VILNIUS UNIVERSITY

HISTORY STUDY FIELD
SELF-EVALUATION REPORT

Pro-rector of Vilnius University   ………………….. Assoc. prof. dr. Valdas Jaskūnas

                                       (signature)

Head of Self-evaluation group   ……………………..   Prof. dr. Arūnas Streikus

                                         (signature)

Vilnius
2020

Key data on the programmes of the study field

Title	History
Code	6121NX030
Type of studies	University studies
Language of instruction	Lithuanian
Study cycle	First Cycle studies
Mode of study and length in years	Full-time studies
Scope in credits	240
Qualification awarded	Bachelor's Degree in Humanities. Study field: History
Date of registration and Order No.	2012-03-30 No. SR-1688

Title	History
Code	6211NX027
Type of studies	University studies
Language of instruction	Lithuanian
Study cycle	Second Cycle studies
Mode of study and length in years	Full-time studies
Scope in credits	120
Qualification awarded	Master's Degree in Humanities. Study field: History
Date of registration and Order No.	1997-05-19 No 565

Abbreviations used in the Self-evaluation report:

SER – Self-evaluation report
CAU – core academic unit(s)
SPC – study programme committee
GUS – General University Studies
VU – Vilnius University
FH – Faculty of History
GDL – Grand Duchy of Lithuania
VLE – Virtual Learning Environment (Moodle)

Composition of the self-evaluation group (SEG)* and their responsibilities

Name surname, contact information	Position	Core academic unit	Area and scope of responsibility in SEG
Prof. dr. Arūnas Streikus Phone: +370 5 268 72 86 E-mail: arunas.streikus@if.vu.lt	• Head of the group • Professor and Head of the Department of Modern History • Head of the Study Committee	Faculty of History	• Organised the activities of the group; • Analysed areas related to the structure, management and process of the studies; • Analysed and assessed the concept, aim and outcomes of studies, and their connection with the outcomes of the study programme modules.
Assoc. prof. Liudas Jovaiša Phone: +370 5 268 72 97 E-mail: liudas.jovaisa@if.vu.lt	• Associate Professor and Head of the Department of Ancient and Medieval History; • Member of the Study Committee	Faculty of History	• Analysed areas related to the structure of the programme and the quality assurance • Analysed the compliance of the academic staff with the study requirements, the pedagogical and scientific qualifications of the academic staff and their professional development.
Asist. dr. Marius Ėmužis Phone: +370 5 268 72 86 E-mail: marius.emuzis@gmail.com	• Lector of the Department of Modern History	Faculty of History	• Analysed areas related to studying, student performance and graduate employment.
Dalia Vitkauskaitė Phone: +370 5 268 72 97 E-mail: dalia.vitkauskaite@if.vu.lt	• Studies administrator	Faculty of History	• Analysed the material conditions of programme. • Collected the necessary information. • Prepared the summary of Self-evaluation.
Dr. Monika Kareniauskaitė Phone: +370 5 231 4149 E-mail: monika.kareniauskaite@genocid.lt	• Senior scientific fellow at the Genocide and Resistance Research Centre of Lithuania • Member of the Study Committee, social partner	-	• Analysed the participation of stakeholders in the management and implementation of the programme. • Assessed the employers' interest in the participation of the programme management and their willingness to accept students for practical training. • Analysed the competences required for students' integration into the job market.

Marius Norkūnas E-mail: marius.norkunas@if.stud.vu.lt	• 4th year student of History Study Programme	Faculty of History	• Assessed the area of the study process. • Provided suggestions related to the aims, outcomes, structure and management.
Augustė Grakavinaitė E-mail: auguste.grakavinaite@if.stud.vu.lt	• 3rd year student of History Study Programme	Faculty of History	• Assessed the area of the study process. • Provided suggestions related to the aims, outcomes, structure and management.

*Approved by the Decision of the FH Council (No 170000-TP-7, 30-06-2020).

Schedule of task implementation

Task	Date of implementation
Collecting all relevant information for the self-evaluation	By 31-07-2020
First draft of the Self-evaluation Report (SER) text	By 01-09-2020
Discussing the first draft of SER focusing on three areas of evaluation: study aims, outcomes and content; links between science (art) and study activities; student admission and support.	04-09-2020
Discussing the first draft of SER focusing on four areas of evaluation: studying, student performance and graduate employment; teaching staff; learning facilities and resources; study quality management and publicity.	08-09-2020
Presenting the SER to the teaching staff, students and social partners of the SP, discussing their feedback	30-09-2020
Final draft of SER	By 2020-10-22

CONTENT

INTRODUCTION

Vilnius University (hereinafter, *University*) was established in 1579 and is the oldest and largest higher education institution in Lithuania. Its status is a public institution. The University's governance structure is defined in the *Statute of Vilnius University*[1], which stipulates that the self-governance of the University's community is implemented by the governing bodies of the University – the Senate, the Council, and the Rector – in their respective capacities.

Based on the data of October 1, 2020, http://www.vu.lt/apiemus/faktai, there were 4915 employees at the University (of which 2232 were academic staff and 754 were research staff, 1929 non-academic staff); the University had 20 870 students. The University has 14 core academic units (hereinafter, CAUs) (11 faculties, 1 center, and 1 business school) and 12 core non-academic units. The CAUs maintain contact with each other and cooperate in the implementation of the University's Strategic Plan, studies, and research.

The University offers undergraduate, postgraduate and doctoral studies in the fields of humanities, social sciences, natural sciences, medical and healthcare sciences, and technological sciences. More than 80 bachelor's and integrated study programmes, as well as 100 master's and professional studies (pedagogical) programmes are operated. Doctoral students can choose among nearly 30 research fields, while resident students can choose from more than 60 residency study programmes. The university offers studies in 12 study field groups and 59 study fields.

The Faculty of History conducts field study programmes. The Faculty continues the traditions of studies of history, which date back to 1783 when the first Department of History was formed at Vilnius University. The Faculty functions in accordance with the Statute of Vilnius University and the Regulations of the Faculty of History. The main governance bodies of the Faculty are the Council and the Dean. At the present time there are 4 Departments (the Departments of Archaeology, of Theory of History and History of Culture, of Modern History, of Ancient and Medieval History) and 4 research centres (the Bioarcheology Research Centre, the Research Group of the Lithuanian Statutes and the Lithuanian Metrics, the Centre for Stateless Cultures, the Centre for Studies of the Culture and History of East European Jews) at the Faculty of History, which carry out scientific research in a respective field and take part in the study process. Research areas of the Faculty of History are as follows: the history of the Grand Duchy of Lithuania and the Polish-Lithuanian Commonwealth, research into the development of society and modernisation of the State, Soviet studies, the history of ethnic and religious communities of the region, memory research, heritage research, the history of culture. All studies carried out at the Faculty are based on scientific research being conducted, the Faculty does its best to maintain steady balance between studies and research. The Faculty of History publishes two scientific journals *Lietuvos istorijos studijos*, *Archaeologia Lituana*, lecturers of the field of history study contribute to the publication of other national and international history journals. Seeking to ensure the dissemination of the results of scientific research and to encourage cooperation, national and international scientific conferences and seminars are organised, much attention is paid to the promotion and publicising of science[2].

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[1] Republic of Lithuania Law No. I-281 of 12 June 1990 (Recast version No. XII-862 of 6 May 2014). See https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.279/asr
[2] Faculty's webpage contains information on the conferences held at the Faculty, and various science dissemination events: https://www.if.vu.lt/mokslas/fakulteto-konferencijos; https://www.if.vu.lt/naujienos/renginiai

Programmes of the first and second cycles of studies in history are conducted in the field study under evaluation. Also, in cooperation with the Lithuanian Institute of History doctoral study programmes are carried out.

At present there are 76 pedagogues, research and administrative workers (10 professors and senior researchers (three of them are part time employees)), 25 Associate Professors, 18 assistants and research workers (one of them working on an hourly basis), two junior researchers, 9 lecturers (six of them are part time employees), 16 administrative workers (three of them top-level managers, one specialist is on maternity leave, 4 of them are engaged in pedagogical work) at the Faculty[3], and the number of students studying there totals 516[4].

Programmes of study in history at University were started to be carried out at the beginning of the 20th century when the University was opened. In 2010-2012, in carrying out the EU structural funds support project *The Renewal of the First Cycle Study Programmes at Vilnius University Faculty of History* (project code VP1-2.2-ŠMM-07-K-01-037), the first-cycle study programme in history field was renewed – the study programme structure was changed from subject structure to module study programme structure. The programmes were renewed with the aim to implement a competence-based learning/teaching, providing knowledge in a wider context of humanitarian and social sciences and creating better opportunities for the students to purposefully choose a study strategy. The new History Programme was accredited by Order No. SV6-16 of the Director of the Centre for Quality Assessment in Higher Education of 4 April 2012; the Programme was given a new state code 612V10007. Field study programmes were historically evaluated in 2011 (Master's Programme) and in 2014 (Bachelor's Programme); the evaluation of the Programmes was positive and they were accredited for 6 years.

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[3] Those figures do not include persons who are employed in research projects and as postdoctoral students.
[4] According to the data of 1 October 2020.

ANALYSIS OF THE STUDY FIELD

1.   Study aims, outcomes and content

1.1. Studies in the field are based on the needs of the society, and industry as well as on the strategy on the institution

The rationale of the number of study programmes in the field and their development potential
The university operates one first-cycle and one second-cycle study programmes in history field. The number of programmes being carried out is based on a social need for the specialists who have competences of different levels in the field, lecturers'/professors' potential, longtime results of choosing study programmes, possibilities of material resources.

The relevance and uniqueness of the study programme results in the field as well as their correspondence to the needs of society and the labour market
The aims and outcomes of study programmes in the field are formulated to correspond to: Lithuanian qualification levels, which are determined according to the complexity, independence, and mutability of the activity, the study results characteristic for each study cycle as defined in the Descriptor of Study Cycles, and to the general and specific learning outcomes specified in the description of the History study field. When formulating and updating the aims and outcomes of the study programmes in the field, staff compare them to the aims and outcome benchmarks of other study programmes that are operated by other national and foreign higher education institutions in the field, and evaluate the needs of society and the labour market. This ensures the continued relevance of study aims and outcomes in the field. The aims and outcomes of study programmes in the field are provided in Annex No. 1. Study programmes in the history field carried out at the University are noted for coherence between general and special competences, a wide profile of applying the results of special studies. An active participation of lecturers/professors in research activities, professional leadership countrywide and international visibility ensure a high level of competences being developed. The Bachelor's Programme in the history field, first and foremost, is oriented towards developing general competences and imparting subject knowledge. The Bachelor's Programme is noted for coherence between the history of Europe and that of the regions; it develops highly appreciated skills of understanding public processes, collection, analysis of information and its attractive presentation. The Programme encompasses a wide range of subjects, from ancient times up to the present day, considers the themes of the Grand Duchy of Lithuania, modernization of the society, the totalitarian regimes, international relations, the history of war and others that are relevant to the present. Meanwhile the Master's Programme in the history field is centered on developing special historical research capacities, deepening knowledge and broadening contextualization of several strongest subject fields of the Bachelor's Programme (social and cultural history of the GDL, a historical analysis of modernization, studies of totalitarianism, the history of war). The Programme also continues and deepens the first-cycle study programme in the history field in the direction of historiography (in the sense of coverage and diversity of methods) and a primary source analysis (multilingualism, textualism, archeography), as well as it develops a deeper understanding of historical processes, competences of a higher degree.

Professional activity areas of the specialists trained under the study field
Upon completing the study programme, the first-cycle graduates can work in the field of history and other areas related to it where knowledge and competences of a historian are necessary (at memory institutions, public bodies, the media, private businesses and others); they also can undertake the Master's programme in the humanities or social sciences in Lithuania and abroad. The second-cycle

graduates work in similar areas as Bachelor students, however, they carry out activities that require greater responsibility. The CALOHEE I project[5], one of the fields thereof was history, carried out in 2016-2017 established a common European trend suggesting that fields of a professional area of Bachelor's and Master's Programmes in the history field did not differ significantly, however, the limits of responsibilities, the positions occupied and decision-making possibilities differed. The second-cycle graduates can choose their academic carrier undertaking Doctoral studies or carrying out research work at research institutions.

The coherence of the study programme aims and the intended learning outcomes with the mission, objectives of activities and strategy of Vilnius University
Bachelor's and Master's programmes in the history field, which lay emphasis not only on imparting subject knowledge based on the latest scientific research but also on developing common and special analytical competences are in line with the mission of the University and its strategic priorities, i.e., to be a European university strengthening Lithuania and motivating its own community (see the general VU Strategic Action Plan 2018-2020)[6].

1.2. The compliance of the field studies with legal requirements; curriculum design, content, and teaching/learning and assessment methods of the programmes enable students to achieve the study aims and outcomes.

Conformity of curriculum design with the provisions of legal acts
History field study programmes were created and are operated in accordance with the Lithuanian Qualifications Framework[7], the Description of General Requirements for the Provision of Studies[8], the Descriptor of Study Cycles[9], the History study field description approved by Order No. V-925 of the Minister of Education and Science of the Republic of Lithuania om August 27, 2015 [10] and Vilnius University Study Programme Regulations[11]. All studies in the field comply with legal requirements (see Table 1.1.). Plans of field study programmes are provided in Annex No. 2 of the SER.

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[5]https://www.calohee.eu/wp-content/uploads/2018/11/1.3-Guidelines-and-Reference-Points-for-the-Design-and-Delivery-of-Degree-Programmes-in-History-READER-v3.pdf

[6] https://www.vu.lt/en/about-vu/documents#strategic-plans

[7]Government of the Republic of Lithuania Resolution No. 535 Approving the description of the Lithuanian Qualifications Framework (Official Gazette No 56-2761, 15/05/2015). See https://www.skvc.lt/uploads/lawacts/docs/124_0a8d3f9c10febe13571cddf024892c39.pdf

[8] Order No V-1168 of the Minister of Education and Science of the Republic of Lithuania "On approval of Description of General Requirements for the Provision of Studies" of 30 December 2016 (Register of Legal Acts, 30/12/2016, No 30192). See https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/a4caf862ced511e6a476d5908abd2210/asr

[9] Order No V-1012 of the Minister of Education and Science of the Republic of Lithuania "On approval of Descriptor of Study Cycles" of 16 November 2016 (Register of Legal Acts, 17/11/2016, No 26908). See https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/d32e4f70ad0811e68987e8320e9a5185?jfwid=-9dzqntza2

[10]The new study field description was prepared in 2019. It is not approved yet.

[11] Vilnius University Senate Commission Decision No SK-2012-12-4 "Approving Vilnius University Study Programme Regulation". See https://www.vu.lt/site_files/SD/Studiju_programu_reglamentas_2014_01_27.pdf

Table 1.1 FORMAL REQUIREMENTS FOR FIRST-CYCLE STUDIES

Requirements	
The planned study programme outcomes correspond to qualification level 6.	+
One year of full-time studies in the programme corresponds to 60 study credits	+
For first-cycle study programmes that award a bachelor's degree upon completion, the scope of studies is no fewer than 180 and no more than 240 study credits, of which:	+
- No fewer than 120 credits shall be composed of study field subjects (modules);	225 credits
- No fewer than 15 credits shall be composed general university course modules;	15 credits
- No fewer than 15 credits shall be dedicated to the final thesis (project) or final thesis (project) and final examinations (in cases specified in field descriptions)	15 credits
- No fewer than 15 credits shall be comprised of internship	15 credits
The scope of a course unit (module) is in multiples of 5 credits;	+
One study credit corresponds to 25–30 hours of a student's work hours, which include contact and self-study hours;	+
The proportion of contact hours (including online contact) for first-cycle study programmes shall be no less than 20 %; direct contact hours between teaching staff and students (not online contact time) shall be no less than 10 %, and self-study hours shall be no less than 30 %.	~ 37 %
The scope of the programme is sufficient to achieve learning outcomes	+

FORMAL REQUIREMENTS FOR SECOND-CYCLE STUDIES

Requirements	
The planned study programme outcomes correspond to qualification level 7.	+
One year of full-time studies in the programme corresponds to 60 study credits	+
The scope of a study programme that awards a master's degree upon completion is no less than 90 and no more than 120 study credits:	120 credits
-	+
- no fewer than 30 study credits shall be dedicated for the final thesis (project) for the final thesis (project) and final examinations (if such are required by legislation)	30 credits
The scope of module is in multiples of 5 credits	6 credits
One study credit corresponds to 25–30 hours of a student's work hours, which include contact and self-study hours	+
The proportion of contact hours (including online contact) for second-cycle study programmes no less than 10 %; direct contact hours between teaching staff and students (not online contact time) shall be no less than 5 %, and self-study hours shall be no less than 50 %.	~ 22 %
The scope of the programme is sufficient to achieve learning outcomes	+

Study credit composition principles
The pursuit of learning outcomes and the objectives formulated in the field study programmes is implemented through study modules (cycle One) and study subjects (cycle Two). The Bachelor's programme in the history field is organized on the principle of modules. A module is defined as a part of a study programme integrating several themes related with respect to the contents, which are linked by a common objective, learning outcomes and student's capabilities and competences being developed. A module, as an integral unit of considering and learning several historical problems, creates conditions for a more purposeful realization of the programme, and the students are given the possibility to broaden and develop their knowledge and competences in a more consistent way. A module encompasses 15 credits. The Master's programme in the history field is made up of the study subjects consisting of 6 credits. A study credit is a unit of measurement for a student's (or unclassified student's) workload that is necessary to achieve the intended learning outcomes of a course unit (module). A single study credit represents 25–30 work hours of a student or unclassified student that are composed of contact and self-study hours planned by the lecturer and approved by the SPC.

Table 1.2. STUDENT WORKLOAD DEDICATED FOR ACHIEVING STUDY AIMS AND OUTCOMES

Study programme	Semester	Compulsory course units			Optional course units		
		Contact hours	Individual work, hrs	Total	Contact hours	Individual work, hrs	Total
History (first cycle)	1	320	480	800	0	0	0
	2	224	306	530	108	152	260
	3	224	306	530	54	76	130
	4	64	66	130	320	480	800
	5	160	240	400	160	240	400
	6	60	330	390	160	240	400
	7	0	0	0	320	480	800
	8	40	360	400	160	240	400
	Total	1092	2088	3180	1282	1908	3190
History (second cycle)	1	64	96	160	256	384	640
	2	64	96	160	256	384	640
	3	42	758	800	0	0	0
	4	20	780	800	0	0	0
	Total	190	1730	1920	512	768	1280

Consistency of the field study programme content

The aim and learning outcomes of the first and second-cycle studies in the history field, the curriculum design, the content of the modules/subjects comply with the requirements set to university studies: to base the studies on the latest scientific research, to train specialists who have broad education and are able to think critically, who are theoretically well-prepared and have practical skills to enter the professions that require knowledge of the subject and skills in a relevant area.

The Bachelor's programme in the history field is constructed in such a way as foremost to enable the students to consolidate and deepen their knowledge of the world and Lithuanian history (semesters I-IV) acquired at a high school, should acquaint them with the most important tools of historical research, different versions of the interpretation of problematic historical events and phenomena, should teach them to read scientific literature on their subject critically (obligatory modules Introduction to Studies, the History Laboratory, the Pre-Modern Global and Lithuanian History, Modern Global and Lithuanian History). At the same time considerable attention is paid to the development of general competences and giving a solid basis of knowledge of the languages (Latin and Polish or Russian at choice) necessary for further studies. The modules are arranged in such a way that the students should study simultaneously the global history (of Europe) and that of Lithuania thus making a better use of comparative approach to a more extensive knowledge of historical processes and phenomena. In the second step (semesters V-VII) conditions are created for the students to form a further field study individually choosing specialized modules which help to go deep into the history of specific epochs (the Middle Ages and the Early Modern Times, the 19th and the 20th centuries) or into the nuances of the theoretical and empirical analysis of specific historical phenomena (nationalism, modernization, totalitarianism, the history of Christianity, the history of war), special skills of history research, i.e., paleography, and other auxiliary history disciplines are developed. The Bachelor research seminars (10 credit, semester VI) and the Bachelor's final project (15 credits, Semester VIII) are devoted to developing practical skills of historical research and the academic text writing. The majority of the modules of the Bachelor's study programmes are designed so that contact work (lectures, seminars, tutorials) should account for 40 per cent of the scope of the module and 60 per cent of the module should be devoted to individual work of a student.

Practical training is integrated in both compulsory and optional courses. The *Bachelor Seminar* contains practice (10 credits) in the institutions of dealing with the issues of historical memory. The

students conduct practical training at the Genocide and Resistance Research Centre of Lithuania, Lithuanian Republic Foreign Ministry, the Palace of the Grand Dukes of Lithuania under the National Museum, and other museums, libraries and the archives of Lithuania, etc. Students usually conduct practical training at the institutions of the FH stakeholders.

