



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
***SOCIOLOGIJOS* STUDIJŲ PROGRAMOS (61205S103,
612L30001)**
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SOCIOLOGY*(61205S103, 612L30001)
STUDY PROGRAMME
at Vilnius University

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sociologija</i>
Valstybinis kodas	61205S103, 612L30001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Sociologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sociologijos bakalauras
Studijų programos įregistravimo data	Valstybinis kodas 61205S103 – 1997-05-19 Švietimo ir mokslo ministro įsakymu Nr. 565, valstybinis kodas 612L30001 – 2010-05-03 Švietimo ir mokslo ministro įsakymu Nr. V-635

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Sociology</i>
State code	61205S103, 612L30001
Study area	Social Sciences
Study field	Sociology
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Sociology
Date of registration of the study programme	State code 61205S103 – 19 of May 1997, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. 565, state code 612L30001 – 03 of May 2010, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. V-635

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

This report is based on the assessment of Self Evaluation Report (SER) provided by Department of Sociology (Department), Vilnius University, and information collected during the meetings with Bachelor (BA) degree study programme in *Sociology* (Programme) staff and the site visit on 6-7 of November, 2012. The main objective of this assessment is to identify strengths and weaknesses of the *Sociology* study programme, to analyze its correspondence to legal requirements and general quality criteria, and to suggest prospects for further improvements.

Sociology studies for the first time in Lithuania were introduced in 1989 at the newly (re-established) Faculty of Philosophy (Faculty) at Vilnius University. Department of Sociology has been responsible for the organization and administration of BA, MA, PhD studies in sociology since the very beginning. Therefore *Sociology* study programme, its design and visions are based on the experience of two decades of teaching sociology and its subjects. Currently 47 scholars and researchers teach courses in *Sociology* BA programme.

In 2003 *Sociology* study programme was given full accreditation after positive external assessment. The main suggestions for further development mainly concerned issues of staff salary, a need of better premises and convenient location, bigger number of students, involvement of students in Department activities, and development of research infrastructure. In 2005 Faculty of Philosophy and its departments moved from the outskirts of the city to renovated premises in the old town.

Sociology study programme at Vilnius University currently is undergoing some changes. Starting from September 2011 Lithuania moved to ECTS credit system. The transfer demanded to define more precisely the generic competences and learning outcomes of the Bachelor's degree programme in *Sociology*. Taking into account transformations of Lithuanian education system and decreasing number of students, in 2012 BA programme was also adjusted for major and minor studies.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. The programme aims and learning outcomes are well defined, clear and publicly accessible;
Programme aims and learning outcomes are well defined and clearly stated. The main learning outcomes are also presented in descriptions of each course. They are publicly accessible to some extent: learning outcomes are mainly present in administrative documents of the Programme and communicated within the community at Vilnius University, but rather poorly presented outside the inner communication system of administration of Vilnius University.

Many students enter *Sociology* BA programme without clear understanding of sociology studies or idea of the discipline of sociology. The Programme managers explained this situation as an effect of national universities' entrance system and vague public image of sociology. The review panel thinks, this feature rather displays a weak marketing and positioning of the Programme.

A short description of the Programme and its aims are presented on the website of the Faculty of Philosophy (only in Lithuanian language). Information about the Programme and its aims is designed mainly for those, who would like to enrol the Programme, and provides more general image of the sociology studies and entrance requirements. The website design of the Faculty of

Philosophy was in the process of redesigning during the evaluation process, therefore there was no information in English available.

1.2. The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;

Programme aims and learning outcomes are based on academic and professional requirements. The review panel found, the Programme's rationale is conceptualized on more general understanding of sociology as a societal education without narrow/clear focusing on or identification of particular segments of labour market for graduates.

During the meetings with the graduates, the review panel found out, that employment is not treated as a problem by graduates, because they manage to find jobs and create their own business. Nevertheless, according opinion of the graduates and current students, BA programme needs stronger component of social research practices, especially focusing on practical management of research, organizational skills, report writings, fundraising and communication.

