STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto

DALYKINĖS (TEISĖS) KALBOS **STUDIJŲ PROGRAMOS**

(621T93001)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *LANGUAGE FOR SPECIFIC (LEGAL) PURPOSES*
(621T93001)

STUDY PROGRAMME

at Vilnius university

Grupės vadovas: Team leader:	Prof. dr. Minna Palander-Collin
Grupės nariai: Team members:	Prof. Zaiga Ikere
	Prof. Nikolas Gisborne
	Dr. Nijolė Merkienė
	Simonas Valionis

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Dalykinė (teisės) kalba***
Valstybinis kodas	621T93001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2 m.)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalykinės kalbos magistras
Studijų programos įregistravimo data	2006 kovo 6 d. Nr. ISAK-410

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Language for specific (legal) purposes***
State code	621T93001
Study area	Humanities
Study field	Philology
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time, 2 years
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Language for specific (legal) purposes
Date of registration of the study programme	6 March 2006 (Order No ISAK-410)

CONTENTS

I. INTRODUCTION

This Report presents the results of the external evaluation of the Master (MA) study programme Language for Specific Purposes (Law) offered jointly by the Faculty of Philology and the Faculty of Law, Vilnius University (VU). In the Faculty of Philology, the English Philology Department and the German Philology Department are involved in the implementation of the programme. The MA programme started in 2006. During 2006–2011, 2–10 new students have been admitted to the programme each year. Depending on the year, the programme is implemented either in English or German.

The Evaluation process of the study programme Language for Specific Purposes (Law) was initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external Evaluation Team of Experts formed by the team leader, professor Minna Palander-Collin (University of Helsinki, Finland), professor Zaiga Ikere (Daugavpils University, Latvia), professor Nikolas Gisborne (University of Edinburgh, UK), Dr. Nijolė Merkienė (Lithuania) and student representative Simonas Valionis (Lithuania).

For the evaluation, the following documents have been considered:

1. Law on Higher Education and Research of Republic of Lithuania;

2. General Requirements for the Master Degree Study Programmes;

3. Methodology for Evaluation of Higher Education Study Programmes;

The Evaluation is based on the Self-Evaluation Report (SER) and its annexes prepared in October 2013 and the site visit on 27 February 2014. During the visit the Expert Team (ET) met all the required groups including senior administrative staff (on 25 Feb), staff responsible for the preparation of the SER, teaching staff, students, graduates and one social partner. The Team also examined students' MA theses, and they visited auditoriums, libraries, and other facilities (on 25 Feb). After the Expert Team discussions and additional preparations of conclusions, general remarks of the visit were presented. After the visit, the group met to discuss and agree the content of the Report, which represents the Expert Team's consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims to "train highly qualified philologists who would be sufficiently knowledgeable and/or have skills in law, linguistics and, specifically, theory and practice of legal language, have a good command of legal foreign language (German or English) and of Lithuanian, be capable of dealing with legal texts of different genres in English and Lithuanian, responsible, capable to work autonomously and in a team, to think critically, to solve theoretical and practical problems and conduct interdisciplinary research and research in one's own professional field and thus meet the requirements of modern society" (SER). The political and socio-cultural context of Lithuania as a new EU member and consequent needs of the job market served as a major impetus to start the programme. During the site visit ET heard from social partners that there is a need for the type of professionals trained in this programme with German language skills and legal knowledge.

The learning outcomes of the programme are divided into five generic competences and five subject-specific competences. Tables have been developed to show which competences are developed in each course. Although it is a good idea to think of learning outcomes in relation to each course and thorough attention has been paid to this exercise, Table 4 in SER does not give an entirely coherent picture of the management of the whole programme. On the basis of the table, the learning outcomes seem a bit haphazard as, for example, some courses yield only a minimum number of learning outcomes (Stylistics and Rhetorics 2 learning outcomes, Lithuanian Language Norms 3 outcomes) while others yield quite a number of learning outcomes (Language of Civil Law 16, Language of Labour and Social Security Law 18), or Communication Psychology that only yields generic competences but no subject-specific competences. The outcomes can be accessed online on the VU webpage and other online systems. ET only met students in the German programme, but they felt that there is a clear progression in their MA studies. During the site visit ET got the impression that the teachers contributing to the programme have a clear idea of the goals of the programme. Thus, it seems that learning outcomes are clear in practice although on paper they could be developed more coherently.

