



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
ANGLŲ IR RUSŲ KALBOS STUDIJŲ PROGRAMOS
(612Q10001)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF ENGLISH AND RUSSIAN LANGUAGES (612Q10001)
STUDY PROGRAMME
at Vilnius university

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Anglų ir rusų kalbos</i>
Valstybinis kodas	612Q10001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Lingvistika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 m.)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Lingvistikos bakalauras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2002 m. birželio 14 d. įsakymu, Nr. 1093

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>English and Russian languages</i>
State code	612Q10001
Study area	Humanities
Study field	Linguistics
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time, 4 years
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Linguistics
Date of registration of the study programme	14 of June 2002, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. 1093

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

This Report presents the results of the external evaluation of the Bachelor (BA) study programme English and Russian Languages offered by the Institute of Foreign Languages, Vilnius University. The programme was registered on 14 June 2002 and launched first at Kaunas Faculty of Humanities. Based on the assessment of demands of the Lithuanian labour market, a decision was made on 1 September 2009 to offer the programme also at the VU Institute of Foreign Languages. During 2009–2013, 27–35 new students have been admitted to the programme each year.

The Evaluation process of the study programme English and Russian Languages 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 of the First Degree and Integrated 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 24 February 2014. During the visit the Expert Team met all the required groups including administrative staff, staff responsible for the preparation of the SER, teaching staff, students, graduates and social partners. The Team also examined students' course papers and visited auditoriums, libraries, and other facilities. 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 consensual views.

One of the most distinctive features of the programme is its massive responsiveness to the views of the students and wider community.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the Study Programme is to develop communicative skills in English and Russian to the CEFR levels C1–C2 and to provide students with practical translation and interpretation skills as well as skills in linguistic research. The learning outcomes include six general competences and eight subject competences in the areas of English language and English linguistics, Russian language and Russian linguistics, intercultural communication, literature in the English and Russian languages, history of culture of Russia and English-speaking countries. Tables given in SER have been developed to show which competences are developed in each course. During the visit we heard that learning outcomes presented in the SER were discussed in the Study Programme Committee, in the SER group as well as with the teachers. The teachers of

the programme expressed clear views of what they want to achieve and the students were well aware of the learning outcomes and requirements of the courses and said that these are explained at the beginning of each course. The Expert team agrees that learning outcomes are well defined and clear.

The programme is very clearly based on the labour market demand of multilingual professionals who can be employed e.g. in public institutions, public and private Lithuanian and foreign business enterprises, travel agencies, printing and publishing houses, and cultural centres. The importance of the knowledge of both English and Russian stems from the geopolitical position of Lithuania, and during the visit the social partners emphasised that the knowledge of the two languages is a key to good jobs in Lithuania. Graduates also felt that the programme had been a good basis for their current jobs (two graduates) or Master (MA) studies (one graduate).

The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other, although the programme is oriented to practical language skills to the extent that the degree of BA in Linguistics seems somewhat misleading. For example, a degree of BA in Applied Linguistics would be more accurate in relation to the content and learning outcomes of the programme.

2. Curriculum design

The degree is designed to produce graduates who have a wide knowledge of both English and Russian, and whose competence in these two languages is embedded in a wider cultural context. Accordingly, a substantial part of the degree is given over to practical work on Russian and English language studies, with translation becoming increasingly important in the final two years. The study subjects are therefore not spread evenly as the importance of translation grows only towards the final years, but this is clearly a deliberate design feature of the degree, and is intended to ensure that the graduates of this programme meet the learning objectives. There is an appropriate spread and range of modules across literary, linguistic and cultural studies given the overall objectives of the degree and the modules are consistent with the type and level of the studies.

According to the self-assessment report material, the curriculum design meets the legal requirements. However, it was evident from the self-assessment report, and this became clearer in the meetings during the visit, that the process of modularisation was not complete, and that—with the permission of the Senate—the department was still running a pre-modularisation curriculum. It would be appropriate for the department to modularize the programme in line with current practice elsewhere in the University—we note that the degrees in the Faculty of Philology are now fully modularized, and the challenges are largely the same—and this might lead to some appropriate revision to course content. The modularization might also help students incorporate modules on specific subject areas like logistics, IT or accounting in their degree; such a need of knowledge was pointed out by social partners in the meeting.

