



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMMEOS
ARCHYVISTIKA (valstybinis kodas - 612P12001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ARCHIVAL STUDIES (*state code - 612P12001*)
STUDY PROGRAMME
at Vilnius University

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMMĘ

Studijų programos pavadinimas	<i>Archyvistika</i>
Valstybinis kodas	612P12001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Informacijos paslaugos
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	Archyvistikos bakalauras
Studijų programos įregistravimo data	1999-04-23

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Archival Studies</i>
State code	612P12001
Study area	Social Sciences
Study field	Information Services
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 Archival Studies
Date of registration of the study programme	23 rd April, 1999

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	The number of students in courses
2.	Requirements for final BA and MA theses

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

The present BA programme has been subject of a comprehensive external evaluation performed by SKVC in 2012, evaluated positively and accredited for 3 years. At the time of the preparation of the self-evaluation report (hereinafter - SER), conducted by a working group headed by dr. Nijolė Bliūdžiuvienė and assistance of her colleagues from Institute of Book Science and Documentation (KDI), social partner from the Office of the Chief Archivist of Lithuania and one graduate.

The Institute of Book Science and Documentation at the Faculty of Communication (hereinafter - KF) of the Vilnius University (hereinafter - VU) is the first Institution in Lithuania that has developed and launched a Bachelor degree university programme in Archival studies in 1999: programme was approved by the VU Senate meeting on 4 February 1999 and registered on 23 April 1999 by the Order No. 560 of Minister of Education and Science. Updated programme was approved by the VU Senate meeting on 16 May 2002. In the period 2009-2014 the programme had undergone several major changes. According to the SER, the structure of the

programme was organised into blocks, transition from one course to another was made more logical and subjects better placed within the curriculum for better student mastery of material.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 29 April, 2015.

- 1. Prof. dr. Steven Knowlton (team leader)**, *Professor of Journalism, chair, M.A. International Journalism Studies, 2008-2011, Chair, B.A. Journalism, 2012-13, Dublin City University, Ireland.*
- 2. Assoc. Prof. dr. Martine van Selm**, *Director of College of Communication, Department of Communication Science, University of Amsterdam, Netherlands.*
- 3. Assoc. Prof. dr. Baiba Holma**, *Department of Information and Library Studies, Faculty of Social Sciences, University of Latvia, Latvia.*
- 4. Assoc. Prof. dr. Dorte Madsen**, *Dept. of Intercultural Communication and Management, Copenhagen Business School (CBS), Denmark.*
- 5. Mr. Žilvinas Kulvinskis**, *Head of Public Relations and marketing department at VŠĮ „Lietuvos radijas ir televizija” (National radio and television), Lithuania.*
- 6. Ms. Gabrielė Gendvilaitė**, *student of Šiauliai University study programme Lithuanian philology and communication.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims of Archival Studies programme are comprehensive, encompassing all important spheres of archivist activities. They follow in a logical sequence and key competences have been developed with regard to the changes in professional sphere both in Lithuania and EU.

The programme aims are extremely general and attempt to appeal to all areas of document management. For example, new documents and old ones, digital files and printed books, corporate files and public libraries all require very different qualities and types of skills and appeal to very different students. The faculty is trying to respond to a different public organization needs for certain specialists and demand for diverse qualities in document preservation for business organization.

Because of this tendency towards trying to accomplish more than is possible in a single BA-level course of study, the evaluation team recommends that the programme managers strengthen ties with stakeholders, especially with social partners and use them to keep the programme aims and outcomes current and focused on industry needs. Segmenting and evaluating the size of the labour market of document management specialists could be made even more focused and give a clear direction for the development of this study programme.

The outcomes are publicly [available](#) in the official faculty webpage. Aims and outcomes together can be found in VU consultation website [“Vilnius University Invites”](#) and during “Open Door” and “Student for One-Day” promotional events. Programme managers should review official

information in <http://www.kf.vu.lt/studijos/programmeos/bakalauras/archyvistika> and place more detailed information in official page of the Faculty.

The SER listed as one of the main strengths and exclusivity of VU KF Archival Studies programme that learning outcomes are oriented towards the knowledge on operational processes of public sector organisations, legal framework, the theory and methodology of archive science, document and archive management methods and their application in practice. This strength was confirmed by stakeholders, who are very positive. Some of students start working even before graduation. The results of the survey of VU KF graduates who graduated from the Archival Bachelor's degree programme in 2003-2012 show that 62% of respondents say that the skills and knowledge gained during their studies are useful in their current workplace and help them to be competitive in the labour market. However, 75% of respondents have jobs that are not associated with archiving work and instead work with information and communication sciences, in public relations, in education and other Institutions. Survey conducted in 2013 shows that more than a third of Archival Studies Bachelor graduates get higher than average salary paid in Lithuania. Statistics of the Lithuanian Labour Exchange from 1 January 2009 to 31 December 2014 show that 55 VU KF Archival studies bachelor's degree programme graduates were registered. This is troubling as it means that one third of the graduates are unemployed. (The data is for 6 years, with an average of 25 students a year graduated during the period of 2009-2014).