As it was stated in SER, several important changes were introduced in general structure of the Programme and curriculum design in 2012. The Programme managers are willing to move Programme toward elaborated knowledge of social research methods, practices and techniques, while more conceptual issues are left for further Master (MA) and PhD studies.

1.3. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;

The Programme's aims and learning outcomes are consistent with traditional idea of BA sociological studies. Students are expected to know basic theories and methods of sociological research, develop analytical skills of data analysis, and understanding of social problems.

1.4. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other;

Programme name is short, simple and clear as a good brand for bachelor studies and is compatible with the content of the Programme and the and qualification it offers.

2. Curriculum design

2.1. The curriculum design meets legal requirements;

Two versions of the curriculum were presented in SER. The old version of BA programme was valid till spring 2012. A new version was launched in autumn 2012.

The old version after introduction of new ECTS system did not meet criteria of practical placements. The volume of practical placements (internship or occupational practice) was just 6 ECTS, while according to the legal requirements, it should be no less than 15 ECTS. Other side effects and inconveniences of the credit transfer from national system to ECTS were also noticed by Programme managers and they proposed several modifications for the new curriculum to meet all necessary requirements.

Therefore, the new curriculum of the BA *Sociology* programme was structured according the general requirements for the degree-awarding first cycle study programmes and meets legal requirements concerning allocation and volumes of ECTS for semester, occupational practice, and courses.

2.2. Study subjects and/or modules are spread evenly, their themes are not repetitive;

Study subjects of the curriculum are spread evenly and the whole design of curriculum is balanced. Few courses about social research methods and techniques have similar topics and

themes. The review panel thinks, this repetition is quite natural during the learning process, because all particular aspects of application of any research method cannot be fully explored during one course. Repetition should be treated as training of skills. Also students of the Programme noticed some overlaps between compulsory and optional courses, but optional courses provide deeper knowledge of the subject. Other subjects about special fields of sociology cover their own particular issues.

2.3. The content of the subjects and/or modules is consistent with the type and level of the studies;

The content of the subjects is consistent with the type and level of the studies. Students are provided with the courses on social theory, social research and particular fields of sociology. Nevertheless, the review panel hardly found rationale how courses are allocated into compulsory and optional subjects, why particular subject is optional or compulsory and why courses are included into the curriculum. For example, it is not clear why Sociology of Family is an optional course (3rd term), while Family Theories and Research is a compulsory one (5th term); why Social Economy (4th term) and Political Sociology (4th term) are compulsory subjects, while Sociology of Economics (4th term) and Demography (3rd term) are optional ones. In each case it is hard to find an argument behind such allocation practices.

The review panel thinks, the curriculum design is in some extent constructed *ad hoc* and taking into account the teachers available to teach. It means the curriculum structure mainly depends on the teachers interests. During the meeting with the Programme managers, this feature was described as ‘a profile of the Programme’. In the opinion of the review panel, such curriculum structuring method is not the best way to design curriculum and differentiate compulsory and optional courses.

2.4. The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes;

Content and methods of the subjects correlate with the intended learning outcomes. Many of courses include small research projects, what is very important for developing research skills. Several courses also require students to use particular software (like SPSS, Hamlet and MAXQDA) and research techniques introduced in previous courses. SER suggests that students are encouraged to work on group projects and more specifically to benefit from facilities available.

During the meetings students indicated some discrepancies concerning course volumes and students workload. When national credits were rationalized to ECTS and credit volume was standardized to 5 credits for each course, the students’ workload for assignments were not equalized and balanced also. Workloads for students obviously differ along courses despite the equal volume of credits.

Another issue mentioned by students was their wish to have more integrative, contextualized and practical approach to the given assignments, courses, and tasks. They would like to have more practical assignments to exercise small research projects in groups and more time for internship.

2.5. The scope of the programme is sufficient to ensure learning outcomes;

The scope of the Programme is sufficient to ensure learning outcomes. The review panel thinks, recent practices for internship at research companies provides a good ground for practical training and further career.

2.6. The content of the programme reflects the latest achievements in science, art and technologies;

The content of the Programme reflects current developments of sociology field. Compulsory and optional courses incorporate new literature; students have access to different databases. Teaching staff is open to learn how to operate with new analytical software and to transfer this knowledge to the students.