With two provisos, it is clear the modules are relevant to the learning outcomes. The first proviso is that the linguistic content of the language-specific modules could be increased, to ensure that the students meet the final learning outcome of having research competence in linguistics. That said, the content of the final BA thesis was adequate in terms of the linguistics content. The second proviso is that in the list of subject-specific learning outcomes, it is claimed that one learning outcome is interpretation (L.O. 13). There are no courses in Interpretation, and the practicum is a Translation practicum. Interpretation and translation are different disciplines.

Arguably, it would be appropriate to change the degree from a BA in Linguistics to a BA in Applied Linguistics, in that the main objectives of the degree are to graduate highly proficient users of English and Russian. The BA theses that the Expert Team saw were largely excellent and indicated that the students had been well trained through this programme.

The scope of the programme is sufficient to meet the learning outcomes and it was clear from the meetings with the students and graduates that the degree was largely successful. One issue that came up in the meeting with the students was that the linguistics was largely taught in the English classes. Russian and English have different linguistic traditions, and the students would like to see the department bring a more focused approach to the teaching of linguistics in the two languages so that the methods of analysis and questions approached harmonised better. It might be appropriate to offer a course in a theoretically oriented course where Russian and English offered different challenges. One obvious area would be aspect, another definiteness. The point would be to offer the students the experience of facing the challenge of linguistic analysis using the tools of modern contemporary linguistics.

This is a modern and successful programme which achieves its main purpose, which is to produce graduates who have a very high level of communicative ability in English and Russian.

3. Staff

The study programme is provided in accordance with the relevant legal acts (The Order of the Minister of Science and Education , 9 April 2010 Order No. V-501) and other legal acts of the Republic of Lithuania.

The majority of the study field subjects (i.e. 17 out of 22) are covered by researchers with a doctor's degree. The programme is implemented by two professors, 5 associate professors, 5 lecturers with a doctor's degree, 1 doctoral student, 6 lecturers and 2 assistants. The lecturers' qualifications are adequate to achieve the expected learning outcomes. The age of the academic staff varies; there have been no complaints whatever from students concerning their teachers' age. The programme is thus run by experienced and highly qualified academic staff with corresponding scientific degrees, and also distinguished lecturer practitioners, among them native speakers. This fact is a significant asset for a foreign language programme.

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 MA 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.

In order to manage the teachers' research and teaching workload, the University has produced relevant documents. Workload standards are approved at a meeting of the Council of the Institute (30 April 2010, Protocol No.2) in compliance with the provisions of workload management of the VU Senate Committee on 18 March 2010. Workload proportions can be seen in SER (p. 32). The discussions with the teaching staff, however, revealed the fact, that for assistants and lecturers, with 576–620 hours of teaching, the required research results and academic development in this respect is a tough job requiring sacrifices of one's free time and vacations. This fact does not make an academic career at higher educational establishments appealing for

the younger generation in general and for those working in English philology in particular. As indicated in the SER (p. 28), the turnover of the personnel working in the programme is not high.

A very positive aspect of the programme is that in order to facilitate the high standards of the programme visiting professors arrive every year through various exchange programmes and the staff of the programme in their turn participates in various teacher exchange programmes (SER, pp. 28-29).

The teaching staff publish their research findings in monographs, dictionaries, in Lithuanian and foreign scientific journals, and in the international scientific journal *Verbum* issued by the Institute. The staff develops their research potential and didactic qualifications through participating in various international research projects (SER, p. 30), international and local conferences, and qualification upgrading courses abroad.

As to conference participation, it has to be remarked, that the academic staff is financially granted the possibility to present their 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 the cases of having been denied this support from the Faculty Research Council. The general feeling in this respect, however, is (and it is marked as a weakness of the programme in SER, p. 33) that due to inadequate funding in general, the teaching staff is expected to upgrade their qualifications by partially paying themselves, hence they are not always able to afford it.

