



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO
LENKŲ FILOLOGIJOS (612X13010)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *POLISH PHILOLOGY (612X13010)*
STUDY PROGRAMME
AT LITHUANIAN UNIVERSITY OF EDUCATIONAL
SCIENCES

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Lenkų filologija
Valstybinis kodas	612X13010
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalyko pedagogikos, lenkų filologijos bakalauras, mokytojo kvalifikacija
Studijų programos įregistravimo data	2001 08 02, Nr. 1187

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Polish Philology
State code	612X13010
Study area	Humanities
Study field	Pedagogics
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor's degree in Subject Didactics and Polish Philology, teacher's qualification
Date of registration of the study programme	2001 08 02, No. 1187

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The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	4
I. INTRODUCTION	4
II. PROGRAMME ANALYSIS.....	5
1. Programme aims and learning outcomes	5
2. Curriculum design	7
3. Staff	9
4. Facilities and learning resources	10
5. Study process and student assessment	11
6. Programme management.....	12
III. RECOMMENDATIONS	13
IV. SUMMARY	14
V. GENERAL ASSESSMENT.....	15

I. INTRODUCTION

In the Self-Evaluation Report (SER) the Lithuanian University of Educational Sciences in Vilnius calls itself “the main institution which prepares a wide spectrum of highly qualified professionals for education sector in Lithuania” (SER of LEU, p. 6). It is, therefore, not only the main goal of the educational programmes of the University and its research output, but also the mission of the University and its role in society. All 7 faculties and 2 institutes of the University see the educational aspect of their research and teaching as the main aim of their activities. The Polish Language, Culture Study and Didactics Centre (until 1 September 2012 The Department of Polish Philology) is a part of The Faculty of Philology and offers full-time Bachelor studies in Polish Philology, lasting 4 years (240 ECTS credits_) and full-time MA studies, of 2 years (120 ECTS credits). The Centre promotes the latter study programme as the only MA in Polish Philology in Lithuania, and lists the following employment routes for the graduates: teachers, directors of Polish schools, journalists, scientists, translators, office workers and tourist guides. The subject of this Evaluation Report is the 1st cycle of study programme. It is the second external assessment of the programme (the last one took place in 2005). The Report is based on the data provided in the SER of The Polish Philology, its annexes and the data gathered by the Expert Team during the site visit in September 2013. The visit incorporated all the required meetings with different representative groups: the administrative staff of the Philology faculty, staff responsible for the preparation of the Self-Assessment report, teaching staff, current students of different levels of study, alumni and social partners of The Polish Language, Culture Study and Didactics Centre. The Expert Team has inspected various support services, such as classrooms, library and IT facilities. Copies of students’ coursework and Bachelor Thesis were also analysed.

The site visit concluded with the expert group presenting introductory general conclusions to the Centre’s self-assessment team and members of staff.

After the visit, the team met to discuss and agree the content of this report, which represents the members’ consensual views.

During the evaluation period the Expert Team made use of the following documents:

- The Procedure of the External Evaluation and Accreditation of Study Programmes, ordered by the Minister of Education and Science of The Republic of Lithuania; this Procedure has been produced in accordance with the Law on Science and Studies of the Republic of Lithuania (Official Gazette, 2009, No 54-2140) and Standards and Guidelines for Quality Assurance in the European Higher Education Area;

- Recommendation of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education (2006/143/EC).

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme purpose complies with institutional, state and international directives. The two general aims of the study programme Polish Philology are clearly stated in the SER (p. 5):

- to educate a proactive and creative subject teacher, who is ready to learn life-long, has acquired common-cultural, generic and professional competences during practices, demonstrates a professional attitude to work and is prepared for self-dependent work of teacher of Polish language;
- to train Bachelors in Polish Philology, who have acquired fundamentals of philological knowledge of Polish and are able to apply literary and cultural competences of the Polish language and their professional activities.

These two main aims of the study programme are adequate to the general purpose of the educational institution and closely related to the 7 learning outcomes of the study programme of the 1st cycle graduates in Polish Philology (SER p. 5-6), which are:

- general university foundations of fundamental theoretical and practical study subjects;
- creative applying of the theoretical knowledge and understanding of educational science, psychology, health education and didactics in the work of subject teacher;
- linguistic knowledge, analysing of the Polish language from different structural and semantic aspects and using of linguistic concepts;
- accurate and efficient communication in Polish in various cultural and professional contexts, creating written and spoken texts of various genres choosing appropriate language registers;
- communication in second Slavic language at B1 level;
- interpretation of the phenomena of Polish literature and culture in the world and local contexts, proper using and explaining notions of literary theory;

- abilities and skills of scientific work, conducting of empiric scientific research and applying of the philological research methods.

