DĖL IŠORINIO VERTINIMO

Atsakydami į Jūsų prašymą vertinti bei akredituoti Jūsų aukštojoje mokykloje vykdomą religijos krypties studijų programą Religijos studijos (valstybinis kodas – 62602H202, 621V80001) (toliau – Programa) informuojame, kad, vadovaujantis Studijų programų išorinio vertinimo ir akreditavimo tvarkos aprašo 
(toliau – Aprašas) V skyriumi bei Vykdомų studijų programų vertinimo egos aprašo ir metodinių nurodymų 
(toliau – Metodiniai nurodymai) II skyriumi, Studijų kokybės vertinimo centro (toliau – Centras) pasitelkė ekspertai atliko Programos Religijos studijos (valstybinis kodas – 62602H202, 621V80001) išorinį vertinimą (vertinimo išvados pridedamos).

Pažymėtina, kad šios ekspertų išvados, vadovaujantis Metodinių nurodymų 7.3.2, 51, 53 punktais, taip pat Studijų vertinimo komisijos nuostatų 
(toliau – Komisija) posėdyje, kuriame buvo nuspręsta ekspertų išvados priarti.

Centras, atsižvelgdamas į ekspertų parengtą Programos vertinimo išvadas bei Komisijos pritarimą, vadovaudamasis Aprašo 34 punktu, priėmė sprendimą Programą įvertinti teigiamai, kadangi surinktas 21 balas, nė viena vertinama sritis nėra įvertinta „nepatenkinama“.

Nesutikdami su šiuo Centro sprendimu, Jūs turite teisę, vadovaudamiesi Aprašo VI skyriumi bei Metodinių nurodymų 60 punktu, Centrui patiekti apeliaciją per 20 dienų nuo šio sprendimo išsiuntimo dienos.

Informuojame, kad įsiteisėjus šiam Centro sprendimui pagal Aprašo 28.1 punktą Programą akredituotina 6 metams.

PRIDEDAMA:

Artūras Grebiauskas

Direktorius

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1 Patvirtinta Lietuvos Respublikos švietimo ir mokslo ministro 2009 m. liepos 24 d. įsakymu Nr. ISAK-1652 (Žin., 299, Nr. 96-4083).
2 Patvirtinta Centro direktoriaus 2009 m. spatio 30 d. įsakymu Nr. 1-94 „Dėl vykdомų studijų programų vertinimo egos aprašo ir metodinių nurodymų patvirtinimo“.
3 Patvirtinta Centro direktoriaus 2010 m. sausio 18 d. įsakymu Nr. 1-01-9 (Žin., 2010, Nr. 476).
STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO

RELIGIJŲ STUDIJOS PROGRAMOS
(62602H202, 621V80001)

VERTINIMO IŠVADOS

EVALUATION REPORT

of RELIGIOUS STUDIES (62602H202, 621V80001)

STUDY PROGRAMME

at VILNIUS UNIVERSITY

Grupės vadovas: Prof. Massimo Leone
Team leader:

Grupės nariai: Prof. Solveiga Krumina - Konkova
Team members:
Dr. Dalius Jonkus
Neringa Derkintytė

Išvados parengtos angļų kalba
Report language - English

Vilnius
2010
**INFORMATION ON EVALUATED STUDY PROGRAMME**

<table>
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<td>Study mode (length in years)</td>
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<td>Scope of the study programme in national credits</td>
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<td>Degree and (or) professional qualifications awarded</td>
<td>Master of Religious studies</td>
</tr>
<tr>
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</tbody>
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1 – one credit is equal to 40 hours of student work
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I. INTRODUCTION

The main purpose of the present report is to describe the results of the assessment of the Master's Degree Programme in Religious Studies offered by the Faculty of Letters at the University of Vilnius, Lithuania.

The assessment was carried on by Prof. Massimo Leone, of the Department of Philosophy at the University of Torino, Italy; by Prof. Solveiga Krumina-Konkova, of the Institute of Philosophy and Sociology at the University of Latvia; and by Prof. Dalius Jonkus, of the Department of Philosophy at the Vytautas Magnus University.

The assessment process consisted in an in-depth analysis of the self-assessment report produced by the Master's Degree Programme and in a thorough evaluation visit spanning over three days from Thursday, October 28 until Saturday, October 30, 2010. During the visit, the assessors were able to inquire into all the aspects that compose the Master's Degree Programme.

The University of Vilnius, founded in 1571, is the oldest academic and research institution in Lithuania, one of the oldest in Europe. It is currently considered as one of the highest-ranked academic and research institutions in Lithuania and overall in the Baltic Republics.

The Faculty of Letters at the University of Vilnius is one of the most prestigious in the country. It hosts the Religious Studies and Research Centre [hereafter, RSRC], which is assigned by the University of Vilnius the status of academic core division, implying a certain degree of administrative and organizational autonomy. Founded in 1992, the Centre is currently directed by Prof. Rita Šerpytytė, a philosopher and translator of international reputation.

Since 1994, the RSRC has been offering a Master's Degree Programme in Religious Studies [hereafter, “The Programme”]. The Programme has been entirely assessed and renovated in 2000 and 2006.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

Although no specific data about the demand for specialists in religious studies in the Lithuanian labor market are available (for instance, data on the employability rate of graduates), it is quite clear that the Programme seeks to satisfy the request for advanced scholarship in religious studies emerging from the recent evolution of the socio-cultural and religious context of present-day Lithuania. The role of religion, especially Catholicism and Judaism, in the
Lithuanian society and culture in the post-Soviet era, the tensions between trends of secularization and trends of valorization of the religious heritage in the country, the religious dimension of the global networks to which present-day Lithuania increasingly takes part: all these issues require to be dealt with professionally, on the basis of an in-depth knowledge capable of striking a balance between theological education and secular approaches to religion. Several key-actors in many fields of the current Lithuanian society demand specialized competence in religious studies, as it has emerged during the assessment visit especially through dialogue with alumni and current employers (television producers and publishers). At the moment, the Programme is the only one in Lithuania able to satisfy such demand, also through suitable collaborations with analogous programmes in other European countries: the Religious Studies Institute of Trento (Italy), the Religious Studies Institute at the Krakow Jagiellonian University (Poland), and the Tor Vergata University in Roma (Italy), among others.