Much attention is paid to the development of the lecturers' didactic competences. One of the measures that stipulate teachers' motivation to raise their didactic competence is the election of the best lecturer of the year organized at the University level. The lecturer is elected taking into account certain assessment criteria recommended by the VU Quality Management Centre, among them being such as the application of research activity in the study process, the application of innovative methods, students' feedback, personal characteristics, etc. This is highly commended by the Expert Team.

The teaching staff of the programme is involved in research projects directly related to the study programme being reviewed. 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 the future, it is recommended that the administration of the programme should 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.

4. Facilities and learning resources

The study space provided by the Institute of Foreign Languages for this programme seems adequate both in size and quality, as in total there are 8 classrooms (6 for smaller groups and 2 for larger groups), from which 2 are specialized lecture rooms equipped with multimedia and wireless internet. The Institute also has 4 TV sets, 2 laptop computers, 2 portable projectors, overhead projectors used by teaching staff and students. The students also have an opportunity to use 3 special lecture rooms for group work in the central library of Vilnius University.

The Institute is involved in projects of EU structural funds which are aimed to upgrade the infrastructure and basic educational equipment applied in the field of humanities. As a result of the project, the Institute now has multimedia equipment updated as well as 2 new lecture rooms

seating 40 and 35 students. The premises were also equipped with state-of-the-art audio and video conferencing facilities, interactive boards, interpretation equipment, 2 language learning laboratories (16 workstations each).

Since the start of the programme the Institute has developed close relations with the resource centre of the British Council in Vilnius, the libraries of the American Centre and Vilnius Russian Cultural Centre. The Expert Team supports the Institute's efforts in this area as the students have access to their resources as well.

What is more, students of this study programme have good opportunities for independent work and can use several libraries and reading rooms (Central library of VU, Information Centre for Humanities, National Open Access Scholarly Communication and Information Centre etc.). A large collection of educational films is on offer at Vilnius Russian Cultural Centre. Students can also use electronic databases subscribed by VU. However, during the site visit, students of the programme indicated that there is a lack of textbooks and literature of their particular study topic and that sometimes students have to share the resources with each other. So, the Expert Team recommends that the Institute acquires more books and study materials.

The Institute has adequate arrangements for students' practice. In order to develop students' interpretation skills during Translation Practicum, various interpretation equipment, including, for example 2 interpreters' booths, has been installed in the Institute's "Spaustuves" Auditorium. The guidelines and all the necessary documents for the students' practice are available on the Institute's website. A database of work placements has been started with 14 placements registered so far. The students also have an opportunity to contact Vilnius University Office of International Programmes and Relations and Directorate of Academic Affairs for consultations about practice possibilities within the framework of Erasmus exchange programme.

5. Study process and student assessment

The admission process of this programme is executed on a competitive basis in accordance with the order established by The Ministry of Science and Education and Vilnius University, the regulations concerning admission to study programmes and the requirements for applicants. All the information is provided on the VU website. The admission grade consists of the weighted coefficients of school leaving examinations and the yearly marks for the subjects studied. The admission grades of the applicants to the programme are sufficiently high, showing that this study programme is popular among the best school graduates.

Although this programme has only been run at the Institute for a relatively short time, the students have gained a sufficiently long experience in scientific research: the students actively assist in organizing international conferences (2011, 2012); the students participate in international projects and conferences (2012 – 4 students, 2013 – 5 students); in 2013, three students of the Programme gave a presentation at international scientific conferences, one of them was awarded the third place. These achievements show solid study outcomes, which are highly appreciated in Lithuania and abroad.

Another interesting fact is that the students take part in interdisciplinary projects, e.g., the International Summer School Russia and EU: New Institutions, New Elites, New Images (Kaliningrad, Russia).

It is also remarkable that the first-year students of the programme (the 2009 intake), together with academic staff start to build the traditions of academic, disciplinary cooperation and the traditions of meaningful leisure time. In 2010, the students staged a play, Romeo and Juliet, in

English. Both students and teachers actively participate in a camp, initiation ceremony for first-year students, Christmas at the Institute, film evenings, Tolerance Week, Open Door days etc.