The programme clearly stems from labour market needs and it serves professional requirements and public needs in training language experts with legal knowledge. The programme meets academic requirements, which is evidenced for example in the quality of MA papers, and it is consistent with the type and level of studies. The learning outcomes, content and qualifications offered are compatible with each other.

2. Curriculum design

The rationale for this degree is that "there was clearly a need for language specialists who would be prepared to translate as well as understand, analyse and interpret legal texts, edit and draft them in their native and foreign languages. Therefore a study programme integrating linguistics and law as a specific professional field and developing linguistic analytical skills applicable directly in the field of law was considered then as a precondition for a successful integration of the programme graduates into the competitive European market." ET considers this is a very clear rationale, and the degree clearly meets these objectives.

The programme is clearly and well designed, with appropriate progression through the degree, and with appropriate modules such as *Theory of language for specific purposes; The language of constitutional and administrative law; Discourse Analysis;* and legal translation. The module descriptions and students' discussion confirmed that content and methods of the modules are appropriate for the achievement of the intended learning outcomes with the students being clear that their input is appreciated and taken seriously. One area where there could be an alternative module to one of the existing modules is in the area of semantics/pragmatics. This degree might warrant a tailored module in Frame Semantics rather than a more general course in Cognitive Linguistics. However, there is an interesting range of modules which are appropriate to the programme. In particular, apart from the course in Contrastive Grammar, the core modules appear to be bespoke. The scope of the programme is sufficient to ensure the leaning outcomes.

In the meetings it was clear that the students saw how their work was supposed to develop through the course of the degree: they said that the programme made a great deal of sense and that it was well put together. The students said that there was good support for the research thesis because there were relevant courses to help with the writing of their thesis. In general, the students reported that there was good support for academic writing and there were enough options for students to move beyond their BA options if they were graduates of VU. There

appear to be good lines of communication between the teachers and the students. There is a programme handbook and the teachers are clearly responsive to student interest and need. As the programme is intended to be vocational, it tends to be market oriented.

Finally, the programme is clearly up-to-date. Expert Team heard from the teachers that there is an ongoing process of renewal and revision, which is responsive to both the students and the market. It is a highly specific programme which serves Lithuania's legal situation as an EU state, and consequently there are elements which reflect that. One thing which is significant in the case of an applied programme such as this is that a "modern" programme is defined by the current state of the social and legal environment, rather than how up to date the technical approaches within linguistics might be.

The Expert Panel thinks that some of the linguistics modules could be more specifically tailored to the needs of this programme. Several courses are specifically on language for special purposes and the language of the law and this is commendable. But one point of the programme should be to enable the graduates to update their skills independently. Expert Team thinks that the more theoretical courses could be more focused on the needs of graduates of this programme. So, for example, Expert Team suggested a course on Frame Semantics above, which could be focused on legal semantic fields. However, on balance, the content of the modules is consistent with the type and level of the studies: this was clear in discussions with the SER committee, the teachers, and the students.

The allocation of credits to courses makes sense in terms of the overall architecture of the curriculum. Most courses are of 5 credits' value, with 3 core courses—each of which is on specific topics in the language of the law—being worth 10 credits, and the thesis being worth 20 credits. This ensures appropriate curricular coverage and that the students have relevant depth in courses which are necessary for their studies. The balance of core and optional courses ensures that the Learning Outcomes are achieved (students take a maximum of 20 optional credits), as does the compulsory thesis. There is also an appropriate balance of courses between the two Faculties, which should be commended, because it is difficult to achieve cooperation of this quality across different Faculties in any university, especially when the Faculties are on different sites.

The degree has been modularized, and the programme of 120 credits with a compulsory thesis meets the relevant legal requirements.