After the first external assessment in 2005 the learning outcomes have been updated and revised (SER, p. 5 & Annex 5), in order to increase contact work hours and create more hours for studies of foreign languages, what was the main suggestion for improvement from the former evaluation team. This provides evidence that this Higher Education Institution is closely engaged in the improvement of its Bachelor study programme. Graduates completing the study programme shall possess the general university foundations of theoretical and practical study subjects, competences of teacher's profession, linguistic knowledge in Polish, ability to communicate in Polish and in a second Slavic language at B1 level, cultural and literary knowledge of Polish culture, and research skills.

After the initial examination of the SER and as a result of our discussions with teaching staff, the team concluded that the learning outcomes are well defined and precise, demonstrate the wide spectrum of the study programme and are consistent with the level of offered qualifications.

The team's meeting with the stakeholders (Polish teachers – teaching practice tutors/mentors, representatives from Education Development Centre and from the Ministry of Education and Science), gave us the basis to conclude that the programme is very flexible and produces competent and well prepared specialists. For example, currently, 3 study plans are being implemented at the University in order to reflect the recent changes in regulations and laws of Lithuanian higher education (SER, p. 6). The first one is in its last year of operation and is valid for students enrolled on the programme 4 years ago. The second one, prepared following the changes in the regulations of 2010, is the current programme evaluated by the team has been in operation for the last 3 years. The third study plan is in its first year of operation and was introduced according to the Resolution No.220 of the Senate of LEU 22 of May 2013. The new study plan gives students a possibility of selecting study subjects according to their needs and interests, and follows the suggestions of the first evaluation report from 2005.

The project was prepared by the special commission of LEU, following the Decree of the Rector No.1-452 of 21 March 2013, regarding university-prescribed and student-selected study subjects and unification of contact hours of study subjects that make up modules of general university education and pedagogical studies at LEU.

Even though the demand for Polish teachers is not very high, it remains steady, as there are 78 schools (more than 13 000 learners) in Lithuania with Polish as the language of instruction. The biggest strength of the LEU Polish Philology study programme is that it is the only study programme in Lithuania offering a pedagogical specialization and an opportunity to become a teacher of Polish language. The weaknesses of the programme indicated in the SER concern mostly the reduced volume of speciality and simplification of the effective teacher's training in only one subject. However, they do not outweigh the positive sides of the programme.

After the meetings with administrative staff and stakeholders the evaluation team concluded that the aims and learning outcomes are strictly based on the academic requirements, public needs and the needs of the labour market. They are consistent with the type and level of studies. Level of qualification offered is of high value and is closely linked with the teaching practice in schools. The study programme in Polish Philology is compatible with learning outcomes, content and qualifications offered. The minor suggestion of the Expert team is to emphasize translation skills as an important part of the learning outcomes.

2. Curriculum design

The Bachelor study programme of Polish Philology has been prepared in accordance with Lithuanian legal acts and, therefore, fulfils all the requirements for higher education study programmes in Lithuania. The entire quote of 240 ECTS credits is divided as follows:

- at least 165 ECTS credits to the subjects in the study field;
- at least 15 ECTS credits to the subjects of general education;
- not more than 60 ECTS credits to the subjects established by the University or chosen by a student.

This division corresponds precisely to the general requirements of the ministerial Regulations for Initial Teacher Training.

The evaluated study programme consists of the blocks of general university education subjects (Foreign language, Economics, Philosophy of Education, Use of professional language etc. – in total 400 hours, 15 ECTS), pedagogical studies (e.g. Education system and special pedagogy, Subject didactics, Practice of teacher assistant – in total 1600 hours, 60 ECTS), speciality-related study subjects (Development of Slavic languages, Basics of

rhetoric, Basics of text linguistics, Basics of translation, Ethnolinguistics, Stylistics – in total 2399 hours, 90 ECTS), study subjects prescribed by the Faculty and selected by students (including 12 credits allotted to the Bachelor paper, 1759 hours, 66 ECTS) and university-prescribed and student-selected subjects (240 hours, 9 ECTS), which ensure professional training of Polish teachers. The University offers 4 parts of teaching practice: observational school practice, practice of teacher assistant, teaching practice under supervision of mentor and independent teaching practice, which are very important in acquiring specific professional skills.

The self-study work comprises the majority of Polish Philology students' volume of studies. In the first semester of studies 54% is allocated to self-dependant work, in further semesters the number of self-dependant work increases to 60-65%, whereas in the last semesters the self-dependant work hours rise to 70-76%. As a result of discussions with students and staff it was felt that a tighter and more formal control system should be incorporated into the curriculum (e.g. submission of reading portfolios, study journals, etc.)

The general studies appear mostly in the first 2 years of education, while the subjects in the study field and pedagogical studies are evenly spread throughout the programme. The clear domination of the professional studies seems to be reasonable according to the formulated main goals and learning outcomes. However, the team has some reservations concerning certain compulsory General Study modules. The team appreciates that the programme committee has little flexibility in terms of the subject choice in the prescribed compulsory General Education Section, but the relevance of a separate Economics module (which amounts to 80 hours) should be discussed with the faculty executive. There should be a stronger logical connection and progression between General Education and Professional subjects offered. It should be tailored to students' interests and their further professional development in terms of transferable skills and expertise.

