students are not only examined in the reading, translation, analysis, and interpretation of Classical texts, or on

their knowledge of ancient history and culture, but also demonstrate their research, analytical, and presentational skills in term papers and the final dissertation. Particular strengths include the scope that the degree provides for fieldwork and professional practice in a variety of areas chosen by the students themselves (SER, p. 19). The programme is fully reflective of best international practice in the discipline by including elective modules on the reception of Antiquity and especially in the way that it encourages students to make use of sources directly relevant to their own culture and history as Lithuanians (ibid.). The relevance and appeal of these aspects of the programme is outstanding; this constitutes a genuinely excellent feature of the programme's provision. Consequently, the scope of the programme is sufficient to achieve the ILOs.

Substantial emphasis is rightly placed on the independent learning and research/analytical expertise fostered by the final-year dissertation. The explicit provision of induction and preparation for this element of the curriculum (in the form of a 15-credit seminar in which students develop and present their projects to an audience that includes peers and supervisor) is to be commended. The workload and processing of the dissertation is appropriately spread over the final stages of the programme, with an excellent balance between department/supervisory support and student independence (SER, p. 20).

The design of the undergraduate curriculum, based on a modular system, a systematic and integrated approach to the subject, and sustained progression including elective modules and the possibility of internships, not only reflects international currents and best practice, but might itself provide a model for other institutions and jurisdictions to follow. Especially in its links with social partners, its explicit attention to transferable skills, and its focus on employability (in particular through the provision of internships) it corresponds to the best international practice and the state of the art in terms of academic standards. However, the SER should give more precise information about the rationale behind the coverage of this bachelor's programme. This question was put to the teaching staff during the visit, but the answers were not entirely convincing.

2.3. Teaching staff

32 teacher-researchers are involved in this programme: 4 professors, 13 associate professors, 9 lecturers (7 with PhD), 6 assistant lecturers. The great majority of the assistant lecturers teach foreign languages and come from other Departments of the Faculty of Philology (DCP). All the courses in the study field (Classical Philology) are taught by teachers from the DCP: 1 professor with "habilitation", 4 associate professors, 6 lecturers (5 with PhD) and one assistant-lecturer. So, the number and the qualifications of the teaching staff are quite adequate to ensure the ILOS and objectives of the programme. All the members of the academic staff teach more than half of the courses in the field of classical philology, which meets the legal requirements. The chairman of the defence committee is external, usually a representative of the social partners. It could be concluded that the study programme is provided by the staff meeting legal requirements.

Except for one lecturer and one assistant lecturer who are pursuing doctoral studies, all the members already have a PhD in the study field. Table 9 p. 30 in the SER shows that during the period (2012-2016) 81 outputs (books, articles, communications, scientific reviews, etc.) were published. 63% of these works are published in peer-reviewed editions, and 16% are publications of scientific sources and heritage. The annual average number of publication is around 6 per teacher, which is a very good ratio, but there is some disparity between the oldest, who published more (11 publications in the top list), and the youngest, who published less (only 1 publication in the bottom list). It might be recommended to reduce the number of attending hours for the young

teachers, and give them more opportunities to attend international conferences, so that they have more time for research activities.

Table 10 p. 31 shows that the great majority of the teachers are also involved in research projects, both national and international (for instance the *Colloquium Balticum*). It is all the more notable that the staff workload is rather high, although there is a current trend towards its diminution. Table 8 p. 27 in the SER shows that the average number of contact hours in 2015-2016 for full Associate professors is 315 hours and for full lecturers 460 hours, i.e. respectively around 20% and 30% of the total workload in a year. It is a pity that the table does not give the workload for methodological and organisational work hours, which means that it is not possible to measure the actual time which is available for research activities. Anyway, on the whole the teaching staff is likely to have the possibility to upgrade his academic level and to implement the programme in good conditions.