It is stated in SER that programme aims and expected learning outcomes are consistent with all legal acts related to Archive and Document management area provided for academic and subject: the Law of the Republic of Lithuania on State Service or the Labour Code of the Republic of Lithuania (competences for such jobs as archivist, senior or chief specialist, etc.), the Law of the Republic of Lithuania On Documents and Archives (competences relating to document and archive management), the Rules approved by the Chief Archivist of Lithuania (on Document Drafting, Document Management and Accounting, Document Storage, Electronic Document Management or other regulations). Also, learning outcomes listed in Archival studies programme are consistent with a "Report on archives in the enlarged European Union" prepared by the EU Member States Expert Group together with representatives of EU Institutions about professional archivists competences required in twenty-first century, as well as guidelines provided in the programmes for education of archivists provided by professional associations (e.g., the Association of American Archivists).

Further, the study programme encompasses the laws and procedures adopted in Lithuania for the management of electronic documents management – including all document life cycle, approved formats of electronic documents, electronic signature technology, electronic document management systems which are already functioning in public sector Institutions and private sector.

In 2007-2013 the Civil Service Department, strengthening of the Civil Service System prepared a State Service Competencies Model and Methodology and Catalogue of Job Descriptions of Civil Servants. While implementing the changes in this Study Programme in 2014, descriptions of professional competencies of Civil Servant for general operational areas were taken into account by VU KF and reviewed with a purpose to be included into a programme of Archival studies.

The aims and learning outcomes are consistent with the type and level of qualifications offered, cover general knowledge in communication and information area and special knowledge in the subject area required for good specialists of archives. The aims and learning outcomes also develop general competences such as analytical thinking, problem solving, organizing and planning activities, skills of working independently or in teams. Also, the programme develops

the skills to renew knowledge and apply modern information, communication tools and operating methods.

The competences listed for the Study Programme are identified taking into account interdisciplinary nature of the archive science. Subject-specific competencies provided for in the study programme are applicable to both management of modern operational documents/business records of various forms of organisations and operational documents of organisations operated during various periods of history, so students are being taught subjects of foreign languages which were used at some point of time in Lithuanian recordkeeping.

The name of the programme accurately reflects programme content, as students learn both historical document archival work and management of contemporary, digitised records and other documents. In each year of studies, there are courses in both heritage and modern sub-fields.

As mentioned previously, the programme is well oriented to subject-specific knowledge but has only a minimum level of general university education subjects which are between elective subjects (15 ECTS which makes 6% of all course ECTS). If room could be found in the curriculum, somewhat greater attention could be paid to general education subjects.

2.2. Curriculum design

The curriculum design meets legal requirements: the total number of ECTS, distribution of subjects, size of modules, practice placement and course work are fully compatible with the requirements set by the Order of the Minister for Education and Science of the Republic of Lithuania.

The study subjects and modules are spread evenly; at least one from each of three modules could be found in every year's schedule (exception is Memory Communication in 3rd year). Of particular note is the introductory course, *Professional fundamentals*, offered at the beginning of studies, which is a precursor to two other modules: *Document and archive management* and *Memory communication*.

The evaluators suggest consideration of some minor switches to achieve tighter integration between and among modules, but these are merely suggestions for consideration. *Project management* could fit inside the module of *Document and Archive management*; *Structure of Institutions in Lithuania* could be a part of the module dedicated to *Professional fundamentals*. Also, the Programme Management team could consider moving *History and Theory of Archivistics* from its current place in the sixth semester to a place earlier in the course of study in order to give students a broader sense of archive development early in their academic career.

When updating the study programme the recommendation of previous evaluation report of SKVC was taken into account: earlier elements of subject duplication have been eliminated. Topics of the programme are now arranged in subject blocks. Logical transition and placement of subjects in the programme helps to master knowledge and consistently develop general and subject-specific competencies.

Archival Studies programme consists of subjects of the study field courses, the general university studies and the deeper specialisation subjects. They are compatible with the type and level of the studies.