The demand of the programme can be measured by the following indicators:

a) In 2005, 6 students applied for full-time/continuous studies, and all were admitted; in 2006, the total number of applicants reached 24, of which 13 indicated studying at the RSRC as their first priority; that year 13 students were admitted. The figures in 2007 were as follows: 23-9-8; in 2008: 37-8-7; in 2009: 32-10-8; in 2010: 23-9-7. As regards the numbers of students admitted to the correspondence courses implemented since 2006, the figures are the following ones: in 2006: 4; in 2007: 6; in 2008: 5; in 2009: 4.

b) Since 2009, upon the introduction of the ‘study basket system’, according to which the State-funded places in the Programme depended on the performance of the academic division organizing and managing it, the number of State-funded Master’s students at the RSRC increased from 2 in 2006 and earlier to 7 in 2009 and 2010. All the State-funded places were taken by students admitted to the RSRC Programme.

c) The Programme has often been chosen by graduates of religious studies or theology of other higher education institutions, as well as by graduates of various humanities programmes – primarily philosophy, history, journalism, philology, but also law, economics, and occasionally natural or technical sciences. Also, in the past years the Programme was successfully completed by doctoral students in law or economics.

The Programme is the only one of this kind in Lithuania to be both non-confessional and interdisciplinary. Other Lithuanian higher education institutions offer advanced degrees in Religious Studies but they are usually theologically-oriented and/or mono-disciplinary. The Faculty of Theology at the Vytautas Magnus University, the Department of Religion at the Vilnius Pedagogical University, and the Faculty of Pedagogy at Klaipėda University all offer advanced degrees in religious disciplines but always on the basis of a specific confession and/or
discipline. Furthermore, neither of them seems to stress the importance of the interdisciplinary character of the study of religion.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The Programme complies with the mission of the RSRC (RSRC), being intended to provide Master's degree students with in-depth interdisciplinary and non-confessional knowledge about religion and its role in present-day Lithuanian society.

However, the Programme is not primarily intended for training specialists for a profession regulated by the State, although Master's degree holders can pursue a career as teachers of religion in public and private Lithuanian education institutions after having acquired the necessary pedagogical credits.

1.1.3. Relevance of the programme aims

The Programme aims at preparing students to the academic, non-confessional, and interdisciplinary investigation of religious phenomena in the fields of both fundamental and applied research. On the one hand, the Programme prepares students to undertake a doctoral degree in religious studies, philosophy of religion, and other related humanities. On the other hand, the programme also enables professionals in various fields to deal in a competent and creative way with the role of religion in contemporary societies, and in particular in present-day Lithuania. Fostering the ability to single out religious issues at the crossroad of theology, philosophy of religion, and religious studies; sharpening the capacity of applying such theoretical knowledge in elaborating problem-solving strategies concerning religious issues in the various professional domains; encouraging the independent refinement of both theoretical, methodological, and analytical expertise concerning religion in the Lithuanian context: such are the main aims pursued by the programme.

The Programme therefore complies with the aims of its type and cycle, being intended to prepare Master's degree students for either a research career in a doctoral programme or in a public or private research institution.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The learning outcomes of the Programme are overall clearly defined and attainable in the framework of the activities implemented by the Programme itself. Central among such learning outcomes are the following ones:
• Development of the ability to conduct systematic studies in the fields of philosophy of religion, theology, and religious studies on a non-confessional basis while integrating the insights of religious studies into a wider context of knowledge;
• development of the ability of critical assessment of the most recent insights of disciplines that study religion;
• enhancement of the knowledge and understanding of the most important religious issues while combining studies and research activities in this domain;
• development of the ability to choose methods appropriate for the comprehensive analysis of religious phenomena;
• development of the ability to retrieve and analyze the information required for research activities, to assess the appropriateness and value of such information, and to restructure such information in the context of a case-study;
• development of the ability to apply interdisciplinary research methods in conducting fundamental research in the field of religion;
• teaching to analyze religious discourses and the religious aspects of literary, artistic, political, social, and media discourses;
• teaching to integrate the theoretical models and knowledge in conducting research in the history of religion;
• development of the skills of theoretical analysis of problems of religion and their interaction with the cultural and social domains, as well as the presentation of such results to the public;
• development of the ability to identify problems of religious nature and religion-based conflicts in culture, society, an politics, and the ability to single out prospects for their resolution;
• development of the ability to identify links between the Christian culture and the secular one and to interpret their relation theoretically;
• teaching to identify and determine the competence of public and state authorities in dealing with the issues related to religion;
• development of the ability to assess the strategy of public relations and tactics with respect to religion;
• development of the skills to conduct and maintain the inter-religious and intercultural dialogue.

All the learning outcomes above are necessary for the full development of the professional profile of advanced specialist in religious studies.
All the objectives of the Programme are consistent with the learning outcome of encouraging the development of the skills to independently deal with problems arising at the junction of religious studies, theology, and other humanities, as well as of the abilities to creatively apply, continuously independently improve, and update interdisciplinary knowledge in the domain of religion. The level of complexity of the learning outcomes is therefore adequate for the purposes of the Programme.

The Programme was developed in compliance with the following directives:
- Law on Higher Education of the Republic of Lithuania (21-03-2003, No. VIII – 1586);
- Law on Higher Education and Studies of the Republic of Lithuania (11-06-2002);
- Regulations on Continuous Study Programmes (26-10-2000, No. 1326);
- Descriptions of the Continuous Study Forms (29-12-2000, No. 1522);
- The General Classification of Study Areas and Fields of Continual University and Non-University Studies in Higher Schools of Lithuania (04-04-2001, No. 368);
- Classification of Study and Research Areas, Fields, and Branches (09-01-1998);
- Lithuanian Higher Education Development Plan for 2002–2006 (No. 1 – 2416N - Draft 5);
- Education Guidelines: Strategic Guidelines for the Development of the Lithuanian Education System 2003–2012 (2002);
- European Union Recommendations for the Development of the Higher Education;
- Description of the General Requirements of Master’s Degree Programmes (22-07-2005, No. ISAK-1551).