The other part of compulsory practice (5 credits) is conducted depending on the chosen type of studies. For students choosing Medieval History, practical training is integrated in the *Languages and Palaeography of the Grand Duchy of Lithuania* module. During it, the students are taught to read and transcribe Ruthenian manuscripts of the Grand Duchy of Lithuania. Practical training is organised with the institutions mentioned above and other social partners, (for example, VU Library Manuscript Department, Wroblewski Library of Lithuanian Academy of Sciences and others). For students choosing Modern and Contemporary History practical training is integrated in the *Anticommunist Resistance in Lithuania and Central East Europe* module. Here, cooperation with the Genocide and Resistance Research Centre of Lithuania is implemented. At one of the departments of the Centre – the Museum of Genocide Victims – students have an opportunity to acquire practical skills in describing iconographic and document sources, connected with the history of resistance. The students also have an opportunity to watch and participate in the activities of the preparation and implementation of educational programmes. Practical skills are also developed in other compulsory and optional modules, namely at *Historiography and Historic, Auxiliary History Sciences I, Sources of the History of the Grand Duchy of Lithuania, Lithuanian State Institutions: Analysis of Documentary Heritage*.

The Master's history study programme consistently continues the Bachelor's history study programme raising the possibility to further go deep into the knowledge of the subject gained during the first cycle and to acquire subject-related competences of a higher level. During the first year of Master's studies the students do not only learn to analyze the phenomena of the history of Lithuania in a broader geographic context but also learn to use theoretical and methodological tools of historical research. During this cycle they also acquire additional general and social abilities: are enabled to carry out an investigation of interdisciplinary nature (e.g. the subject – Modern Comparative Historical Sociology), become acquainted with the principles of organizing scientific research activities (the subject – Cultural and Scientific Projects: Preparation, Management. Dissemination). On the decision of the History Programme Committee, seminars on the subjects of the Master's study programme must constitute at least half a total scope of contact hours. The second year of the Master's study programme are devoted to the development of practical competences of a historian (applied professional practice, 15 credits) and mastering the skills of preparing an academic text (Master's research seminar and the Master's final project, a total of 45 credits).

Coherence of the field study programme aims and intended learning outcomes with the learning outcomes of the programme course units and/or modules, teaching/learning and assessment methods

Learning outcomes of history programmes are developed in all modules on the different levels. Personal, social skills (general competences) are developed during the whole Programme/-s. General competences are developed in parallel with the subject-specific competences. When preparing the descriptions of course units (modules), teachers follow the intended competencies and study outcomes formulated in the description of the study program, which ensure the achievement of the general goal of the programme (see Annex No 1). The descriptions of each course unit (module) must indicate the study outcomes that the course unit (module) intends to achieve. At their discretion, teachers choose study methods and assessment methods that measure compliance with the outlined learning objectives of each specific study program. Once a year, the SPC reviews the study plans (see Appendix No 2) and descriptions of course units (modules) in order to determine: 1) if the goals of the study program were sufficiently covered; and 2) if appropriate study and assessment methods were used.

Opportunities for students to personalise their studies

Students are provided with various opportunities to personalize their studies in order to foster general and subject-specific competences:

- studying based on an individual study plan;
- participating in academic exchange (partial study periods, internship);
- studying various foreign languages. (first cycle study programmes provide the opportunity to study at least one foreign language. Students of all study cycles additionally have the opportunity to study foreign languages as non-credit subjects (modules) (outside the scope of the study programme) that develop additional competences not provided for in the study programme.);
- choose minor studies;
- 15 credits are dedicated to general university studies (modules).

Each programme has a certain number of credits that are dedicated to optional subjects. Obligatory modules of the first-cycle history study programme consist of 120 credits (obligatory and specialized modules of the field study). Optional modules constitute half the scope of the programme – 120 credits (modules of the field study programme and general university studies). Conditions are created for the students to choose modules according to specialization (medieval studies or modern and contemporary history). Attention should be paid to the fact that in a group of obligatory modules a student has the possibility to choose minor study programmes at Vilnius University. In the second cycle study programme the optional subjects account for more than one the third (48 credits) of the total scope of the programme. Practical training, Master's research seminar and the Master's final project (60 credits) constitute the largest part of the obligatory subjects. These study activities are individualized, students can choose practice placements and themes for their Master's final projects on their own. During the first year of second cycle studies the students are provided with the opportunities to choose four subjects (24 credits) from 8 offered ones each semester. Students of both cycles also have the opportunity to choose subjects from other study programmes at the Faculty of History or other faculties according to an individual study plan. This creates the possibility not only to supplement the study programme from the point of view of its content but also creates the possibility of more individualized studies.

Vilnius University has a procedure for recognising competences acquired by students through non-formal education or self-education and for approving course units (modules)[12] (see Section 3.1 for more information) that helps to provide for the individual learning needs of students and to expand their independent learning opportunities, thereby implementing lifelong learning principles.

Final thesis preparation
The principles of final thesis preparation are stipulated by the Regulations for the Preparation, Defence and Storage of Research Papers of Students Studying at Vilnius University[13] approved by Vilnius University Senate, and the Procedure for Administering Research Papers in the Vilnius University Study Information System approved by the Vice-Rector for Studies of Vilnius University[14]. The procedure for preparing, defending and collecting coursework, Bachelor's and Master's final projects approved by the Council of the Faculty of History regulates the procedures for choosing the theme of work, submitting the work for assessment and defense, the procedures for the defense itself and the work assessment criteria[15]. When preparing final projects, methodological guidelines on written work of the Faculty of History must be followed[16].These documents and all other information related to written work are published on the website of the Faculty of History. The criteria for assessing final projects are also presented in a description of the course unit (module) *The Final Project.*

Thereby the Bachelor's final project seeks to develop: 1) understanding of the themes and issues of the current historiographic discussions; 2) the capability to perceive critically and make appropriate use of various sources of information, original documents in the Lithuanian and foreign languages ; 3) the ability to find and make appropriate use of different resources of information; 4) understanding of methods of history and other humanitarian and related scientific areas and the ability to use them; 5) to define the objectives and tasks of research independently; 6) the ability to write scientific texts in the Lithuanian language; 7) abilities of independent thinking, creativity. The aim of the Master's final project is to consolidate and show knowledge acquired during the second cycle studies and research capabilities, i.e. to investigate a specific problem of history independently by choosing appropriate research methods, assessing and examining the current historiographic expertise and all available sources. Scientific supervisors of Bachelor's and Master's final projects are lecturers/professors of the Programme. Specialists in different fields of historical research and application can be invited to act as consultants. It is already in the third year of their studies, during the Bachelor's Research Seminar module that the students decide on the theme of their future final project. During the Seminar the students are familiarized with the world and Lithuanian historiography of the epoch under investigation, the abilities of independent research and academic discussions are developed, and the coursework prepared during the module usually forms a basis for the future Bachelor's final project.

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[12] "Vilnius University Procedure for Recognizing Competences Acquired by Students through Non-Formal Education or Self-Education and for Approving Course Units (Modules)", approved by Vilnius University Senate Decision No SPN-63 of 19 November 2019. See
https://www.vu.lt/site_files/SD/Studentams/Neformaliuoju_b%C5%ABdu_%C4%AFgyt%C5%B3_kompetencij%C5%B3_%C4%AFskaitymo_tvarkos_apra%C5%A1as.pdf
[13] "Regulations for the Preparation, Defense and Storage of Research Papers of Students Studying at Vilnius University", approved by Vilnius University Senate Decision No. S-2017-12-11 of 19 December 2017..Žr.
https://www.vu.lt/site_files/Studies/Study_regulations/Research_papers_regulations_VU.pdf
[14] "Procedure for Administering Research Papers in the Vilnius University Study Information System", approved by the Vice-Rector for Studies of Vilnius University Decision No. R-512 of 22 November 2017. See
https://www.vu.lt/site_files/Studies/Study_regulations/Research_papers_administration_VU.pdf
[15]Approved by the decision of the Council of the Faculty of History, No 170000-TP-6, 08 May 2020. See
https://www.if.vu.lt/dokumentai/Studijos/Studijas_reglamentuojantys_dokumentai/Kursiniu_baigiamuju_darbu_tvarka-2020.pdf
[16]Approved by the decision of the Council of the Faculty of History, No 170000-TP-6, 08 May 2020. See
https://www.if.vu.lt/dokumentai/Studijos/Studijas_reglamentuojantys_dokumentai/IF_ra%C5%A1to_darb%C5%B3_metodiniai_nurodymai-n.pdf

Themes of all final projects are formulated during the discussions between the students and lecturers/professors. A list of final projects is presented in Annex No 4.

1.3. Recommendations of previous evaluation of the evaluated area and aspects for improvement

No.	Recommendations of previous evaluation	Actions
1.	Bachelor's programme: The current curriculum has an imbalance between national and international history, with its concomitant global perspectives – instead it has a very heavy weighting in favour of the histories of Lithuania and the nearby Baltic States. It is recommended that the curriculum is developed to reflect a more global reach. Strategies to accomplish this range from the introduction of new modules, particularly those which embrace non-European histories, to taking the opportunity whenever new staff are employed to broaden the Faculty's expertise by targeting academics with new areas of historical enquiry.	Bachelor programme:The scope of themes devoted to the history of Lithuania has been reduced in the 'core modules' *Pre-Modern Global and Lithuanian History*, *Modern Global and Lithuanian History*. Since 2018 a new optional module *War and Society* in which main attention is focused on revealing the theme in a global perspective, has been included in the programme. Coordinators and lecturers/professors of all the modules are urged to present the processes of Lithuanian history in an as wide as possible context of history of the world.
2.	Master's programme: To correlate the expected learning outcomes with specific subjects of the programme.	Master's programme: Learning outcomes determined were concretised and related to specific subjects.
3.	Master's programme: To substantiate coherence between the optional subjects in the curriculum design, to extend the possibility to choose the subjects.	Master's programme: Since the last evaluation of the programme about 40 per cent (7 out of 19) optional subjects have been changed thus increasing coherence between them and creating the possibility in the Master's programme to further go deep into field studies contained in the Bachelor's programmes (history of war, processes of modernization of the society, memory studies).
Strengths of the evaluated area		
1.	The place of both cycle programmes in the system of three study cycles is clearly identified, competences being developed comply with the requirements of the first and second cycles of university studies, study modules (course units) are arranged consistently and they correspond to the competences of a different level that are sought to be developed in each study cycle. The Bachelor's history programme provides students with broad humanitarian education and imparts special knowledge and develops the capacities necessary to a historian, the list of which is regularly updated taking into consideration changing professional requirements and standards of university education.	
2.	Competency-based teaching/learning module is implemented in the programmes providing a student with better possibilities to choose the strategy of studies purposefully. The Bachelor's history programme creates conditions for students to choose minor study	

	programmes offered by the Faculty of History or VU or they can consistently go deep into the history of medieval studies or that of modern and contemporary times. In the latter case a student, when choosing programme modules, undergoing practice placement, preparing the final project gradually becomes a specialist on a certain period or problem. The Master's history programme design provides a student with the possibility to consistently further develop skills and capacities acquired in the previous cycle and also develop new competences necessary for independent research work. Candidates for a Bachelor's and Master's degree can make use of individual study plans and consistently extend the areas of their interest and individualise the programme offered by the Faculty.
Aspects for improvement of the evaluated area	
1.	Though during the period after the last external evaluation of the programmes extensive efforts have been made to update the content of both programmes seeking to include new modules (course units) or update the existing ones so that more attention should be devoted to the presentation of new methods of historical research and didactics (first and foremost, related to mastering IT), this work is going on obviously too slowly and it should be made more active in the immediate future.
2.	There are no enough modules (course units), which could be devoted to understanding and knowledge of global historical processes and their analysis, rather than to the history of Europe.

2. Links between science (art) and study activities

2.1. The integration of latest research and (or) technology developments in field studies and opportunities for students to develop research competence

The results of the research, development and artistic activity evaluation and the results of last comparative expert evaluation of research and development activity

Table 2.1. THE LEVEL OF RESEARCH ACTIVITY OF THE HIGHER EDUCATION INSTITUTION

The results of an annual evaluation of research, development, and artistic activity				The results of a comparative expert evaluation of research and development
	H 000 Humanities H 005 History (till 2018) H 005History and Archaeology (from 2018)			H 000 Humanities H 005 History
	The result of 2019 evaluation	The result of 2018 evaluation	The result of 2017 evaluation	2013-2017
History	**Scientific works (publications)** 1476,46 score **Applied (Contract) research** 13942,60 Eur	**Scientific works (publications)** 1198,72 score **Applied (Contract research)** 26942,19 Eur	**Scientific works (publications)** 1284,12 score **Applied (Contract research)** 34660,55 Eur	**THE QUALITY OF ACTIVITIES** **Score: 5 (excellent)** **Faculty is the leader at international level.** Research is at the highest international level. **ECONOMIC AND SOCIAL IMPACT OF R&D ACTIVITIES** **Score: 5 (excellent)** **The Faculty carries out scientific research of exceptional importance and is an extremely important partner in R&D outside the academic community.** The Faculty has a positive influence on the development of society and is a highly valued partner in R&D development issues, not only within the academic community, but also beyond its borders. Employees of the institution are regarded as experts in the public and private sectors. **DEVELOPMENT POTENTIAL OF R&D ACTIVITIES** **Score: 5 (excellent)** **The Faculty has a great potential to achieve or maintain very good and excellent ratings.** The Faculty is capable to achieve in the next 5 to 10 years that its R&D activity's quality, economic and social impact assessments' sum would be not less than 9 points, or to maintain such an estimate.

The main assessment criteria are scientific work (publications) and contracts carried out (commissioned research).

In 2017, the Faculty was given 1284,12 points for scientific work, in 2018, this figure stood at 1198,72, and in 2019, the Faculty received 1476,46. In 2017, the smallest quantity of inclusive works of the Faculty was 62 (determined using a formula related to the full time equivalent of the scientists of the institution of the field), 75 works were submitted for assessment of which one monograph was published by a globally-recognised publisher of scientific books and journals; four monographs were published by other publishers; publications of sources totalled 2; ten scientific papers were published in international journals. In 2018, respectively: 78/82 and 0 / 6 / 6 / 17; in 2019 – 66/79and 0 / 9 / 1 / 20. In 2017, scientific works in the history field (15 H) were submitted by 11 research and higher education institutions for assessment. According to the points received, the Lithuanian Institute of History (1640,8) came first, and the Faculty ranked second. As a comparison, all 11 institutions received a total of 4335,2 points.

In 2017, the Faculty was given EUR 34660,55 for contracts carried out. A total of eleven orders were received from seven different subjects. In 2018, EUR 26942, 19 and 11 / 9 respectively; in 2019 – EUR 13942,60 and 12 / 8.

All in all, it can be said that according to scientific work, the Faculty is one of the leaders in Lithuania. In 2017, twenty-seven per cent out of the works submitted and assessed, in 2018 – 37 per cent, and in 2019 – 46 percent were publications attributed to a group of higher estimates – monographs, publications of sources and articles in international scientific journals; the remaining part consisted of articles published in other peer-reviewed scientific publications. The number of contracts given to be carried out remained unchanged (11-12) in 2017–2019. Orders were received from different entities (public, municipal, private), which testifies to the visibility of the Faculty in different sectors. Some part of the entities are regular customers, which testifies to the quality of the services provided by the Faculty. From 7 to 48 percent of the funds entered in the accounting records have been received from carrying out the contracts related to historical investigations, the other part thereof – from archaeological and bioarchaeological investigations.

The results of the last comparative expert evaluation of research and development

According to all evaluation criteria, the Faculty was given the highest possible score – 5 (excellent) (see Table 2.1), i.e. the Faculty is acknowledged as a leader at the international level. Out of all 117 entities under evaluation in Lithuania, other two were given such a high score, both being from other field than the humanities. Seven entities attributed to the history field were evaluated. Among them only the Faculty of History and the Lithuanian Institute of History were given the highest possible scores for their scientific activities in the history field. The main recommendation of experts was as follows: to further support and strengthen the internationality of the entity under evaluation in organizing international conferences of the highest level, attracting best researchers from abroad.

The scope of research activity of the staff of the evaluated study field is provided in Tables 2.2 and 2.3.

Table 2.2. RESEARCH RESULTS OF TEACHING STAFF IN THE HISTORY FIELD: 2017– 2019.

	01	02	03	04	05	06	07	08	09	Total
2019	8	6	38	3	1					**56**
2018	5	4	35	3	1					**48**
2017	3	4	34	0	1					**48**
Total										
01	**BOOKS:** (1) Monographs (monograph, study); (2) Literature intended for studies (textbook, teaching aid, other study-related literature); 3) reference publications (dictionary, guidebook, manual, encyclopaedia, atlases, maps, others); 4) other books (publications on the sources of research and scientific heritage, comments of legal acts, reports of projects, and other works, compiled and/or edited work, chapters in books)										
02	**SUMMARIES** (summary of a doctoral dissertation, summary of a habilitation thesis, an overview of research papers submitted for the habilitation procedure)										
03	**ARTICLES IN SERIAL PUBLICATIONS (JOURNALS) AND SINGLE VOLUMES** (article in ISI Web of Science, article in ISI Master Journal List, article refereed in the databases approved by the Lithuanian Research Council (LRC), article in other peer-reviewed publications, popular science article, article in a publication on research, arts or culture, other articles (overviews, information, introductory)										
04	**PUBLICATIONS OF RESEARCH SOURCES AND PUBLICATION OF SCIENTIFIC HERITAGE**										
05	**REVIEWS** (review in ISI Web of Science, review in ISI Master Journal List, review refereed in the databases approved by the LCR, review refereed in other databases, review in other peer-reviewed publications, review in a science popular publication, review in a publication on research, arts or culture)										
06	**ARTICLES IN CONFERENCE PROCEEDINGS**: (1) Articles in peer-reviewed conference proceedings (article in ISI proceedings, article in conference proceedings refereed in the databases approved by the LCR, article in conference proceedings refereed in other databases, article in peer-reviewed international conference proceedings abroad, article in peer-reviewed international conference proceedings in Lithuania, article in peer-reviewed conference proceedings in Lithuania); (2) Articles in non-reviewed conference proceedings (article in non-reviewed international conference proceedings abroad, article in non-reviewed international conference proceedings in Lithuania, article in non-reviewed conference proceedings in Lithuania)										
07	**CONFERENCE ABSTRACTS:** (1) Conference abstracts in peer-reviewed publications (abstracts in ISI Web of Science and ISI Proceedings, abstracts in ISI Master Journal List, abstracts in other databases, peer-reviewed extended abstracts, abstracts in other peer-reviewed publications); (2) Conference abstracts in non-reviewed publications										
08	**PATENTS** (patents registered in the European Patent Office (EPO), patents registered in the US Patent and Trademark Office (USPTO), patents registered in the Japan Patent Office (JPO), patents registered in other countries, patents registered in Lithuania)										
09	**TRANSLATION** (translated book, chapter in a book, article)										

Each lecturer/professor of the field study prepared on average 3,78 scientific publications during the period under evaluation, or 1,26 publications per year. The results of the annual and comparative evaluation show the quantitative indicators and the quality of publications.

According to the commentaries presented in the Table 2.2., publications of scientific sources can be indicated both at group 01 and at group 04, they are presented at group 04 in the Table. The proceedings of conferences (groups 06, 07) are not specified: if these publications meet the requirements set to scientific papers, they are attributed to a group of papers (03).