3. Staff

The study programme is provided in accordance with the relevant legal acts of the Republic of Lithuania. The programme is implemented by the members of the teaching staff from various departments of Vilnius University. The key teaching staff involved in delivering all compulsory and most optional courses in the study field is highly qualified members with a doctor's degree in the humanities or social sciences. There are only 6 lecturers without a doctoral degree. As stated in SER (p. 21) these teachers are involved in teaching the courses coordinated by academics with a doctoral degree (SER, p. 21–22). The programme is envisaged to be conducted in English or German. During the site visit ET learned that at present the language of instruction is German.

In order to manage the teachers' research and teaching workload, the University has produced relevant documents. Workload standards were approved by the VU Senate Committee on 18 March 2010. The asset of the programme in terms of the teaching staff is that besides their high research qualifications in general, a number of them are involved in linguistic research related to

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the language of the law, or write textbooks and teaching aids concerning this language area. Some of them are also experienced translators of legal texts, having worked in translation bureaus and translating for the courts of law. A number of them have had some experience as law practitioners: judges, lawyers, legal advisers, etc. During the site visit ET witnessed the fact of good cooperation between academics who are specialists in theoretical issues of linguistics and those teachers dealing with the language of law in practice.

There is an established system of teaching staff evaluation according to various criteria. Every five years all academic staff participates in a re-evaluation process for academic positions. This process was approved by the VU Senate Committee on 23 February 2010. The document envisages several steps to evaluate the applicants' academic and research activities. Besides the minimal requirement of a Master degree, for higher positions various requirements are taken into account including 1) the number and quality of publications (articles, monographs, etc.), 2) participation in international and national research conferences, 3) supervision of doctoral thesis, 4) teaching load, 5) teaching materials and other publications, 6) applied research, and 7) participation in projects.

The teaching staff publishes their research findings in monographs, text books, teaching aids, scholarly papers in Lithuanian and foreign scientific journals, participate in international conferences in Lithuania and abroad. As to conference participation, it has to be noted that the academic staff is financially granted the possibility to present the research achievements at local and international conferences. The financial support is ensured by the Research Council (Faculty and University). It amounts to 500 Lt for conferences in Lithuania and up to 5000 Lt for international conferences abroad. It has to be noted that during the site visit there were no complaints from the teaching staff about cases of having been denied this support from the faculty Research Council.

The teaching staff is not always able to make use of this opportunity to employ sabbaticals to update their courses, publish new textbooks, do research required for their professional development. One of the reasons is their huge teaching load. This was also discussed during the site visit. In addition, a concern for recruiting more young people has been expressed in SER (p. 23), as recruiting young people would possibly improve research and teaching potential of the study programme.

The teaching staff of the programme is involved in research directly related to the study programme and that is very commendable. The staff improves their research and academic quality, widens their international contacts by visits to foreign universities and by participating in the ERASMUS exchange programme in several central European universities (e.g. in Frankfurt am Mein, Duisburg-Essen, Munich, Konstanz, and Vienna); one staff member spent seven months in Berkeley as a Fulbright scholar. In the future, it is recommended that, in the area of teaching staff, administration of the programme should work out a structural framework on a faculty level aimed at long-term strategy which could facilitate the teaching staff in conducting their research and professional development and would encourage junior academic staff to progress in their careers so that they would not have to do their research only during their free time or on vacation.

All in all, ET finds that the teaching staff of the study programme has strong academic and professional qualifications and they are definitely the strength of the programme. The qualifications of the teaching staff are thus adequate to ensure learning outcomes and the staff meets legal requirements. For example, professors teach 31% of compulsory courses (min. requirement 20%).

4. Facilities and learning resources

The study process takes place in the old building of VU on the premises of the Faculty of Philology. Due to the major renovation in the Faculty in 2010–2012 the situation improved considerably, 12 classrooms were renovated, new furniture was acquired, wireless internet connection was installed together with multimedia equipment. Lectures and seminars for students of English are held in different classrooms and in the English Philology Department. However, accessibility of classrooms for disabled people is limited. All in all, the size and quality of the premises, which the ET saw during the site visit, seemed adequate and students did not indicate specific problems.