The study programme was subsequently amended and improved with reference to the following directives:


1.2.2. Consistency of the learning outcomes

Learning outcomes overall complement each other. The Programme provides a good balance between courses of theology, courses of philosophy of religion, and courses devoted to different branches of religious studies, including history of religion, cultural studies, religion and the arts, etc. There is no relevant duplication of courses. The structure of the Programme comprises four groups of subjects:
• subjects of religious studies (History of religions I, II; New religious movements; Essentials of Judaism; Islamic religion; Lithuanian religion and mythology, History of Christianity in Lithuania of the 20th c.);

• subjects of philosophy of religion (Philosophy of religion; Philosophy of dialogue, Problems of the contemporary philosophy of religion: Nihilism and secularisation; Christian ethics; Philosophy and mysticism: Meister Eckhart; Post-metaphysical thinking and the problem of religion; Phenomenology and the problem of religion, Christian Existential Philosophy: S. Kierkegaard);

• subjects of Christian theology (History and systematics of dogmata I, II, III – introducing the Dogmatic theology and its individual distinct parts – Christology, Theology of the Trinity, Eschatology, Ecclesiology and a number of Biblical subjects (the exegetical theological analysis of resurrection stories); Biblical anthropology; History of the Protestant theology);

• subjects about the correlation between religion and culture (Religious cinema, History of Christian art; Nihilism and Faith: from F. Jacobi till G. Vattimo; the Church and the State).

From the analysis of the table of subjects offered in the last two years by the Programme, it emerges that there is a general consistency between the level of the programme and that of the subjects. The interdisciplinary and non-confessional nature of religious studies identified as a core element of the Programme are well represented in the variety and character of subjectes provided.

1.2.3. Transformation of the learning outcomes

Opinion polls were organized by the RCRS among Master’s degree students and graduates in order to obtain their feedback on the occasion of the updating of the Master’s degree Programme in Fall 2006. Two further polls were carried out in relation to the start of the updated Master’s Programme and that of the correspondence course (in 2006 and early in 2008).

The first opinion poll was designed to explore the students’ opinion on the quality of the Programme, methods of teaching, and the level of cooperation on the part of the lecturers. In relation to the quality of the course the questionnaires given to the students concerned 1) acquired knowledge and skills and 2) relevance and novelty of the material presented. The feedback from the students was judged valuable in order to assess: 1) the clarity of the presentation of the material; 2) individual work in the classroom; 3) organization of individual work; 4) development of the logical and analytical thinking; 5) availability of reference material. The level of cooperation on the part of the lecturers was characterised in terms of 1) the
lecturers’ ability to cooperate in a collegial manner; 2) their tactfulness; and 3) their objectivity at testing and evaluating the students.

The assessment was based on a 5 point system.

<table>
<thead>
<tr>
<th>Assessment object</th>
<th>Overall assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Knowledge and skills acquired</td>
<td>4.61</td>
</tr>
<tr>
<td>1.2. Repetition of the material under other modules</td>
<td>4.30</td>
</tr>
<tr>
<td>1.3. Relevance</td>
<td>4.62</td>
</tr>
<tr>
<td>2.1. Clarity of the presentation of the material</td>
<td>4.51</td>
</tr>
<tr>
<td>2.2. Organisation of individual work in classrooms</td>
<td>4.12</td>
</tr>
<tr>
<td>2.3. Organisation of independent work during the semester</td>
<td>4.42</td>
</tr>
<tr>
<td>2.4 Development logical thinking and analysing abilities</td>
<td>4.40</td>
</tr>
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<td>2.5. Provision with the reference literature</td>
<td>4.39</td>
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<td>3.1. Ability to communicate in a collegial manner</td>
<td>4.82</td>
</tr>
<tr>
<td>3.2. Tactfulness</td>
<td>4.82</td>
</tr>
<tr>
<td>3.3. Objectivity in relation to testing and assessing</td>
<td>4.61</td>
</tr>
<tr>
<td>Overall assessment</td>
<td>4.54</td>
</tr>
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</table>

The table presents the general results of the assessment of the subjects delivered, methods of teaching, and level of cooperation on the part of lecturers. The results show that the highest assessment grades were assigned to the level of cooperation on the part of lecturers – 4.82, and the lowest – to teaching methods (4.1). The content of the subjects delivered was given points 4.6. Overall, in the polls the Programme was given points 4.54.

A second survey was carried out in order to single out possibilities to further improve the Programme. Graduates of the Programme were asked about their views concerning what was required to ensure that the knowledge and skills acquired within the framework of the Programme could be more competitive. In addition, the survey sought to find out: 1) reasons for choosing the Programme; 2) the level of understanding of the objective of the Programme; 3) any other possibilities for the improvement of the Programme.

Most respondents indicated that the principal reason for selecting the Programme was the need for acquiring knowledge in the area of religious studies and the skills that are provided by the Programme. A number of respondents also indicated that the objective of the study Programme was the development of skills in order to integrate knowledge on religion from different research areas.
A significant part of the respondents (60%) considered the mandatory selection of optional subjects a positive development. 88 percent of the respondents believed that the support on the part of the lecturers was sufficient. Half of the respondents were not satisfied with the provision of the necessary reference material, and 30 percent believed that the provision with research and reference reading material could be improved. However, as little as 50 percent of the graduates believed they would be able to apply the knowledge and skills acquired during the studies in their professional activities.

This point was recurrently discussed during the assessment visit mainly through dialogue with current participants in the Programme. It emerged that the majority of them were satisfied with the level of availability of reference materials. Some of them proved unable to specify the possible outcome of their newly acquired knowledge and skills in the Lithuanian labour markets, but overall they were aware of the fact that the Programme was mostly intended to prepare them for a doctoral career or it was chosen in order to suit a personal, existential demand for increased and improved knowledge of religious phenomena.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The Programme complies with the requirements for a Master’s degree programme set forth in the “Description of the General Requirements for Programmes of Master’s Degree Studies” (Order No. V-826 of 3 June 2010 of the Minister of Education and Science of the Republic of Lithuania). The total number of credits offered by the Programme is 80 (in accordance with the requirements laid down in the Description – by 1 September 2011, the scope of the programme must be not less than 60 credits). 60 credits (comprising all subjects, both mandatory and optional) are represented by subjects whose knowledge level is higher that that of the corresponding subjects in the first study cycle (according to the Description they must account for no less than 40 credits). 20 credits are allocated for the drawing up and defending of the final graduation paper (by 1 September 2011 the number of the credits must be not less than 20). No more than 5 subjects are studied every semester. The independent work accounts for from 30 up to 50 percent of the total scope (depending on the subject studied), in conformity with the the relevant requirements.