Many teachers the Department have received national awards, and foreign medals. They are also involved in various activities of national and international associations in the field of the Humanities (editorial boards, consultancy, members of Academies, of academic associations, research councils, cooperation with Lithuanian theatres in staging ancient tragedies etc.). Consequently, the qualifications of the teaching staff are more than sufficient to ensure the intended learning outcomes of a 1st cycle study programme.

Since 2012, 39 students have defended their final dissertation. In the same period, 54 students enrolled in the study programme, but 24 dropped out in the first two years. This represents a rather small group, and allows teaching staff to devote more attention to the remaining students and to the quality of their studies. It is difficult to appreciate the teacher-student ratio in this study programme because all staff teach in other study programmes; nevertheless the ratio is roughly 32 teachers for 54 students if we count all the teachers employed in the programme; if we count only the teachers who are supervisors, there are 13 teachers for 39 students, which gives the ratio 1:3. Moreover, it is clear that the Department fosters close and productive working relationships between staff and students; staff spends time also outside the classroom in cooperation with the students in artistic and project-based activities (such as theatre) and share books from their personal libraries with them. The devotion of the teachers, their passion for teaching classical philology, and their involvement not only in academic activities but also in a number of cultural events explain the high degree of motivation and satisfaction of the students, which we were able to verify during the visit.

The age of the teaching staff stands between 30 (assistant) and 73 (emeritus); the average age is 49, if we count all the staff involved in the programme, and 51 years if we count only the 14 members of the study field. 4 teachers are less than 35 years old, and the majorities are between 45 and 54. 65% of the whole team is more than 44 years old. The participation of lecturers and assistant lecturers who are successfully attracted to the programme and teach foreign languages brings young blood, but the core of the study field staff is around 50 years old on average. It means that the teaching staff has extensive experience, both in didactics and in 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 doctoral students in classical philology, one of whom teaches in the programme. The recruitment of doctoral students as teachers is not only an advantage for these individuals, but also beneficial for the future of the Department. It is highly promising that a number of doctoral degree students are currently preparing for their future teaching career by giving courses in Greek and Latin. It means that the Department ensures the continuity of research and has sufficient human resources to replace professors when they retire. The qualifications of the staff certainly correspond to the aims and learning outcomes of the programme as it is presently constituted.

It is also worth underlining that when a teacher obtains the PhD, he/she is quickly promoted as associate professor or recruited as lecturer, but the institution should pay attention to a crucial issue, namely the age at which the PhD is defended. The situation seems to have improved for the most recent doctoral students, and this is important in terms of recruiting young and qualified teachers who will be able to obtain the title of professor before the final years of their career, as is currently the case, because such a situation might discourage students attracted by an academic career. Finally, it is worth pointing out that some progress has been made since the last evaluation as so far as the number of contact hours has been reduced; but further efforts are necessary so that more time is available for research activities.

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. Considering the small number of students, including second-cycle 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 supervising 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 is 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 a priority. Students can use the comfortable reading room of the DCP (15 workspaces) when no lectures or seminars are taking place, 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 workspaces 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.

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. During the visit, it was possible to verify that a sufficient number of textbooks for beginners in Greek and/or Latin were available. Current learning resources are quite sufficient and suitable for first-cycle classical studies. In discussion with the panel, the students confirmed that thanks to internet and e-resources they could find all the books they needed.

Following the visit, the review team can confirm that the scientific environment, the quantity and quality of premises available for students, the arrangements for student practice, the teaching and learning materials, and equipment allow students to implement the curriculum in optimal conditions.