The content of subjects is focused on archive and document management, but also covers a broad scope of related skills and knowledge development. Learning methods are used vary and

include lectures, seminars, consultations, student internships, research work and individual work. These are appropriate to achieve what is stated in the learning outcomes.

Currently four different languages are in this study programme: 2 semesters of English, 2 semesters of Polish or Russian and 1 semester of Latin, all in the *Courses of deeper specialization* category. Both social partners and students told the evaluation team that there is too little focus on languages. Accordingly, the evaluation team suggests that the programme managers consider expanding the English offerings to two years, since most of the information on archival studies is published in that language. If need be, the programme could curtail one or more of the other languages, since achieving a satisfactory working knowledge of a language in only 1 year is very, very difficult. That might leave the courses in managing old documents to those students who already have a good working knowledge of Russian or Polish.

Programme managers could have a look into interdisciplinary subjects to teach techniques of a future archive, e.g. teaching courses for customer orientation and serving clients or including other business originating methodologies as LEAN and the theory of constraints into the programme to ensure that graduates will be aware of and open to changes when they enter the workforce.

The scope of the programme is sufficient to achieve the learning outcomes as the content of the archival Bachelor's degree programme is constantly revised taking into account the academic and social environment changes. Subjects of study programme are arranged coherently, the content of subjects is in line with the aims and learning outcomes of Archival Studies programme.

After the recent changes, greater focus now is on practical classes – students have time for independent research while developing annual course/term papers and Bachelor thesis supplemented with three professional practices.

The current scope of qualification and students ability to adapt in labour market is proved also by places where students have their professional practice: it varies from traditional places, e.g. different types of archives or archive related companies to less predictable state institutions, the public sector, nongovernmental institutions and state or private companies.

The SER states and social partners confirm that the competences of a study programme are regularly renewed to cover the latest developments in the field. They were identified taking into account the interdisciplinary nature of the archive science, its internal structure, the concept of “a document”, document and archive management processes, as well as the report on archives in the enlarged European Union prepared by the EU Member States Expert Group together with representatives of EU institutions. This report deals with the skills professional archivists will need in the twenty-first century.

At the same time, the Archival studies study programme tries to develop subject-specific basic competencies which are applicable both to management of modern operational documents/business records of various forms of organisations during various periods of history.

Taking into account current aims, outcomes and subjects taught the evaluation team agrees with a plan of Management Team to extend the description of the course name to “Archive and Document Management”. This name change would be more consistent with the programme subjects and learning outcomes. Such a name change would likely resonate well with the general public, would sound more modern, could well serve as good image catalyst for this field of study and attract more high-quality students.

2.3. Teaching staff

Archival Studies Bachelor degree programme is delivered by staff who meet legal requirements. Sixty-five percent hold doctoral degrees (the legal minimum is 50 percent). The rest are teachers from the professional environment. Professors and associate professors make up 39% of the staff. Lecturers are 35% of the staff, while assistant lecturers and doctoral students are 21%.

The staff has been enlarging its expertise and experience for more than 20 years when Communication faculty was founded. Researchers are invited to teach from various KF units (Institute of Book Science and Documentation, Institute of Library and Information Science, Institute of Communication and Information, the Department of Museology) and other units of the Vilnius University (Faculties of Economics, Philosophy, History, Mathematics and Informatics, Institute of Foreign Languages). Specialists holding practical experience are invited from the country's state archives system (the Office of the Chief Archivist and state archives) and private institutions engaged in the field of creation and installation of archiving and document management systems.

The number of staff is sufficient and currently 39 lecturers teach on the programme: 3 professor habilitated doctors, 3 professor doctors, 5 associate professor doctors, 14 lecturer doctors, 13 lecturers who have not attained a doctoral degree and one doctoral student employed in assistant position.

As stated in SER, full-time teachers are employed following the Regulations on Attestation of VU Teaching and Research Staff and Organisation of Tenders for Job Vacancy that lay down the procedure for selection and of Vilnius University academic and research staff for a position and their attestation and qualification requirements. Part-time contracts are made with social environment representatives to teach a particular subject. Over the past five years all full-time teachers were attested and employment contracts were concluded for a five-year term. The ratio of teachers and students is close to 1:20 although the majority of teachers work for other KF Bachelor's and Master's degree programmes.