The higher education institution provides academic support through internet website <http://www.klausk.vu.lt>, where students can ask questions related to academic issues. Moreover, the Deputy Directors provide the students with all the relevant information concerning the studies (schedule, timetables, issues related to general university studies, opportunities for studying abroad, payments for studies, grants, study funding, etc.). All the information is published on the Institute's website. During the first lecture of every subject, the students are informed about the course description, the links of the course with other subjects, the skills which the students will acquire or develop, the co-relation of classroom and independent work, the goals and objectives, the methods, the assessment criteria, etc. However, during the site visit, students of all courses indicated that a more convenient schedule of lectures could be in place as sometimes the lectures are taught at the Institute and at Sauletekis during the same day. Although it may be difficult to arrange teaching in a different way, the Expert Team suggests that the Institute at least checks whether teaching could be arranged more conveniently in the same place on the same day. Additionally, students wanted more consultations, especially for BA theses writing.

There is a system of VU social support, which includes incentive grant, social grant, the one-off social grant, and nomination grant. The grants are awarded in proportion to the year of study according to the number of students in them. Students have an opportunity to take a loan. The students with financial difficulties and the students whose parents work at VU can ask for the fee to be reduced (Dean can reduce 30%–90%). VU hostels are offered to full-time students. The administration of the Institute provides financial support to those students who participate in international projects and conferences. It seems to the Expert Team that the system is good and flexible and the students know the system.

First-year students are provided with academic and social assistance by mentors – senior students of the study programme. The Expert Team thinks that this is a good example of practice.

The students' knowledge and abilities are assessed in compliance with the VU Statute and Study Regulations. The examination assessment is based on a ten-point scoring system. The final assessment is cumulative, so it motivates students to work assiduously the whole semester. Students who question the procedure of the examination or disagree with the evaluation have the right to appeal in written form within 5 days of the publication of the assessment. During the site visit, the Expert Team thought that the assessment system is objective and chosen in accordance with anticipated learning outcomes. None of the students or alumni indicated a case when he/she had been assessed subjectively. The students also stated that regular feedback is provided for all assessments in either oral or written form. However, a more unified system of assessment feedback should be discussed and implemented.

The first final BA papers were defended in 2013. 17 themes out of 27 are comparative in character, others focus on different questions in English and Russian linguistics (translation, phonetics, morphology, stylistics, terminology, cognitive linguistics, etc.). It should be stated that the quality of BA papers seemed to be high and they are linguistically oriented.

The discussions with the administrators, teachers, alumni and social partners made it clear that the Institute maintains good contacts with graduates and observes their employment and professional activities. The scope of professional activities is quite broad: administration, office

work, translation, education, media, science, public relations and personal management. The professional activities of the majority of graduates meet the programme providers' expectations.

The Institute has collaboration contracts with 11 foreign universities. During 2010–2014, six students went to different universities in Bulgaria, Italy and Germany. However, students think that the network of international partners could be extended (especially partners from the UK) in order to offer students better possibilities for studying and doing their internship abroad. The Expert Team would underpin this idea too.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are allocated to the Study Programme Committee consisting of staff members, one student representative and one social partner. In practice, it seems on the basis of the site visit that processes of programme management are clear and staff and students are involved in programme development.

Information and data on the implementation of the programme are regularly collected and analysed through the survey of the Quality Management Centre, and in a meeting for lecturers and students after each semester. According to the SER, student participation in opinion polls is low, but during the site visit the Expert Team heard that teachers know all the students of the study programme and feedback is often directly given to the teachers. The impression of the Expert Team was that the study programme is characterised by an informal and enthusiastic atmosphere, which certainly reflects and enhances cooperation between all the parties. For future development, though, it might be a good idea to focus also on more formal and anonymous channels of feedback to make sure that all the students can get their voice heard.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. For example, requirements for the writing of annual and BA papers were specified after a meeting organized by the Study Programme Committee, and complaints about too many tests at the same time led to the implementation of continuous assessment in some courses. The graduates reported that the programme has been changed in accordance with their feedback, and the Expert Team observed a strong staff commitment and responsiveness to students' ideas. The proportion of dissatisfied students reported in the SER is nevertheless relatively high (15%–22%). Teachers and students thought that this is because dissatisfied students are not motivated as they may have misunderstood the academic aims of the programme. Perhaps the objectives of the programme as an academic programme – not just as a language skills programme – could be formulated more clearly to the prospective applicants.