Tables in the self-assessment provide sufficient evidence for the time schedule and credit allotment of the Programme in the last two years. During the visit, a question was raised concerning the fact that courses entailing a higher amount of hours of study offer the same amount of credits. The Programme managers satisfactorily answered by pointing out that this
discrepancy is in agreement with the regulation of credits in the University of Vilnius and is explained in relation with the level of interactivity the course implies.

2.1.2. Consistency of the study subjects

The interdisciplinary nature of the Programme is such that all the implemented activities seek both to develop specific skills and to encourage their refinement for the sake of the general rationale of the Programme. The study subjects are therefore overall consistent with the learning outcomes of the Programme. The principal components of the Programme — philosophy of religion, religious studies, Christian theology and the subjects studying the relations between religion and culture, as well as the individual courses included in the group of subjects — constitute the basis for the achievement of the Programme’s objectives and targets, and ensure the attainment of its core abilities. Religious phenomena are studied in parallel from the points of view of several disciplines, simultaneously extending and deepening knowledge in the areas of the history of religion, the history and systematics of dogmas, and the main historical models and contemporary range of problems in the religious field.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The contents of studies of the Programme seem to comply with the regulatory instruments pertaining to the second cycle studies in Lithuania. The Programme’s courses fall into two categories: mandatory and optional. This division has been opted to with a view to enabling students to focus on the subjects they are most interested in, or the aspects of religious studies most needed for their professional activities. The mandatory subject group is composed of three principal parts: subjects of religious studies, subjects related to the philosophy of religion, and those covering the history and systematics of Dogmata:

- Courses in the history of religions (Parts I and II) (H 180) offer knowledge in the history of religions and develop the ability to integrate it into interdisciplinary research in the field of religion;
- Courses on the philosophy of religion (H120), such as Philosophy of dialogue (H125), Problems of contemporary philosophy of religion: nihilism and secularization (H 120), Christian ethics (H 120) develop the ability to examine the phenomenon of religion from the philosophical viewpoint, and offer knowledge in the history of the philosophical reflection on religion. The knowledge thus acquired is meant to build up the basis for further development of the abilities for the contemporary analysis of the phenomenon of religion and interdisciplinary research;
Courses on the history and systematics of the dogmas (Parts I, II, III) (H 160) offer knowledge in the history and systematics of the dogmas, and develop the ability to identify the theological reflection of religion, as well as to integrate it into the interdisciplinary research on religion.

The group of optional courses comprises subjects covering religious studies, philosophy of religion, Christian religion, and those studying the correlation between religion and culture; all these subjects develop the ability to integrate the results of the fundamental interdisciplinary research on religion into a wider cultural, public, political, and artistic context, so contributing to further foster fundamental research in religion. Here is a selection of descriptions of optional courses offered by the Programme:

- the course *New religious movements* (H 190) is designed to introduce students to the origins and nature of new religious movements and the social preconditions for their emergence;
- the course *The essentials of Judaism* (H 180) introduces participants to the fundamentals of Judaism, thus contributing to the general knowledge of the history of religions;
- the course *The history of Christianity in Lithuania in the 20th c.* (H 180) expands the knowledge of and the understanding of the history of Christianity in Lithuania in order to provide competence in the area of the knowledge of the history of Christianity;
- the course *The history of Islam* (H 190) provides comprehensive knowledge on the Islamic faith and contributing to the general knowledge of the history of religions;
- the course *Lithuanian religion and mythology* (S 220) is designed to provide comprehensive knowledge about the religion and mythology of the ancient Balts, thus widening the competence in the area of the history of religion;
- the course *Philosophy and mysticism: Meister Eckhart* (H 120) is designed to develop the ability to identify the principal points of interrelation between philosophy and mysticism, and use the context to interpret the principal themes of the mystical writings;
- the course *Post-metaphysical thinking and the problem of religion* (H 135) seeks to develop the ability to view the transformation of the position of religion in the postmodern world from the philosophical perspective, and provide the competence to study the phenomenon of religion from the post-metaphysical philosophical perspective, as well as to integrate such studies into interdisciplinary research in religion;
- the course *Christian existential philosophy: S. Kierkegaard* (H 120) develops the ability to identify the problematic areas of the relation between philosophy and theology, and
address, from the perspective of the contemporary Christian philosophy, different issues in
the relation between mind and belief;

• other optional courses include Phenomenology and the problem of religion (H 135),
  Biblical anthropology (H 170), History of Protestant theology (H 160), History of the
  Christian art (H 003), Religious cinema (H 135), Nihilism and faith: from F. Jacobi till G.
  Vattimo (H 120), The church and the state (S 210), Jewish mysticism (H 120), etc.

A 2-semester course The research work has been introduced with a view to developing the skills
of research work; the ultimate results of the course are presented in the final Master’s degree
paper. The course mainly facilitates the independent research activities of students in exploring a
chosen subject selected aided by consultations with the appointed academic adviser.

2.2.2. Comprehensiveness and rationality of programme content

The Programme offers extensive non-confessional and interdisciplinary studies on religion
incorporating elements of philosophy, theology, and religious studies. The contents of the
Programme build up on the knowledge and skills acquired within the framework of the first
cycle of university studies. The comprehensiveness and rationality of the programme contents is
substantiated by their effort to provide students with the necessary understanding of religious
phenomena and the ability to analyse and understand them from non-confessional points of view.
Whereas theology provides deep systematic ‘inside’ knowledge on different aspects of religion,
philosophy of religion and other humanities open up opportunities for a wider contextualization
of religious issues, as well as for paradigmatic thinking and self-reflection.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of staff composition

The programme which we have to assess is implemented by teachers of the highest
qualification: there are 2 Prof. and 3 Assoc. prof. from the academic staff of 9 teachers. 8
teachers have a doctor’s degree. 2 of them (Rita Šerpytytė and Tomas Sodeika) have completed
habilitation procedure in humanities, (hp). Members of the academic staff are doctors in different
fields of Humanities, most of them are doctors of philosophy. All teachers are highly reputable
specialists in their areas of scientific activity. Such qualifications are notably important on
account of non-confessional and interdisciplinary character of the programme and are fully
sufficient for attaining the aims and learning outcomes of the programme. Hence we may
conclude that the academic staff’s qualification meets the requirements set out in the description of study field.