Table 2.3. RESEARCH PROJECTS IMPLEMENTED BY THE TEACHING STAFF OF THE HISTORY STUDY FIELD IN 2017– 2019

Title of project	Period	Source of funding/Partner(s)
International projects		
Developing Jewish Studies in Lithuania: Establishing the Research and Teaching Field in Vilnius University Project researchers (lecturers of History study field): prof. dr. J. Verbickienė (project leader), dr. A. Naudžiūnienė, prof. D. Staliūnas, dr. D. Troskovaitė	2014-2018	Rothschild Foundation (Hanadiv) Europe
National projects		
Raising of the "New Man" in Soviet Schools: The Case of Lithuania Project researcher: dr. A. Naudžiūnienė	2019-2022	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Legal Culture of the Grand Duchy of Lithuania: The Rulers Court in the End of the 15th–the 16th Century Project leader: prof. dr. I. Valionytė	2019-2022	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Tadas Daugirdas: Archaeology of "Three-colors" Project leader: assoc. prof. E. Raila	2019-2022	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Augustinas Voldemaras. Intellectual and Social Biography Project leader : assoc. prof. A. Gieda	2018-2021	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Development of Non-Christian Identity in Lithuania in 19-20th Centuries Project leader: dr. D. Troskovaitė	2018-2021	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Vatican's Ostpolitik and Lithuania (1962-1990) Project leader: prof. dr. A. Streikus	2018-2021	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Post-secular Condition Project researcher: assoc. prof. N. Šepetys	2018-2021	Research Council of Lithuania. Researcher groups projects
Overland Routes of the Grand Duchy of Lithuania in the 13th–18th Century: Structure, Architecture, Maintenance and Functionality Project leader: dr. T. Čelkis	2017-2020	Research Council of Lithuania. Researcher initiated projects
Housing Architecture in Soviet Lithuania: Between the Mass and the Individual Project leader: prof. dr. M. Drėmaitė	2017-2019	Research Council of Lithuania. National Research Programme "Modernity in Lithuania"
Laboratory of Historical Imagination: Dialogues between Researchers and Artists of the Past Project leader: assoc. prof. A. Švedas	2017-2018	Lithuanian Council for Culture
Members of the Catholic Male Religious Orders in the Grand Duchy of Lithuania: Corpus of Biographical Entries Project researches: assoc. prof. L. Jovaiša, dr. M. Jakulis	2017-2020	Research Council of Lithuania. Researcher initiated projects
The Change of Sexual Norms and Behavior in Modern Society of Lithuania Project leader: dr. V. Klumbys, researchers: assoc. prof. T. Vaiseta, dr. N.	2017-2019	Research Council of Lithuania. National Research Programme "Modernity in Lithuania"

Černiauskas		
Court Record Books of the Lithuanian Metrica: in the Direction of the Second Statute of Lithuania Project leader: prof. dr. I. Valikonytė	2016-2018	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Orthodox and Uniate Societies of the Grand Duchy of Lithuania: History, Culture, Memories Project researchers: prof. dr. A. Bumblauskas, dr. M. Jakulis	2016-2017	Research Council of Lithuania,Joint Lithuanian-Ukrainian Research Programme
The Residents of Vilnius Castles in the 14th–18th Centuries: Social Structure and Everyday Life According Zooarchaeological, Archaeological and Historical Data Project researcher: dr. N. Dambrauskaitė	2016-2018	Research Council of Lithuania, State Lithuanian Studies and Dissemination programme 2016–2024
Jonas Basanavičius: Personality, Ideas, Contexts Project leader: assoc. prof. E. Raila	2015-2018	Research Council of Lithuania. Researcher initiated projects
Political Censorship in Soviet Lithuania Project leader: prof. dr. A. Streikus	2015-2018	Research Council of Lithuania. Researcher initiated projects

In 2017–2019, as many as 18 field study lecturers/professors participated in scientific projects, 10 of them were appointed project leaders. The researchers took part in one international and 17 national projects; scientists from abroad were involved in the implementation of three national projects. During the reference period 10 of those projects were either implemented successfully (left to be completed after 2019) or are still being carried out. Alongside scientific projects, projects on the dissemination of science and projects on the application of science are effectively being implemented at the Faculty. In 2017–2019, 6 such projects were carried out, three of them being continuous. In the course of their implementation data bases have been created (e.g. www.savilaida.lt/en) or methodological tools for students have been developed (e.g. www.nesvyziausmauzoliejus.if.vu.lt).

Earlier scientific activities of the Faculty were planned after the Council of the Faculty had annually approved budgetary scientific research work (themes) being carried out. As of 1 January 2014, this procedure is no longer obligatory for the University (Resolution No. SK-2013-14-7VU of the VU Senate Commission of 12 December 2013). However, the need to plan has remained and it is done in accordance with the following informal principles. The Faculty of History develops the fields of research which are important on the international scale and in which the division has potential (existing strong research groups, international relations, training of doctoral students): (1) History of Lithuania in the East Central Europe: Sources, Historiography, Heritage, Memory; (2) Archaeology of Lithuania: from the Stone Age to the Modern Times Archaeology. These research fields are specified by formulating priority research topics. Current topics (History field) are:

(1) Studies of Grand Duchy of Lithuania (GDL). Recently the interest of the international academic community in the GDL has been growing. GDL studies became a separate branch of international historical research. The present research follows several directions (history, history of culture, memory) with a focus on comparative and interdisciplinary research.

(2) Soviet studies. The Faculty of History researchers have been conducting soviet studies since 1990s and have contributed to the formation of academic discourse in Lithuania. This contribution enables the creation of new research strategies and projects. The division between historiographical schools and generations is becoming more marked, which stimulates academic dialogue and enhances the quality of research.

(3) History of ethnic and confessional groups. The contribution of The Faculty of History researchers is the largest among researchers working in this field in Lithuania and the region. Their research presents cases of communities in Lithuania and integrates them into a wider international research context. The research of the topic also has an applied nature and manifests itself in cooperation with the public sector.

Annual and comparative evaluations of scientific activities show that the principle of planning scientific activities when the 'bottom-up potential' and changing trends in science are flexibly taken into consideration rather than investigation plans and themes are lowered from above, justify themselves – scientific activities have been given the highest evaluation by international and national experts. Scientific activities of the Faculty are based on personal interest of the academic staff rather than on the accentuation of indicators.

Cooperation with external partners in carrying out research activities
The main scientific partner of the Faculty in Lithuania is the Lithuanian Institute of History. This is the largest and strongest institution in the field of history and archaeology science in the country. In cooperation with the Institute, joint doctoral studies are conducted, joint scientific conferences are organised. In organising events dedicated to science and the dissemination of science, the Faculty cooperates with the largest museums in Lithuania, mainly with the National Museum the Palace of the Grand Dukes of Lithuania, and the Lithuanian National Museum. Assistance is provided to regional and local museums in carrying out investigations of the history and heritage of the locality, the dissemination of their results, for example, expeditions of collecting oral history are organised, events devoted to the dissemination of science are held, popular science articles are published in the local press. For example, since 2017, the Faculty has been cooperating with the Pasvalys' town Museum. Archives and libraries, as well as the Genocide and Resistance Research Centre of Lithuania, are important partners of the Faculty. Students have practice placements at these institutions of remembrance.

In the field of studies in Jewish history and culture the Faculty cooperates with the public enterprise Vilnius Yiddish Institute and the public enterprise Centre for Studies of the Culture and History of East European Jews. For example, in 2017–2018, courses in the Yiddish language were organized at the Faculty, the community of the Faculty could use the specialized library (on the theme of Jews) of the Institute. In 2018, the Institute and the Jack, Joseph and Morton Mandel Study Centre for Advanced Holocaust Studies of the United States Holocaust Memorial Museum, in cooperation with the Faculty organized the summer school Holocaust in Lithuania.

Other partners from Lithuania (in the field of expert and social cooperation) are as follows: the Seimas of the Republic of Lithuania, (the Unit for Historical Memory of Parliamentarianism), the Office of the President of the Republic of Lithuania (the State Knowledge Centre), the Department of Cultural Heritage under the Ministry of Culture, the Vilnius City Municipality. Lecturers/professors of the Faculty are often invited as experts or consultants, joint projects are being carried out (e.g. in 2017–2018, complex investigations of the Radziwiłł family crypt in the Church of the Body of Christ in Nesvizh (Belarus) were carried out in cooperation with the Department of Cultural Heritage), the Faculty also cooperates with different institutions and museums in arranging and organizing exhibitions and displays (e.g. Unforgettable Futures: Visions of Lithuania's Centenary (2018), 19490216: the Self-determination Cipher (2019) at the State Knowledge Centre).

In an easterly direction the Faculty cooperates with the following academic institutions of Ukraine in the scientific field: the Ukrainian Catholic University (in 2016–2017, the joint project Communities of Orthodox Believers and `Uniates in the Grand Duchy of Lithuania: History, Culture, Memory was

carried out), the Lviv Polytechnic National University (in 2018–2019,the joint project The Museum as a Polylogue Space of Dominant and Alternative Narratives: from Theory to Practice) was implemented. When burials of the Duke Radziwiłł family in the Church of the Body of Christ in Nesvizh were investigated, the Faculty cooperated with the research workers of the National Historical and Cultural Museum-reserve Nesvizh (Belarus).

Integration of science activities in the field studies
One of the principle objectives of the Faculty is the unity of scientific research and studies. First of all, it is achieved through the structure of the staff. The academic staff of the Faculty totals 64 people: less than 10 per cent of them are only researchers (are not engaged in pedagogical work). The remaining people are engaged in both scientific and pedagogical work. Posts and the need for employees are formed in accordance with the need of study programmes. Accordingly, targeted financing for priority themes of research or specific investigations at the Faculty is not provided for. This does not always guarantee or ensure continuity, however, at the present time it justifies itself and enables the investigations to be carried out.

The teaching staff of the field studies integrate their research into all the taught course units (modules) The results of research are also shared among staff to ensure that the knowledge and competence development of students is based on latest research developments and methods. Students are encouraged to familiarize themselves with the latest/most relevant research of the University's staff in their implementation of study tasks and preparation of research papers.

Table 2.4. STUDENTS OF THE FIELD ARE INVOLVED IN RESEARCH ACTIVITIES

Cycle	Year	Number of students who prepared a paper	Number of students who prepared a research presentation	Number of students involved in student research societies	Number of students who organized research promotion events	Number of students involved in the implementation of research projects	Number of students who attended research internships, short-term visits, summer camps	The percentage of students involved in research compared to the total number of students in the field and cycle
I	2019	5 (5 publications)	2 (2 reports)			12	26	251 student (18 %)
	2018	4 (11)	3 (3)		1	8	46	237 (26%)
	2017	3 (10)			2	10	33	208 (23%)
II	2019	5 (24)	4(5)		4	1	21	74 (47 %)
	2018	8 (16)	5(6)		8		19	65 (62 %)
	2017	7(7)	3(4)		5		23	68 (56 %)

Some examples of students' involvement:

- **"Pasimatuok istoriko rūbą"** [Try on the historian's robe]**.** It is a continuous project that was started in 2018. Students are invited to become involved in different kinds of activities that are carried out by the scientists of the Faculty at that time and are related to research and promotion of science. Students are provided with the opportunity to become assistants to professional historians, gain experience and become acquainted with the way scientists work. Every year about 10 projects in which students could take part are offered.

- **Heritage's research and dissemination projects carried out together with local communities and public organizations.** Since 2017 the Faculty has been cooperating with Pasvalys town Museum in studying the industrial and technical heritage of Northern Lithuania. The activities are devoted to the involvement of students of the Faculty and the local communities, the development of their research and practical skills. In 2017–2019, three complex expeditions, with students participating in them, were organized in Pasvalys region, the analysis of archival, historiographic, oral historical and other material was performed, papers of scientific nature were delivered, events devoted to the dissemination of heritage were held with the students taking part therein. Since 2016 the Faculty has been cooperating with the National Institute for Social Integration, in 2017–2019 , the Faculty was engaged in different activities related to studying and reviving of heritage.

- **Summer school-seminar for academic youth "Memory of Freedom Fights".** The annual traditional event that has been organized in cooperation with the partners since 2012. The project is devoted to the students, they are acquainted with the latest research in the field of the history of the armed resistance and studies of its heritage, as well as research methods; heritage investigations were carried out. Between 2017 and 2019, a total of 22 students of the Faculty participated in that event.

- **Articles: research publications and research dissemination.** Students publish material of their research in the magazines issued by the Faculty (between 2017 and 2019, as many as 10 articles prepared by the students in the history field were published in *Studies of the History of Lithuania*). Active cooperation is carried out with the monthly *Naujasis židinys-Aidai* (between 2017 and 2019, as many as 12 student scientific papers, surveys, review-papers, interviews were published), with the main news websites of the country (Delfi.lt, 15min.lt). In 2018, a candidate for a Master's degree Antanas Terleckas prepared (compiled) a scientific publication – the book under the title *Laisvųjų testamentai: Lietuvos partizanų ir ryšininkų portretai* (compiled by Klaudijus Driskius, Antanas Terleckas, Vilnius: Lietuvos Gyventojų Genocido Tyrimų Centras, 2018, 226 p.)

- **Reports.** Scientific research carried out by students are presented at scientific conferences, seminars and in any other form. For example, between 2016 and 2017, the Faculty prepared a cycle of broadcasts on the national LRT radio on the theme of national minorities.

- **Exhibitions.** Students are involved in arranging exhibitions (under the guidance of the lecturers/ professors of the Faculty): they prepare the conception of the exhibition, select the material, etc. For example, four students took part in arranging the exhibition *Nepamirštos ateitys: Lietuvos šimtmečio vizijos* (Unforgettable Futures: Visions of Lithuania's Centenary) (2018, the State Knowledge Centre). Later, on the basis of the exhibition, a publication presenting Lithuania at the fair in London *Imagining Lithuania. 100 years, 100 visions. 1918-2018* was issued.

2.2. Recommendations of previous evaluation of the evaluated area and aspects for improvement[17]

No.	Recommendations of previous evaluation	Actions
1.	In order to maintain and increase the high rating, it is necessary to participate in scientific internationally funded projects and organise cutting-edge international conferences in cooperation with foreign partners in Lithuania and abroad.	The process of preparing and submitting applications for international funding has been made more active. After 2017, two applications Horizon 2020 were submitted: for the programmes Marie Skłodowska-Curie (was listed among the programmes to be funded, however, funding has not been granted) and IRC (the stage of an interview with the provider has been reached).
		As many as 18 international scientific conferences, seminars were organised between 2017 and 2019 (on average 6 each year) in cooperation with experienced partners from international science associations of Great Britain, Poland, France, Germany and other countries.
2.	The Faculty should identify ways of recruiting good teachers and researchers from abroad and attract international PhD students. It is associated with the need to find financial resources for employing researchers from foreign scientific centres (e.g. through Horizon 2020 grants).	Between 2017 and 2019, as many as 15 guest scientists from abroad (Great Britain, the USA, Italy, Israel, Germany and other countries) visited the Faculty. Funding for the visits was received from the Lithuanian Research Council, Rothschild Foundation (Hanadiv) Europe, some part of the visits was organised by the Branch Office of the of German Historical Institute Warsaw in Vilnius. Researchers from abroad have been started to be drawn into science projects carried out by the Faculty. After 2017, at least 16 science projects were carried out in which researchers from abroad took part. The problem of attracting doctoral students from foreign countries still remains. A special VU Fund established should help to resolve it.
3.	The Faculty should increase the number of publications in highly-rated journals and publish monographs abroad, focusing on quality.	Since 2017 the number of contributions in internationally significant journals and collections of scientific literature has been on the increase: in 2017, their number totalled 10, in 2018 their number reached 17, and in 2019 this figure stood at 22. Targeted support provided by the US citizen Juozas Sidas to promote internationality of the Faculty (a

[17]Lithuania: Comparative Expert Assessment of R&D activities. 2018. Panel H: Humanities, MOSTA, 2018;https://strata.gov.lt/images/vertinimas/Benchmarkingo_ataskaitos/2018/2018%20LITHUANIA-COMPARATIVE%20EXPERT%20ASSESSMENT%20OF%20RD%20ACTIVITIES-HUMANITIES.pdf?v=2).

		special fund has been in existence since 2017), an intensifying participation in scientific events abroad and cooperation with research institutions of foreign countries contributed to that increase.
4.	The Unit should formulate and implement a strategic plan, defining the goals and ways to achieve them.	The strategic plan of the Faculty (which is under preparation) will specify not only the objectives and indices (as was the case up till now) but also measures to achieve them.

Strengths of the evaluated area		
1.		The Faculty of History is a large, nationally and internationally recognised centre for historical and archaeological research with a strong network of international contacts and partnerships. It combines traditional subjects related to the history of Lithuania with topics concerning regional and European research in a comparative context (Jewish studies; Soviet and Communist studies; the history of international relations). The research carried out is impressive by its quality, originality and significance. The list of the best research outputs includes articles published in top journals in the relevant field, edited books.
2.		The wide-ranging research activities of the Faculty are very important for Lithuanian culture and society and have led to a high level of interaction with cultural influencers, decision makers and non-academic entities. The Unit is well represented in working groups and commissions appointed by parliamentary and governmental institutions, representatives of the Faculty have also been members of international working groups, associations, societies, and expert groups. The Faculty has been very active in the dissemination of its research results. It has a positive impact on the development of society and its historical awareness, and during the review period it has acted as an extremely important partner in R&D outside the academic community.
3.		The Faculty has an ambitious group of researchers, good management and shows significant dynamism for further development. It has a great potential to maintain its position on a national and international level and to achieve very good and excellent rating.

Aspects for improvement of the evaluated area		
		The Faculty has put a lot of effort into the dissemination of research results abroad and the increase of international visibility, but it still needs further development in that direction.
		The number of foreign scholars and doctoral students attracted is still insufficient.

3. Student admission and support

3.1. Coherence between the student selection and admission procedure and the results of field learning outcomes

Admission requirements for field study programmes

Admission to Vilnius University first-cycle study programmes happens during the General Admission period in accordance with the procedures of LAMA BPO (Association of Lithuanian Higher Education Institutions for Centralised Admissions), an institution authorised by the Ministry of Education, Science and Sports of the Republic of Lithuania, and the Admission Procedure of Vilnius University. Admission to first-cycle studies of the evaluated field is conducted in accordance with *Vilnius University Admissions Procedure for First-Cycle Study Programmes* (the procedure is approved by Vilnius University Senate and is available on the VU website[18]). Students are admitted to field study programmes based on their admission grade in an open admission contest. The Procedure defines the composition of the admission grade and the methodology for its calculation. Persons with secondary education are admitted to the programme. The admission grade is determined based on a specific formula adding up the grades of the national examination in history, the Lithuanian language and literature, the grades of the national examination or the annual evaluation of geography (or a foreign language, or mathematics, or information technologies), having adapted the grades of the national examination or the annual evaluation of any other subject (which is not related to the included ones). The admission grade of the entrants to Vilnius University first-cycle study programmes must not be lower than 5.4 points. When entering Vilnius University first-cycle study programmes that are financed by the State or non-financed by the State, upon receiving more than the minimum 5.4 points an entrant can be given additional points in accordance with the procedure provided for in the Admission Rules[19].

Information about application conditions is publicly available on the websites of the University, the CAUs operating the field study programmes, LAMA BPO, and other websites that contain information about studies. It is also available in various publications ("*Kur stoti?*", etc.), presented at study fairs, during visits to secondary education schools and in other events. More information about studies is available in Section 7.1.

Admission to second - cycle studies of the evaluated field is conducted in accordance with *Vilnius University Admissions Procedure for Second-Cycle Study Programmes* (the procedure is approved by Vilnius University Senate and is available on the VU website). This procedure is available on VU website[20]. Persons who can apply for studying the field study programmes are graduates of first-cycle studies in Humanities or Social sciences or have a bachelor's degree in another study field group who have also passed bridging courses. The plan of additional studies is approved by the History Field

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[18] "Vilnius University Admissions Procedure for First-Cycle Study Programmes", approved by Vilnius University Senate. See. https://www.vu.lt/studijos/stojantiesiems/bakalauro-studijos / https://www.vu.lt/en/studies/bachelor-studies/how-to-apply-bachelor#step-4-admission-requirements

[19] When entering the first-cycle study programme in the history field additional points can be given:
- to the Lithuanians residing abroad; for basic military training or having done their military service; for the participation in international or national voluntary activities, which lasted at least 3 months, for receiving the grade that is not lower than 9 in the first or second subject in the maturity certificate; for winning place I-III in international and national Olympiads and contests in the 10th-11th forms;
- to the entrants whose studies are not financed by the State for completing the School of Young Historians (organised by the Lithuanian Centre for Non-Formal Youth Education).

[20] "Vilnius University Admissions Procedure for Second-Cycle Study Programmes", approved by Vilnius University Senate. See https://www.vu.lt/studijos/stojantiesiems/magistranturos-studijos / https://www.vu.lt/en/studies/master-studies/how-to-apply-master#step-4-admission-requirements

Study Programmes Committee. The admissions grade is composed based on a determined formula by adding the average grade of the diploma supplement to the grade of the final bachelor thesis. During the analysed period, the conditions of admission to the field study programmes and the admissions grade composition formula did not change. Data related to student admissions is presented in Tables 3.1, 3.2, and 3.3.