The evaluation and improvement processes involve social partners. During the site visit Expert Team heard that the programme staff is extremely willing to consider working life needs. The internal quality assurance measures seem to be effective and efficient as a system as feedback has resulted in programme development.

It seems that communication and managing change are weak points at the University of Vilnius more generally. A practical way of enhancing communication with 'stakeholders' and students as well as prospective applicants would be to develop a comprehensive student handbook¹ to clarify

¹ A Student Handbook could include the following sections: 1) An introduction from the programme leader welcoming the students to the programme, and introducing him- or herself.

2) Names of all staff involved, their contact details and their office hours.

3) General information (about where the 'welcome' meeting is taking place, information about the staff-student

e.g. the programme structure and aims, student progression through the programme, and career options and requirements for qualifications (e.g. teacher).

III. RECOMMENDATIONS

1. It is recommended that the degree title be changed from the degree title of BA in Linguistics into BA in Applied Linguistics as it would be more accurate in relation to the content and learning outcomes of the programme.
2. Implement a modular study system in line with the rest of the university to make it easier for students to include study modules from other subjects.
3. Bring a more focused approach to the teaching of linguistics in the two languages, e.g. by offering a theoretically oriented, comparative course dealing with topics where Russian and English offer different challenges. It would be useful for thesis writing as many BA theses deal with comparative topics; it would also enhance students' general linguistic understanding if both languages were viewed within the same linguistic framework rather than as separate entities within their own traditions.
4. The Institute could get more textbooks and literature for the study programme in order to get enough learning materials for all the students.
5. Develop a student handbook to clarify the programme structure and aims, student progression through the programme, and career options and requirements for qualifications (e.g. teacher). It would be helpful for students' academic and professional orientation and progress.
6. The Institute should try to include partners from the United Kingdom (UK) as students miss opportunities for exchange in UK universities.
7. Minor studies should involve more specializations (Accounting, Logistics, IT, etc.).

liaison committee, who students should approach with their enquiries in the first instance).

4) A table of the structure of the degree, showing students how they can/should put their programme together from the different modules, including information about core and optional courses.

5) A summary of the regulation information about progression from first to second year, and into the dissertation (marks required, etc.).

6) Some basic information about the dissertation (credits, course and structure, length, the nature of research, deadlines)

7) Course and assessment information (a list of individual modules, their assessment methods and deadlines, their relationship to the programme learning outcomes, a brief description of their contents and recommended reading, name of the teacher, contact information for the teacher, a link to more detailed information on the university's webpages).

8) The programme timetable.

9) Advice on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments. (This could be held more centrally as a separate document for the Faculty.)

10) Notes on the writing, presentation and submission of essays and dissertation.

11) Notes on feedback: how the staff give their feedback to students, and what the students should expect from the different teachers on the course in terms of academic feedback.

12) An explicit statement of the marking scheme (what qualities does work have to have to get a particular grade?).

8. 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.
9. Continue the practice of inviting English speaking lecturers from abroad.

IV. SUMMARY

The BA study programme English and Russian Languages offered by the Institute of Foreign Languages, Vilnius University, aims to develop communicative skills in English and Russian to the CEFR levels C1–C2 and to provide students with practical translation and interpretation skills as well as skills in linguistic research. The teachers of the programme have clear views of what they want to achieve and the students are well aware of the learning outcomes and requirements. The programme is also very clearly based on the Lithuanian labour market demand of multilingual professionals. A substantial part of the degree is given over to practical work on Russian and English language studies, with translation becoming increasingly important in the final two years. However, there are no courses in interpretation. Since linguistics is largely taught in the English classes and Russian and English have different linguistic traditions, the Institute could bring a more focused approach to the teaching of linguistics in the two languages so that the methods of analysis and questions approached harmonised better. As the main objectives of the degree are to graduate highly proficient users of English and Russian, it would be appropriate to change the degree from a BA in Linguistics to a BA in Applied Linguistics, even though the quality of the BA papers is high and they are linguistically oriented. Overall, the scope of the programme is sufficient to meet the learning outcomes and the degree is largely successful.