The turnover of the teaching staff is not high - most often the issues are related to the teachers from social partners. The evidence of capability to attract young researchers is being shown – several young scientists are at the finish line to defend dissertations in archive branch to work at the VU. The staff willingness for mobility is commendable but still there is place for improvement and more active use of possibilities to take internships should be considered. The focus on staff development should remain by attracting young people, encouraging current teachers to actively participate in exchange programmes, develop learning tools, improve pedagogical, scientific and practical skills. The number of visiting lecturers in the programme is growing and lecturers from other countries are coming each year to teach separate subjects, lectures series or as a guest speakers on specific subjects. The Programme Management team should be considerate keeping the right balance of document management professionals and scientists in favour of latter.

Conditions for the professional development of the teaching staff seem to be good: permanent teaching staff has a substantial publication record and the programme has been involved in a sufficient number of study visits. Faculty grants are being used and several graduate students are preparing their own PhD theses. Teachers develop their qualification by participating in international events abroad – 10 international and national conferences in a 4-year period were named in the SER. Teachers of the study programme develop their qualification in foreign universities and research centres, internships primarily in EU countries. Qualifications and competencies of the teaching staff delivering the programme were improved thanks to their participation in international research networks, and international organizations. Teachers

teaching the programme, as experts, held various positions in the Lithuanian expertise and scientific structures related to drafting of normative acts, concepts and strategies on archives.

The staff participates in the courses, seminars and trainings organised by the VU Electronic Studies and Examination Centre and by other organisations. The SER says that teachers improved their knowledge at the meetings of the Institute of Book Science and Documentation and of the Archival Studies Bachelor Study Programme Committee by analysing academic experiences, sharing new subject-specific and scientific information. Most of the teachers are members of the Association of Archivists.

Researchers at the KF are recognised in the international scientific community and the faculty itself over the last few decades has become the most important information and communication research centre in Lithuania. It could be praised willingness of lecturers to perform researches during their spare time, some of them manage to conduct the programme-related researches together with students or participate in national and international scientific conferences and publish results of the latest researches in Lithuanian or foreign reviewed scientific journals, develop teaching tools, and implement research projects. Research results can be found in scientific periodicals *Book Science* and *Information Sciences* and could be heard in organized national and international conferences.

2.4. Facilities and learning resources

14 KF classrooms are used for implementation of the study programme. Number of seats in the classrooms during past 4 years was increased by almost 20% to 802 in 2014.

All classrooms are equipped with stationary multimedia equipment with Internet access; one classroom has VHS/DVD Players, TV, and one computer classroom fully adapted to the electronic document management training. 10 computers have smart card readers. MS Office, Adobe CreativeSuite, and Signa software is installed in the computers; it is possible to connect to the Document Management Systems @vilys, Doclogix. If necessary, having coordinated the place and time of lectures and other activities, the auditoriums (B1 and B2) or other classrooms of the University Library's Humanistic Information Centre are available in the central building of the University. Students may also have access to the classrooms and equipment of the University's Centre for Information Technology and centre of Distance Learning.

Students may also use the services of Science Information and Communication Centre (the MKIC) which opened in 2012 and is open 24 hours a day, 7 days a week, except public holidays. Textbooks are issued daily from 9 am to 6 pm. Students can use the 432 ordinary working places, 11 group work and seminar classrooms with a total of 185 working places. MKIC has Wi-Fi internet connection and workstations for laptop computers. Vilnius University Library provides access to all library subscription databases using VPN service, meaning students at home can search for information and access subscription databases in the MKIC and other reading rooms of the library. Technical opportunities of the library allow free scanning and copying the required study materials. KF recently acquired 3D scanner which it is getting ready for exploitation. *Moodle* is known and used by most of the students.

Students of the Archival Studies programme have three practical placements during the second, third and fourth years of study. KF has created and manages a database of practitioners who may offer students practice placements varying from various public, private to state sector enterprises and state archives. Some placements are permanent and annually there are new ones. Most of the students, on average 92% in the period of 2012 to 2014, chose the practical placements.

As stated in SER, VU KF library provides studies with the latest research materials: articles, research presentations, conference hand-outs and other items. Publications on archiving are available to students in the databases subscribed by the VU or on the Internet free of charge.

Each year, about 900 copies of publications in average are received for the studies programmes at the Faculty of Communication and an average 300 titles of publications. Electronic books are ordered, which are accessible through the library databases. MKIC cooperates with KF teachers, including those of Archival Studies programme, seeking to ensure a consistent stream of the latest literature.

The Institute of Book Science and Documentation takes care of the Archival Studies programme and can order additional required publications. The Archival Studies programme is sufficiently supplied with learning resources at the Vilnius University stored at Vilnius University MKIC, stocks of the Vilnius University Library (hereinafter - VUB), Vilnius University Faculty of History (hereinafter - VUIF) and in the reading room of the Faculty of Philosophy of Vilnius University (hereinafter - VUFF). Subject-related reading at the Vilnius University Library 4 new books were purchased in 2014, 15 in 2013, and 13 in 2012 – in total it could be found 150 publications only on the archiving studies jointly in VU libraries.

