



CENTER FOR QUALITY ASSESSMENT IN HIGHER EDUCATION



**OVERVIEW REPORT FOR ARHAEOLOGY STUDY FIELD**

2022 year of the evaluation

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## I. INTRODUCTION

The overview is based on the external quality evaluation of the *Archaeology* study field in the following Lithuanian Higher Education Institutions (HEIs): *Vilnius University and Klaipėda University*.

The external evaluation was organised by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC).

Comprehensive external evaluation reports including strengths and weaknesses and concluding with recommendations were prepared separately for first and second cycle field studies and included evaluation marks. This overview focuses on the main findings of the external evaluation of the *Archaeology* field from a general point of view.

Based on the findings of the evaluation, expert panel have come to a decision to give **positive** evaluation to the following HEIs: Vilnius university first and second study cycle and Klaipėda University first study cycle.

On the basis of external evaluation report of the study field SKVC takes a decision to accredit Vilnius university first and second study cycles and Klaipėda University first cycle for 7 years.

## II. STUDY FIELD OVERVIEW BY EVALUATION AREAS

Overall observations by the expert panel regarding the most positive aspects (noted +) of the study field in Lithuanian HEIs as well as areas in need of improvement (noted ↑). The analysis covers all 7 evaluation areas.

### 3.1. Intended and achieved learning outcomes and curriculum

+ : Very good flexibility of the curricula ; good balance between history and archaeology, between theory and practice ; good attention paid to interdisciplinarity ; the optional module in pedagogical studies ; good attention paid to personal and social skills.

↑ : Give more space to foreign languages and include windows of mobility inside the plan of study because outgoing mobility is insufficient.

### 3.2. Links between science (art) and studies

+ : Strong links between research and teaching activities.

↑ : Improve the involvement of students in the research programmes, for instance by linking the topics of the final thesis with the scientific priorities of the research centres.

### 3.3. Student admission and support

+ Efficient informational support ; teaching staff always ready to support students ; the focus put on the labour market with attention paid to applied practice allows very motivated students to look for opportunities and find a job in their field of studies.

↑ : Low participation rates in student mobility programmes.

### **3.4. Teaching and learning, student performance and graduate employment**

+ The quality of academic environment is recognized both by students and employers ;

↑ : Data on students' employability are not always consistent. Very few graduate students get involved in research activities.

### **3.5. Teaching staff**

+ : Highly qualified teachers ; close contacts with students ; ethic commitment.

↑ : Give more possibilities to reduce teaching hours for more time dedicated to research activities.

The turnover is low and the promotion of associate-professors should be higher.

### **3.6. Learning facilities and resources**

+ : Thanks to digital resources students can get all the needed information. Great efforts have been made by the HEI to modernize the equipment or create new facilities ; students have not to pay to participate to the excavations ; the teaching/learning tools are well adapted to practical activities and applied research

↑ : Because of old buildings, both in Vilnius and Klaipeda campus, some rooms are still too dark and small, and the access for disabled students should be improved.

The main basic publications of Mediterranean classical archaeology or African prehistorical archaeology are missing.

### **3.7. Study quality management and public information**

+ : The process for quality assurance meets the European standards and guidelines and complies with the Quality Management System Standard ISO 9001:2015.

↑ : Feedback from social partners and alumni is not always treated in a systematic way.

## **III. EXAMPLES OF EXCELLENCE**

Please give examples of excellence (if any) discovered while conducting the study field evaluation.

The strong link between Research Centres and teaching activities : in Klaipeda University the 1<sup>st</sup> cycle programme in history and archaeology is directly managed by the B.R.I.A.I ; in Vilnius University the collaboration with the research laboratories of the faculty of medicine allows the delivering of courses of bioarchaeology, archaeobotanical, archaeozoology.

## **IV. RECOMMENDATIONS**

## **MAIN STRATEGIC RECOMMENDATIONS FOR THE IMPROVEMENT IN ARCHAEOLOGY STUDY FIELD**

- **Strategic recommendations for the Higher Education Institutions (at institutional level):**
  1. Provide efficient incentives for students' and lecturers' mobility and any activity that improves internationalization.
  2. Find a good balance between the recruitment of young professors/researchers and the promotion of associate-professors.
  3. Look for private and public funds for developing archaeological activities on the national territory but also abroad.
  
- **Strategic recommendations for the Ministry of Education and Science and Sport (at national level):**
  1. Give more human and material resources to the archaeological research programmes that both valorise the national cultural heritage and contribute to the international influence.
  2. Encourage the recruitment of teachers in primary and secondary schools who are graduate in archaeology because it is important to make young pupils sensitive to the problems of preservation of the cultural heritage.
  3. Make a national survey to estimate the country needs in archaeologists and specialists in cultural heritage for the next 20 years and check that the number of students enrolled each year in this study field meets the needs.
  4. The panel expert could appreciate that archaeology is not singled out and evaluated separately but associated to history and attributed to the field of humanities. This epistemological and strategic choice is positive and should be maintained.

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