The programme is run by experienced and highly qualified academic staff with corresponding scientific degrees, and also distinguished lecturer practitioners, among them native speakers. This fact is a significant asset for a foreign language programme. Although measures are taken to support staff development, it seems that the high teaching load and the financial cost of foreign conferences somewhat hinder this enterprise. In the future, it is recommended that the administration of the programme should ensure the possibility for the staff to employ sabbaticals.

The admission grades of the applicants to the programme are sufficiently high, showing that the programme is popular among the best school graduates. The study process and student assessment include involving students and staff in building academic and disciplinary cooperation as well as meaningful leisure time. The Institute, moreover, provides academic support through an internet website, where students can ask questions related to academic issues. Students can participate in the Erasmus Exchange programme, but unfortunately the Institute has no partners in English speaking countries. Although the programme pays attention to working life needs, students should have more opportunities for professionally oriented specialization in their studies. To make such specialization possible it may be necessary to develop a modular study system in line with the rest of Vilnius University. The facilities provided by the Institute are good although the students would like to have more books as they now need to share, and sometimes study schedules cause difficulties as students have to move physically from one location to another during the day.

One of the most distinctive features of the programme is its massive responsiveness to the views of the students and wider community.

V. GENERAL ASSESSMENT

The study programme English and Russian languages (state code – 612Q10001) 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

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**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS ANGLŲ
IR RUSŲ KALBOS (VALSTYBINIS KODAS – 612Q10001) 2014-08-05 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-428 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Anglų ir rusų kalbos* (valstybinis kodas – 612Q10001) 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)

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IV. SANTRAUKA

Bakalauro studijų programa *Anglų ir rusų kalbos*, kurią vykdo Vilniaus universiteto Užsienio kalbų institutas, siekia lavinti bendravimo anglų ir rusų kalbomis gebėjimus, kad jis atitiktų Bendrųjų Europos kalbų metmenų (CEFR) C1–C2 lygius, ir studentų praktinius vertimo raštu ir žodžiu gebėjimus bei lingvistinių tyrimų gebėjimus. Studijų programos dėstytojai turi aiškia nuomonę apie tai, ko jie nori pasiekti, o studentai labai gerai žino numatomus studijų rezultatus ir reikalavimus. Studijų programa taip pat aiškiai pagrįsta daugiakalbių profesionalų poreikiu Lietuvos darbo rinkoje. Didelė studijų programos dalis skiriama praktiniam darbui, kurį sudaro rusų ir anglų kalbų studijos, o paskutiniuose dviejuose studijų kursuose daugiau dėmesio skiriama vertimams raštu. Vis dėlto nėra vertimo žodžiu kursų. Kadangi lingvistika dažniausiai dėstoma per anglų kalbos paskaitas, o rusų ir anglų kalbų lingvistinės tradicijos skiriasi, Institutas galėtų daugiau dėmesio skirti lingvistikos dėstymui abiem kalbomis, kad analizės metodai ir keliama klausimai būtų labiau suderinti. Kadangi pagrindinis studijų programos tikslas – rengti absolventus, puikiai mokančius anglų ir rusų kalbas, būtų geriau pakeisti laipsnio pavadinimą iš lingvistikos bakalauro į taikomosios lingvistikos bakalaurą, net jeigu bakalauro darbų kokybė yra aukšta ir jie orientuoti į lingvistiką. Apskritai studijų programos apimtis yra pakankama studijų rezultatams pasiekti ir ji yra gana sėkminga.

Studijų programą vykdo patyręs ir aukštos kvalifikacijos akademinis personalas, turintis atitinkamus mokslinius laipsnius, bei pasižymėję lektoriai praktikai, tarp kurių yra gimtakalbių.