A substantial strength of the programme is the provision it makes for field and professional practice, including pedagogic practice (SER, pp. 20, 24) It was excellent that the review was able to follow up in detail on what is said (at pp. 10–11, 52–3 of the SER) about the position of and prospects for Latin, Greek, Ancient History, and Classical Civilization in Lithuanian schools. The option that BA students in Classical Philology now have to take a pedagogical internship at the Classical gymnasium of Abraomo Kulvietis is an excellent feature of the programme, one that is greatly appreciated by students, staff, and the social partners at the Kulvietis gymnasium itself. This is a very important and welcome initiative that develops a range of theoretical and practical skills (pp. 10, 52-3). The gymnasium's representative praised the linguistic skills and knowledge of those who had held internships very highly indeed, though she did also express a wish that they might receive a slightly greater degree of advance guidance in the theory and practice of school teaching. But the other internships that the Department offers (e.g. in library work or in digital humanities) are also excellent. An impressive range of opportunities is available, and the links that these foster between (a) students and the world of work and (b) the Department and its various partners within and beyond the University are an exemplary feature of the programme. These initiatives enhance and complement the students' subject-specific expertise while at the same time placing it in a wider context of employability and real-world relevance. In the case of the internships which have led to the creation of the Thesaurus Latino-Lituanicus the programme has created a valuable digital resource (e.g. in allowing one to search for Latin words by morphology and prosody) that deserves to be much more widely known.

2.5. Study process and students' performance assessment

Information about the terms and conditions of admission to the Classical (Latin and Ancient Greek) Philology programme is published on the website of VU. The terms are well founded and based on school-leaving exams for Lithuanian language and literature, information technology, mathematics, history, biology, arts, and foreign languages. Students applying to the Classical (Latin and Ancient Greek) Philology Bachelor's degree programme are admitted in accordance with the Rules of Admission to the First-Cycle Study Programmes at Vilnius University, which are publicly available. Detailed information about the admission requirements and documents is also published on the LAMA BPO website: information on entry to Vilnius University can be found online. Those requirements are also presented at different events and published in various different materials. It can be concluded that entrance requirements are well-founded, consistent and transparent.

The study programme is chosen by motivated students, who have high marks. According to the students, the subjects studied are difficult, but that has the effect of motivating them to study. During the period under review, the average entrance score to the programme was often higher than the Faculty's average, but there has been a big drop (27%) in the number of students admitted. In spite of global problems in higher education and though VU is the only university in Lithuania which offers this study programme, decreasing number of admitted students is not so representative.

The study programme is flexible and compatible with other study programmes: external students can choose courses in Classical Philology as part of their individual study plan. Students benefit from the attention of teaching staff throughout their curriculum which is the best proof of a fair learning environment. According to them, it is easy to communicate with teachers. If there is a problem, students can discuss with teachers, so that the problem may be quickly solved. They can meet the Study Counsellor during specific consultation hours, also via special website or by email. Small student groups are an advantage, because students can get individual tuition and feedback. This is one of the most positive aspects of this programme. 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 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 the 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 in philology. Students gain work experience, through being volunteers at other network institutions or companies.

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 are encouraged to participate in additional research activities and do so actively. Because some students are awarded different scholarships for their academic and research achievements, some gain experience in the live Latin language courses, others participate in translation competition (some of them are laureates), while participating as members and volunteering in Classical Association conferences and events. Students have also 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. The Classical Association is a good way of enhancing student training; this association not only organizes cultural events, but also provides the students with more knowledge and philosophical views.

Students are encouraged to participate in student mobility programmes, but mobility is low: in the period 2012–2016 only 10 students went abroad. The curriculum is tight, which means that it is difficult to study abroad for one semester. Instead of that, students should more often use possibility to participate to international summer academies, international language courses, or take Erasmus internships. This lack of mobility is partially balanced by good quality internships that develop transferable skills.

The higher education institution ensures proper academic and social support. 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.

The system of assessment is clear and public. 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 and presents its aims, requirements, and intended learning outcomes. The lecturer also provides students with a comprehensive description of the subject, stating the methods for 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. According to the students met during the visit, the study programme has been improved.