Regarding the evaluation of ratio of teachers and students, we can now conclude that the ratio of teachers and students working in the programme is suitable. At the relatively small number of students in the programme (during the period reviewed the continuous (full-time) studies were attended by 7 students at a time) currently existing quantity of teachers fully allow the possibilities of individual student-teacher interaction. The initial assessment of programme shows that the academic staff is sufficiently active in using such interactive teaching forms as workshops, laboratory works and individual consultations. Such a ratio also allows them introducing of some new interactive forms of teaching: dialogue-type lectures instead of monotype lectures or lectures in combination of readings, for example. Increase of individual student-teacher interaction is a very important aspect of the learning experience that helps to foster various generic academic skills. Discussions with students and graduates indicated that they also prefer to such interactive forms of teaching.

The list of final themes attached to the self-assessment, the list of themes which are still in progress as well as the evaluation of graduate papers indicates that ratio of students preparing graduation papers and their research supervisors is optimal: themes are selected by harmonizing the interests of students and teachers.

Regarding the evaluation of ratio of full-time and visiting teachers, the self-assessment of programme and our interviews with teachers and students show that the most part of mandatory and optional courses are delivered by the associates of RSRC of Vilnius University. During 2000 till now RSRC has attracted lecturers and professors from other divisions of the University and other higher educational institutions whose academic and research activities are related to the subject-matter of the programme of Religious Studies. So Prof. Prof. Habil. Dr. Rita Šerpytytė and Prof. Habil. Dr. Tomas Sodeika have been working for the programme since 2000, lecturer Dr. Sigita Maslauskaitė has been lecturing at the RSRC since 2003, Assoc. Prof. Dr. Danutė Bacevičiūtė – since 2004, Assoc. Prof. Dr. Aušrelė Pažėraitė – since 2005, Assoc. Prof. Dr. Mintautas Gutauskas – since 2006, lecturer Dr. Dainius Razauskas and lecturer Rimantas Meškenas – since 2007, lecturer Dr. Nerijus Čepulis – since 2008. For Rita Šerpytytė and Aušrelė Pažėraitė RSRC is their principal workplace. These lecturers are leading Lithuanian specialists of religious studies and represent the principal academic and pedagogical potential of the RSRC. Their participation in the programme guarantees its high academic standards. Therefore the choice in favor of the current academic stuff is absolutely rational.

During the assessment we note that the number of optional courses is rather limited and can be fully provided by full-time teachers. At the same time development of contemporary society
requires from the programmes of religious studies the broadening of focus and flexibility both in contents of courses and teaching methods. Ideally, the priority should be given to optional courses which are preferred by students. Such changes could be realized by increasing the list of optional courses, regularly updating or even replacing them and providing a possibility of free choice for students, as well as by inviting highly qualified guest lecturers from other Lithuanian universities and universities abroad, especially on actually topics in religious studies. The assessment shows that so far such strategy is not fully feasible because of insufficient amount of students, limited financial resources and internal regulations of Vilnius University (For example, students complained that they can’t attend the course on Islam at the Centre of Oriental Studies; they have not possibility to study old languages: Latin, Greek and Hebrew). However, teachers have done a great job for their courses would be interesting and of high quality.

Regarding foreign visiting lecturers, there have been 2 – 4 lecturers per year. As for the number of visiting lecturers, ratio between full-time lecturers and visiting lecturers is economically rational and acceptable.

Distribution of teachers’ workload is proportional and optimal in respect of the teaching needs and research obligations of the RSRC. Lecture courses are in line with teachers’ research priorities. During the assessment time we ascertained about the real enthusiasm of teachers offering new optional courses according to student’s demands. For example, in such a way courses on Jewish mysticism, Religious Cinema and some others were implemented, new courses are prepared also right now.

3.1.2. Turnover of teachers

During the assessment time we found that significant turnover has not been from 2007 and the staff considered turnover as undesirable at all. However, turnover should be considered as well as the factor that motivates teachers to further increase their professional level and teaching qualities.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

As can be seen from the self-assessment, the academic and pedagogical competence of all lecturers engaged into the implementing the programme is of high professional level. Repeating the above-mentioned there are 2 Prof. and 4 Assoc. Prof. from the academic staff of 10 teachers. 9 teachers have a doctor’s degree. 2 of them (Rita Šerpytytė and Tomas Sodeika) have completed habilitation procedure in humanities, (hp). Members of the academic staff are doctors in different fields of Humanities, most of them are doctors of philosophy. All teachers are highly
reputable specialists in their areas of scientific activity. They have sufficient teaching experience: Prof. Rita Šerpytytė and Prof. Tomas Sodeika, have 25 and 30 years of experience of working at higher schools and heading the university divisions; Assoc. Prof. Aušrelė Pažeraitė has been working at the RSRC since 1996 as a researcher, and since 2005 – as a lecturer. Assoc. Prof. Danutė Bacevičiūtė has been working for the RSRC since 2004, Assoc. Prof. Mintautas Gtauskas – since 2006. Their experience of working for higher schools is up to 10 years. Lecturer Dr. Sigita Maslauskaitytė has been lecturing at the RSRC since 2003, lecturer Dr. Nerijus Ėpelis – since 2008. The course descriptions presented in the Appendix testify the contribution of the RSRC lecturers in preparing the reference material for the courses and point to the high experience in their working with students.

Lecture courses are closely linked with teachers’ research interests. For example, Prof. Dr. Rita Šerpytytė is a specialist of the philosophy of religion and her special area of interest is the range of problems of the philosophical nihilism. She has published more than 60 research papers on philosophy of religion and nihilism, her monograph “Nihilizmas ir Vakaru filosofija” was published in 2007. On the basis of her philosophical researches Prof. Šerpytytė delivers courses “Philosophy of religion”, “Postmetaphysical Thinking and the Problem of Religion”, “Problems of contemporary philosophy of religion: nihilism and secularization”. Assoc. Prof. Aušrelė Pažeraitė is a specialist in religious studies and the history of religion. The specific areas of her interest include Judaism, the history of the Jewish culture and thought, Rabbinic and Biblical hermeneutics as well as the general history of religions, theories of myths and rituals. She is the author of the book “Litvakiško ortodoksino judaizmo formavimas” which is published in 2005. All areas of Assoc. Prof. Pažeraitė’s interests are represented in the courses “History of Christianity, “New religious movements”, “The history of religions I and II”, “The essentials of Judaism”, and “The Jewish mysticism” which are implemented in the programme. Strong connection between scientific interests and researches, from the one side, and teaching, from the other, can be found in all lecture courses of this programme. This quality of the programme can be highly evaluated.