Over the past five years, VU KF has begun close cooperation with private software development and consulting firms, giving students of the Archival Studies Bachelor programme a chance to work with different document management systems. Students interviewed by the evaluation team were very positive about this software and said it demonstrated flexibility on the part of programme management.

Those who started their studies in 2013 have a newly introduced subject Management of Audio-Visual Sets.

In summary, facilities and learning resources are in line with the field of study - classrooms equipped with multimedia, the computer classroom, the VU library and its 24/7 MKIC provide the latest information and communication and literature on archiving, and possibility to have access to electronic resources.

The only shortcoming – and both teachers and students noted it – is a lack of teaching publications and monographs on a subject of archiving in Lithuanian language. It could be solved by including additional English classes and encouraging students to read in other languages as there is enough foreign literature accessible to ensure smooth study process. This habit will ensure knowledge renewal after students will finish their studies.

2.5. Study process and students' performance assessment

Information about the admission terms and conditions to the Archival Studies programme is published on the [website of VU KF](#). The terms are well founded and based upon school-leaving exams for Lithuanian language and literature, information technology, math, history and foreign language. Students applying to the Archival Bachelor's degree programme are admitted in accordance with the Rules for Admission to Study Programmes of Vilnius University which is publicly [available](#). Detailed information about the admission requirements and documents is also published on the [LAMA BPO website](#): information on the entry to the Vilnius University (dates and deadlines, competitive grade calculation, list of required documents to submit) can be found [online](#). It should be noted that all this information is in Lithuanian language.

Special attention is given to first-year students when at the beginning of studies the Chairman of the Committee for Studies introduces students to the study programme, its requirements and expected learning outcomes and social partners. At the start of a semester a subject lecturer provides students with a comprehensive description of the subject, stating the forms for assessing knowledge and skills during the semester and the examination session, as well as procedures, assessment criteria and other requirements. Study schedules are drawn up and published before the start of the semester. Six or seven subjects are taught during each semester and efforts are made to schedule classes so that on at least one day each week, students have few or no classes and the students can do more individual work.

Teaching of the subject usually combines all the main forms of contact hours: lectures, seminars/or exercises, consultations and individual student work. Relatively more time is dedicated to individual work than to lectures and other classroom hours. The study process involves a variety of teaching methods: case studies, problem-based teaching and discussions. Students performing individual tasks prepare projects, write essays or do other written work, which help them to look deeper into the study subject, to apply research methods, to enhance knowledge and writing skills.

Students are encouraged to participate in additional research activities. Nevertheless the participation is not steady and systematic. Analysis of themes for Bachelor's theses of Archival Studies programme for the period 2009-2014 showed that the themes are fairly equally divided between those students who are oriented to contemporary archive activities, those who are going deeper into past, and the theoretical part of the subject. The average grade of these theses is 7.9, what indicates well balanced final theses preparation (supervision) and evaluation system. The programme tries to encourage students to expand on a term paper into the thesis, but currently only about one in five students do this.

KF has an operating Student Scientific Society where students from all study programmes can deliver presentations and participate in the organisation of activities. But undergraduate student interest in research across the faculty is not very high. KF has tried to encourage more student research by appointing teachers to provide consultation to the students of supervised study programme on research activities; however, over the last five years only a few scientific presentations of the Archival Studies programme students were delivered.

Written works are prepared and assessed in accordance with the Methodical Guidance for Written Papers of the Faculty of Communication. The SER says these papers are well founded and concise. Study ethics is governed; a potential problem with plagiarism problem is solved by scanning students' works with special anti-plagiarism software. To ensure the assessment objectivity often a form of exam in writing is chosen. The Vilnius University Students' Association helps to ensure fair assessment of students' achievements.

Students of Archival Studies programme are encouraged to participate in various events, e.g. for the first time they participated in the International Archives Day. Students are involved in the archive science research and are encouraged to participate in the scientific conferences.

KF give good opportunities to participate ERASMUS study programme but it should be noted that this programme is not utilised at its full capacity and mobility of students is very low: in the period 2009 – 2015 only 9 were studying abroad.

Teachers' team should be praised for being supportive and responsive to student needs and accessible when students ask for help.

The use of the courseware package Moodle is widespread, but uneven. The team recommends that the programme encourage all members of the teaching staff to make significant use of Moodle.