Students of the Programme would like to work with up-to-date data or resent research results, which reflect current societal trends.

Knowledge of English language among students and teaching staff is sufficient and ensures access to the latest achievements in the field.

3. Staff

3.1. The study programme is provided by the staff meeting legal requirements;

Teaching staff of the *Sociology* BA study programme meets legal requirements. About 76% of the staff has PhD or equivalent academic degrees.

3.2. The qualifications of the teaching staff are adequate to ensure learning outcomes;

Qualification of the teaching staff is adequate to ensure learning outcomes. 66% of scheduled contact hours are taught by 10 professors (7 of them are sociologists) and 18 associated professors (4 of them have PhD in sociology).

3.3. The number of the teaching staff is adequate to ensure learning outcomes;

Number of the teaching staff is optimal and ensures implementation of the Programme. 47 persons teach 65 different subjects.

3.4. Teaching staff turnover is able to ensure an adequate provision of the programme;

The generational composition of the staff is balanced and teachers of different age groups are present at the BA *Sociology* programme.

8 PhD students teach optional subjects BA students. Postgraduate students are involved in the teaching process from the early beginning of their PhD studies. The review panel treats this practice as a good way to ensure generational turnover of the teaching staff.

3.5. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;

Vilnius University has funds and system for the professional development and can allocate financial resources to ensure enhancement of the teaching staff. The Faculty of Philosophy is engaged in several projects introducing new technologies (like workshops on analytical software MAXQDA), organizes international conferences (the recent one on criminology) and workshops (for example, on family research).

However, the review panel found just relatively small number of the teaching staff (just 4 persons from the Department of Sociology) involved into mobility and university exchange programmes. The incoming mobility of teaching staff is also quite low, possibly due highly bureaucratic procedures of placement arrangement and other administrative restrictions at Vilnius University.

3.6. The teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed;

Programme's teaching staff participates in several international and national research projects and do their own researches in sociological theory. The publications of the Department of Sociology are mainly in Lithuanian language. The volume of international publications in

prominent scholar journals is lower as it could be expected. The review panel thinks, the teaching staff should communicate their research results and ideas not only in local academic journals, but internationally and in more active manner.

4. Facilities and learning resources

4.1. The premises for studies are adequate both in their size and quality;

The premises for studies at the Faculty of Philosophy are located in the very centre of the city. They are in perfect shape and well equipped. The only problem with the premises is limited space, therefore classes sometimes are held on late evening or in other faculties of Vilnius University located elsewhere.

The teaching staff does not have personal offices, what, in opinion of the review panel, to some extent limits face-to-face communication of the teaching staff and students.

The shortage of space at the Faculty of Philosophy is partially compensated by nearby located and well equipped historical premises of Vilnius University library, where students have good conditions to study, socialize, meet their teachers and organize their own workshops or academic events free of charge.

4.2. The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;

Technical equipment at the Faculty is adequate in size and quality. Computer classes with the licensed analytic software, like *SPSS*, *MaxQDA*, *Hamlet II*, *Atlas.ti*, etc are available for students at the classrooms of the Faculty of Philosophy.

Library has copy machines where students can make their own reading copies at lower prices than anywhere else in the city.

Vilnius University provides free access to the Internet through EDUROAM system. E-learning systems are available at Vilnius University, but rarely used by the teaching staff. Only 3 courses of *Sociology BA* programme are available on Virtual Learning Environment of Vilnius University (<http://vma.esec.vu.lt/vma/course/category.php?id=14>). In the opinion of the review panel, e-learning system should be used more effectively in teaching process and substitute simpler practices of e-communication like Google groups, DropBox, etc.

4.3. The higher education institution has adequate arrangements for students' practice;

Students' occupational practices are usually organized as internships. Department of Sociology has written agreements with several opinion and market research companies (*TNS Gallup Lithuania*, *Spinter tyrimai*, *RAIT*, *Baltijos tyrimai*) where students have an opportunity to work as manager assistants and practically be involved in research organization processes. Several placements are also available at the Institute of Law and Social Research Centre.