In the same way we can appreciate the experience of the head of the programme Prof. Rita Šerpytytė who’s publications and academic activity provide high standards for other colleagues and the programme overall. The self-assessment also shows her managerial experience: she has been managing different research projects implemented by the RSRC, such as “A Century with Levinas: in the Ruins of the Totality” (2006), “Religion and the Challenges of the Contemporary World“ (2007), “Religion and Culture: Challenges of the Contemporary World to the Everyday Life” (2008), and currently is the manager of the three year project “Religion and culture:
Challenges of the Contemporary World to Identity“ under the national programme “State and nation: Legacy and Identity“ (2010-2013).

The programme is administrated by Kristina Rinkevičienė whose work is approved both by teachers and students. Her assistance in the programme is fully satisfactory and meets all the requirements for this place.

3.2.2. Consistency of teacher’s professional development

Assessment of teachers’ professional development testifies that all of teachers know at least 3 foreign languages. All of them have participated in the international conferences with the papers on their field of researches. All of them have significant academic publications. Rita Šerpytytė, Aušrelė Pažėraitė, Tomas Sodelka, Dainius Razauskas, Sigita Maslauskaitė have also publications in foreign issues. From 1990 to 2010, 5 teachers have received grants for further professional development in different Italian, German, Polish and Israeli universities. All teachers are provided with equal and proper conditions for their professional development.

Assessing the scope of teachers’ professional development and its impact on the study programme we can now conclude that it is fully sufficient. The most of teachers has been improving their professionalism and these improvements have direct and positive impact on teachers’ research interests and the subject they taught. Therefore their professional development is significant for the achievements of learning outcomes of this programme.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

According the self-assessment and conclusions after our visit in Vilnius, all the material facilities required for the implementation of the study programme in question have been provided: students can use the well equipped lecture-rooms, computer classes, Conference Hall in the Faculty of Philosophy of Vilnius University. Students have very good working conditions. They also have all necessary conditions for their independent work.

4.1.2-3. Suitability and sufficiency of equipment for studies, accessibility of the resources for practical training

Students have modern computer hardware and software, the equipment for making copies of materials for their independent work as well as the equipment for the presentation of their works. They also have all necessary resources for their practical training.
4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

There are more than 7000 copies of different books on theology, philosophy of religion and religious studies in the library of the RSRC. All books are included in the catalog, which is freely available to students. Resources of the library are increased regularly. Students of the RSRC can access to the most of the required theoretical literature exactly there. Besides they have accessibility to all resources of Vilnius University Library. Besides students have free access to the subscribed electronic databases with specification in Religious Studies such as ATLA Religion Database with ATLA Serials, Central and Eastern European Academic Source, Cambridge Journals, e-Duke Books Scholarly Collection, Ebrary Academic Complete, Humanities International Complete, JSTOR and some others.

4.2.2. Suitability and accessibility of learning materials

Judging from the self-assessment, appendix 3.2. and interviews during the visit in Vilnius, teachers of programme have drawn up monographs, text books, teaching aids and translated numerous texts of foreign authors specifically for the subjects they are giving. All the items included in the reading list of the corresponding course are accessible to all RSRC students, and the library has sufficient number of copies of the items from the reading list to meet the needs of all students.

The research publication of the RSRC Religija ir kultūra is not only available in the Library; for the purpose of studying certain selected disciplines the publication is distributed free of charge as hand-out aids.

The most of publications included in the lists of lecture courses are fully suitable for achieving learning outcomes and testify the high professional experience of teachers. However it should be stressed, that as well in future in some courses, such as New Religious Movements, Philosophy of Religions and some others, particular attention should be paid to the newest literature refreshing the reading list on a regular basis.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

Religious studies admission requirements follow the procedure for the admission to the Master’s degree studies at Vilnius University. Eligible to be admitted to the Religious studies Programme are persons holding the qualification Bachelor’s degree in the humanities or social sciences, or University diplomas in the humanities or the continuous University studies. Now the
applicants are required to have been completed at least one course in philosophy and one course in the subjects studying the correlation between religion and culture, we would like to recommended one more course on History of Contemporary Philosophy, because the actual programme are oriented on Philosophy of Religion and students without philosophical backgrounds could have some difficulties. Also we would like to add that it is necessary to include a detailed description of the requirements for the students don’t have been studied religion or philosophy.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

The efficiency of enhancing the motivation of applicants and new students is very good, because the RSRC every year organize different conferences, lectures, visits of lecturers from foreign countries to which the Centre invites students from all higher schools. The research activities of the RSRC and its popularity make the RSRC visible and known among students. This is the key measure and factor in attracting potential students of the RSRC.

5.2. Study process

5.2.1. Rationality of the programme schedule

Time-tables presented in the APPENDIXES 3.1, of the Self-Assessment, show us that the arrangements of the lectures schedules is optimal. The are on average 3 days per week in Semesters I-III are dedicated to mandatory subjects, and 1-2 days – to optional subjects. Two days are allocated for students to work on their own – Friday and Saturday. The time-table in Semester IV provides for one optional subject only, with the remaining time dedicated for drawing up of the Master’s degree graduation paper. In all cases the schedule of the examination session is discussed with the students. In view of a fairly large number of optional subjects, some examinations are arranged simultaneously or within a minimum time interval, as they are meant for different students. The interval between the examinations in the mandatory subjects ranges from 3 to 5 days.