Table 3.1. NUMBER OF STUDENTS WHO APPLIED TO VU AS THEIR FIRST PRIORITY AND OTHER PRIORITIES

| Year | First Cycle | | Second Cycle | |
| | History programme | | History programme | |
	1-st.	Other priorities	1-st.	Other priorities
2019	100	473	32	35
2018	110	464	25	34
2017	75	364	37	43

Table 3.2. THE NUMBER OF STUDENTS WHO HAVE SIGNED STUDY AGREEMENTS FOR STATE-FUNDED (SF) AND NON-STATE-FUNDED (NSF) STUDIES

| Year | First Cycle | | Second Cycle | |
| | History programme | | Study programme | |
	SF	NSF	SF	NSF
2019	63	29	31	-
2018	62	20	23	4
2017	47	14	27	2

Table 3.3. DATA ABOUT THE ADMISSIONS GRADES OF STUDENTS ACCEPTED TO FIELD STUDY PROGRAMMES

| Study programme | Year of admission | No of students funded by the state (sf) / not funded by the state (nsf) | Entrance score of the students admitted to the History study field programmes | | |
			Highest core	Lowest score	Mean value
History (first-cycle)	2019	SF	9,51	6,44	7,08
		NSF	9,54	5,50	6,35
History (second-cycle)		SF	20,52	12,08	17,19
		NSF	-	-	-
History (first-cycle)	2018	SF	12,22	5,10	7,12
		NSF	6,48	3,04	5,01
History (second-cycle)		SF	19,84	13,53	17,68
		NSF	17,29	12,11	14,70

History (first-cycle)	2017	SF	10,10	4,36	6,37
		NSF	5,76	3,10	4,28
History (second-cycle)		SF	19,95	14,31	17,40
		NSF	13,04	13,04	13,04

The number of people who want to study and those who are admitted to study programmes in the history field is stable; in recent years a moderate increase has been observed. The number of individuals admitted to the first-cycle state-financed study programmes in the field of history has increased by as much as twice.

On average about 75% of the students in the first-cycle programmes complete their studies and 90 % of the students complete the second-cycle studies. The rate of the "drop-out" in the Faculty of History is highest in the first year of the first-cycle studies – on average about 12 % of the students drop out. The main reasons for that are as follows: indecision of the students and a lack of motivation, a flexible system of giving up studies in the first-cycle (having terminated the studies in the first semester the students are not obliged to return the study contribution), a lack of social assistance, early employment of students. The main reason for giving up their studies indicated by the students is 'on personal grounds'.

The recognition of foreign qualifications, partial studies, prior non-formal and informal learning
VU conducts academic recognition of education and qualifications related to higher education and acquired under the education programmes of foreign states and international organizations in accordance with a right granted by the Minister of Education and Science of the Republic of Lithuania[21]

When making decisions about academic recognition, the University adheres to the Lisbon Recognition Convention, the Description of the Procedure for Recognition of Education and Qualifications Concerning Higher Education and Acquired Under Educational Programmes of Foreign States And International Organisations,[22] the Methodology of Evaluating Education and Qualifications Concerning Higher Education and Acquired Under Educational Programmes of Foreign States And International Organisations,[23] and other documents.

A foreign qualification is considered to be equivalent to secondary or equivalent-level higher education obtain in the Republic of Lithuania if no essential differences between the general requirements of the country where the qualification was obtained and those of the Republic of Lithuania can be identified.

Each foreign qualification is evaluated and a decision about its academic recognition is taken individually, based on available information and the practice of evaluating and recognizing similar or equivalent foreign qualifications, thereby ensuring the consistency of qualification recognition practice.

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[21]Order of the Minister of Education and Science of the Republic of Lithuania No. V-376 of 23 April 2015 "Granting Vilnius University the right to conduct the academic recognition of applicants' education and qualifications related to higher education and acquired under the education programmes of foreign states and international organizations". See https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/34a7abd0ea0411e4ada6f94d34be6d75?jfwid=-9dzqnuead

[22] "The Description of the Procedure for Recognition of Education and Qualifications Concerning Higher Education and Acquired Under Educational Programmes of Foreign States and International Organisations" approved by Government of the Republic of Lithuania Resolution No. 212 of 29 February 2012. See https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.419285

[23]"Methodology for Assessment of Education and Qualifications Concerning Higher Education and Acquired Under Educational Programmes of Foreign States and International Organisations", Approved by Order of the Director of Centre For Quality Assessment in Higher Education No. V-48 of 28 May 2012 (Version V-21 of 14 March 2017). See https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/e3a13db209c211e78dacb175b73de379/asr

Persons admitted to studies in the field can submit requests to recognize formally or informally (self-education) achieved learning outcomes in accordance with the relevant procedures of Vilnius University[24]. Formally achieved learning outcomes can be recognized on the basis of a study content that may or may not be specified in the study agreement (e.g. the recognition of learning outcomes achieved during exchange studies). If the content of studies was not prearranged, learning outcomes are recognized after evaluating whether the learning outcomes meet formal requirements and the desired general and subject-specific competences fostered by the study programme.

A person who has studied in another country or higher education institution and wishes to continue their studies at Vilnius University may be accepted to study in field study programmes. In such case, study results are recognized by evaluating their correspondence to formal (study field group, study field, type of study programme, form of studies, etc.) and course unit (module) (the aims, competences, content, scope, etc.) requirements. No more than 75 % of the scope of first-cycle, second-cycle, integrated and joint study programmes may be recognized.

Regulations for the recognition of competences acquired by students informally and/or through self-education and the credit recognition of course units (modules) enables the recognition of student competences acquired through employment, volunteering, internships, short- and long-term stays, training, seminars, projects, etc., or through independent learning. No more than 50 % of the scope of a programme can be recognized. Aspects of a programme that cannot be recognized include final examinations, final theses and other research papers that are included in the study programme as a separate course unit (module). Decisions regarding the recognition of learning outcomes are taken by SPCs. An appointed evaluator or a commission of evaluators can also participate in a competence evaluation procedure.

The issues about recognising and including the subjects studied at another higher education institution or at another Faculty of Vilnius University in the study programmes of the Faculty of History are decided by the Study programme committee. Each case is considered individually following the above-specified procedures and taking into consideration of content of the study programme, the competences developed, the scope of credits. The most common requests are to include the subjects studied as subjects of the GUS (General university Study).

During the past tree years five people were transferred to the first-cycle study programme in the history field. One person from the first-cycle second year study programme in French philology at Vilnius University was transferred to the first year of studies in the field of history. As the field study was changed (from philology to history) subjects of general university education were included and differences in the basic subjects of the field studies were eliminated in the course of studies.

In 2018, due to joining higher education institutions (the Lithuanian University of Educational Sciences was jointed to Vytautas Magnus University) four students of the first-cycle study programme in the

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[24] 20 June 2013. Approved by Vilnius University Senate Decision No. SK-2013-8-11 „Asmens, studijavusio kitoje šalies ar užsienio aukštojoje mokykloje ir norinčio tęsti studijas Vilniaus universitete, priėmimo tvarkos aprašas" (21 November 2017 November 21. By Vilnius University Senate, Version No. S-2017-11-10). See
https://www.vu.lt/site_files/SD/Studentams/st._reglamentuojantys_dok/Asmens_studijavusio_kitoje_AM_priemimo_tvarka.pdf
; 3 June 2004. Approved by Vilnius University Senate Decision No. 9 „Studijų rezultatų įskaitymo Vilniaus universitete tvarka" (30 May 2007. By Vilnius University Senate, Version No. SK-2007-11).
https://www.vu.lt/site_files/SD/Studentams/st._reglamentuojantys_dok/Studiju_rezultatu_iskaitymo_VU_tvarka.pdf;"Vilnius University Procedure for Recognizing Competences Acquired by Students though Non-Formal Education or Self-Education and for Approving Course Units (Modules)", approved by Vilnius University Senate Decision No SPN-63 of 19 November 2019. See:
https://www.vu.lt/site_files/SD/Studentams/Neformaliuoju_b%C5%ABdu_%C4%AFgyt%C5%B3_kompetencij%C5%B3_%C4%AFskaitymo_tvarkos_apra%C5%A1as.pdf

history field of the Lithuanian University of Educational Sciences chose to continue history field study programme at Vilnius Universit. The majority of their earlier study results were recognised and the students completed the first-cycle studies successfully, some of them continued their studies in the Master's programme.

3.2. A student support system that enables them to achieve maximum learning progress

International mobility of students

Studies abroad and international cooperation are overseen by the University's International Relations Department, while at the Faculty of History the Vice-Dean for Studies and International Relations coordinates international cooperation of the Faculty on the issues of studies, mobility of students and lecturers/professors, is responsible for internationality of the studies being conducted at the Faculty, handles the documents related to that and consults and informs students and lecturers/professors.

Field students of all cycles have the opportunity to spend a semester or a year studying abroad, including the compulsory internship for a period specified in the study plan (Master programme), additional summer internship, graduate practice immediately after studies under Erasmus+, ISEP, Nordplus or under bilateral cooperation agreements. Students of the field can spend up to half of their studies in various mobility programmes. Erasmus and Erasmus+ programmes alone enable students to spend 12 months abroad. The Faculty of History has 34 Erasmus agreements[25], Faculty's students can use other bilateral cooperation agreements. Field student visits for Erasmus internships are organised and administered by the Student Services and Career Department. It must be noted that recently the scope of international opportunities for students in the field has further increased, as VU become a participant of ARQUS activities (partial studies, short-term exchange, participation in international conferences, etc.). ARQUS network is composed of 7 European universities that have agreed on an open mobility model. Students of the field have the opportunity to visit 38 universities that belong to COIMBRA, a network of oldest European classical universities. Students who want to go abroad for partial studies must have completed at least one year of first-cycle studies or one semester of second-cycle studies at VU. All information about mobility opportunities is available on the websites of the University[26] and the Faculty as well as it is presented in newsletters sent to the University community, and during informational meetings with students. The first-year students of the Bachelor's programme in the history field are familiarised with the mobility opportunities for the first time in the compulsory module '*Introduction to Studies. Laboratory of History*' in the first semester. Consultations are conducted by the Faculty Erasmus coordinator.

Table 3.4. ERASMUS AND OTHER AGREEMENTS UNDER WHICH FIELD STUDENTS CAN GO FOR PARTIAL STUDIES

No	State	University	Number of agreements
1.	Austria	Karl-Franzens Universität Graz	1
2.	Belgium	Université Libre de Bruxelles	1
3.	Switzerland	Université de Fribourg, Universität Luzern	2
4.	Germany	Universität Erfurt, Europa Viadrina Universität Frankfurt, Universität Greifswald, Universität Hanover, Westfälischer Wilhelms Universität Münster	5
5.	Estonia	Tallinna Ülikool, Tartu Ülikool	2
6.	Spain	Universitat de Barcelona	1

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[25] See https://www.erasmus.tprs.vu.lt/en/partneriai/index.php
[26] See https://www.vu.lt/tarptautiniai-rysiai/mainu-galimybes; https://www.vu.lt/tarptautiniai-rysiai/kitos-studiju-uzsienyje-galimybes

7.	France	Université Bordeaux Montaigne, Université Grenoble Alpes, Université Lumière Lyon 2, Université d'Orleans	4
8.	Greece	University of Crete	1
9.	Italy	Università di Bologna, Università Cattolica del Sacro Cuore, Università di Pisa	3
10.	Ireland	University College Cork	1
11.	Latvia	Latvijas Universitate	1
12.	Norway	Universitet Oslo	1
13.	Poland	Uniwersytet w Białymstoku, Uniwersytet Gdański, Uniwersytet Jagielloński w Krakowie, Uniwersytet Mikołaja Kopernika w Toruniu, Uniwersytet Warszawski, Uniwersytet Wrocławski	6
14.	Finland	Helsingin Yliopisto	1
15.	Slovenia	Univerza v Ljubljani	1
16.	United Kingdom	Cardiff Univeristy, Newcastle University	2

Agreements, with several exceptions, are concluded for the Bachelor's and Master's degree students. Students of the history field study programmes can make use of all the agreements. Agreements are concluded not only with the long-term partners of the Faculty of History in foreign countries but also taking into consideration the diversity of programmes offered by foreign universities, as well as providing the opportunity to the students to become acquainted with different contexts of teaching and learning history. The students also choose to study on the basis of bilateral agreements; the University of Tbilisi (Georgia) enjoys great popularity among the students.

Table 3.5. FIELD STUDENTS WHO HAVE BEEN ON PARTIAL STUDIES

Year of studies	Number of outgoing students		Institutions, that are visited the most
	I cycle	II cycle	
2019	7	5	Univerza v Ljubljani, Université Lumière Lyon 2, Uniwersytet Warszawski, Università di Bologna, Cardiff University, Universität Hanover, Westfälischer Wilhelms Universität Münster, Universitet Oslo, Uniwersytet Jagielloński w Krakowie, Tbilisi State University
2018	7	2	Univerza v Ljubljani, Tartu Ülikool, Università di Bologna, Uniwersytet Gdański, Uniwersytet Wrocławski, Université Lumière Lyon 2, Tbilisi State University
2017	6	3	Helsingin Yliopisto, Universitet Oslo, Universitat de Barcelona, Uniwersytet Warszawski, Copenhagen University, Uniwersytet Gdański, Tallinna Ülikool

The Bachelor's and Master's cycle students the Faculty of History go to undertake partial studies most often for a period of one semester (30 credits), some part of students choose studies at foreign universities twice in the course of Bachelor's studies, thus receiving 60 credits. Mainly second-fourth-year Bachelor's cycle students and the first-year Master's degree students tend to take advantage of the exchange programmes. Students give priority to the universities where the language of instruction is English, though there are also students who choose to go to study at universities where studies are conducted in other foreign languages. Multilingualism is important in history studies therefore when speaking to the students who chose Erasmus studies, it is important   to explain to them the value of linguistic diversity.

The second-year Master's degree students choose practice placement in foreign institutions (during the period under consideration Master's degree in history students had completed their practice placements in Italy, Belgium, Spain, Hungary, Poland, Turkey, France, the Czech Republic), however,

taking into consideration the fact that a comparatively large part of students work or have family obligations, they often tend to undergo obligatory second-year Master's practice placement in Lithuania. The number of working Bachelor's and Master's degree students is on the increase. In the last years students have become employed in the first year of their Bachelor's studies. This is accounted for by the growing cost of living in Vilnius, low scholarships; however, at the same time this reduces students' opportunities to freely move in the course of their studies.

Students of history field study programmes also take advantage of the opportunities to undergo graduate practice placements. A total of nine students went to study during the period under consideration.

Efforts are made to create conditions for students to gain experience of international studies without leaving Lithuania. Lectures delivered by visiting university lecturers/professors are integrated into the modules of study programmes, students of the programmes are directed to the lectures publicly delivered at the Faculty, cycles of lectures or several-days lasting seminars and workshops are organised (more examples in Section 4.1).

The Faculty of History has no study programmes in the English language now, though Faculty lecturers/professors are able to provide study opportunities for singular foreign students. Ukrainian student has graduated History Master programme in 2020. The student was also learning the Lithuanian language while studying at the Faculty of History, thus lectures/professors communicated with her in three different languages (Lithuanian, Russian, and English) during the first year of studies. At the present time the new Master's degree programme in English is being developed.

It is difficult to present the number of incoming students for the partial studies (Erasmus+) at the Faculty because the incoming students are admitted to Vilnius University rather than to a concrete faculty. The incoming students form their own study programmes choosing subjects offered by different faculties. Therefore, the number of students who chose the subjects in the English language offered by the Faculty of History are presented. Every year the Faculty of History offers 5-6 subjects taught in the English language. Students of the Faculty of History can also register for all these subjects. The subjects being offered are oriented towards the first-cycle studies, however, students of the second-cycle can also choose them.

In 2017, a total of 66 Erasmus+ students chose the subjects offered by the Faculty of History, in 2018 their number amounted to 131 students, and in 2019 this figure stood at 132. Not only students from the European countries but also those from South Korea, Turkey, Australia, Japan, Singapore, Hong-Kong, Canada choose the subjects offered by the Faculty of History.

Student support
All students of the field have the opportunity to receive support: academic information and consulting, career services, information technology services, library and information services, financial support, accommodation services, cultural and leisure services, the opportunity to participate in student activities, psychological services, spiritual and religious services and support, and services for students with special needs. Most of these services are provided anonymously, so that students would feel safe when requesting assistance.

One of the most important types of support is academic support. In Vilnius University, academic support to students is provided at each CAU; centralized support is provided by the Student Services and Career Department. Students are counselled on all matters related to studies (for example, admittance, choosing a study programme, financial support, academic leave, termination of studies, individual study plans, changing the study programme, internships and extracurricular activities). Not only Lithuanian, but also international full-time, Erasmus+ or bilateral exchange students can receive

counselling. In 2019, over 20 thousand students received centralised counselling. In 2018, over 14 thousand students received centralised counselling. For the students' convenience, academic counsellors counsel students at all CAUs of Vilnius University. History study field students are counselled by Faculty's academic counsellor, whose contacts are made known via information channels of the University and the Faculty; the caunsellor is also assisted by the Vice Dean for Academic Affairs, the employees of the Study Department, and many lecturers/professors. Due to a close and rather small community this principle functions at the Faculty best.

The University has a successful mentorship programme that is dedicated to holistically developing the students' competences and ingenuity, improving of their academic and personal achievements, increasing their motivation to study, and acquiring the valuable experience of the mentor while at the same time receiving valuable advice about planning their professional future. Volunteer University teaching staff and alumni share their personal experience, thereby contributing to the personal and professional development of the students and strengthening the University community. Since September 2019 Vilnius University has a mentorship programme that is common for all 14 academic units. In 2019, 78 volunteer mentors from various fields and 80 students participated in the programme. History field study students also take part in the mentoring programme, several students every year.

Using various tests and individual career counselling, students are invited to evaluate their values, interests, competences, and weak and strong qualities that are important for choosing their career path. Students learn about career perspectives in the chosen area, and about the necessary competences and how to acquire them during studies. Career counselling is very rapidly becoming a popular type of support among students: in 2019, 352 individual career counselling sessions were held, twice as many consultations as in 2018.

Academic support and professional development is implemented through training. The most popular training topics among students include stress management, effective learning, presenting yourself to employers, writing a CV and a cover letter, and simulating a job interview. In 2018, over 800 students participated in training. In 2019, this number rose to 1200 students.

The primary form of social support for students is financial support. Students can receive scholarships: incentive scholarships for very good learning results. 2017-2019 History field students received 164 scholarships, social scholarships – 53, one-off social grants – 5, and one-off earmarked scholarships – 27. A separate form of social support is state loans to students (which are administered by the State Studies Foundation) and financial support for students with disabilities – 10 students of the Faculty received support (this area is administered by the Department of Disability Matters under the Ministry of Social Security and Labour). The procedures for awarding and paying the aforementioned benefits is described on the University website[27]. Students of History field are also introduced to these opportunities during the introductory lectures of the first module *Introduction to Studies. Laboratory of History*.

The availability of dormitories for students from other cities than Vilnius can also be somewhat attributed to social support: 95 % of the demand of VU students is met, while disadvantaged and/or disabled students receive a discount on the dormitory fee.

Especially talented students who achieve good study results and participate in research can apply for nominal scholarships based on specific study and research fields. They are described in detail on the

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[27]See:https://www.vu.lt/studijos/studentams/finansai/stipendijos;https://www.vu.lt/en/studies/academic-info-for-students/scholarships-and-finances

University website. Students of the Faculty of History are eligible for two nominal scholarships. In 2016, the graduate of the Faculty Vytenis Povilas Andriukaitis created the scholarship for the students who are interested in the history of the 19th-21st century, and in 2019, the naminal scholarship of the late long-time professor of the Faculty of History Mečislovas Jučas was created, which is devoted to the Bachelor' and Master's degree students who investigate the history of the Grand Duchy of Lithuania. Every year, in September, the competition is announced and the commission selects a student who is granted an annual scholarship (paying it in equal parts on a monthly basis). The nominal Professor Mečislovas Jučas scholarhip competition was announced for the first time in 2020. Students of the Faculty of History constantly participate in the Presidential Scholarship Competition announced by the Ministry of Education, Science and Sport of the Republic of Lithuania. President's Antanas Smetona scholarship is assigned to the students of the humanities and arts. History field study students of the Faculty win this competition every year. In 2018, the competition was won even by two students of the Faculty of History (of Bachelor's and Master's cycles). Every year the Master's degree students of the Faculty of History take part in the competition for the best Master's theses announced by the Lithuanian Society of Young Researchers and every year a student of the Faculty is awarded in the field of humanities.

VU Health and Sports Centre has a programme for promoting a healthy lifestyle among students and academic staff. Students can use the facilities of the centre and attend group or individual workout and sports activities. VU sports facilities are located at three locations in Vilnius (Saulėtekio al. 2, Saulėtekio al. 26, M. K. Čiurlionio g. 21/27) and provide equipment for individual and group workouts: gym equipment, stadium, football, basketball, table tennis, volleyball, group workout activities, etc. The Faculty of History has the tradition of football. Every year the students of the Faculty organise a football tournament on the Day of Historians, which is traditionally celebrated in May.

VU has a Counselling and Training Centre where students can receive professional psychological counselling (a cycle of consultations) on relevant personal, family, study, social integration, and other issues. The chaplain of Vilnius University and assistants provide spiritual counselling and support.

Students have various hobby opportunities provided the Culture Centre of Vilnius University. The Culture Centre is composed of 10 units. These include choirs, orchestra, theatres, and other musical groups. The art groups of the Culture Centre actively participate in Lithuanian and foreign song festivals and other international events; therefore, students, alumni and lecturers have excellent opportunities for self-expression.