Many students reported about their internships positively and would like to extend the time of practical training. Currently the period of internship is one month (7th term, 4th year of studies). The issue of internship time span was also mentioned by employers. According their opinion, students need about three months to be integrated into the processes of internship organization, otherwise occupational practices remain limited and not so efficient.

4.4. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

Teaching materials (textbooks, books, periodical publications, databases) are adequate and easy accessible. Students are provided with ID and passwords and can access the full-text databases

(like EBSCO, JSTOR, SAGE Journals, etc.) not only through LAN of Vilnius University at the library or at the Faculty, but also at home.

Students mentioned teachers dare to share with them their own collections of academic books.

5. Study process and student assessment

5.1. The admission requirements are well-founded;

The admission to *Sociology* BA studies is organized through the common enrolment system of Lithuanian universities. The review panel thinks, admission requirements are well founded. Despite the fact, that there are no special exams to enter studies, each student has to pass exams of mathematics, history, foreign language and Lithuanian at secondary school. The competitive scores of enrolling students have been relatively high and progressively growing during the last 5 years. The study programme clearly recruits students only with the highest grades of the state exams.

5.2. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;

The organisation of the study process, as it was described in SER, ensures an adequate provision of the Programme and the achievement of the learning outcomes. The review panel found, that predominant teaching style is theoretical and strongly linked with qualitative research. Students get a lot of professional knowledge about the different fields of sociology, but, as it was reported by employers, they also need to develop more practical skills and generic competences.

Students would like to have a tutor or instructor, who would be responsible for a group of students. Instructor would provide necessary information about social and academic support, optional courses, administrative solutions, representation of group opinion, etc.

5.3. Students are encouraged to participate in research, artistic and applied research activities;

During the classes students are encouraged to do their own small research projects and practice different techniques of analysis. They are occasionally invited to take part in more serious research projects managed by the teaching staff, to collect data and use it for their final theses.

The staff of the Department of Sociology indicated, the research funds sometimes define strict requirements for staff employment and financial management what in effect limits participation of students in research activities.

Also students are involved in applied research activities during their occupational practices and internships.

Students are very active in professional terms. They have their own web-blog <http://sociologai.lt>, which is updated each week and a Facebook page 'Sociali Sociologija'.

A multitude of extra-curriculum activities are offered such as participation in choir, national folk chapel, orchestra, chamber music or folklore ensemble, drama group, physical theatre, debate club, and some others.

5.4. Students have opportunities to participate in student mobility programmes;

The Faculty of Philosophy features an adequate network of Erasmus partners (6 from Germany out of 19 in total). The participation rate in the mobility programmes is estimated at 10% and the review panel thinks, is lower than the average. The main obstacle indicated in SER is the language of instruction at host universities.

There was no information on incoming students. The review panel thinks, the possibilities to attract incoming students are also low, because all courses are taught in Lithuanian language.

5.5. The higher education institution ensures an adequate level of academic and social support;
Vilnius University has numerous grants to support students. It also provides dormitories for students coming from other cities and towns.

5.6. The assessment system of students' performance is clear, adequate and publicly available;
The assessment system of students' performance is clear and adequate. Assessment criteria are written in each course description and presented during the first meetings of tutors and students. As it was indicated by the representative of students association, plagiarism and cheating among students is quite absent at the faculty of Philosophy, because present academic culture and environment does not support violations of academic ethics.

5.7. Professional activities of the majority of graduates meet the programme providers' expectations;
SER and statistical data on employment give an impression, that a number of students might be easily getting employed by Lithuanian agencies of social, market and public opinion research, research centres and non-governmental organizations, where they use to carry out their internships.

Representatives of public opinion and market research companies reported, that the best employees are graduates of International School of Management, Vytautas Magnus University and Vilnius University. The employers did not see particular differences between BA *Sociology* and MA *Sociology* graduates of Vilnius University, but wish to employ students with more generic knowledge about sales, management, communication and presentation. The research and statistical analysis skills should be enhanced also.

Intention of BA students to continue sociological studies at MA level also indicates, that BA programme meets expectations of the Department of Sociology.