The time allowed to students to prepare for the examination is sufficient as the final assessment grade for most of the subjects is composed of the evaluation of the student’s performance in the course of the semester, and his examination grades. The number and duration of the sessions under the extended studies arrangement differ from those under continuous studies. Each year of the studies is divided into three sessions, each lasting from one and a half week to two weeks. From the meeting with the students we had understood, that they have the possibility to coordinate their professional activities with the process of studies.
5.2.2. Student academic performance

Student's progress and the drop out rate are in the acceptable level. The number of students varies only insignificantly. During the period reviewed the continuous (full-time) studies of the RSRC were attended by 16-14 students at a time. The variation of the number of students was somewhat more notable in the correspondence (extended) course: since the introduction of this form of studies in 2006, there was only one group of 4 students, after 6 students were admitted next year and one student changed the form of his studies, the total number of students of the extended course increased up to 11. However, in the course of the past 3 years, only 7 students undertook the course in its extended form. This decrease in the number of students of the correspondence/extended study form is related to the worsening of the financial situation of potential students. Meanwhile, the number of students in the continuous studies has remained unchanged, being 7 students in every course.

The conference organized every year by RSRC represent an opportunity to the students to participate in this event, placing questions, expressing their points of views, etc. During the meeting with graduated students we knew that many students had participated also as speakers during the conferences. It is very important to denote that many graduated students from this programme are continuing theirs studies in doctor degree programme.

5.2.3. Mobility of teachers and students

The data presented in Table show the high level of mobility of RSRC's lecturers. This fact is very well if we compare with other faculties of human science of the Vilnius University. In this area we can value as the best example. But we need to mention that the mobility of the students is still low; from the Self-Assessment we know that from 2005 until 2010 years, only one student had been participated in the exchange programme.

From self-analysis and or meeting we understood that Lecturers visit various institutions its cooperation partners within the ERASMUS programme, or under bilateral cooperation agreements. Since its very establishment RSRC has been maintaining closest cooperation contacts with the Faculty of Theology of Innsbruck University (Austria). In the course of the past several years a number of professors from the partner university were visiting teh RSRC, on the other hand, Prof. habil. dr. (hp) Rita Šerpetytė and Prof. habil. dr. (hp) Tomas Sodeika were invited to visit Innsbruck University. The professional expertise and close contacts with philosophers from Italy maintained by prof. Rita Šerpetytė have opened new cooperation possibilities with universities of Italy; thus prof. Rita Šerpetytė has been invited to deliver lectures and conduct research work at Italian high schools, also a number of reputable lecturers from Italy were visiting the RSRC to deliver lecturers to its students. Prof. Rita Šerpetytė has
been also invited to lecture in the USA, was carrying out her research work in France, etc. All these visits had a common objective, i.e., studying of the philosophy of religion and the problem of nihilism.

Assoc. prof. dr. Aušrele Pažėraitytė has been maintaining close cooperation relations with researchers from France and Israel; thus ensuring most beneficial terms to study the problems of Judaism and other problems of the history of religions.

Assoc. prof. dr. Mintautas Gutauskas has been maintaining close cooperation and professional relations with philosophers of Germany. Mintautas Gutauskas has been placed for a long-term internship programme in Freiburg supported by KAAD grant during which his major academic focus was the philosophical problems of dialogue.

Assoc. prof. dr. Mintautas Gutauskas and Assoc. prof. dr. Danutė Bacevičiūtė were invited as participants of the TRES meetings to discuss the most relevant problems of teaching of religion in the multi-cultural Europe.

5.3. Student support

5.3.1. Usefulness of academic support

The administration of the RSRC maintains regular relations with its students. The information provided by the RSRC administration about the programme and its changes is very good. Students have consultation on study issues. They also have ample information about career possibilities. They have possibilities to study according an individual programme; they have possibilities to repeat subjects and to retake examinations. From the meeting with the students we understood that they need more information about career possibilities.

5.3.2. Efficiency of social support

From the meeting with the administration staff; we understood that students can get social support as student grants and other benefits that include, transport discounts and health insurance. This last include also psychological support. Students also can get a place in the dormitories.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

Student achievement assessment is based on the criteria of student achievement assessment, which are closely related to the learning outcomes. When assessing the student, the teaching staff of each study subject takes into account the student’s knowledge and abilities. During the first lecture, the regular and external students are acquainted with the curriculum of the study subject, which contains the aims, objectives, programme content, the workload of the subject, the form of
the studies and the requirements for the assessment. According regulation of LAPE, the written intermediate assignments and examination papers are stored in the Department for 1 year. The assessment criteria, grade composition are well prepared and during the study process they are under control/regulation. Publicity is ensured by introductory lectures in every course. Much attention is given to provision of feedback (oral and written).

5.4.2. Feedback efficiency

From the meeting and Self-Assessment inform, we knew that the RSRC organizes the opinion polls among Master’s degree students and graduates. Such opinion poll was carried out in relation to the updating of the Master’s degree Programme in autumn of 2006, and two such polls were launched in relation to the start of the updated Master’s Programme and the correspondence course (in 2006 and early in 2008). The assessment was based on a 5 point system. The results show that the highest assessment grades were assigned to the culture of cooperation on the part of the lecturers – 4.82, and the lowest – to teaching methods (4.1). The content of the subjects delivered was assessed at 4.6. The results of the survey provide the basis for the overall assessment of the Masters degree Programme in terms of the criteria as defined above; the overall point reaches 4.54.

Another survey was carried out with a view to identifying the possibilities to further improve the Programme. Graduates of the Programme were inquired of their views as what was required to ensure that the knowledge and skills acquired within the framework of the Programme are more competitive. In addition, the survey sought to find out:

- reasons for selecting the Masters degree Programme;
- understanding of the objective of the Programme;
- any possibilities for the improvement of the Programme.

Most respondents indicated that the principal reason for selecting the Master’s degree Programme in Religious studies was the need for the knowledge in the area of religious studies and the skills that are provided by the Programme. A number of respondents also indicated that the objective of the study Programme in question is the development to integrate the knowledge on religion from different research areas.

A significant part of the respondents (60%) considered the mandatory selection of optional subjects a positive development. 88 percent of the respondents believed that the support on the part of the lecturers was sufficient. Half of the respondents were not satisfied with the provision of the necessary reference material, and 30 percent believed that the provision with research and reference reading material could be improved. However, as little as 50 percent of the graduates
believed they would be able to apply the knowledge and skills acquired during the studies in their professional activities.