VU has a Students Representation, which addresses various problems faced by students, defends their interests, is concerned with academic and social well-being of students, organises extracurricular cultural events, fosters student traditions, and helps first-year students to integrate into the University community. The Students Representation usually assigns a senior student (a curator) to first year students, whom they can address with any questions they may have. Students are also invited to join the Representation's activities. The Faculty of History's Students Representation works in close collaboration with the administration and academic staff of the Faculty for the best results to be achieved.

The corporation *Korp Tilia*, one of the oldest student corporations at Vilnius University, also functions at the Faculty of History. *Korp Tilia* organises a popular podcast, contributes actively to the promotion of the Faculty. In 2019, the Faculty of History took the decision to provide the Student Representation and the corporation *Tilia* with new premises at the Faculty. Student organisations moved into them in 2020.

Providing information about studies and student counselling

Students who were accepted to study in field studies initially are introduced to their study programmes during VU integration week, during which new students are presented with a special schedule of lectures and meetings. Integration week is the first week of studies. The schedule of this week contains meetings with members of the study programme committee who introduce students to the aims, intended outcomes, methods, and individualization opportunities of respective study programmes; there is a separate lecture about the study process and lectures to introduce various forms of support and leisure.

Information about studies is always provided in several levels: general information about the study process is provided centrally by the Student Services and Career Centre, while information specific to academic units is provided in the study departments of History field academic units, and in individual meetings with academic consultants and lecturers. The Students Representation also provides information to students. During the integration week Faculty of History delivers a special lecture for the students of the Faculty *How to Study at the University*? (by assoc. prof. Tomas Vaiseta) This question is developed further in the first lectures/seminars in the first module *Introduction to Studies. Laboratory of History,* the titles are as follows: *What the University is about?* (by prof. Alfredas Bumblauskas) and *Scientist, Humanitarian, Historian* (by assoc. prof. Nerijus Šepetys).

51 % of all counselling s provided centrally by the Student Services and Career Department is provided by e-mail, 26 % – by phone, 14 % – through the direct inquiry system available on the University website, 5 % – through social media, 4 % – in physical meetings, 1 % – in discussion forums.

All information about the study process (the study calendar, lectures, exam schedule, choices regarding studies, result evaluation, retakes), partial studies abroad, payment for studies, scholarships, and study financing is also provided to students in the web page of VU and FH, in study departments and during meetings with vice deans of studies, heads of study programme committees and academic consultants. Information about the study process is also provided to students through VUSIS: a student can see their personal data, relevant orders, the study plan, session schedule, results, etc. Students also use VUSIS to register for GUS courses and elective subjects, etc.

Members of study programme committees and teaching staff advise students about the intended outcomes of the programme, the content of course units (modules), and career possibilities. Each lecturer has appointed office hours when they consult students; consultations are also done after lectures and via e-mail or virtual learning environment. Students are informed about career opportunities not only during lectures, but also during meetings with alumni, potential employers.

3.3. Recommendations of previous evaluation of the evaluated area and aspects for improvement

No.	Recommendations of previous evaluation	Actions
1.	Master programme: to create an additional study programme for the individuals who enter the Faculty of History from other study fields.	Master programme: the bridging courses' programme was introduced, the concrete study plan is approved by the Study Committee.
2.	Bachelor programme: It is recommended that schemes to enable the mobility of both staff and students be utilised to greater effect in order to give both groups the experience of teaching, researching and learning in other international environments.	Bachelor programme: students have the opportunity to spend a semester or a year studying abroad. The Faculty has a wide range of Erasmus agreements. Students are introduced with the mobility programmes and possibilities already during the first semester. Faculty's staff members have a wide network of contacts which is used for both scientific and teaching activities.
	Strengths of the evaluated area	
1.	The History programmes have continued to be quite popular for a number of years; it has the highest number of applicants of the history programmes in Lithuania. This allows for the admission of better motivated and more studious students on the Programmes. The recognition of foreign qualifications or partial studies' system is clearly defined.	
2.	The great effort is put for the providing information about studies and student counselling on the University as well as on the Faculty's level. VU ensures appropriate social and academic support. The Faculty has two nominal scholarships. Students are consistently and in detail informed about the mobility programmes and are encouraged to participate in them.	
	Aspects for improvement of the evaluated area	
1.	To pay more attention to admission to the second-cycle programmes.	
2.	To pay more attention to encouraging mobility.	

4. Studying, student performance and graduate employment

4.1. The preparedness of students in history study field for independent professional activity

Study forms and methods, teaching/learning methods, performance assessment methods

The form of the Faculty of History studying programmes of the first and second cycle and teaching/learning methods chosen are analysed and corrected every year. Balance between lectures and seminars was achieved in the studies (the number of seminars increased and their forms became more diverse), more flexible and diverse forms of assessments appeared, Bachelor and Master practice curricula were revised – the number of social partners who host practice placements of students increased.

Since the beginning of this year, sharing the material and content of lectures, tutorials and tests have been carried out more intensively using VLE (Virtual Learning Environment Moodle) or other online learning platforms. Due to the listed changes, the importance of self-study increased; it became easier to be measured.

Achievements in all modules/course units are assessed by an examination; the cumulative grade constitutes the final assessment of all the examinations, i.e. students' capabilities, which are tested by means of different methods, are assessed. The final grade of an examination most often is an assessment of a written assignment, performance at seminars, the presentation of the module at student conferences and of a final written or written and oral examination. The assessment of achievements in each subject is indicated in a description of the module/course unit. A lecturer/professor acquaints the students with the requirements of the assessment during the first lecture. All modules of all the first cycle History programme provide for the interim assessments. In this way regular testing and assessment of knowledge acquired in the course of the whole semester and self-study are made. A cumulative assessment is also applied in the second cycle History studies.

The study process at the FH was also corrected taking into consideration the needs of the students. In spring 2020 the *Regulations of the Faculty of History's Year and Final Degree Theses Preparation, Defence and Preservation* were amended to adapt to the new procedure of distant defence. All bachelor and master final theses were evaluated and defended distantly. In April 2020, a survey of the second cycle and fourth year students of the first cycle was carried out (a total of 41 students took part in it) on the students' attitude to the timetable of the Master's study programme. Taking into account the results of the survey, as of September 2020 the largest part of lectures started at 3 p.m. or 5 p.m. Other individual and more extensive surveys of students initiated in 2020, during pandemic, enabled the online study process to be streamlined. At the end of the quarantine, studies organised by the Faculty of History were evaluated as the best ones at the University in general surveys of University students: 61.1 per cent of the students of the University answered "yes" or "sooner yes" to the question "Are you generally satisfied with the quality of the subjects in the spring semester in 2020?"; similar answers given to this question by the students of the first cycle History study programme at the Faculty of History accounted for 92.3 per cent, and those of the students of the second cycle equalled 84.2 percent.

It is aimed to ensure cohesion between learning outcomes, teaching, learning, and assessment methods in the description of the field study programmes and course units (modules). The intended competences and learning outcomes are oriented not only towards acquiring knowledge and skills about a specific subject, but also towards the development of general competences determined by the needs of the labour market. The latter are formulated by actively and consistently involving social partners, employers, and graduates of the field studies.

Representative of social partners participate in the activities of the Council of the Faculty and the Study Programme Committee, host professional practice placements, are invited to take part in lectures or seminars. Graduates in the history study field cooperate with the Faculty through the Alumni Association or through specific initiatives – they have established more than one incentive scholarship (nominal scholarships of Vytenis Povilas Andriukaitis and Professor Mečislovas Jučas) or a bonus of the Alumni Association awarded for the best Bachelor's degree final thesis of History programmes. The similar bonus by alumni is awarded for the best final thesis of Cultural Heritage programme, also of Cultural History and Anthropology programme; the Lithuanian Archaeology Society give a bonus for the best final thesis in Archaeology programmes.

Special mention must be made of the following institutions with which the Faculty of History has cooperated during the past three years on student practice placements:
- Portal 15min.lt.
- The Department of National Minorities under the Government of the Republic of Lithuania.
- The Memorial Complex of the Tuskulėnai Peace Park of the Genocide and Resistance Research Centre of Lithuania.
- The Division of Investigations and Publicising the Activities of Occupation Regimes of the Genocide and Resistance Research Centre of Lithuania.
- Editorial staff of the magazine *Naujasis židinys – Aidai*.
- Adolfas Damušis Democracy Studies Centre (National Library).
- Divisions of Lithuanian and Judaic Studies of the National Library.
- The Energy and Technology Museum.
- 'Jewish Heritage Lithuania Route' Association.
- Portal Bernardinai.lt
- Portal Delfi.lt.
- Lithuanian National Museum.
- Church Heritage Museum.
- The State Knowledge Centre.
- The Strategic Communication Department of the Lithuanian Armed Forces.
- The Mobilisation and Civil Resistance Department under the Ministry of National Defence.
- LRT archive.
- The Lithuanian Catholic Academy of Science.

When developing a student-centred study model, constant and formative assessment is especially encouraged and applied in all course units (modules) of the field. Throughout the learning process, students are provided with feedback about their achievements in order to ensure consistent and in-depth learning that would enable students to achieve maximum progress when studying a course unit (module) while also enabling the student to express their personality and talent.

The implementation of the student-centred studies paradigm necessitates the creation and development of student-centred and motivating environment that would consistently and systematically encourage learning and provide the student with incentive and competences necessary to become an active participant of the study process and take responsibility for their learning. History studies foster a culture of argumentation, creativity, and critical thinking as well as the competence to solve problems, constantly change, and understand, accept, and tolerate the diversity of the world and society.

During the study process the students are encouraged to get involved in practical scientific activities. Since 2017 the programme *Pasimatuok istoriko rūbą* [*Try on the historian's robe*] has been carried out at the Faculty of History in which the lecturers/professors invite students to join scientific research and different projects being carried out. One of the best example of student's involvement into the scientific research could be Darius Indrišionis, the student of History master programme who worked together with the Faculty' archaeologist in the search for the remains of Lithuanian partisans. His scientific insights helped to discover the remains of partisans' commander Adolfas Ramanauskas-Vanagas in 2017 and of the other partisans later on. Now two students of History master programme are involved in the search of the burial place of Silvestras Žukauskas, former Lithuanian army commander. In 2017-2019, the students of the Faculty took part in scientific expeditions led by associate professor Salvijus Kulevičius investigating heritage of windmills, and in 2018, the students participated in creating new displays at the State Knowledge Centre. It is also important to mention that some students, simultaneously with their studies, actively volunteer in the VU Museum or the competition *Praeities stiprybė – dabarčiai* [*Strength of the Past for the Present*] organised by the Faculty. There are also students who collaborate with the press – writing the reviews, annotations, and articles.

A motivating study environment also necessitates the active involvement of the teaching staff, as the traditional professor-student hierarchy is changing: a lecturer not only creates the learning environment that is conductive for change in the student's thinking, activity and fosters responsibility, but also has to learn how to constantly improve this environment through their collaboration with students.

International initiatives in which students became involved are also encouraged and developed at the Faculty. In the spring semester of 2017, a two-day international seminar *Comparing Genocides and Mass Atrocities* was organised for the students of the Faculty (mainly students of the Bachelor's and Master's programme in History, and students who pursue their degrees in the Bachelor programme *History of Culture and Anthropology* participated in it). *Mémorail de la Shoah, Musée et centre de documentation*, established in Paris, was the main partner in the seminar. The Vilnius Gaon Jewish State Museum also participated as a partner. Though it was planned that 40 students would take part in the seminar, the number of the participants was much larger. Lectures were delivered, discussions took place, a tour was organised, participants in the seminar were issued Certificates of Participation.

In cooperation with the Branch Office of the German Historical Institute Warsaw in Vilnius, the Faculty of History has been organising a cycle of public lectures for several years already (2018, 2019, 2020), inviting the students of the Faculty to take part therein. The speakers and lecturers invited are mainly from the German-speaking academic world. The cycle of lectures of the German Historical Institute intends to become a place of meeting and communication of scientists. The Lithuanian Institute of History also takes part in this project (the Faculty of History has a joint Doctoral programme in History with that Institute). Lecturers were delivered regularly in the evenings; in 2020, the cooperation was temporary terminated by the outbreak of the pandemic.

Students are always invited to participate in the international events where Faculty lecturers are present. The good examples of such academic collaboration were the 4th Meeting of Lithuanian Historians held in Kaunas in 2017, and the international annual Thomas Mann Festival in Nida (Lithuania).

The organisation of a learning-based study process also demands a reconsideration of the community's values, attitude towards studies and teaching and learning methods as well as a re-evaluation of student workload. To ensure this shift, the teaching competences of teaching staff are constantly developed. Furthermore, suitable support for students (academic counselling, vocational counselling, career orientation, etc.) and lecturers (training, counselling, discussions, sharing good

practice) is also provided (more detailed information in Sections 3.2 and 5). Initiatives that promote the internationalization of studies are also encouraged; it is aimed to ensure proper studying conditions (rooms, laboratories, information resources, etc.). The premises of the Faculty of History, library and lecture-rooms are renewed on an annual basis. In 2020, main spaces of the Faculty of History, as well as its technical equipment, were modernised and updated adapting it for distance learning. At the present time, a room adapted for pedagogical studies and training is being equipped (more detailed information in Section 6).

Vilnius University adheres to the following principles of performance assessment: professionalism, transparency, fairness, objectivity, reliability, respect and goodwill. Constant, interim and final evaluation of a student's performance in a course unit (module) is possible. A final assessment of performance is obligatory. The initial parts of a continuous course units (modules) can be evaluated by a pass/fail evaluation. Examinations and pass/fail evaluations can be conducted in writing or in writing and orally. Assessment taken on a computer is equivalent to written assessment. The same performance evaluation criteria are applied to all students.

Further studying opportunities for graduates
The study programme in the History field provides the students with all-round humanitarian education, which enables them to continue their studies in other Humanitarian and Social science study programmes at the Faculty of History, VU or other higher education institutions. Practice of several years shows that about 40 per cent of the first cycle and 20 per cent of the second sycle students continue their studies at the Faculty or in other study programes (most often in the fields of politics, international relations, philology and pedagogy). Some part of the first- and second-cycle study programme students pursue their studies abroad. The practice of recent years also shows that the individuals who completed their studies earlier on undertake the second-cycle studies at the Faculty of History. The strength of the Faculty lies in that history study programme of all (three) cycles are conducted therein.

The adaptation of the study process to vulnerable persons and persons with special needs
The study process is adapted to socially volnurable groups and students with special needs in several ways: the system of social scholarships, as well as priviledges of being accommodated at the University halls of residence, consultation system. The Faculty has a lift for the disabled therefore students with reduced mobility can make use of infrastructure of the Faculty of History, have access to lecture-rooms, the Departments and the library. Taking into consideration individual needs due to disability, certain lecture-rooms adapted for that purpose are selected, study timetables are adjusted. Representatives of the Faculty participate in training session devoted to the integration of the disabled organised by the University on a stable and continuous basis. The University has a *Procedure for Adapting Studies to Individual Needs Arising from Disability* that enables the tailoring of the study process to the needs of students and unclassified students with special needs. The students can contact an accessibility coordinator, who will communicate their special needs to the Faculty employee responsible for students with disabilities and provide recommendations about adapting the study process. The Faculty employee will prepare a study individualization plan based on the recommendation and will ensure the implementation of the plan. If necessary, they will also inform teaching staff about how to adapt the teaching/learning and assessment methods of a specific course unit (module). Since 2019-2020 three individualised study plans have been developed at the Faculty. They are adjusted and adapted to specific persons in cooperation with the Disability Affairs Coordinators of the VU Department for Community Development. In accordance with the needs, the plans can be corrected and changed in the course of the semester.

When evaluating the study performance of students with special needs (visual, auditory, mobility, etc. impairments), flexible forms of performance assessment are utilised, and the needs of these persons

are taken into account (e.g. Increasing the size of the font of exam tasks, extend the time allocated for assessment, and adapting the physical environment of the assessment: ensuring good lighting of the examination facility, accessibility of the examination facility, etc.).

4.2. Student performance assessment, progress monitoring, and academic integrity assurance system

Student progress monitoring
The University monitors the study progress of field students on several levels: the course unit (module), all students of a given year, and the study programme.

On the level of the course unit (module) the progress of students is evaluated by the lecturer of the course unit (module). When applying cumulative assessment in a course (module), the lecturer will provide feedback about completed tasks, evaluate the progress that the student is making, and point out areas for improvement. By taking student feedback about the evaluation methods of the course unit (module) and the results achieved by students by the end of the semester into account, the lecturer makes improvements to the assessment methods and criteria of thought course unit (module).

Also, if necessary, lecturer updates the descriptions of the module, looks through the lists of required and recommended literature, corrects the themes of the course, the ratio between the lectures and seminars. Taking into consideration the students' feedback and the recommendation of the Study Programme Committee, the study timetable is corrected. Upon completion of the course unit (module), its lecturer/professor evaluates the students' feedback (feedback reaches the module supervisors through standardised and anonymous electronic questionnaires drawn up by the University or lecturers/professors themselves), the strengths and weaknesses of the course unit (module) and corrects its content or form, as appropriate, coordinates it with the Study Programme Committee.

Progress on the level of all students of a specific year is monitored by the Study Administration department. When the ranking of best students is determined and the rotation of students is implemented, it is monitored whether the grade averages of the students of a given year in a programme are not exceptionally excellent or just above the failure threshold. If there are repeating tendencies in the evaluation of students, the results of student performance evaluation are discussed with the administrative staff of CAUs operating such studies and with the study programme committees. The Student Services and Career Department monitors student drop-out levels and implements an action plan for drop-out prevention. This plan provides for a monitoring of student performance, should such monitoring be necessary. After the end of the exam session period, data about the final semester results of students is analysed. Students who fail one or more exams during the exam session and have to retake an exam receive informational letters about various options of exam retaking and various forms of training and counselling how to prepare for a retake. Information about who to contact with a request for assistance (lecturer, academic counsellor, career counsellor, psychologist) should such assistance be necessary is provided.

On the level of a field study programme, the monitoring of student progress is done by the study programme committee. The SPC conducts yearly assessments of progress made by the students during internships by collecting feedback from institutions where the students worked as interns. The SPC also evaluates the results of final thesis defence and the proportion of students who timely defended their final theses (with regard to this data, the SPC improves the thesis preparation and defence process), evaluates the distribution of final results of learning outcomes intended in the study plan, determine the student failure level in course units (modules), and evaluate the number of

students who went on an academic leave or terminated their studies and the reasons behind the aforementioned.

Providing feedback to students

The students of the Faculty are provided with feedback in four ways: a) inside each course unit/module after the interim reporting arrangement or when analysing written work (or other practical assignments), b) when discussing the final evaluation of the module, c) in providing individual tutorials (when preparing written work, course work or the Bachelor's or Master's final project), d) during specialised seminars devoted to preparing the Bachelor's or Master's final projects. The study progress is planned in consultation with the study progress administrators, the heads of the Departments, the Chairman of the Study Planning Committee, the supervisors of final projects or modules. During their training sessions the representatives the Students Representation of the Faculty of History of VU constantly remind the students of the significance of feedback in the study process and encourage students to be more active in consulting their lecturers/professors on study progress. The administration of the Faculty and the Study Planning Committee constantly underline the importance of feedback in a modern study process.

Graduate employability and career tracking

Graduate career tracking is implemented through the *Career Tracking Information System* (CTIS) *karjera.lt* tools. Two types of indicators are used for career tracking:

1. Objective indicators from state information systems and government and departmental registers: currently the system is linked with the student register, citizen register and *SoDra* (*State Social Insurance Fund*). Objective indicators about graduate careers are received from state information systems and government and departmental registers for five years after graduation and are renewed twice annually;

2. Subjective data of sociological surveys show the subjective opinion of graduates on various career-related matters. Subjective data are gathered three times: graduates are surveyed one year, three years, and five years after graduation. The aim of the first survey (for graduates who graduated 12 months ago) is to evaluate student employability; the second survey (3 years after graduation) assesses the ability of graduates to successfully establish themselves in professional activity; the third survey (five years after graduation) is conducted to determine graduate career and work satisfaction.

According to the data of Lithuanian higher education institutions graduates' *Career Tracking Information system* (*Karjera.lt*) of the year 2017, one year after graduation more than 59 % of first-cycle graduates and more than 71 % of the second-cycle graduates of humanities are employed. The data of year 2018: 58,9 % and 67 %. According to the VU data of year 2017, one year after graduation more than 58 % of humanities students of the first-cycle are employed in Lithuania and more than 72,7 % of the second cycle. The data of 2018: 62,1 %, and 69 %.

According to Lithuanian higher education institutions graduates' career tracking system (*Karjera.lt*) of year 2019, one year after graduation 62 % of first-cycle graduates of History field studies (63 % in 2018, 62 % in 2017) are employed on a contractual basis; 19 % were pursuing further studies in Lithuania while being unemployed (2018 – 17 %., 2017 – 19 %); 26 % were pursuing further studies in Lithuania while being employed (2018 – 31 %, 2017 m. – 13 %).