Financial support for the best but most vulnerable students is provided by VU Scholarship Regulations: encouraging, social, personal, and lump-sum social scholarships. State loans and government-supported loans are provided pursuant to Description of Procedure for State Loans and State-Sponsored Loans to Students Granting, Administration and Repayment.

The assessment system is publicly [available](#) and seems to be functioning properly. There is possibility for students who do not agree with the assessment results to apply to the Examinations Appeals Board of the core academic unit and the University Examination Appeals Commission but no such cases were mentioned during the visit. It is stated in the SER that on average the KF dispute solving commission analyses one dispute per year.

As stated before, the faculty tries to get students working in archives and the document management market even before graduation - students start working during studies and often the places are related to practical placements. Many of the graduates work in the private sector, some of them get employment in the state archives or institutions, some of them occupy managing positions. 62% of graduates in 2003-2012 say that the skills and knowledge gained at Archival undergraduate programme is currently useful in their current workplace helps to be competitive in the labour market.

The dropout rate is modest and on average accounts to about 10-13 %. The main reasons for not finishing are: illness; a change of study programme; failing to return after academic leave or study abroad; failure to submit Bachelor final thesis on time; inability to combine work and study; and, most commonly, academic failure: in total 38 students have been expelled for poor academic performance over the past five years.

Faculty deserved praise for academic and information support, but it still needs to increase student mobility and to increase participation in the research and organisational activities. Further, the management team needs to be more accountable. The students should be able to see the results of student study surveys and learn what changes, if any, will be made because of those survey results.

2.6. Programme management

Responsibilities in the Archival Studies programme are clearly allocated: the programme study committee implements changes in the programme with the assistance of faculty departments, the faculty administration and individual lecturers assisting. It is impossible to fully assess the effectiveness of this committee because it became accountable for the programme only in September 2014. The process of study programme improvement is going top – down – top: adjustments and corrections of the study programme are agreed within the Archival Studies Programme Committee, discussed with Archival Studies programme students and graduates, social partners, and teachers in the programme. Programme changes are discussed in the meetings of Institute of Book Science and Documentation of the Faculty of Communication (hereinafter - KDI) and of study programme committee. The evaluation team could not trace the signs of regular contacts with the social partners and bigger involvement of this group is really needed to keep the programme on the right track. The evaluation team strongly advises the management team to tap into the good will of the social partners, and develop sound estimates of the need for specialists within the sector and plan their programmes accordingly.

The admission to the programme of Archival Studies shows that the interest in a programme has been stable for a number of years. However, the minimum grade set by KF was such that the programme admitted no students. This is the second year running that enrolment numbers were very troubling. A year ago, in 2013, the programme admitted only a third of the usual number of students, compared with averages of the previous several years. That is a real threat for this study programme to maintain current programme standards, teachers' team and facilities as there is no clear action plan presented how this problem will be solved this year. As mentioned before, one remedy would be a change of a name of the programme, but this alone seems highly unlikely to solve the problem. The market of document management specialists and school graduates expectations must be inspected in detail.

Despite the fact that admission and selection of students seem to work properly and studies are organised effectively, the academic failure rate indicates that the motivation and quality of the programme entrants has gaps. The faculty should consider some additional admission criteria, perhaps some measure of individual motivation before admitting students into the studies. Another indicator of misalignment of students with the programme is the fact that surveys of graduates indicate that fully three-quarters of graduates from the programme are working in jobs unrelated to archiving. Broadening the name and the scope of the programme might help address this problem.

The issues on improvement of the Archival Studies programme are monitored in several ways: Students in all classes take a survey at the end of the semester to identify both student mastery of the material and seek ideas for programme improvement. The KDI meet to discuss final theses at the end of the year. And at the KF Board meeting, the Chairman of the Commission for Defence of Bachelor's Final Thesis accounts for the work of the Commission, presents the defence results. Further, programme graduates are invited to take an additional survey after they complete their studies.

The prior evaluation of SKVC was discussed at the Archival Studies Committee, the KF Council and the Study Commission and substantial changes were made in the programme of study. Among them: Duplication and subject overlap within the course of study were eliminated; new subjects were introduced; topics of the programme subjects were arranged in subject blocks, and a systematic and logical transition sequence of subjects was introduced. Course descriptions are reviewed and updated with new literature. Closer contacts with social partners and the professional world have been achieved and maintained. Comments and proposals made from students, graduates and employers are regularly considered.