6. Programme management

6.1. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;

Responsibilities for decisions and monitoring of the implementation of Programme are quite clearly allocated. There are several levels and agents of monitoring the Programme – Committee of the Study Programme BA *Sociology*, Department of Sociology, and Academic Commission and Council of the Faculty. There are some overlaps of these bodies, because same people belong to several of these collective entities.

Committee of the Study Programme is composed by representatives of Department of Sociology, students, and social partners.

6.2. Information and data on the implementation of the programme are regularly collected and analysed;

Information and data on the implementation of the Programme has been regularly collected and analysed by Centre for Assessment of the Quality of Studies since 2009. Also a huge research about professional field was conducted in 2011, which give good overview about outcomes of the Programme. Sometimes researches about study processes are also conducted by students associations.

After passing exams of each course students are asked to evaluate the course, its content, teaching methods, assessment methods, assignments, etc.

Every year the Department of Sociology and Study Committee has to provide a report about study programme to the Council of the Faculty.

6.3. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme;

Programme managers take into account the results of internal and external evaluations of the Programme and try to use them for the improvement. For example, the last external evaluation of the Programme was carried out in 2003. The Faculty followed several recommendations and developed research infrastructure (purchased more computers and licensed analytical software), organized better communication among young sociologists in different universities, gave more social research courses on the first year of studies.

6.4. The evaluation and improvement processes involve stakeholders;

One social partner is present at the Study Committee of the Programme, however the evaluation and improvement processes obviously need to rely on and involve more social partners, stakeholders and companies/ institutions providing placements for internships. Indirectly and partly the involvement of employers and social partners is managed through internship evaluation reports. Usually they indicate strong and weak features of students' competences and skill for the Programme managers, who can introduce changes in the Programme or focus on training of particular skills.

The review panel thinks, the data of evaluation reports should be analysed in more systemic manner, practically applied for the improvement of particular courses and regularly reported to the teaching staff and Faculty.

During the visit to Vilnius University the employers expressed their wish to take part in improvement process of the Programme. However, they indicated, that there were no clear channels of communication with the Programme managers and had no idea how the process of improvement is managed. Employers are keen to give their comments and practical suggestions for the improvement of the Programme. Therefore Programme managers should establish extensive and operative network for feedback and regularly invite social partners and stakeholders to discuss prospects of the Programme development.

6.5. The internal quality assurance measures are effective and efficient;

The internal quality assurance measures are organized on different levels of Programme administration. However, the panel members discovered that feedback process does not function in a proper way, because stakeholders are rarely informed about the Programme evaluation results and changes implemented.

The review panel thinks, that despite the fact of regular collection of information on the Programme implementation (internship evaluation reports, annual surveys of students, etc), it is not clear how the decisions concerning improvement of the Programme (or changes within particular course) are made, how the effect of taken actions is measured in short-time or long-time perspective, who is responsible for this measurement, how often it should be performed. The system of internal quality assurance measures lacks monitoring of introduced measures and changes. This component should be defined and implemented in more effective way on the level of Study Committee and level of the Faculty administration.

III. RECOMMENDATIONS

1. The Department of Sociology should invest into public presentation of the BA Programme, its identity, attractiveness, and functioning. The target groups should not be limited to secondary school students only. Social partners, stakeholders, business companies, and mass media should be targeted also.
2. The managers of the Programme should more heavily promote BA *Sociology* studies internationally and target incoming students. Therefore, the website of the Department of Sociology needs more information about the Programme in English.
3. It would be reasonable to establish a comprehensive and interactive website for already enrolled students and give them more integrative approach of learning outcomes, skills and competences. Students should be explained more regularly about expected progress on each stage of the Programme and asked to check their competences for themselves and correspondence of personal development with learning outcomes.
4. The development of more generic skills like communication, oral presentation of ideas, proposal writing, practical organization of research, report writing, and management should be incorporated in as many subjects as possible through inclusive teaching methods like research simulation and group projects. The teaching staff should more carefully reflect on own class delivery and teaching methods.
5. The Programme should also focus on training of social research and quantitative data analysis skills; tutors should encourage students to apply advanced quantitative research methods writing final theses and work with freely available large data sets like *European Values Studies* or *Eurobarometer*¹.
6. The staff should more actively use existing e-learning environment for taught subjects.
7. The staff has to publish more in competitive international peer-review journals.
8. It is necessary to involve more social partners and representatives of companies providing internship placements into the process of Programme's improvement and quality assurance. The managers of the Programme should also develop more effective system of monitoring and measuring introduced changes in the Programme, its segments or learning environment.
9. Each student groups would like to have an individual tutor, who would consult and advise on studies, administrative issues, optional courses, internships, and job opportunities. Tutors could also follow academic progress of each student and represent their interest for the Study Programme Committee.
10. Revision of internship arrangement (time, season) is recommended to enhance students' practical competences in more efficient way.