While the SER is not absolutely clear about the skills and knowledge gained by the students in Classical Philology, during the visit students claimed that they were happy and satisfied with their studies, especially in terms of levels of translation practice, deep knowledge, and generic or

transferable skills that promote their competitiveness in the labour market. In fact, if many graduates (58%) in the period under review have chosen Master's programmes in VU or other universities, the others easily found employment in various sectors, which proves that the majority of graduates meet the expectations of programme operators and employers.

In conclusion, this bachelor's programme according to the comments expressed by the graduates, alumni and stakeholders during the audition, meets economic, social, and cultural needs for the present and the future. In fact, the students' passion for their studies in spite of a hard programme, and the satisfaction of the employers who recruited graduates, are the signs of an indisputable success. It is worth underlining that this classical philology programme is unique in Lithuania, and so particularly important for Lithuania's culture since it produces specialists, fluent in ancient languages, proficient in the 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, ESG requirements, and best practice in quality enhancement, which is one of the main challenges of modern education. If such internal quality assurance measures are available, that is to say they exist on paper, it is not easy to get the right measure of their effectiveness or efficiency. On one hand, the SER team is well aware of the importance of this issue, but on the other hand many teachers, and also the great majority of students, are less sensitive to this aspect or do not see very clearly what stakes are involved. There is much room for all the actors to be fully aware of the importance of the quality assurance issues.

Procedures for development, approval, implementation, periodical evaluation, modification, and improvement of the programme are clearly identified and 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 were clarified during the visit.

Involvement of different stakeholders – lecturers, students, social partners, and employers – in the development, periodical evaluation, and enhancement of the Programme assures its responsiveness to the needs of society and the labour market. The concrete examples of best practice in terms of stakeholders' impact on programme enhancement were discussed during the visit, as for instance, the presence of a social partner in the SER team, the management of the internships, or the fact that the chairman for the discussion thesis 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, it is not very clear how these results are actually communicated to the teaching staff for 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 is 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, but also social media and 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 expert 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 MA programmes easily find employment, often in areas not directly connected with the subject field.

III. RECOMMENDATIONS

1. The Department should be encouraged to monitor rates of withdrawal from the programme and to investigate the reasons which lie behind students' decisions to withdraw, offering appropriate support where possible.
2. The Department should consider introducing 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.
3. The social partners and the students should be fully involved and consulted in the preparation of the SER to ensure that all interests and perspectives are appropriately represented.
4. The international mobility of the student body should be further encouraged and if possible improved.

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.

It is clear from BA final dissertations as well as from the testimony of graduates, employers, and social partners that ILOs as clearly formulated in line with the best examples of international practice, are in fact being achieved by the programme. They are well designed to achieve the programme's aims, both in specialist and transferable skills. It is also clear that classroom practice does, as a matter of fact, promote the attainment of these outcomes.

Especially impressive in terms of curricular design is the varied nature of the skills and competences addressed and the range of forms of assessment used to test these. Particular strengths include the scope that the degree provides for fieldwork and professional practice in a variety of areas chosen by the students themselves. The programme is fully reflective of best international practice in the discipline by including elective modules on the reception of Antiquity and especially in the way that it encourages students to make use of sources directly relevant to their own culture and history as Lithuanians. The design of this bachelor curriculum not only reflects international currents and best practice, but might itself provide a model for other institutions and jurisdictions to follow.

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 more than sufficient to ensure the intended learning outcomes of a 1st-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 number of cultural events explain the high degree of motivation and satisfaction of the students. Another positive aspect lies in the fact

that the participation of lecturers and assistant lecturers who are successfully attracted to the programme and teach foreign languages brings young blood, and this recruitment of doctoral students as teachers is not only an advantage for these persons, but also beneficial for the future of the Department. It is highly promising that a number of doctoral degree students are currently preparing for their future teaching career by giving courses in Greek and Latin, because it means that the Department ensures the continuity of research and has sufficient human resources to replace professors when they retire.