According to Lithuanian higher education institutions graduates' career tracking system (*Karjera.lt*) of year 2019, one year after graduation 71 % of second-cycle graduates (75 % – 2018, 65 % – 2017) are employed on a contractual basis; 24%were pursuing further studies in Lithuania while being unemployed in 2019 (2018 – 15 %., 2017 – 6 %); 18 % were pursuing further studies in Lithuania while being employed (2018 – 15 %, 2017 m. – 0 %).

Part of students are self-employed one year after graduation (business certificate, individual activity certificate, authorship agreement), some graduates did not submit data.

Upon completion of the Bachelor's and Master's degree programme in History, most of the graduates become employed in the public sector (Masters in particular), a smaller part thereof works in a private sector. The first cycle studies are oriented towards broad university education and a wider labour market. Master's studies are oriented towards a specific labour market, which needs knowledge of history: research institutes, scientific research centres, schools of higher education, archives, museums, schools, different educational, cultural and heritage protection, publishing establishments and institutions. Learning outcomes of the second cycle studies and competences acquired also constitute "a basket of knowledge, abilities and competences" which is necessary to pursuing third cycle studies and developing scientific activities.

In the course of the studies attention is focused on the ability to carry out independent research, present its results to an academic community and the general public. Medieval studies that are further developed in the history study programme and that require knowledge and skills deserve special mention. Upon completion of this programme the graduates get successfully involved in the professional activity requiring a profound knowledge of ancient languages and peculiarities of their writing at research institutions, museums, libraries and archives. Attention to individual needs of the students (the possibility to build an individualised "study portfolio") and specialisation enable the students to design their professional career path by themselves.

Analytical abilities of the process assessment, document and sources selection and analysis, a search for information, independent thinking and drawing conclusions, their presentation to the wider public, and communication skills are highly valued in the public sector, therefore the largest part of graduates become employed at different public bodies: The Seimas of the Republic of Lithuania, the ministries, the institutions subordinate to the Government and the ministries. The following can be mentioned as an example: the Department of National Minorities under the Government of the Republic of Lithuania, the Lithuanian National Museum, at the Ministries of National Defence, Culture, Foreign Affairs, in municipalities (in such projects as Kaunas – European Capital of Culture 2022) and elsewhere in the public sector and non-governmental organisations (in Lithuanian and foreign ones, especially of the EU), at the remembrance preservation institutions (archives, museums), in libraries, in private businesses. Many graduates of the Faculty work in the sector of tourism (public and private), in publishing, in the field of public relations, in the mass media, in the state security structures. Due to their broad critical-analytical, communication competences the graduates of the Faculty of History are highly appreciated in Lithuanian and international enterprises or companies (e.g. Western Union: in the spheres of servicing or consulting customers, product-creation, risk management (they have competences necessary to work in these spheres, such as a knowledge of the impact of the geopolitical and socio-cultural environment on business solutions). Due to historical knowledge and language competences acquired, some part of the graduates works in cinema industry. Some of them, who have acquired the qualification of a teacher, work in the system of education.

Ensuring academic integrity, tolerance and non-discrimination. Handling appeals and complaints about the study process
To ensure a diversity of opinion with the academic community as well as mutual respect, openness to ideas, trust, tolerance, combining autonomy with accountability to the state and society, bases its activity and relationships between the members of its community on principles outlined in the Vilnius

University Statute, the Academic Ethics Code of Vilnius University, the Diversity and Equal Opportunities Strategy[28] and other documents.

Various means are used to ensure that students adhere to academic integrity in their studies. Students and staff must adhere to the Academic Ethics Code of Vilnius University [29]that defines general academic, teaching, study and scientific research ethical norms. The Code defines cases of cheating, plagiarism, fabrication, bribery, and assisting another in dishonest academic activity. VU Study Regulations stipulate that students who have violated academic ethics may be censured or expelled from the University. Teaching staff utilize various means to ensure that students adhere to the principles of academic integrity during examinations and when submitting research papers. During the exam period, invigilators delegated by the Students Representation monitor the exam and help lecturers to ensure that exams are taken in good faith. VU has a final thesis and research paper electronic overlapping identification system (ESAS) that enables the verification of the overlapping of a paper with other papers stored in the database.

The themes of the Bachelor's and Master's degree final projects are considered at and approved by the Departments and the Study Planning Committee. Newly presented themes are analysed in the context of Master's final projects that have already been defended, (interim) preliminary discussions of the projects are conducted at the seminars devoted to preparing the Bachelor's and Master's degree final projects, students' progress is monitored. Lecturers/professors supervise and control the process of preparing finals projects. One can become acquainted with the projects defended at the Departments, their evaluations are publicised in the internal information system of the University.

The Student Representation of the Faculty launch different campaigns devoted to the themes of academic integrity. Every year the campaign *Sąžiningai* [In Good Faith] when students themselves register the examinations so that they should observe them and ensure their maximum fairness. In 2020, the event *Nuo nulio iki mėnulio* [From Zero to the Moon] was organised during which academic ethics and integrity were discussed. The theme of academic integrity is constantly discussed at the meetings and training sessions organised by the Student Representation of the Faculty of History of VU in which all the students can take part; that issue is also systematically addressed in the first-year student camps, on integration websites. It can be reasonably assumed that all the above-mentioned measures contributed to the fact that during the past year no grave violations of academic integrity (plagiarism of the final projects or purchasing them from other persons, cheating in reporting arrangements), which students of the first and second cycle study programmes in history field should commit, have not been recorded.

Cases of the breach of the principles of academic integrity, tolerance, and non-discrimination are handled at the University in accordance with the Regulations of the Central Academic Ethics Commission of Vilnius University [30] and the Regulations of the Academic Ethics Commission of Core Academic Units of Vilnius University[31] as well as the Regulations of the Central Dispute Resolution

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[28] "Vilnius University Diversity and Equal Opportunities Strategy for 2020-2025", approved by Vilnius University Senate Decision No. SPN-6 of 18 February 2020. See https://www.vu.lt/site_files/2020_m._SPN-6.pdf

[29] Vilnius University Senate Commission Decision No S-2018-4-4 "On the Approval of the Academic Ethics Code of Vilnius University". See https://www.vu.lt/site_files/Senatas_Taryba/Senatas/2018-04/Akademines_etikos_kodeksas.pdf

[30] Vilnius University Senate Decision No S2018-4-4 "On the Approval of the Regulations of the Central Academic Ethics Committee of Vilnius University" of 17 April 2018. See https://www.vu.lt/site_files/Senatas_Taryba/Senatas/2018-04/Centrines_akademines_etikos_komisijos_nuostatai.pdf

[31] Vilnius University Senate Decision No S2018-4-4 "On the Approval of the Regulations of the Academic Ethics Committee of Core Academic Units of Vilnius University" of 17 April 2018. See https://www.vu.lt/site_files/Senatas_Taryba/Senatas/2018-04/KAP_akademines_etikos_komisijos_nuostatai.pdf

Committee of Vilnius University and [32] the Regulations of the Dispute Resolution Committee of Core Academic Units of Vilnius University[33].The University also has a dedicated anonymous hotline that any member of the academic community can use to report violations of academic ethics or the principles of tolerance and non-discrimination. These reports are anonymous and the caller receives prompt assistance from a dedicated team of psychologists and lawyers. During the past three years no cases of violation of academic integrity, principles of tolerance and non-discrimination have been reported at the Faculty of History.

The appeal lodging procedure is determined by the Regulations of the Dispute Resolution Commission of Core Academic Units. Persons who disagree with the examination procedure or evaluation can file a complaint with the Appeals Commission of a CAU within 5 days after the publication of examination results. A decision of an Appeals Commission regarding evaluation is final, while a decision regarding the examination procedure can be contested to the Vilnius University Dispute Resolution Committee.

The Commission of the Faculty consists of 6 members: three lecturers/professors and research workers of the Division and threerepresentatives of the students. The Commission considers complaints about disputes and disagreements related to the research and study activities that arise between the individuals studying couse units (modules) of the Faculty andother members of the community who work at the Faculty. The complaint or application can be submitted to the Commission not later than within one month from the day on which the violation was committed or came to light. Providing there are serious reasons for missing the deadlineor a reasoned request of an applicant, the deadling can be renewed on the Commission's decision if fewer than six months have passed since the time the violation was committed or became clear. The Commission has the right to take decisions on the reevaluation of the results of the examination (the credit test), the evaluation of the final project ora final evaluation of the course unit (module), and also to put forward proposals to the Head of the Faculty concerning the organisation of the research and study activities or the improvement of the evaluation of the study results.In 2017-2020, the Commission received one complaint, however, it was not from the study programme field.

4.3. Recommendations of previous evaluation of the evaluated area and aspects for improvement

No.	Recommendations of previous evaluation	Actions
1.	Speaking about the assessment of students and the provision of feedback, systems of the qualification improvement and training between the Faculties would be of great use; they would also create preconditions for sharing good experience in the field of innovations in pedagogy, with the help of digital technologies, which do not only	Every year the University organises several seminars, which are devoted to the qualification improvement and training.During the pandemic the number of seminars/training devoted to sharing good experience of the faculties with the help of technological innovations has increased considerably. One can constantly use not only material of the seminars but also methodological guidelines, consult relevant specialists. Meetings

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[32] Vilnius University Senate Decision No S-2014-10-02 "On the Approval of the Regulations of the Central Dispute Resolution Commission of Vilnius University" of 2 December 2014 (Version No. SPN-27 of 16 April 2019). See https://www.vu.lt/site_files/CGNK_nuostatai.pdf
[33] Vilnius University Senate Decision No S-2014-10-02 "On the Approval of the Regulations of the Dispute Resolution Commission of Core Academic Units of Vilnius University" of 2 December 2014 (Version No. SPN-27 of 16 April 2019). See https://www.vu.lt/site_files/KAP_GNK_nuostatai.pdf

	contribute to increasing learning experience of the students but also enable them to demonstrate their knowledge of history.	between the universities and sharing different experience accumulated by the Faculties at the study administration level take place regularly.
2.	Bachelor's programme: the programme devotes especially great attention to the lectures.The difference in the number of lectures and seminars should be reduced. A larger number of seminars would contribute to the development of critical thinking and analytical abilities of the students. According to the students, groups of students participating in some seminars are too large – up to 100 people.	Bachelor's programme: during the past 3-5 years, in updating the descriptions of modules/lectures and including new ones in the study programme, the difference between the number of lectures and seminars decreased markedly. The ratio between the majority of the first cycle third-fouth-year and the second cycle first-year seminars on modules/course units reach up to 50 per cent. Forms of conducting seminars also became more diverse. When preparing new courses SPC constantly underlines the ratio between seminars and lectures in implementing the module/course unit programme.

Strengths of the evaluated area	
1.	A high level of employment of the graduates of the programmes, a possitive evaluation of the qualifications acquired in the programmes by employers.
2.	As compared with other higher education institutions of the country and with other faculties of the University, studies at the Faculty of History differ in high culture of academic integrity.
3.	Attempts are made to respond promptly to the students' requests to improve the study process of the programmes; a large part of the students is satisfied with the study process.

Aspects for improvement of the evaluated area	
1.	Though the Faculty of History makes great efforts to involve the students of the programmes into the practical research activities, their interest in that is not strong enough. To change the situation, a more intense individual work of the programmes lecturers/professors is needed in encouraging the students to take part in scientific activities.
2.	During the recent years decreasing atrractiveness of the second cycle studies has been observed. To a large extent, this is a reflection of a general trend that does not depend on the executants of the programme, however, seeking to soften this, it is necessary to think about further upgrading of the Master's study programe by increasing its interdisciplinarity.

5. Teaching staff

5.1. The academic staff of the field studies is suitable to ensure the achievement of the learning outcomes of the field study programmes

Permanent teaching staff of the field study programmes
VU teaching staff are employed in accordance with the Vilnius University Procedure for the Selection and Evaluation of Vilnius University Teaching and Research (Art) Staff[34]. Teaching and research staff (except for visiting teaching and research staff) are appointed to primary or higher positions after winning a public competition for a position at the University. The duration of a teaching contract is five years. For members of the teaching or research staff who have a primary position and win a competition for the same position at the University for the second time in a row, an indefinite employment contract for this position is concluded.

In order to determine whether the qualification of research and teaching staff corresponds to their current position, staff must undergo evaluation every five years. When evaluating teaching staff, the following criteria are considered: the number of published research articles, conference attendance, research supervision, teaching, published teaching materials, participation in the doctoral studies process, student research supervision, expert, organisational, and other research activity. Student feedback on the work of the evaluated teacher is also taken into account. The course unit (module) satisfaction survey allows to take student feedback into account more objectively.

A list of permanent teaching staff of the field subjects at the HEI (at least part-time and at least 3 years at the evaluated HEI) is provided, indicating the pedagogical and/or scientific degree, the pedagogical work experience, the research interests (listing 3 major works over the last 5 years), the practical work experience in the subject field, the subjects taught, and the current workload at the HEI is provided in Annex 3 of the SER. At the end of this list, information is also provided about visiting lecturers contributing to the History field of studies (working less than 0.5 full-time or part-time). By adding this information, we are trying to reflect interinstitutional relations and the social partners.

The composition of the academic personnel fully complies with the legal requirements (see Tables 5.3, 5.4). The lecturers'/professors' collective is qualified for the implementation of History field study programmes. The main criteria for the selection of the Faculty of History lecturers are scientific work and practical experience in the field of historical research and applied history.

The programme subjects are taught by qualified, active researchers, recognized both in Lithuania and abroad in their respective fields of research. History field study programs during the History 2019-2020 academic year are delivered by 42 lecturers (excluding lecturers teaching general university studies (BUS) and specialty language). Among them, 39 (95%) have a Humanities Ph.D; 2 (5%) do not have a scientific degree, but have experience in pedagogical work and are working on their doctoral dissertations at VU (lect. A. Grodis, ass.prof. without PhD V. Diemantaitė). Out of 42 academic staff, 11 are professors, 14 associate professors, 14 assistant professors, 1 lecturer with a doctoral degree, 1 lecturer and 1 doctoral student (Tables 5.5). Out of the list of 42 academic staff delivering the program subjects, 2 professors, 2 assistant professors and 1 lecturer are employed at VU with less than 0.5 full-time equivalent, but are recognized professionals in their field, working in other institutions

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[34] Vilnius University Senate Decision No. S-2018-12-4 of 20 November 2018 "On the Approval of the Provisions for Organising Competitions for the Positions of Teaching and Research (Art) Staff at Vilnius University". See https://www.vu.lt/site_files/Vilniaus_universiteto_d%C4%97stytoj%C5%B3_ir_mokslo_meno_darbuotoj%C5%B3_konkurs%C5%B3_pareigoms_eiti_i_aestavimo_organizavimo_nuostatai.pdf

of history research and applied history and are permanent lecturers and partners in history study programs. One doctoral student since 1st October 2020 has been employed as a lecturer.

Lctureres/professors are actively involved in conducting research and presenting their research findings to the audience of researchers, students, and other stakeholders. The Faculty lecturers/professors regularly publish scientific articles in recognized Lithuanian and foreign journals. It should be noted that all the subjects delivered by the academic staff correspond to the field of lecturer's/professor's scientific interests. Furthermore, programmes' lecturers are constantly involved in the process of training new scientists. 28 lecturers meet the qualification requirements[35] enabling them to participate in the third cycle doctoral studies. During the period of 2017-2020, 15 doctoral dissertations were defended, the scientific supervisors of which were lecturers of History field study programmes, with more than 20 doctoral students were supervised during the specified period.

The scientific work experience of the pedagogical staff varies from 6 to 49 years, the average scientific experience being 22 years; whereas pedagogical work experience varies from 3 to 49 years, the average being 18 years. During the last 5-6 years, taking into account the generational change, the Faculty of History made it a priority to involve into the study process a number of promising historians who have just defended their doctoral thesis or were in the process of writing their doctoral dissertations as well as those having the potential for pedagogical work. Age-wise, the History field study program is dominated by young researchers aged 36-45. The average age of lecturers/professors is about 43 years.

Currently, the scientific and teaching staff involved in the delivery of the programmes are evenly divided into three groups in terms of age and experience, which ensures an equal distribution. This age distribution of the scientific and teaching staff ensures the continuity of study field programmes and generational consistency.
The lecturers/professors working in all History study field programmes know at least 2 foreign languages at no less than B2 level. The most common languages are English, Russian, Polish, German. Some lecturers/professors speak Spanish, French, Latin, Latvian, Belarusian, Ukrainian, Czech, Yiddish.

Every year, about 90 students are admitted to the first year of the 1st cycle study programme and about 30 students to the 2nd cycle study programme. Taking into consideration the "drop-out" of students, suspension of studies, and the number of students admitted each year, the average number of students per lecturer in the first cycle study program is about 5.3, in the second cycle study program -1.4, and in general in the History field of studies - 6.7 (see Table 5.1). We believe that this is the optimal ratio of student and teaching staff in the study field in order to ensure the quality of studies and student-centered teaching. It also helps to ensure the possibility of feedback, direct cooperation between students and lecturers, supervision of student research work (in particular the final thesis), proper organization of seminars and practical classes, etc.

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[35] Order of the President of the Lithuanian Science Council No V-340 "On Approval of the Description of the Minimum Qualification Requirements for the Employees of State Science and Study Institutions, 28 June 2018   see.https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/290423e07e2f11e89188e16a6495e98c

Table 5.1. SUBJECT/MODULE TEACHING STAFF AND STUDENT RATIO

Year	Number of teaching staff in the field	The total number of students in first-cycle programmes	Ratio	The total number of students in second-cycle programmes	Ratio	The total ratio of teaching staff and students in the field
2019/2020[36]	41	245	1:6	75	1:1,8	1:7,8
2018/2019	42	227	1:5,4	60	1:1,4	1:6,8
2017/2018	45	196	1:4,4	46	1:1,1	1:5,4

During the period of 2017-2019, no significant changes took place in the composition of the Programmes teaching staff. Part of researchers raised their pedagogical and scientific qualifications and were awarded scientific degrees: 3 persons (M. Drėmaitė, A. Streikus, J. Verbickienė) obtained professorship degrees; 2 persons (T. Vaiseta, A. Gieda) were awarded the qualification degree of the associate professor, 3 persons (K. Kilinskas, A. Naudžiūnienė, M. Ėmužis) defended doctoral theses in Humanities. 2 persons resigned for personal reasons (A. Narbutas, V. Volungevičius), as well as 1 person (S. Pamerneckis) retired, and a doctoral student (V. Diemantaitė) was invited to teach instead (see Table 5.2). During the period in question, the percentage of professors in the field programmes increased from 18 to 26, the percentage of associate professors in the program decreased from 38 to 33; the number of assistants has increased from 29 to 33, as several doctoral students have defended their dissertations and now only 2 lecturers without a doctoral degree but writing their doctoral thesis work in the program.

VU Faculty of History and the Lithuanian Institute of History carry out joint doctoral studies in the field of History. Upon request, doctoral students can test themselves in pedagogical work in the first cycle studies as early as in the second or third year of doctoral studies. As a general rule, doctoral students conduct seminars and deliver individual lectures corresponding to their specific areas of research, supervise written theses, are involved in the evaluation of written theses, and prepare reviews of Bachelor's theses. Upon noticing the doctoral student's personal and professional qualities suitable for the pedagogical activity, scientific supervisors encourage their doctoral students to become involved in pedagogical activities. During the period being analyzed, as many as 4 persons (K. Kilinskas, A. Naudžiūnienė, M. Ėmužis, V. Diemantaitė) successfully started teaching during their doctoral studies and currently hold permanent teaching positions in delivering History field programmes.

The diversity of the teaching staff is ensured in the History field study programmes under evaluation by trying to find the balance between experienced and young lecturers/professors and scientists. The only criterion that determines the career prospects of lecturers is their qualifications and pedagogical and research output.

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[36]The statistics are based on the number of students submitted on 1 October of a given year.

Table 5.2. DATA ABOUT HISTORY STUDY FIELD TEACHING STAFF ROTATION

Study year	Professors		Associate professors		Assistants		Junior assistants		Lecturers	
	Newly hired	Left employment	Newly hired	Left employment	Newly hired	Left employment	Newly hired	Left employment	Newly hired	Left employment
2019/2020	1		1		3					
2018/2019	2		1			1				1
2017/2018				1						
Total	3		2	1	3	1				1

The composition of academic staff in the field study programmes meets formal criteria stipulated by law[37].