¹ In comments to the first version of the Evaluation Report, the university stated that such efforts are underway. The review panel has seen no traces of the usage of these data bases and suggests to improve the efforts mentioned by the higher education institution.

IV. SUMMARY

The review panel has got a good impression of *Sociology* BA study programme managed by Department of Sociology at Vilnius University.

The Programme and studies are well designed, organised and attracts excellent students to the Department. Programme is developing systematically and adjusting to changing educational environment, students' needs, and academic milieu. The academic staff has strong scientific competences and good interpersonal relations with motivated students.

However, Department of Sociology should invest more in promotion of the Programme's identity, features and sociology studies profile on international level and outside the inner academic milieu of Vilnius University on local level.

The learning facilities are well arranged. Despite the limited space of the Faculty of Philosophy, students are provided with a perfect access to diverse analytical software, up-to-date academic literature, and international databases. The teaching staff also has good access to teaching resources and should consider using more inclusive teaching methods and e-learning facilities.

Programme management is supervised on different levels of administration. Study Committee is composed by teaching staff, student and one social partner. Programme would benefit including 2-3 additional social partners (stakeholders) in the Study Committee and relying on alumni and on employers as resources for the improvement of educational process. In near future the managers should also consider issue of systematic and long-term monitoring of taken minor/major measures improving quality and adjusting operation of the Programme.

V. GENERAL ASSESSMENT

The study programme *Sociology* (state code – 61205S103, 612L30001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	21

*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:
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**VILNIAUS UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ PROGRAMOS
SOCIOLOGIJA (VALSTYBINIAI KODAI – 61205S103, 612L30001) 2012-12-13
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-147 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Sociologija* (valstybiniai kodai – 61205S103, 612L30001) 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 ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	21

* 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

Pirmos pakopos *Sociologijos* studijų programa, kurią vykdo Vilniaus universiteto Sociologijos katedra, ekspertų grupei paliko gerą įspūdį.

Studijų programa yra gerai sudaryta, organizuota ir pritraukia į katedrą puikius studentus. Programa sistemaiškai tobulinama ir pritaikoma prie besikeičiančios aukštojo mokslo, akademinės aplinkos ir studentų poreikių. Akademinis personalas pasižymi aukšta mokslinė kvalifikacija bei gerais tarpusavio santykiais su motyvuotais studentais.

Vis dėlto Sociologijos katedra turėtų daugiau investuoti į programos tapatybę, išskirtinių požymių ir sociologijos studijų profilio pristatymą tiek tarptautiniu, tiek vietiniu (už Vilniaus universiteto vidinės akademinės aplinkos ribų) lygmenimis.

Materialioji bazė yra gerai įrengta. Nepaisant ribotos Filosofijos fakultetui priklausančios erdvės, studentai ir dėstytojai turi laisvą prieigą prie įvairios analitinės programinės įrangos, naujausios akademinės literatūros ir tarptautinių duomenų bazių. Vis dėlto dėstytojai turėtų apsvarstyti daugiau apimančių dėstyimo metodų bei elektroninio mokymosi priemonių taikymo galimybes.

Programos vykdymo priežiūra vyksta skirtingais administracijos lygmenimis. Studijų komitetą sudaro dėstytojai, studentai ir vienas socialinis partneris. Siekiant tobulinti studijų programą, į studijų komiteto sudėtį reikėtų įtraukti dar 2-3 socialinius partnerius ir atsižvelgti į buvusių studentų bei darbdavių nuomonę, kaip informacijos šaltinį, mokymo proceso tobulinimui. Artimiausiu metu studijų programos vykdytojai turėtų apsvarstyti sisteminę ir ilgalaikę studijų kokybės gerinimo priemonių stebėseną, į kurią būtų atsižvelgiama vykdant studijų programą.