There is a study information system in VU (VUSIS) comprising databases and software for studies, written assignments, computerised examination system, electronic search for plagiarism, admission to first and second level studies. Some teachers of the Departments use VUSIS actively for their courses. However, the system is slow, unsteady and not all of the teachers use it. The ET hopes that the university further develops the system and provides teachers with adequate training and examples in its use.

There are several libraries within and outside the VU, which students of this programme can attend: Philology, K. Donelaitis, M. Mažvydas, Slavic Philology, Philosophy, National Open Access Scholarly Communication and Information Centre (SCIC), etc. The teachers use Power Point presentations, films, audio recordings, internet sources, publicly available corpora and computer software.

The VU Philology Library and VU Library have a lot of reading material for studies, including electronic resources and databases. The library of the Department has a lot of publications in English, receives new books from participants of academic exchange programmes, seminars and conferences. The academic staffs of the Departments of English Philology and German Philology, and Faculty of Law have written some teaching aids and publications for studies (SER, points 63–64, p. 24), so the ET thinks teaching materials and learning equipment are adequate.

There is a possibility to do a 3- or 2-month practice abroad (in a German university) for this programme's students. All in all, current students were satisfied with opportunities of combining studies and practice, there were no complaints from students, so the ET can presume there are adequate arrangements for students' practice.

5. Study process and student assessment

The admission is organised on a competitive basis according to the Procedure for Competitive Admission (June 2013) and VU Admission Rules (June 2012) confirmed by the VU Senate Committee. Information about admission requirements is published in VU booklets, the media and the internet, so Expert Team confirms it is well-founded.

Admission statistics (2006-2012) show that interest among applicants is not so high (SER, point 25–26, Tables 5–6). During the period 2006–2011, 36 candidates were admitted to the LSP (Law) and 29 (84%) of them completed their studies. One of the main reasons of "dropping out" that was confirmed during the site visit is that students cannot coordinate their studies and work at the same time. However, students also said that the study programme had flexible hours. ET wondered if the job market situation for these students is so good that they are employed before they even graduate.

Each spring the Departments of German Philology and English Philology organise student research conferences where students present their term papers and graduation theses. Students from other Lithuanian higher education institutions also come to these conferences, and since 2009 students from other countries (Latvia, Czech Republic, Germany, Macedonia, etc.) participate in the conference. There are usually about 20 presenters at the conference. While presenting their research papers at the conference students have an opportunity to apply the knowledge and abilities they have acquired during the studies (i.e. competences of an LSP researcher, competences of public speaking). Students learn to present their research in a concise form (in English or German) when they present their abstracts for the conference booklet. In 2013, eight students of the LSP (Law) study programme participated at the student conference. The conference is supported by the Faculty of Philology, German Embassy, Austrian Embassy and Goethe Institute. In 2008, the conference was supported by the Lithuanian State Research Foundation. Moreover, since 2004 LSP (Law) students can participate in the European Law Summer School organised by the VU Faculty of Law, J. W. Goethe University in Frankfurt-on-Main (Germany) and Paris Ouest-Nanterre-La Défense, where they have an opportunity to discuss legal issues concerning European integration. While going through students' MA papers, the Expert Team was impressed with their quite high level and felt that students are well prepared to do research, and they are encouraged to participate in research activities.

Students have different opportunities to be engaged in cultural, sport and other activities offered by VU Cultural Centre and Health and Sports Centre, Student Representative Office (faculty and central) and others. Students have opportunities to spend a study period (a semester or a year) abroad according to ERASMUS and ERASMUS MUNDUS exchange programmes, bilateral agreements or with a scholarship from DAAD. The system of VU social support includes incentive grants, social grants, special grants, nomination grants, loans for tuition fees, dormitories.

The graduates of the LSP (Law) master study programme are highly qualified philologists able to independently and responsibly work with (legal) texts of different genres in Lithuanian and foreign languages (English/German), to think critically, and to solve theoretical and practical problems. In order to check if the employment of graduates matches the declared aims of the programme and learning outcomes, a survey among students and graduates is being conducted each year. Survey in 2013 showed that all the graduates (and even current students) have jobs. The professional activities of graduates meet the programme providers' expectations.