As far as facilities and learning resources are concerned, the visit allowed the verification of a real improvement of the situation from 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 second 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. There is no doubt that the scientific environment, the quantity and quality of premises available for students, the arrangement for students' practice, the teaching and learning materials, and equipment allow students to implement the curriculum in optimal conditions.

During the visit, students assured the panel that they were happy and satisfied with their studies, especially in terms of levels of translation practice, deep knowledge, and generic or transferable skills that promote their competitiveness in the labour market. In fact, though many graduates during the last period have chosen Master's programmes in VU or other universities, the others easily found employment in various sectors. Consequently, this bachelor's programme meets economic, social, and cultural needs for the present and the future. If studies are considered to be difficult, especially because students have never learnt Greek and Latin before, at the same time these difficulties are a source of motivation and the family atmosphere of the DCP is very beneficial for the students' success. Students have also opportunities for artistic or cultural activities where they can deploy and develop their personal expression skills and participate in different festivals and other events. The Classical Association is a good way of enhancing student training; this association not only organizes cultural events, but also provides the students with more knowledge and philosophical views. Thus the study process and student experience are quite satisfactory; the only point which might be improved is the low international mobility of students.

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. Another issue is the high student drop-out rate, something that is not taken sufficiently into consideration; the Department should be encouraged to monitor rates of withdrawal from the programme and to investigate the reasons which lie behind students' decisions to withdraw, offering appropriate support where possible. Finally, how questionnaires are used to improve the curriculum is not entirely clear; for instance, it seems that individual teachers are not directly informed about the results of these questionnaires. The Department should consider introducing an annual system of internal course monitoring which might consider, *inter alia*, grade profiles, feedback from staff, and 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 (Latin and Ancient Greek) Philology* (state code – 612Q80001) 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	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	3
	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. Jean-Luc Lamboley
Grupės nariai: Team members:	Prof. Douglas Cairns
	Dr. Irine Darchia
	Ms. Gabrielė Gendvilaitė

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
KLASIKINĖ (LOTYNŲ IR SENOVĖS GRAIKŲ) FILOLOGIJA (VALSTYBINIS KODAS –
612Q80001) 2017-05-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-72 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Klasikinė (lotynų ir senovės graikų) filologija* (valstybinis kodas – 612Q80001) vertinama **teigiamai**.

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

<...>

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 išpūdinga 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.

Iš baigiamųjų bakalauro darbų bei absolventų, darbdavių ir socialinių partnerių atsiliepimų akivaizdu, kad studijų programa išties pasiekia numatomus studijų rezultatus, aiškiai suformuluotus pagal geriausią tarptautinę praktiką. Jie gerai parengti, kad būtų įmanoma pasiekti studijų programos tikslus, kalbant tiek apie specialiuosius, tiek apie perkeliamuosius gebėjimus. Taip pat akivaizdu, kad auditorinis darbas iš tikrųjų skatina šių rezultatų pasiekimą.

Kalbant apie programos sandarą, ypač išpūdinga yra ugdomų įgūdžių ir kompetencijų įvairovė bei gausybė jų vertinimo formų. Tarp išskirtinių stiprybių minėtinos duomenų rinkimo vietoje ir profesinės praktikos galimybės, kurias suteikia studijų programa įvairiose srityse, kurias renkasi patys studentai. Studijų programa visiškai atspindi geriausią tarptautinę šios disciplinos patirtį, nes siūlo pasirenkamuosius senovės studijų modulius ir skatina studentus naudotis šaltiniais,

kurie yra tiesiogiai susiję su jų – lietuvių – kultūra ir istorija. Šios bakalauro studijų programos sandaroje ne tik atsispindi tarptautinės tendencijos ir geroji patirtis, tačiau ji pati gali tapti pavyzdžiu kitoms institucijoms ir jurisdikcijoms.