III. REKOMENDACIJOS

1. Reikalingos didesnės Sociologijos katedros investicijos į bakalauro studijų programos viešąjį pristatymą, jos tapatybę, patrauklumą ir vykdymą. Tikslinės grupės neturėtų būti tik vidurinių mokyklų moksleiviai, taip pat reikėtų orientuotis ir į socialinius partnerius, verslo bendroves, žiniasklaidą ir kitus socialinius dalininkus.
2. Programos vykdytojai turėtų aktyviau skleisti informaciją apie pirmosios pakopos *Sociologijos* studijas tarptautiniu lygmeniu, taip sudominant studentus iš užsienio. Sociologijos katedros tinklalapyje turėtų būti teikiama daugiau informacijos apie studijų programą anglų kalba.
3. Vertėtų sukurti išsamų dialoginį tinklalapį įstojuosiems studentams, kuris leistų integruočiau susipažinti su studijų rezultatais, įgyjamais įgūdžiais ir kompetencijomis. Studentus reikėtų reguliariai supažindinti, kokios pažangos jie turėtų pasiekti kiekvieno studijų etapo metu ir nurodyti patiems pasitikrinti, ar jų įgytos kompetencijos bei asmeninis tobulėjimas atitinka studijų rezultatus.
4. Naudojantis viską apimančiais dėstyimo metodais, tokiais kaip mokslinių tyrimų simuliacijos ir grupiniai projektai, į kuo daugiau studijų dalykų reikėtų įtraukti bendrųjų įgūdžių: komunikacijos, idėjų pristatymo žodžiu, pasiūlymų rašymo, praktinio mokslinių tyrimų organizavimo, ataskaitų rašymo ir vadybos tobulinimą. Dėstytojai turėtų atidžiau pasirinkti dėstyimo metodus.
5. Studijų programoje daugiau dėmesio turėtų būti skiriama socialinių tyrimų ir kiekybinių duomenų analizės įgūdžių formavimui. Rengiant baigiamuosius darbus, dėstytojai turėtų skatinti studentus taikyti pažangius kiekybinius tyrimo metodus, taip pat dirbti su laisvai prieinamomis didelės apimties duomenų bazėmis, tokiomis kaip „Europos vertybių tyrimai“ (angl. *European Values Studies*) ar Eurobarometras².
6. Personalas turėtų aktyviau naudotis įdiegta elektroninio mokymosi aplinka.
7. Personalas turėtų publikuoti daugiau straipsnių konkurencinguose, tarptautiniu mastu įvertintuose mokslo leidiniuose.
8. Į studijų programos tobulinimą ir studijų kokybės užtikrinimą svarbu įtraukti daugiau socialinių partnerių ir įmonių, kuriose atliekama praktika, atstovų. Studijų programos

² Komentuodami vertinimo išvadų projektą universiteto atstovai tvirtino, kad šiems pokyčiams jau ruošiamasi. Ekspertų grupė nepastebėjo jokių įrodymų, kad šiomis duomenų bazėmis būtų naudojamos ir siūlo spartinti minėtas aukštosios mokylos pastangas.

vykdytojai turėtų sukurti efektyvesnę programai, jos segmentams ar mokymosi aplinkai pritaikytą pokyčių stebėsenos ir vertinimo sistemą.

9. Kiekviena studentų grupė norėtų turėti vadovą, kuris galėtų konsultuoti ir patarti studijų, administracinius, įsidarbinimo klausimais, renkantis pasirenkamuosius studijų dalykus ir praktikos vietą. Vadovai taip pat galėtų sekti akademinį kiekvieno studento progresą ir atstovauti jų interesams Studijų programos komitete.
10. Efektyvesniam studentų kompetencijų įgyjimui, rekomenduotina peržiūrėti praktikos planus (trukmę, sezoną).

<...>

Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso³ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

³ Žin., 2002, Nr. 37-1341.