During the first lecture teachers present the course outline, including the aim of the course, intended learning outcomes, course content, study methods and assessment requirements. Examinations can be oral or written, usually together with cumulative assessment. Different measures are used to ensure honest studies at VU. Teachers introduce students to the Code of Academic Ethics (CAE) and Study Provisions (SP). Students have to upload their graduation papers into VUSIS where they are checked by Electronic Plagiarism Detection System (EPDS). Student Representative Office is concerned with the honesty of studies, too, and organizes a campaign "Do not cheat". According to students' opinion the assessment system is clear.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are allocated to The Study Programme Committee consisting of seven staff members, one student and one employer. The SER identifies a need to develop cooperation between the departments and faculties in implementing the programme. During the site visit ET heard from the teachers ET met that teaching in this programme covers only a minor fraction of their teaching duties; in such a situation it is important on the management level to develop cooperation and cohesion

among the teachers. On the other hand, ET heard that teachers cooperate on the practical level as they e.g. give joint courses. ET found that the teachers' practical cooperation worked well. On the management level ET recommends that the Study Programme Committee continue developing and ensuring cooperation among faculties, departments and the teaching staff involved in the programme.

Information about the programme is collected regularly twice a year through *surveys* by the Quality Management Centre and summaries of the results are publicly available online. The results show student satisfaction with the programme (SER) and also the students and graduates ET met were very satisfied with the programme. They were, for example, confident that the knowledge they gain in the programme will be helpful in working life and they were satisfied with the professionally competent teachers of the study programme.

However, the social partners ET met did not feel that they have any cooperation with or knowledge of the programme, so cooperation with social partners could be developed more systematically for the benefit of the students. The recruitment of new students both to the English and German programme should be also improved. This is because during the site visit ET did not meet any students or graduates of the English programme and the number of English MA theses ET saw was considerably lower than the number of German MA theses. Since German is not offered on the MA level except in this programme, there could be more potential students, especially as the job market value of the programme is obvious as students are well-employed.

As might be expected, there are several optional modules which appear to be shared across different programmes (English Studies, General Linguistics). One area that might be explored is whether it is possible to extend this practice, so that a core module in one degree is optional in another in more cases than is currently the practice. This should be a practical benefit of modularisation.

All in all, feedback is collected and employed to develop the programme. The students gave several examples of how their voice was heard. For example, more translation theory was introduced on the basis of student feedback, the student representative is involved in administrative meetings and minutes of the meetings are circulated afterwards. The internal quality assurance measures thus seem to be adequate.

III. RECOMMENDATIONS

1. On the management level, keep developing cooperation and cohesion between the departments, faculties and teachers involved in the programme to ensure the future success and continuous development of the programme.
2. Measures should be taken to attract a sufficient number of students well prepared for the second cycle studies; this is a good programme producing employable graduates, make sure that prospective students know about it and want to join it.
3. Consider implementing a tailored module in Frame Semantics specifically focusing on legal language rather than a more general course in Cognitive Linguistics.
4. Stronger links with social partners need to be established. It would be helpful for students' working life orientation as well as for the study programme's aim to educate professionals for specific working life needs.
5. Work out a structural framework on a faculty level aimed at a long-term strategy which

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a. could facilitate the teaching staff in conducting their research and professional development,
b. would encourage junior academic staff to progress in their careers so that they would not have to do their research only during their free time or on vacation.

6. Ensure the possibility for the staff to employ sabbaticals, embracing a greater number of the staff, including junior members. At present this opportunity is limited due to the considerable teaching load.

IV. SUMMARY

The MA programme Language for Specific (Legal) Purposes aims to train highly qualified philologists with legal foreign language skills in German or English and skills in Lithuanian so that they can work in jobs requiring language skills and legal knowledge. German and English are provided in different years, and during the site visit the expert team met only students and graduates of the German programme. It is a highly specific programme which serves Lithuania's legal situation as an EU state. The programme has quite an obvious job market value and it is surprising that the number of students is relatively low (2006–2011, 36 candidates were admitted). Thus more effort could be put into marketing the programme.