Students' surveys have been implemented by VU Directorate of Studies since 2012. They can be monitored by teachers on subjects they teach and whole results of all programme teachers are accessible to the Archival Studies Committee Chairman. Graduate and undergraduate surveys are also conducted but still participation is not very active and reaches about 30-50%. The surveys are well-designed and move from the very broad, (e.g. expectations) to the very specific as evaluating separate subjects (e.g. foreign language, first lecture of the subject). Surveys of employers have also been taken. Results show that students need better language skills – both Lithuanian and foreign languages. The programme management should take measures address this problem seriously.

Internal quality assurance at one hand seems to be working properly – the programme management team is aware of most of the problems facing the programme faces. Coming up with solutions to those problems remains a challenge.

2.7. Examples of excellence

The programme is well focused on document management, takes into account current situation in Archive management, State and EU regulations, requirements for specialists of Archive. Attention for internships is commendable as they make students look confidently into labour market. Facilities, equipment and support from a faculty can be an example of excellence. It is also commendable KF proactiveness in attracting new scientists into a program.

III. RECOMMENDATIONS

1. It is strongly recommended to take all sound measures to get this programme back on track and gather a full complement of students taking the course. A change of programme name might help, along with promotion of this programme to attract motivated students and other actions which could ensure the proper and motivated number of students in a programme.
2. A clear vision with an aim to modernize and internationalize the programme should be created. Social partners from public sector and business should be involved.
3. Language problems, both Lithuanian and foreign languages, should be taken seriously.
4. *Moodle* should be used evenly by all lecturers to ensure to respond to the needs of a modern student.
5. More transparent programme management mechanism should be created and a feedback for students should be given after surveys with the results and upcoming changes.

IV. SUMMARY

The aims of the Archival Studies programme are comprehensive, encompassing all important spheres of archivist activities. They follow in right order but at some points could be more focused after discussion with social partners and labour evaluation. The point to consider: general subjects of university education which are left outside the programme.

There is evidence which confirms that graduates are close to labour market and master new document management tools. Some of students start working even before graduation but still 1/3 of the students were registered in Labour Exchange and vast majority don't choose archives as a workplace.

Programmes consistency with legal acts and regulations is commendable but this compliance at the same time creates boundaries for the programme to be in front of upcoming changes and closes it in national level. The study subjects and modules are spread evenly; follow in right order, with no apparent duplication of subject matter. The scope of the programme is sufficient to achieve the learning outcomes as the content of the Archival Bachelor's degree. It is commendable that management looks for the ways to renew the programme and let students create tighter bonds with potential employees offering 3 practical placements. Subjects cover not only document management but a broad scope of programme related skills and knowledge development. The strategy of foreign languages should be revised to produce satisfactory knowledge of English, even at the expense of other languages.

Staff qualification clearly meets and exceeds minimum level of staff qualifications; some teachers have an experience in the field of 20 years. The ratio of teachers and students is close to 1:20. Teacher turnover is low and the faculty's ability to attract young researchers should be praised. Staff is mobile and conditions for the professional development seem to be good.

Facilities are excellent: The growth of number of seats; multimedia equipment; a computer classroom fully adapted to the electronic document management training; classrooms and

equipment of the Distance Learning centre is open for the usage of students. Science Information and Communication Centre is open 24/7, and VU Library provides access to all library subscription databases etc.

KF provides good opportunities to participate in ERASMUS study exchange programme and deserve praise for being supportive and responsive to student needs. The assessment system functions transparently and satisfies all participants. The dropout rate is modest but there is a place to improve KF management accountability for the concrete actions after students' surveys. It is strongly advised to have regular contacts with the social partners and examine the labour market. Other places for improvement: motivation and quality of the programme entrants and the name of a programme. The fact that no students were admitted into the programme in 2014 is serious problem, which must be addressed with a clear action plan.

V. GENERAL ASSESSMENT

The study programme *Archival Studies* (state code – 612P12001) 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	18

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Dr. Steven Knowlton
Grupės nariai: Team members:	Assoc. Prof. Dr. Martine van Selm
	Assoc. Prof. Dr. Baiba Holma
	Assoc. Prof. Dr. Dorte Madsen
	Mr. Žilvinas Kulvinskis
	Mrs. Gabrielė Gendvilaitė

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ARCHYVISTIKA (VALSTYBINIS KODAS – 612P12001) 2015-06-08 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-116 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Archyvistika* (valstybinis kodas – 612P12001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji išteklių	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
Iš viso:		18

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA

Archyvistikos studijų programos tikslai yra išsamūs, apima visas svarbiausias archyvistikos sritis. Tikslai nuoseklūs, tačiau galėtų būti kryptingesni – juos reikėtų aptarti su socialiniais partneriais ir darbdaviais. Reikėtų apsvarstyti bendrojo universitetinio išsilavinimo dalykų, kurių programoje nėra, įtraukimą.