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 daugiau nei pakankama, siekiant užtikrinti pirmosios 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. Tarp teigiamų aspektų minėtina tai, kad lektoriai ir asistentai, kurie yra sėkmingai pritraukiami į studijų programą ir dėsto užsienio kalbas, papildoma personalą jaunais darbuotojais; toks doktorantų samdymas yra naudingas ne tik jiems patiems, bet ir katedros ateičiai. Daug vilčių teikia tai, kad keletas doktorantų šiuo metu ruošiasi būsimai dėstytojo karjerai dėstydami graikų ir lotynų kalbų dalykus, nes tai reiškia, kad katedra užtikrina tyrimų tęstinumą ir turi pakankamai žmogiškųjų išteklių, pakeisiančių į pensiją išėinančius dėstytojus.

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 antrosios 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. Neabejotina, kad mokslinė aplinka, studentų naudojamų patalpų kiekis ir kokybė, studentų praktikos organizavimas, mokymo bei mokymosi medžiaga ir įranga suteikia studentams optimalias studijų sąlygas.

Vizito metu studentai patikino ekspertus, kad yra patenkinti studijomis, ypač kalbant apie vertimo praktikos lygį, išsamias žinias ir bendruosius ar perkeliamuosius gebėjimus, kurie didina jų konkurencingumą darbo rinkoje. Iš tiesų, nors daugelis paskutiniosios laidos absolventų pasirinko magistrantūros studijų programas VU ar kituose universitetuose, kiti lengvai įsidarbino įvairiuose sektoriuose. Taigi, ši bakalauro studijų programa atitinka šiandienos ir ateities ekonominius, socialinius ir kultūrinius poreikius. Nors tikimasi sunkių studijų, ypač todėl, kad studentai nėra anksčiau mokęsi graikų ar lotynų kalbų, šie sunkumai tampa motyvacijos šaltiniu, o Skaitmeninės filologijos centro draugiška atmosfera labai prisideda prie sėkmingų studijų. Studentai taip pat turi galimybę dalyvauti meninėje ar kultūrinėje veikloje, kur jie gali panaudoti ir ugdyti savo asmeninės išraiškos gebėjimus, taip pat dalyvauti įvairiuose festivaliuose ir kituose renginiuose. Klasikų asociacija yra geras studentų mokymosi skatinimo būdas; ji ne tik organizuoja kultūrinius renginius, bet ir plečia studentų žinias bei ugdo filosofinį požiūrį. Taigi, studijų eiga ir studentų patirtis yra gana patenkinti; vienintelis tobulintinas aspektas yra žemas studentų tarptautinio judumo rodiklis.

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. Kita problema yra didelis studentų nubyrėjimo rodiklis, į kurį nėra kreipiamas pakankamas dėmesys; katedra turėtų stebėti studentų pasitraukimo iš studijų programos rodiklį ir analizuoti tokio pasitraukimo priežastis, kai įmanoma, teikiant atitinkamą paramą. Galiausiai, nevisiškai aišku, kaip naudojami klausimynai studijų turiniui gerinti; pavyzdžiui, atrodo, kad pavieniai dėstytojai nėra tiesiogiai informuojami

apie šių klausimynų rezultatus. Katedra turėtų apsvarstyti, ar įdiegti 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.

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III. REKOMENDACIJOS

1. Katedra turėtų stebėti studentų pasitraukimo iš studijų programos rodiklį ir analizuoti tokio pasitraukimo priežastis, kai įmanoma, teikiant atitinkamą paramą.
2. Katedra turėtų apsvarstyti ir įdiegti kasmetinės vidinės studijų 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.
3. Reikėtų visiškai įtraukti socialinius partnerius ir studentus bei su jais konsultuotis rengiant savianalizės suvestinę, taip siekiant užtikrinti, kad būtų tinkamai atstovaujama visiems interesams ir požiūriams.
4. Reikėtų toliau skatinti tarptautinį studentų judumą ir, jei įmanoma, gerinti šį aspektą.

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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)