The programme is clearly and well designed, with appropriate progression through the degree, and with appropriate modules for developing the skills of a philologist with legal knowledge. The content and methods of the modules are appropriate for the achievement of the intended learning outcomes. All in all, the programme has a clear rationale, and the degree meets the objectives. However, in the area of semantics/pragmatics the degree might warrant a tailored module in Frame Semantics rather than a more general course in Cognitive Linguistics, but otherwise there is an interesting range of modules which are appropriate to the programme too.

The key teaching staff involved in delivering all the compulsory and most optional courses is highly qualified with a doctoral degree in the humanities or social sciences. It is one of the assets of the programme that besides their research qualifications in general, members of the teaching staff are involved in linguistic research related to the language of the law, or they write textbooks and teaching aids concerning legal language. Some of them are also experienced translators of legal texts, having worked in translation bureaus and translating for the courts of law. A number of them have experience as law practitioners (judges, lawyers, legal advisers, etc.). Although the teachers actively develop their competencies and qualifications, this is somewhat difficult due to the teaching load. The Faculty should take measures to develop a more systematic support system for teachers' career development.

There appear to be good lines of communication between the teachers and the students. There is a programme handbook and the teachers are clearly responsive to student interest and need. As the programme is intended to be vocational, it tends to be market oriented. However, the relationship with the social partners could be improved as they are not currently involved in programme development. One thing which is significant in the case of an applied programme such as this is that a "modern" programme is defined by the current state of the social and legal environment, rather than how up to date the technical approaches within linguistics might be. In the case of this programme, there is an ongoing process of renewal and revision, which is responsive to both the students and the market. This is highly commendable.

Although the programme has practical job market aims, it is an academic programme that offers good support for the research thesis, and the quality of the MA papers is high. It should be also mentioned that graduates of the programme are well employed.

V. GENERAL ASSESSMENT

The study programme Language for specific (legal) purposes (state code – 621T93001) at Vilnius university is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**19**

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

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

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

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

Grupės vadovas:
Team leader: Prof. dr. Minna Palander-Collin

Grupės nariai:
Team members: Prof. Zaiga Ikere

Prof. Nikolas Gisborne

Dr. Nijolė Merkienė

Simonas Valionis

Studijų kokybės vertinimo centras

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
DALYKINĖ (TEISĖS) KALBA **(VALSTYBINIS KODAS – 621T93001) 2014-08-05**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-430 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Dalykinė (teisės) kalba* (valstybinis kodas – 621T93001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**19**

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Magistro studijų programoje *Dalykinė (teisės) kalba* siekiama rengti aukštos kvalifikacijos filologus, mokančius teisinę vokiečių arba anglų ir lietuvių kalbą, gebančius dirbti ten, kur reikalaujama kalbinių gebėjimų ir teisės žinių. Vokiečių ir anglų kalbos dėstomos skirtingais metais. Per apsilankymą Universitete vertinimo grupė susitiko tik su vokiečių kalbos studijų programos studentais ir absolventais. Ši studijų programa labai specifinė ir atitinka Lietuvos kaip ES valstybės narės poreikius teisės srityje. Studijų programa turi gana akivaizdžią vertę darbo rinkoje ir stebina tai, kad jos studentų skaičius gana žemas (2006–2011 m. priimti 36 stojantieji). Todėl reikia dėti daugiau pastangų studijų programai reklamuoti.

Studijų programos sandara – aiški ir gera, studijų programos eiga – tinkama, moduliai tinkami filologo, turinčio teisės žinių, gebėjimams lavinti. Modulių turinys ir metodai – tinkami numatytiems studijų rezultatams pasiekti. Apskritai studijų programa turi aiškų loginį pagrindą, pasiekia tikslus. Vis dėlto semantikos ir (arba) pragmatikos srityje į studijų programą gali tekti įtraukti Kripkės semantikos modulį, o ne bendresnį kognityvinės lingvistikos kursą, tačiau kitais atžvilgiais modulių pasiūla – įdomi ir jie taip pat tinkami studijų programai.