Akivaizdu, kad absolventai įsilieja į darbo rinką ir geba naudoti naujas dokumentų valdymo priemones. Kai kurie studentai pradeda dirbti dar nebaigę studijų, nors 1/3 studentų buvo įsiregistravę darbo biržoje ir dauguma archyvų, kaip darbo vietos, nesirenka.

Programa atitinka teisės aktus ir reglamentus, nors kartais tokia atitiktis suvaržo programą, neleidžia žengti koja kojon su pokyčiais, todėl jie įgyvendinami tik nacionaliniu lygmeniu. Studijų dalykai ir moduliai paskirstyti tolygiai, jų eiliškumas tinkamas, akivaizdaus dalykų dubliavimo nėra. Programos apimtis pakankama studijų rezultatams pasiekti pagal archyvistikos bakalauro laipsnio turinį. Pagirtina, kad vadovybė ieško būdų atnaujinti programą ir suteikti studentams galimybių užmegzti glaudesnius ryšius su potencialiais darbuotojais, siūlydama tris vietas praktikai atlikti. Studijų dalykai apima ne tik dokumentų valdymą, bet ir platesnes su programa susijusias žinias ir įgūdžius. Reikėtų persvarstyti užsienio kalbų mokymo strategiją, siekiant užtikrinti pakankamai geras anglų kalbos žinias, nors ir kitų kalbų sąskaita.

Personalo kvalifikacija aiškiai atitinka ir viršija minimalų personalo kvalifikacijos lygį. Kai kurie dėstytojai turi 20 metų patirtį šioje srityje. Dėstytojų ir studentų santykis artimas 1:20. Dėstytojų kaita nedidelė. Fakultetą reikia pagirti už gebėjimą pritraukti jaunų tyrėjų. Personalas yra mobilus, profesinio tobulėjimo sąlygos geros.

Patalpos puikios. Vietų, daugialypės terpės įrangos skaičius auga, kompiuterių klasė visiškai pritaikyta elektroninių dokumentų valdymo mokymams, Nuotolinių studijų centro auditorijos ir įranga atvira visiems studentams. Mokslo informacijos ir komunikacijos centras veikia visą parą 7 dienas per savaitę, VU bibliotekoje suteikiama prieiga prie visų bibliotekos prenumeruojamų duomenų bazių ir t. t.

Komunikacijos fakultetas suteikia geras galimybes dalyvauti ERASMUS studijų mainų programoje, jį reikia pagirti už pagalbą ir studentų poreikių paisymą. Vertinimo sistema veikia skaidriai, ja patenkinti visi dalyviai. Nubyrančiųjų skaičius nedidelis, nors dar galima gerinti fakulteto vadovybės atskaitomybę už konkrečius veiksmus, kurių reikėtų imtis atlikus studentų apklausas. Ypač rekomenduojama palaikyti nuolatinį ryšius su socialiniais partneriais ir nagrinėti darbo rinką. Reikėtų didinti stojančiųjų į šią studijų programą motyvaciją ir kokybę, patobulinti programos pavadinimą. Tai, kad 2014 m. į šią programą nepriimtas nė vienas studentas – rimta problema, ją reikia spręsti parengus aiškų veiksmų planą.

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III. REKOMENDACIJOS

1. Labai rekomenduojama imtis visų patikimų priemonių, kad ši programa būtų vykdoma tinkama linkme ir į ją pritraukti daugiau studentų. Galėtų padėti programos pavadinimo pakeitimas, taip pat – programos viešinimo kampanija, siekiant pritraukti motyvuotų studentų. Be to, rekomenduojama imtis kitų veiksmų, kurie užtikrintų tinkamą programą pasirinkusių studentų skaičių.
2. Turėtų būti sukurta aiški programos modernizavimo ir tarptautiškumo aspekto suteikimo vizija. Reikėtų įtraukti socialinius partnerius, atstovaujančius viešajam sektoriui ir verslui.
3. Reikėtų rimtai spręsti tiek lietuvių, tiek užsienio kalbos gebėjimų problemas.
4. Visi dėstytojai turėtų vienodai naudoti Moodle, siekdami užtikrinti šiuolaikinių studentų poreikius.
5. Reikėtų sukurti skaidresnį programos vadybos mechanizmą. Studentams turi būti pateikiami apklausų rezultatai ir informuojama apie numatomus pokyčius.

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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)