Table 5.3. HISTORY STUDY FIELD TEACHING STAFF COMPLIANCE WITH THE GENERAL REQUIREMENTS FOR FIRST-CYCLE STUDIES AND VU STUDY PROGRAMME REGULATION

Requirement	In Field Study Programmes
No less than half of all field course units (modules) must be taught by researchers	In 2019-2020, all 37 lecturers/professors delivering the study programmes in the history field have been actively involved in research activities.
The final thesis must be defended before an Evaluation Committee. At least one member of the Commission should be from an institution other than the University.	The final Bachelor's theses are defended before an Evaluation Commission composed of active researchers with a scientific degree, at least one member being the social partner, i.e. representing other institutions.

Table 5.4. HISTORYSTUDY FIELD TEACHING STAFF COMPLIANCE WITH THE GENERAL REQUIREMENTS FOR SECOND-CYCLE STUDIES AND VU STUDY PROGRAMME REGULATION

Requirement	In Field Study Programmes
All teaching staff who teach lectures must have a research degree (according to VU Study Programme Regulation)	All 27 lecturers/professors delivering the study program in the field of history have a research degree.
No fewer than 20 % of field course units (modules) must be taught by teaching staff with the rank of professor	67 percent of the field subjects taught by the academic staff holding the position of professor or title of professor (except for the supervision of student practice placement and the Master's thesis).
The final thesis must be defended before an Evaluation Committee. At least one member of the Commission should be from an institution other than the University.	The final Master's theses are defended before the Evaluation Commission consisting of 7 active researchers holding a research degree, with one being a social partner, i.e. representing institutions other than Vilnius University.

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[37]Order of the Minister of Education and Science No. V-1168 of 30 December 2016 "On Approval of Description of General Requirements for the Provision of Studies". See https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/a4caf862ced511e6a476d5908abd2210 ;
Vilnius University Study Programme Regulation. See. http://www.vu.lt/lt/studijos/studiju-procesas/studijas-reglamentuojantys-dokumentai#vu_nutarimai

Table 5.5. HISTORY STUDY FIELD PROGRAMME TEACHING STAFF COMPOSITION ACCORDING TO POSITION, 2017–2019

Year / Position	2019		2018		2017	
	number	%	number	%	number	%
Professors	11	26	10	24	8	18
Associate professors	14	33	15	36	17	38
Assistants	14	33	12	29	13	29
Junior assistants			1	2	1	2
Lecturers	2	6	3	7	4	9
Doctoral students	1	2	1	2	2	4
Total	**42**	**100**	**42**	**100**	**45**	**100**

5.2. Conditions to improve the competences of the teaching staff, their regular evaluation

The academic personnel improve their competencies by participating in exchange programs, benefitting from the framework of the Erasmus program and inter-university agreements as well as by conducting project-based activities. During the period under review, lecturers from the Faculty of History gave lectures at various European universities (Italy, Finland, Austria, Portugal, Germany, Poland, Luxembourg, Great Britain, Estonia, Latvia, Poland, the Netherlands), as well as the universities of Israel, the USA, Myanmar and Belarus.

Since 2016, the Faculty of History has been participating in the international EU-funded study project CALOHEE (Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe)[38]. The data collected and analysed in the framework of the project make it possible to assess the study programs of the Faculty from a wider perspective, conduct self-assessment of the competencies to be developed during the study programs, compare the employability of students and others. In 2020, the second phase of the project (CALOHEE 2) has been launched.

The academic staff of the Faculty are involved in the development of new descriptions of study fields and updating the existing ones. The evaluation of study fields in Lithuania is carried out in Lithuania by the Study Quality and Evaluation Center (SKVC). At the moment, descriptions of the History field of studies and Cultural field of studies are being updated. Taking part in this process were 3 members of the academic staff delivering the study programs of the history field. The Faculty academic personnel, including those teaching the History field subjects, are currently designing a basic school history curriculum.

Lectures of incoming foreign university lecturers/professors are integrated into study program modules/subjects, students of the programs are encouraged to attend the public lectures read at the Faculty, and lecture cycles and block seminars of several days are organized. More about it in Section 4.1

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[38]https://www.calohee.eu/

Table 5.6. HISTORY STUDY FIELD TEACHING STAFF MOBILITY SUMMARY 2017–2019.

Academic rank and/or degree	2019 Teaching visits	2018 Teaching visits	2017 Teaching visits
Professors	4	4	1
Associated professors	3	4	6
Assistants	7	5	2
Junior assistants	-	-	-
Lecturers	-	-	-
Total	14	13	9

Table 5.7. FOREIGN LECTURES WHO DELIVERED LECTURES IN HISTORY STUDY FIELD 2017-2019

Year	Lecturer	Institution (country)
2019	Prof. Stefan Berger Prof. Amos Morris-Reich Dr. Claude Hauser Prof. Christofer Herrmann Prof. Albert Giordan Prof. Yfaat Weiss Prof. Stefana Bernini Prof. Tanja Penter Assoc Prof. Luboš Švec	Ruhr University Bochum, Germany Tel Aviv University, Israel University of Fribourg, Switzerland Gdansk University, Poland Texas State University, USA Leipzig and Jerusalem Universities Venice Ca' Foscari University, Italy Heidelberg University, Germany Charles University Prague, Czech Republic
2018	Prof. Dan Michman Prof. Klaus Oschema Dr. Magdalena Nowak Prof. Iwona Sakowicz-Tebinka Assoc. Prof. Luboš Švec	Bar Ilan University, Israel Ruhr University Bochum, Germany Gdansk University, Poland Gdansk University, Poland Charles University Prague, Czech Republic
2017	Prof. Joel Kotek Prof. Adriana Escobar Prof. Alain Blum Prof. Nicolas Patin Prof. Tal Bruttmann Prof. Christoph Dieckmann Prof. Susan E. Reid Prof. Dan Shapira Dr. Jason Steinhauer Assoc. Prof. Luboš Švec Prof. Jolanta Sikorska-Kulesza	University of Brussels, Belgium EHESS[39], France EHESS, France University of Bordeaux, France EHESS, France University of Zurich, Switzerland Loughborough University, UK Bar Ilan University, Israel USA Charles University Prague, Czech Republic University of Warsaw, Poland

For Vilnius University lecturers, teaching competence development training has been organised by the central administration since the autumn semester of 2017. In 2019, the number of VU teaching staff

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[39] École des hautes études en sciences sociales

who participated in teaching competence improvement programmes was 336, while the number of training attendees (when the same lecturer participated in more than one training activity) was 554. The academic staff of the Faculty participate in various in-service training programs and appropriate qualification schemes organized by VU. During the period of 2017-2019, 10 lecturers attended various VU training seminars, 6 lecturers participated in a seminar organized by the Faculty of History on the use of Virtual Environment and shared the best practice (2 seminars). In the spring semester of the 2019-2020 academic year, many Faculty members took part in VU distance learning courses organized remotely for online distance teaching. All teaching materials for teaching staff are available at the VLE (Virtual Learning Environment).

In 2018 the numbers of teaching staff and training attendees were 163 and 187 respectively, while in 2017 the numbers were 89 and 89 respectively. To ensure the successful implementation of changes to the study process, training for study administrative staff was also organized. In 2019, 45 study administrative staff participated in training.

In 2019, Vilnius University teaching staff developed their teaching skills in 16 different training programmes the duration of which ranged from 3 to 40 hours. The most popular programmes were "Active learning methods", "Student group work", "Research paper supervision", "Communication skills", "The integration of communication technologies into the teaching process", "The application of mixed learning in university studies", etc. Furthermore, five training workshops about innovative teaching, learning, and evaluation methods were delivered by guest lecturers from abroad.

Teaching staff who participated in educational competence development training frequently emphasise the benefits and importance of communicating and cooperating with other lecturers as well as the opportunity to reflect on their learning experience. Teaching staff were especially positive about the opportunity to meet colleagues from other study fields and other units of Vilnius University and to share their experience with each other. Many teaching staff who participate in the training requested that the in-room training format would be supplemented with more diverse forms of communication that would enable Vilnius University lecturers to meet and share their experience not only during training.

5.3. Recommendations of previous evaluation of the evaluated area and aspects for improvement

No.	Recommendations of previous evaluation	Actions
1.	Bachelor programme: It would be highly beneficial to increase the flow of guest lecturers from abroad, in order to give students the chance to embrace history from alternative perspectives, and maintain vibrancy for academic staff through their contributions to the Faculty's research culture.	The number of guest lectures increased. The separate lectures, series of lectures are given, thematic seminar with partners from abroad was organized. All Faculty's lecturers/professors are incouraged to invite partners into their teaching courses/modules.
2.	Master's programme: It would be beneficial to increase the involvement of lecturers/professors in international research and projects as well as mobility programs.	The international cooperation in research project increased. Faculty lecturers/professors mobility increased. The mobilty usualy covers both sientific and teaching activities.
	Strengths of the evaluated area	
1.	Academic staff are recognized as highly qualified, actively involved in research activities, having expertise in their subjects and recognized authorities in their field.	
2.	The History field of studies is characterised by a harmonious generational change, with young researchers being integrated into the study process.	
3.	Close and collegial relations between the teaching staff and students contribute to creating a communal atmosphere that motivates students.	
	Aspects for improvement of the evaluated area	
1.	Teaching staff in the History field of studies still do not participate actively enough in the Faculty exchange programs. Guest lecturers are unevenly distributed in terms of the themes of study programs: their visits are usually determined by the individual contacts of the Faculty lecturers/professors.	
2.	The Faculty lecturers/professors are too passively involved in the pedagogical qualification improvement programs offered by VU.	

6. Learning facilities and resources

6.1. Physical, informational and financial resources of the field studies

The Faculty of History is situated in Vilnius Old Town, in the historic VU building on Universiteto str. 7. In 2006-2010 the FH premises were fully renovated and restored. The FH programmes are conducted in 15 auditoriums and computer classroom (see Table 6.1 and Annex No 5). There is enough workspace for the Programmes' students in the auditoriums. The work conditions in the auditoriums are suitable for both students and lecturers, and fully correspond to hygienic norms. The Programme lecturers can use workspaces in the Departments, and at the room No. 212 (8 work spaces in total). Lecturers can conduct individual consultations with students at the Departments and other rooms. There are premises allocated for a student representative office (newly renovated in 2020) and students' corporation *Tilia* office at the FH.

All the auditoriums, department and administrative offices, library and public usage spaces were fitted with new furniture and necessary equipment, all of them contain stationary or portable multimedia equipment (computers, projectors and screens), and are provided with internet access. The larger auditoriums have audio system. Recently all auditoriums were equipped with cameras this enabled lecturers to organize simultaneously lectures/seminars both for the students who are physically present and for those who are for some reasons (e.g. self-isolation, etc.) staying at home.

The computer classroom contains 12 workplaces equipped with computers for the students and 1 workspace with a computer for a lecturer. The software required for the studies is provided. A local geographic information system is available via the computer classroom intranet, which can be used by students conducting projects involving maps and other practical tasks. (ArcGIS Desktop, ArcView 9.3.1 network licence and others).

The Departments offices and lecturers' workplaces are equipped with the necessary media equipment: computers, network printers, and scanners. The FH community can also use several voice recorders, photo cameras, video cameras and laptops. The Faculty has wireless internet access (EDUROAM internet), which can be used by lecturers and students. The VU virtual learning environment[40] and MS Teams are used in the study process.

Table 6.1. MOST FREQUENTLY USED LECTURE ROOMS

Room No (or name)	Address	Area, m2	Number of workplaces	Equipment available in the room
SP1	S. Skapo str. 7, FH, Vilnius	113,57	150	• Multimedia (Computer, Projector, Screen), Internet • Magnetic Whiteboard • Sound System
105	Universiteto str. 7, FH, Vilnius	26,51	25	• Multimedia (Computer, Projector, Screen), Web Camera and Speaker, Internet • Mobile Magnetic Whiteboard
108	Universiteto str. 7, FH,	29,53	20	• Multimedia (Computer (laptop), Projector, Screen), Internet

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[40] See: https://emokymai.vu.lt/

	Vilnius			• Mobile Magnetic Whiteboard
109	Universiteto str. 7, FH, Vilnius	67,97	25	• Multimedia (Computer, Projector, Screen), Internet • Mobile Magnetic Whiteboard
111	Universiteto str. 7, FH, Vilnius	23,34	20	• Multimedia (Computer, Projector, Screen), Web Camera and Speaker, Internet • Mobile Magnetic Whiteboard
211	Universiteto str. 7, FH, Vilnius	67,98	40	• Multimedia (Computer, Projector, Screen), Internet • Sound System • Mobile Magnetic Whiteboard
214	Universiteto str. 7, FH, Vilnius	42,98	34	• Multimedia (Computer, Projector, Screen), Internet • Sound System • Interactive Whiteboard • Mobile Magnetic Whiteboard
217	Universiteto str. 7, FH, Vilnius	38,58	37	• Multimedia (Computer, Projector, Screen), Internet • Magnetic Whiteboard
218	Universiteto str. 7, FH, Vilnius	54,62	54	• Multimedia (Computer, Projector, Screen), Web Camera and Speaker, Internet • Sound System • Magnetic Whiteboard
322, Computer classroom	Universiteto str. 7, FH, Vilnius	27,99	10	• Multimedia (Computer, Projector, Screen), Internet • 11 work places with computers
324	Universiteto str. 7, FH, Vilnius	20,52	16	• Multimedia (Computer (laptop), Projector, Screen), Internet • Mobile Magnetic Whiteboard
329	Universiteto str. 7, FH, Vilnius	40,09	30	• Multimedia (Computer (laptop), Projector), Internet • Magnetic Whiteboard
330	Universiteto str. 7, FH, Vilnius	59,76	60	• Multimedia (Computer, Projector, Screen), Web Camera and Speaker, Internet • Sound System • Magnetic Whiteboard
331	Universiteto str. 7, FH, Vilnius	78,01	74	• Multimedia (Computer, Projector, Screen), Web Camera and Speaker, Internet • Sound System • Magnetic Whiteboard
332	Universiteto str. 7, FH, Vilnius	56,48	50	• Multimedia (Computer, Projector, Screen), Web Camera and Speaker, Internet • Sound System • Magnetic Whiteboard

In 2020, due to the Covid-19 and safety requirements related to it [41], the number of students in auditoriums had to be reduced. The Faculty decided to maintain, while keeping all safety requirements, face-to-face teaching, and the decision was supported by students and staff members. Therefore, the Faculty addressed its social partners and asked for the possibility to organise the teaching process in their premises. The Faculty received support from different institutions, thus lectures/seminars are organised in several extra places outside the FH during this Autumn semester:

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[41] https://www.vu.lt/site_files/Covid-19/LT/Atmintine_auditorijoms.PDF

1) VU Sts. Johns' church (Universiteto str. 12, 360 seats. It allows Faculty to give face-to-face lectures for the first year students which are extremely vulnerable in this Covid-19 situation. The direct contact with them is one of the primary tasks of the Faculty), 2) VU Theatre Hall (Universiteto str. 3, 250 seats), 3) the hall of Vilnius Garrison Officers' Club under the Ministry of Defence[42] (Pamėnkalnio str. 13, 250 seats), 4) the hall of Lithuanian Catholic Academy of Science[43] (Pilies str. 8, 60 seats), 5) the education hall of Lithuanian Special Archives[44] (Gediminas av. 40, 30 seats), 6) the hall in Lithuanian National Museum (Arsenalo str. 1, 60 seats), 7) the hall in National museum. The palace of the Grand Dukes of Lithuania. All places are situated in a close distance from the Faculty.

The physical material and intellectual resources of the Faculty's social partners are also used for organising practices for the programmes' students. Students can use equipment, libraries and funds of their practice place's. Students can also use the Faculty's and University's infrastructure and resources.

In 2017 University approved the strategy "Open University for the Disabled" which was dedicated to the faculty members with special needs. A long-term commitment was made at the university level to work systematically in the field of ensuring equal opportunities for the disabled (an online portal www.vu.lt/negalia was created for information sharing). Students are provided with opportunities according to their individual needs: to use various compensatory means of technology, which help to adapt the study process; use more flexible forms of assessment; individualize the study process. (See section 3 for more details). Additionally, the physical environment is also adapted for the implementation of the study process.

The Faculty constantly, year by year, put efforts to renew the learning facilities and recourses and to provide an appropriate study opportunity for students with disabilities. The Faculty of History has the following facilities in place: an elevator to help students with reduced mobility move around the Faculty, the students have access to lecture-rooms, the Departments and the library, a sanitary unit equipped for use by the disabled (See also Section 4).

The University Central Library has 4 height-adjustable tables and 3 ergonomic chairs in the reading rooms of Philology, Philosophy, and Lithuanian Studies for people with special needs. A wheelchair lift is available to enable access to the reading rooms. Computers are equipped with software for the blind and the weak sighted SARA CE, printer Braille Ebosser Everest-D V4 and keyboard for weak sighted High Contrast Keyboard. The SCIC premises are adapted for people with reduced mobility: the spaces between shelves, tables and doors leading to toilets, group work rooms, and seminar rooms are wider than 80 centimetres. The floor of the whole building is all on one level, there are no thresholds. There is a lift on all floors. Some reading rooms have height-adjustable tables. Both the self-service equipment for borrowing books and information terminals are height-adjustable. The centre has a Braille room for blind and partially sighted library users equipped with text conversion software and a Braille printer, including vision and motion compensation equipment.

The Faculty library contains 30 workspaces (4 of them are equipped with stationary computers), a reading room, open book shelves and book depository, which is available to all the students. It is also provided with wireless internet connection. Excellent work conditions at the Faculty library for students and teachers are ensured by: 1) the most important and most frequently read books are within easy reach; 2) the books are allowed to be taken out, if possible; 3) the library can order necessary books or textbooks at a lecturer's request; 4) the library can intermediate for students ordering publications from abroad. The Faculty library is divided to publications in history, history of culture, history of art, archaeology, heritage conservation, adjacent disciplines and other themes in humanities. It possesses

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[42]https://kariuomene.kam.lt/lt/kariuomenes_struktura/ramove_844/vilniaus_igulos_karininku_ramove.html
[43] https://www.lkma.lt/index.php?id=1&lng=1
[44] http://www.archyvai.lt/en/archives/specialarchives.html

a collection of circa 30 000 books in various languages (Lithuanian, English, Russian, German, French, etc.), 6 000 out of them are in open book shelves. Faculty's librarians are actively participating in the study process not only by organising, analysing and completing the library resources necessary for the implementation of the study programmes but also by consulting, advising and giving lectures for the first year students or (together with the lecturers) organising public discussions which take place in the Faculty library.

Lecturers and students actively participate in the formation of the Faculty library collection, each year inquiry concerning acquisition of necessary volumes is made. The Faculty's community can also recommend a book for the acquisition via special electronic platform "Offer a book".

Faculty library is also replenished by the private donations. In 2014 Society of Lithuanian Archaeologist donated part of their library. In 2018 Maurice Greenberg Centre for Judaic Studies at Hartford University (USA) donated the unique collection of 2000 book on Jewish studies for the Faculty library. Recently Faculty received a collection of books on the GDL history donated by the family of the late historian who was in close friendship with the Faculty. The books of these two collections will be available for the community in the nearest future.
The University library is allocating 2100 Euro every year to the faculties' libraries, the rest is covered by the Faculty.

Table 6.2. BOOKS ACQUIRED BY THE FACULTY IN 2017-2019

	Number of titles	Number of books (publications)	Price of publication (euros)
2017	487, out of them: 206 in Lithuanian 176 in English	716, out of them: 356 in Lithuania 199 in English	15.481,80
2018	255, out of them: 137 in Lithuanian 70 in English	435, out of them: 259 in Lithuanian 79 in English	11.486,70
2019	409, out of them: 244 in Lithuanian 110 in English	640, out of them: 415 in Lithuanian 125 in English	15.401,68

Table 6.3. PERIODICALS ACQUIRED BY THE FACULTY LIBRARY IN 2017-2019

	Number of titles	In Lithuanian language	Number volumes	Price
2017	34	11	143	7385,52
2018	28	9	114	6557,64
2019	28	9	118	6773,57

The literature devoted of historical research is also conveniently available in the Vilnius University Library: i.e. at the History Source Reading Room[45], and Lithuanian Studies Reading Room[46].
History Source Reading Room was opened in 2015 by the joint decision of and due to the united efforts of the University Library and Faculty of History. It has 18 working places (3 of them are equipped with computers). The open book shelves contain more than 15 000 items dedicated to the Lithuanian and world history, auxiliary disciplines of history, sources of VU history, sources of the history of the Grand Duchy of Lithuania, heraldry, etc. SPSS (*Statistical Package for the Social Sciences*) programme is installed in the computers of The Reading Room. Adjacent to the Reading Room there is a room with 6 working places, which could be used for discussions or a team work.

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[45] https://biblioteka.vu.lt/en/places/central-library/reading-rooms#history-sources-reading-room
[46] https://biblioteka.vu.lt/en/places/central-library/reading-rooms#lithuanian-studies-reading-room

There are 22 working places in the Lithuanian Studies Reading Room (7 of them are equipped with the computers and 5 are dedicated to the informal communication). The open book shelves contain more than 10 000 publications dedicated to the Lithuanian history, language, literature, geography, ethnography, religion, culture and art.