Pagrindiniai privalomųjų ir daugelio pasirenkamųjų dalykų dėstytojai – aukštos kvalifikacijos, turintys humanitarinių arba socialinių mokslų daktaro laipsnį. Vienas iš studijų programos pranašumų tas, kad be bendros mokslinės kvalifikacijos dėstytojai vykdo su teisės kalba susijusią

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lingvistikos mokslo veiklą arba rengia vadovėlius ir su teisės kalba susijusias mokymo priemones. Kai kurie jų taip pat yra patyrę teisinių tekstų vertėjai, dirbę vertimų biuruose ir verčiantys teismuose. Daugelis jų turi teisės praktikų (teisėjų, advokatų, patarėjų teisės klausimais ir pan.) patirties. Nors dėstytojai aktyviai lavina savo gebėjimus ir kelia kvalifikaciją, jiems tai daryti sunkoka dėl didelio dėstymo krūvio. Fakultetas turėtų imtis priemonių, kad būtų sukurta sistemingesnės paramos dėstytojų karjerai sistema.

Atrodo, kad dėstytojai ir studentai tinkamai bendrauja. Parengtas studijų programos vadovas ir dėstytojai aiškiai reaguoja į studentų susidomėjimą ir poreikius. Kadangi numatyta, kad ši studijų programa profesinė, ji orientuota į rinką. Vis dėlto būtų galima gerinti ryšius su socialiniais partneriais, nes šiuo metu jie nedalyvauja tobulinant studijų programą. Svarbus dalykas tokiai kaip ši taikomajai studijų programai – tai, kad „šiuolaikišką" studijų programą apibrėžia dabartinė socialinė ir teisinė aplinka, o ne tai, kiek modernūs techniniai lingvistikos metodai. Šioje studijų programoje vyksta nuolatinis atnaujinimo ir persvarstymo procesas, reaguojant į studentų ir rinkos poreikius. Tai itin pagirtina.

Nors studijų programos tikslas – praktinis darbas rinkoje, tai akademinė studijų programa, kurioje teikiama tinkama pagalba mokslo baigiamiesiems darbams, o magistro baigiamųjų darbų kokybė – aukšta. Taip pat atkreiptinas dėmesys, kad šios studijų programos absolventai nesunkiai randa darbą.

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III. REKOMENDACIJOS

1. Vadybos lygmenyje toliau plėtoti su studijų programa susijusių katedrų, fakultetų ir dėstytojų bendradarbiavimą ir sanglaudą, siekiant užtikrinti, kad ateityje studijų programa būtų sėkminga ir nuolat plėtojama.
2. Imtis priemonių pakankamam studentų, gerai pasirengusių antrosios pakopos studijoms, skaičiui pritraukti. Ši studijų programa – gera, joje rengiami darbdaviams patrauklūs absolventai, reikia užtikrinti, kad perspektyvūs studentai tai žinotų ir norėtų joje studijuoti.
3. Apsvarstyti galimybę įtraukti poreikiams pritaikytą Kripkės semantikos modulį, konkrečiai sutelktą į teisinę kalbą, o ne bendresnį kognityvinės lingvistikos kursą.
4. Palaikyti glaudesnius ryšius su socialiniais partneriais. Tai būtų naudinga studentų profesinei orientacijai ir studijų programos tikslui (rengti konkretaus profesinio gyvenimo poreikius tenkinančius specialistus) pasiekti.
5. Fakultete parengti ilgalaikei strategijai įgyvendinti skirtą struktūrinę sistemą, kuri:
   a. sudarytų sąlygas dėstytojams vykdyti mokslo veiklą ir tobulėti profesine prasme,
   b. skatintų jaunesnįjį akademinį personalą kopti karjeros laiptais, kad jiems nereikėtų vykdyti mokslo veiklos tik laisvalaikiu arba per atostogas.

6. Užtikrinti personalui galimybę gauti akademines atostogas, kurios būtų suteikiamos daugiau darbuotojų, įskaitant jaunesniuosius darbuotojus. Šiuo metu ši galimybė ribota dėl gana didelio dėstymo krūvio.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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