Tai labai didelis užsienio kalbos studijų programos pranašumas. Nors imamasi priemonių personalo tobulėjimui skatinti, atrodo, kad didelis dėstymo krūvis ir finansinės konferencijų užsienyje sąnaudos šiek tiek kliudo šiai iniciatyvai. Rekomenduojama ateityje administruojant studijų programą užtikrinti galimybę darbuotojams gauti akademinės atostogas.

Stojančiųjų priėmimo į studijų programą balai – pakankamai aukšti, tai rodo, kad studijų programa populiari tarp geriausių abiturientų. Studijų procesas ir studentų vertinimas apima studentų ir personalo akademinio ir dalykinio bendradarbiavimo skatinimą bei prasmingą laisvalaikį. Be to, Institutas teikia akademinę paramą interneto svetainėje, kur studentai gali užduoti su akademiniais reikalais susijusius klausimus. Studentai gali dalyvauti *Erasmus* mainų programoje, tačiau, deja, Institutas neturi partnerių angliškai kalbančiose šalyse. Nors studijų programoje kreipiamas dėmesys į profesinio gyvenimo poreikius, studijose studentams turėtų būti suteikta daugiau profesinės specializacijos galimybių. Siekiant įvesti specializaciją, gali tekti sukurti modulinę studijų sistemą, kuri taikoma visame likusiame Vilniaus universitete. Instituto materialieji ištekliai – geri, nors studentai norėtų daugiau knygų, nes dabar jie turi jomis dalytis, ir kartais kyla sunkumų dėl paskaitų tvarkaraščio, nes studentai turi tą pačią dieną vykti iš vienos vietos į kitą.

Šią studijų programą iš kitų labiausiai išskiria jautrus reagavimas į studentų ir platesnės bendruomenės nuomonę.

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III. REKOMENDACIJOS

1. Rekomenduojama pakeisti laipsnio pavadinimą iš lingvistikos bakalauro į taikomosios lingvistikos bakalaurą, nes jis tiksliau atspindėtų studijų programos turinį ir studijų rezultatus.
2. Įdiegti modulinę studijų sistemą, kaip tai daroma visame likusiame universitete, kad studentams būtų lengviau studijuoti kitų studijų dalykų studijų modulius.
3. Daugiau dėmesio skirti lingvistikos dėstymui dviem kalbomis, pavyzdžiui, parengti teorinį, lyginamąjį kursą, kuriame būtų nagrinėjamos temos, kuriose rusų ir anglų kalbos kelia skirtingus iššūkius. Jis būtų naudingas rašant baigiamąjį darbą, nes daugelyje bakalauro baigiamųjų darbų nagrinėjamos lyginamosios temos. Jis taip pat pagerintų studentų bendrą lingvistinį supratimą, jeigu į abi kalbas būtų žvelgiama iš tos pačios lingvistinės perspektyvos, o ne kaip į atskirus vienetus su savo tradicijomis.
4. Institutas galėtų įsigyti daugiau šiai studijų programai skirtų vadovėlių ir literatūros, kad visi studentai turėtų pakankamai studijų medžiagos.
5. Parengti studento vadovą, kuriame būtų paaiškinta studijų programos struktūra ir tikslai, studento studijų eiga studijų programoje ir karjeros galimybės bei kvalifikacijos reikalavimai (pavyzdžiui, mokytojams). Jis būtų naudingas studentų akademinėi ir profesinei orientacijai bei pažangai.
6. Institutas turėtų pamėginti užmegzti ryšius su partneriais iš Jungtinės Karalystės (JK), nes studentams trūksta galimybių dalyvauti mainuose su JK universitetais.
7. Gretutinės studijos turėtų būti labiau specializuotos (apskaita, logistika, IT ir pan.).

8. Užtikrinti personalui galimybę gauti akademinės atostogas, kurios būtų suteikiamos daugiau darbuotojų, įskaitant jaunesnius darbuotojus. Šiuo metu ši galimybė ribota dėl gana didelio dėstytojų krūvio.
9. Tęsti praktiką kviešti anglakalbius dėstytojus iš užsienio.

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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)