The members of the University can reserve working place in all reading rooms as well as in the Individual working room B4.

Students can also easily access the Vilnius University Library (situated next to the Faculty) resources[47], its databases, e-magazines, books, encyclopaedias, reference books and others. The main University library holds an especially impressive collection of humanities, periodic publications, old prints and manuscripts[48], which contains more than 5.4 million documents and is located next to the Faculty. The students and lecturers have access to the University Library internet resources, e-journals data bases (Cambridge Journals on Cambridge Core, JSTOR, EBSCO Publishing, Oxford Journals Collection, SAGE Journals Online, Taylor&Francis); e-books data bases (Academic Complete Collection on Proquest Ebook Central. Members of the University can also use the platform and to lend books (from 1 to 4 weeks) or to get access to the necessary e-books), Brill Online Books, eBooks on Cambridge Core, EBSCO eBook Academic Collection, Oxford Scholarship Online) and other electronic resources – the list of resources is available at the University Library webpage[49]. During quarantine period other resources also became available, e.g. eBooks on De Gruyter platform, access to JSTOR collections, Cambridge University Press (CUP) gave free access to three collections: Cambridge Histories, Cambridge Companions, Cambridge Elements, Free Resources on Project MUSE During COVID-19[50]. VU community also can use an interlibrary loans and order necessary publications which are not available at VU Library. The University Library is open from Monday to Saturday, and the mentioned Reading Rooms are open form Monday to Friday.

In 2013, the National Open Access Scholarly Communication and Information Centre was opened at Vilnius University, where students can work at any time. The Centre is open 24 hours, seven days a week[51].

Students can also use the collections of other Vilnius' public libraries and the libraries of research centres, and similar institutions (the Wroblewski Library of the Lithuanian Academy of Sciences, the National Martynas Mažvydas Library, and the library of Lithuanian Institute of History, among others).

6.2. Recommendations of previous evaluation of the evaluated area and aspects for improvement

No.	Recommendations of previous evaluation	Actions
1.	Learning facilities and resources are sufficient for the implementation of the programmes.	The specialised History Source Reading Room was opened in Vilnius University library premises in 2015.
Strengths of the evaluated area		
1.	The Faculty has access for disabled students. The studies are conducted in study-friendly premises.	
2.	The library and archival resources in the University in particular and in Vilnius city in general are sufficient for the organising of the studies. The most important libraries, archives, and	

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[47] http://www.mb.vu.lt/istekliai/.
[48] https://biblioteka.vu.lt/en/
[49] https://biblioteka.vu.lt/e.istekliai/
[50] https://biblioteka.vu.lt/apie/naujienos/1082-karantino-metu-papildomi-el-istekliai
[51] https://biblioteka.vu.lt/en/places/scic

	research centres are easily and quickly accessible. There are many and various possibilities for students to implement their practice.
3.	The Faculty's library and specialised Reading Rooms at the University Library are modern and contain necessary materials, electronic resources, modern search and ordering systems. The libraries' resources are supplemented systematically, taking into account the demands of the study programmes. The lecturers and students actively participate in the forming of the library collection.
4.	The Faculty enjoys well-established collaboration with the social partners. They are not just participating in the study process but also are provide support which is extremely important and valuable when dealing with the restrictions provoked by the pandemics of Covid-19.
Aspects for improvement of the evaluated area
1.	Since the Faculty is housed in a historic building, which is a cultural monument, there are no possibilities to reconstruct and expand the Faculty premises. Thus, it is complicated to provide individual workplaces for all the teachers, or provide a more flexible timetable for both students and lecturers.

7. Study quality management and publicity

7.1 Study improvement based on an internal quality assurance system

Study quality assurance system

Vilnius University has developed a study quality assurance system as part of the project "The Development and Implementation of an Internal Study Quality Assurance System at Vilnius University"; the system is implemented in accordance with the Standards and guidelines for quality assurance in the European Higher Education Area[52]. Study quality assurance is based on the fostering of a quality culture at Vilnius University. This culture is grounded in the values of the VU mission, study data monitoring and analysis, and internal dialogue about the constant improvement of quality.

VU utilizes various processes and procedures of internal quality assurance: study programme approval, monitoring, and evaluation; the monitoring and analysis of the study process; implementation and improvement of student performance evaluation, blended learning, computer testing and plagiarism screening systems; a teaching staff competence improvement and development system that encourages the application of innovative teaching and performance evaluation methods in the study process to implement student-centred learning. The University also runs an introductory programme for newly-admitted staff and a student drop-out prevention programme, ensures that the study environment and resources are suitable for studies, provides academic, social, cultural and other relevant support to students, provides career services, collects and analyses feedback from the participants of the study process: students, teaching staff, employers, and social partners; the University disseminates information about quality assurance, good study quality practice, and student involvement.

VU Study Programme Regulation stipulates that study programme committees are responsible for assuring the quality and constant improvement of study programmes. The committees base their activity on the Regulations of the Study Programme Committee of Vilnius University[53]. Study programme committees report to faculty councils, and have to a report about the implementation of the programme at least once a year. The reports present information about the numbers of admitted students, the distribution of admittance grades, study internationalization, student satisfaction of the study programme and its subjects/modules (survey results), the material resources of the programme, programme operation expenses, the subject and teaching competences of the programme's teaching staff, student workload, and other data about the study process: performance monitoring (academic debts, debts, academic leave, study suspension, termination, graduation, continuing studies in a higher cycle, employability, etc.) and other relevant qualitative and quantitative data related to quality assurance.

One of the main objectives of a committee is to improve a programme by seeking to ensure coherence between its aims, developed competences, content, methods, and outcome assessment. The committee also works to keep the programme relevant and competitive. The committee analyses academic unit, student, graduate, teaching staff and social partner feedback about the programme and its implementation and discusses how to improve the programme and solve problems relevant to students with the aforementioned parties. Members of the committee discuss these problems with the

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[52] "Standards and guidelines for quality assurance in the European Higher Education Area" See
http://www.enqa.eu/index.php/home/esg/
[53] Vilnius University Senate Decision No S-2014-4-1 "On the Approval of the Regulations of the Study Programme Committee of Vilnius University" of 06 March 2014 (Version No. S-2017-11-6 of 21 November 2017). See
https://www.vu.lt/site_files/SD/Studentams/st._reglamentuojantys_dok/SPK_nuostatai_galutinis_2018.pdf

senior management of their faculties and with the teaching staff, and try to find solutions to them. Furthermore, a committee analyses the resources necessary to implement a programme and discusses it with the management of a CAU. The management, with regard to the University's strategic goals, initiates a dialogue to establish the aims of the CAU' activity that would contribute to the general goals of the University, and discuss them with the chairs of study programme committee during a meeting of the College of Studies. The chairs of study programme committees then work with the committees to establish areas for programme improvement.

The committee not only ensures that the programme aims and content are regularly updated, but also participates in the preparation and approval of relevant documents (e.g., course units descriptions prepared by the teaching staff). Another function of the committee is to evaluate competences acquired by students through other programmes and decide whether to recognize outcome achievement. The committee takes its decisions by a vote of majority.

Changes to field study programmes are considered by the SPC, and if the changes are substantial, they are considered and approved by the CAU council. If the title, study field, awarded qualification (degree), professional qualification or scope of the study programme are altered, the alteration must be considered and approved not only by the study programme committee and the council of the CAU, but also by the University Senate. The programme updating process is supervised by VU Study Quality and Development Department, and the CAU study department provides administrative support.

Programmes in the field of history at Vilnius University are designed and delivered only at the Faculty of History. The History Field Study Committee, which is responsible for the programmes delivery, consists of university lecturers/professors, a social partner (Dr. M. Kareniauskaitė, researcher at the Lithuanian Genocide and Resistance Research Centre) and two students delegated by the Faculty's Student Representation (Master's and Bachelor's degrees). At the Faculty of History, the activities of all Study Committees are complemented by the departments. The History Study Field programmes are the responsibility of the two Departments – those of Ancient and Medieval History and Modern History. The Departments are regarded as Faculty researchers' communities that aim at harmonious integration of studies and science. They serve as the meeting place for all the lecturers/professors delivering the programmes, they supervise the students enrolled in the programs, organize the defence of students' practice reports and final theses. Furthermore, the Departments hold extended discussions on the implementation and content of the study programmes. Another aspect of internal quality assurance in the Bachelor's study programme is the module supervisors. The module supervisor prepares the module description, coordinates the module delivery's schedule and presents the module and its teaching to students, thus ensuring smooth implementation of the module. Module lecturers are responsible for the quality of the theme taught by them. They also have to prepare a description of the theme. Each module/theme is deliberated by the lecturers teaching the module, then approved by the Departments, the Study Committee and the Faculty of History Council meetings. The experience of modular studies has been partially transferred to Master's studies, with some of the subjects taught by several lecturers, who in a collegial way decide on the subject content, ways of teaching, student reporting arrangements and other subject-related matters.

The social partners of the Faculty of History are included in the FH Council, Study Committees and Evaluation Commissions for Theses Defence. Student practice placements are arranged for Faculty students by various organizations of social partners.
At the same time, various activities are carried out, for example, *School for Young Historians* for gymnasium students (grades 9-12), organized jointly with the Lithuanian Centre of Non-Formal Youth Education. Together with the Ministry of National Defence, a continuous project entitled *The Strength of the Past for the Present*, targeting gymnasium students, has been implemented during the recent

years and the project *CV of Lithuania's History* (workshops for school teachers); joint scientific research with the Pasvalys and Utena regional museums (e.g*.,* Northern Lithuanian windmills and watermills); joint research conducted with the Department of Cultural Heritage (the Church and Monastery of the Holy Trinity in Vilnius, the Radziwill Mausoleum in Nesvizh); a joint project dedicated to *The Year of the Lithuanians of the World,* conducted together with the Foreign Affairs Division, Ministry of Education, Science and Sport, lectures delivered to teachers of Lithuanian schools in Belarus, Poland, Belgium, Russia and Latvia*.* Furthermore, together with the Vilnius municipality, a joint project was implemented dedicated to the narrative of the 700th anniversary of Vilnius; a series of lectures is being organized with the Church Heritage Museum for the general public; a new series of lectures with the Lithuanian National Museum entitled *The Stories for the City and the World,* dedicated to the history of Vilnius are organized. Two exhibitions were organized with the State Knowledge Centre; a joint exhibition and related events (conferences in Vilnius and Toruń) were held with the University of Toruń, the Lithuanian Museum of Art, and the VU Library, dedicated to the 100th anniversary of Stephen Bathory University, etc. Some aforementioned activities involve only Faculty lecturers/professors, while others engage students as well. The involvement of the social partners in the Faculty study programmes and their commitment is evidenced by their support to the Faculty in the autumn semester of 2020. In order to ensure contact work and maintain a safe distance, the Faculty decided to look for additional classroom space for students' activities, and the social partners allowed access to their premises.

The CAUs administration and teaching staff use the VU Study Information System (VUSIS), which contains various applications and serves as the base of information about the management of the field study programmes. One of the main study administration applications is "Study programme administration", which can be accessed by any person with access rights (vice-dean for studies, study administrator, etc.) and can be used to compose, review, and edit study programme plans. The student administration application enables one to review and edit the students' personal data, subject evaluation, registration for elective subjects, the topics of final theses as well as to issue certificates, recognize subjects attended at other HE institutions, inform students about the results of their requests, final evaluations, etc. All student-related orders of the dean or the Rector (e.g., on the topics of research papers and final theses, visits for partial studies at foreign universities, etc.) are prepared using VUSIS. This system is also used to prepare and print diploma supplements. VUSIS contains information about admission (competitions, the number of admitted based on priorities), and statistics about students and studies. Teaching staff can use work places with internet access to enter exam results, upload course descriptions and review the lists of students of their subjects, which makes information management and study operation easier. Undergraduate and graduate students are introduced to the VUSIS system during the first meetings of the first semester.

However, the VUSIS system is not flexible and is poorly adapted to the modular Bachelor's study system of the Faculty, which causes inconveniences while administering modules (for example, students cannot see individual assessments of module themes in the system, they can only see general assessment of the module).

The opinion of field students about study quality
Twice per study year (at the end of each semester), VU conducts a centralised survey of first- and second-cycle students (surveys are done using the VU online survey system, which is integrated into VUSIS):
1)   About specific subjects studied during the semester.
This survey is carried using the recommended university subject questionnaire. After accessing the VUSIS section "Surveys":
•   the students can leave anonymous feedback about studies, including specific subjects;
•   teaching staff can see direct data about student feedback on their subjects;

•   the chair of the study programme committee can see all student feedback about the subjects of the study programme;
•   the faculty administration can directly see all student feedback about the subjects of all CAU's study programmes.
2)   About general satisfaction with studies of the semester
Detailed survey results about CAUs and study programmes are published in the "Feedback" section of VU internal website (intranet). The data of centalised student surveys is used:
•   by the operators of the programme for the improvement of the programme or its subjects (modules);
•   by the study programme committee or the CAU administration for continuous quality assurance and improvement;
•   for the preparation of self-evaluation reports for external evaluations;
•   when conducting an analysis of planned study programmes;
•   by the evaluation commission during teaching staff evaluation;
•   for the improvement of other faculty and University activities.

Faculty members often conduct student surveys independently, as general surveys do not always reflect all module themes. The surveys conducted by VU are not fully applicable to the modules' system of Faculty of History, they are designed to cover the whole module and are not adapted to the individual module themes. Therefore, it is of utmost importance to ensure effective feedback and listen to students' opinions, which enables a better understanding of the situation, encourages updating and rethinking/redesigning of the content of the modules. The results of the surveys are analyzed by the Faculty of History Vice-Dean for Studies, Study Committees and module supervisors. The results of student surveys are also taken into consideration during the performance appraisal of Faculty lecturers/professors. In general, student survey results show that students are satisfied with the modular system of undergraduate studies, they are given the option to choose modules, and to supplement the study programme with subjects taught at the Faculty of History or other faculties using individual study plans. Surveys of Master's students, independently conducted by the Faculty of History on a regular basis, reveal the challenges students face in combining work and studies. Therefore, constant efforts are made by the Faculty aimed at finding the optimal time for classes and reviewing the schedule of classes. The request expressed by Master's students to have the number of seminar sessions increased and be offered a greater variety of options was also taken into account.

Following the general information provided and student feedback received in 2017- 2019, the Faculty of History took the decision to introduce the following changes in the study programs:
a) in the Bachelor's studies, changing the structure and content of the compulsory module *Introduction to Studies. History Laboratory*. From now onwards, not only lecturers from the History field of studies, but also from other Faculty programmes participate in it. This provides an opportunity for students to become aware of the so-called *Territory of History*, to reflect on different areas closely related to history, and at the same time allows them to get familiar with the lecturers/professors of the Faculty of History and their research areas. Although the seminars within the framework of this module are held for large groups, they contribute to the socialization and development of community spirit among the first-year students and therefore have a special significance for them, while in the last fourth theme of the module students are already divided into smaller groups of about 10 people);
(b) providing students the most meaningful options by reducing the number of initially provided compulsory modules and leaving only the essential ones;
(c) taking into account students' requests for the delivery of a more consistent study of the Specialty language. Previously, students were required to study three specialty languages (Polish, Latin, and Russian, with 5 credits for each of them), from now onwards students study Latin (5 credits) and can choose one of two Slavic languages - Polish or Russian, which they study for one year (10 credits).

Students having a mastery of these languages have the option of choosing other languages offered by VU;

d) a new field of the History of War studies was designed and consistently developed in Bachelor's (new module) and Master's programms (new subject);

e) developing a new Bachelor's programme module and a new subject for the Master's programme after having taken notice that both the Bachelor's and Master's programs lack interwar modules/subjects;

f) redesigning the Master's History program to ensure that the following three fields are integrated into it: Modern History, Medievistics (history of the Grand Duchy of Lithuania) and Socio-cultural History. This has increased the attractiveness of the programme among new entrants and given students a wider choice.

The publicity of History study programmes is being promoted in various ways, with the aim of attracting prospective students, such as:
- via study fairs (Vilnius and Kaunas), where the studies in question are presented by the Faculty's administration staff, lecturers/professors as well as students;
- via visits to Lithuanian gymnasiums organized by VU, during which gymnasium students are introduced to all study cycle programmes; school students' visits to the Faculty of History are also organized by gymnasiums;
- at the VU event *Student for one day*, which is held twice a year. During the event, school students can attend the lectures held at the Faculty of History together with university students. This year the distant lectures will be organized.
- during the presentation of the aforementioned programmes to the participants of the *School of Young Historians* held at the Faculty of History. The participants attend lectures delivered in three sessions, dedicated to Archaeology, History and Cultural History respectively. Every year, about 40 school students from various Lithuanian gymnasiums attend these sessions. The School is organized by the Faculty of History together with the Lithuanian Centre of Non-Formal Youth Education;
- via the project *Laboratory of History* implemented by the Faculty of History in 2017, 2018 for school students. This project aimed to expand the understanding of history through practical tasks. Taking part in the project events, among others, were alumni of the Faculty of History;
- every year in the spring semester, the Faculty of History organizes a series of 10-12 talk shows on *Delfi,* one of the most popular online portals in Lithuania;
- during the public events organized in the framework of various projects launched by the Faculty of History with the social partners;
- via seminars on history topics relevant to history teachers (2015-2017), in the framework of History Teacher Qualification Improvement Programme conducted by the Faculty of History (2017-2018);
- videos specifically designed to promote publicity. The plots of the videos are created together with the Lithuanian National Broadcaster, using the material of the National Expedition (an annual cycle of historical programs organized while traveling in Central and Eastern Europe. The mastermind and implementer of the program is prof. A. Bumblauskas, together with alumni of the Faculty of History).
- every year in the spring, with the participation of Faculty of History lecturers/professors, doctoral students, students, new videos are created to promote the program publicity;
- during numerous public lectures, discussions and interviews.

7.2. Recommendations of previous evaluation of the evaluated area and aspects for improvement

No.	Recommendations of previous evaluation	Actions
1.	Master's programme: Students and social partners are poorly involved in the improvement of the study process. The program is constantly being improved, the management is active, the responsibilities between the Faculty of History and Study Committee are well divided. Recommended: To involve students and social stakeholders in the implementation and improvement of the study program.	The activities of the Study Committee have been intensified by purposefully organizing meetings on the possibilities of improving the study programme. A more active student engagement made it possible to identify areas for improvement. Cooperation with social partners has been intensified, various projects have been implemented, they are invited to give lectures, make suggestions to the Study Committee, participate in Bachelor's thesis defense commissions, etc.

	Strengths of the evaluated area	
1.	The Faculty of History has a clear division of responsibilities for the implementation and supervision of the Programme. The responsibility for the implementation of the programme rests with the Study Committee. The Study Committee focuses to a large extent on module/subject management issues and their content discussion. The results of surveys conducted show that both students and university lecturers/professors are generally satisfied with the implementation and management of the Bachelor's and Master's programmes. A wider range of stakeholders are involved in discussions and decision making related to the quality of programmes at departmental meetings, the Faculty of History Council, the Study Committee. Joint projects and other activities with the social partners ensure close collaboration and enable students to find suitable placements or jobs. The activities of the study field committee are additional, contributing to the activities of the departments, which makes it possible to include and hear the opinions and suggestions of all lecturers in the discussion of the study process and its content.	
2.	The Faculty of History is consistently implementing continuous feedback. Thanks to the collegial communication between university lecturers/professors and students, opinions about studies are voiced in various formats, not only during formal surveys. This allows the Faculty of History administration to more easily capture and at the same time monitor the live environment of the studies. Close cooperation with the Student Representation creates an atmosphere of mutual trust and ensures meaningful decision-making process.	
3.	The Faculty consistently and actively promotes the publicity of all studies. In cooperation with the social partners, challenging projects are developed, with a special focus on involving Faculty members, doctoral students, and students into the abovementioned activities.	

	Aspects for improvement of the evaluated area	
1.	The activities of the Study Committee are directly dependent on the involvement of its members, and it is therefore necessary to ensure that everyone, including university teachers/lecturers, social partners and students, are motivated to participate in these activities.	
2.	Student engagement is very important for the quality of studies, so not only the academic staff but also students need to be encouraged to provide feedback, which highlights the need to further promote student awareness about the importance of their opinion and effective feedback	
3.	There is a need to develop a clearer communication strategy with gymnasiums. The currently used format requires a lot of time and effort, but casts doubt over the outcome.	

ANNEXES

ANNEX No 1. The aims and intended outcomes of the field study programmes
ANNEX No 2. Plans of the History field study programmes
ANNEX No 3. List of teaching staff
ANNEX No 4. List of Students' Final Theses
ANNEX No 5. Physical resources of the History field studies (visual presentation)