The feedback of the student's achievements is efficient. The RSRC organize a poll on general assessment of the subjects, teaching methods and the culture of cooperation on the part of the lectures. The results of the poll are used as measure for improving academic performance. We would like to add that the students who had participated in the survey, should be informed about the results in order to follow the influence of their opinions in the programme contents.

5.4.3. Efficiency of final thesis assessment

The procedure of the final thesis assessment is defined by the Regulation for the Preparation and Defence of the Master's Final Thesis. It determines that the Assessment Commission for the Master's final theses defence is formed by the submission of the Dean of the Faculty and approved by the Order of the Rector. The requirements for final thesis are described very precisely and coincide with the general requirements for scientific papers. Assessment is made according to very strict order and criteria. It was very good to see in the final thesis the use of foreign references so that students are making use of foreign materials, because it is still not a common practice across Lithuania. In the panels for the defence of the master's thesis they bring external people in to look at a selection of the work to ensure consistency in marking.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

In the self-assessment, any information about the functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education were provided. But from the meeting with the administration staff we were informed that the University of Vilnius has general rules for assessment and recognition of achievements acquired in non-formal and self-education.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

From the meeting with graduated students, we understood that, they have a job in the academic area and also in secondary schools, telecommunications networks and publishing houses. Five graduated students from this programme are in the doctor studies programme in Lithuania and two in Belgium.
6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The efficiency of the programme management activities is very good. In the programme’s managements are involve many teachers. Each member of the programme committee is responsible for a particularly area. The members of this committee cooperate with others academic communities’ members and formed graduated students also are involve in the decision making about the programme management.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

The Vilnius University study quality monitoring system is composed of the RSRC Study Programme Committee, the Academic Council (in the RSRC, as the academic core division that does not have an Academic Council – the meeting of the academic staff), and the Senate Commission of Studies. All general study quality issues are prescribed in the Study Regulations of Vilnius University. The programme quality evaluation is made regularly, each autumn. All modules for the lectures of the programme are reassessed annually or every three years in this relation subject to consideration are the qualification of the lecturer and the content of the model.

6.2.2. Efficiency of the programme quality improvement

The evaluation results are used in eliminating weaknesses and developing strengths in respective areas. All the teachers of this programme are encouraged to raise theirs professional’s skills. They participate in internationals projects and have also the possibilities to use the mains libraries in Europe. We would like to add that this programme was registered in 2007, so we can say that it is a new programme.

6.2.3. Efficiency of stakeholders participation

Students participate in quality evaluations and improvement of the programme through polls. The cooperation of the external stakeholders (graduates) also is appreciated and affects the evaluation and improvement of the programme quality. RSRC administration keep a close contact with graduated students, and invite then to participate in conference and in the quality improvement of the programme. We would like to suggest to the RSRC administration to organize meetings with graduated students and the students of the actual programme for share and exchange experience; also those meeting can represent an opportunity to discover a career possibilities.
III. RECOMMENDATIONS

1. The Programme already shows a high level of internationalisation, especially as regards the academic cooperation of the RCRS with analogous research institutions in Europe. Many RCRS staff members have regularly taken part in exchange programmes and other international activities, as it is well demonstrated by their international curriculum. Opportunities for internationalisation are available to students too, in terms of both academic exchange programmes (such as the ERASMUS scheme) and participation in international seminars, symposia, and congresses co-organised by the RCRS. However, it is the assessors' opinion that the RCRS could make more efforts in order to encourage the Programme's participants to improve the internationalisation of their study and research, not only through the creation of new exchange programmes but also through improving the level of knowledge available as regards the programmes that already exist.

2. As it emerged from the assessment visit, and in particular from dialogue with students, alumni, and employers, the Programme seeks to satisfy a clear demand for improved knowledge on religion in the Lithuanian labour market (including the academic environment). Several graduates of the Programme have secured posts in the fields of TV production and publishing, and several of them have achieved doctoral positions in both Lithuanian and foreign Universities. However, it is the assessors’ opinion that the RCRS could make more efforts in order to establish a firmer relation between the Programme and the labour market. Possible initiatives could include: the organization of internships for students in Lithuanian TVs, publishing houses or other potential employers; a system of tutorship in which successful graduates provide advice and guidance for students of the Programme; periodical meetings between the RCRS and representatives of the Lithuanian labour market.

3. As it came out as a result of the assessment visit, the Programme is already tailored on the specific study and research needs of each participant. Overall, students are very satisfied with the quantity and level of new knowledge on religion they are provided through the Programme. However, the assessors felt that increased flexibility in organizing each student's study and research path could only benefit the Programme in the future, for instance through an increased amount of available optional subjects and more space to independent work. Logistic and financial constraints allowing it, unconventional forms of
studying such as research trips could improve the overall study and research experience of the participants.

4. As it is evident from the self-assessment report, polls played a major role in monitoring the quality of the Programme in the past and reshaping the quantity and quality of its educational offer for the future. However, the assessors came to the conclusion that questionnaires and other survey materials should not only be used in order to assess the quality of the programme, but should also be more systematically discussed with students and other stakeholders. More in general, the Programme might perhaps take advantage from increased transparency in its management, especially as regards a formalization of the ways in which students already actively participate in the shaping of the Programme itself.

5. Since a BA in religious studies does not exist in the Lithuanian educational system, the assessors share the opinion that more attention should be paid to entrance requirements, especially in order to make sure that participants without any philosophical background are able to “catch up” the gap with students coming from BA programmes in philosophy or philosophically-oriented humanities. Supplementary courses in general philosophy for new students might be a solution to this shortcoming.
IV. GENERAL ASSESSMENT

The study programme *Religious studies* (state code – 62602H203, 621V80001) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

<table>
<thead>
<tr>
<th>No.</th>
<th>Evaluation area</th>
<th>Assessment in points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Programme aims and learning outcomes</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum design</td>
<td>3</td>
</tr>
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<td>3</td>
<td>Staff</td>
<td>4</td>
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<tr>
<td>4</td>
<td>Facilities and learning resources</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Study process and student assessment (student admission, student support, student achievement assessment)</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Programme management (programme administration, internal quality assurance)</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated
2 (poor) - meets the established minimum requirements, needs improvement
3 (good) - the area develops systematically, has distinctive features
4 (very good) - the area is exceptionally good

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Team leader: 

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Team members: Dr. Dalius Jonkus
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