The only weakness of the curriculum design mentioned in the SER was the lack of optional module choice for students. All modules in the study subjects in the study programme are compulsory. The team appreciates that decisions on module choices and options are made at the University Executive level, and suggest that the Polish Department raise this question at the appropriate administrative level.

As a result of the visit and discussions with teaching staff, students and stakeholders the evaluation team felt that a modification of the programme should be considered along the following lines:

1. competence in 2 subject areas will increase graduate's employability and might help attract higher numbers of prospective students to the programme;
2. introduction of a tighter and more formal system controlling students self-study hours;
3. reconsideration of the relevance of Economics as a compulsory module;

In opinion of the team the above suggestions may help to make the programme more viable and flexible in the current education and labor market.

3. *Staff*

The Bachelor study programme of Polish Philology is realised by 19 academic members of staff. The staff composition of the study programme fully complies with the requirements of legal acts: at least half of the study subjects in the study field should be taught by research degree holders (100% of the teachers of the study subjects in the study field have a research degree: 4 professors, 9 assoc. professors, 4 lecturers, 2 assist. lecturers).

The Bachelor study programme of Polish Philology has 17 students. Thus, the staff – student ratio is excellent. The majority of teachers working on the study programme are active researchers, who publish the results of their research abroad and in Lithuania. Staff publications and research interests feed into the study subjects they teach in the study programme. It must be also mentioned, that the academic staff of Polish Philology has an enormous count of scientific publications, locating the Centre on the top of best research departments in the Faculty of Philology (see: Annex 3 of SER: *The curriculum vitae of the teachers in the study programme of Polish Philology*).

The University creates sufficient conditions for the professional development of the teaching staff necessary for the provision of the programme and for their research in the field of Polish Philology. They regularly attend scientific and practical seminars and conferences and participate in study trips. From 2008 to 2012 they participated in 79 conferences, 26 study and research trips and 27 scientific and practical seminars.

The Faculty of Philology of LEU has a wide range of international partner institutions with 16 foreign universities or research institutions in Poland, Czech Republic, Germany, Latvia, Byelorussia, Russia and Ukraine. This creates an opportunity for staff exchange and student exposure to different teaching methods and strategies. The teaching staff also engages students in social activity (organizing of Week of Polish Language in Vilnius, Olympiad of Polish Language, Christmas Evening, travels and praxis in Poland etc.).

The Expert team appreciates staff concerns with the current high teaching load which makes almost no allowance for research within existing work allocation system. We suggest that this issue is raised at the University Executive level.

After the meeting with teachers and stakeholders the evaluation team concluded, that the academic staff is highly competent, hard-working and highly flexible (3 different study plans during the same academic year).

4. Facilities and learning resources

The premises for studies are very good: the number of rooms is sufficient for the number of students studying on the programme. The Faculty of Philology has 38 rooms (1208 seats), 8 of these are equipped with up-to-date stationary multimedia equipment. There are 2 purpose equipped rooms: Adomas Mickevičius (Room 501) with 64 workplaces and multimedia equipment and internet access and the Polish Culture Centre (Room 514): 18 workplaces with television and video player.

The Faculty also has a Teaching and Learning Study Room. The variety of Polish resources is very impressive: dictionaries, Polish specific didactic literature, reference books, journals, textbooks, teaching aids, video and audio funds (900 titles of resources) and 8 workplaces with computers available in this room. All the computers are connected to the Internet.

The University has a big library, which includes over 511242 copies of teaching resources, over 160044 copies of research and other sort of publications, 29814 copies of the titles in fiction. However, during discussions with staff and students it became apparent that library recourses on the latest speciality-related (Polish Philology) scientific and methodological literature are not up-to-date.

After visiting the Polish Language, Culture Study and Didactics Centre the evaluation team concluded, that the premises for studies are adequate in size and quality, bright, well equipped with computers, projectors and other electronic devices. The teaching materials (books, textbooks, Polish magazines) are accessible in the Centre rooms, reading rooms and lecture room 514. The only suggestion made by the team is to increase the quantity of subject literature in Polish, especially in modern theoretical monographs. Students and staff need to be made aware of the various electronic databases available for their use (i.e. Athens). It is the

university executive responsibility (via library) to develop a system for updating module reading lists and the dissemination of information about available resources.

5. Study process and student assessment

Table 13 in the SER shows that in 2011 there were no students admitted to the Polish Philology study programme, even though it attracted attention of 17 applicants. During discussions the following possible reasons were given by the faculty administration and staff:

- new admission criteria introduced by the Ministry of Education and Science in January 2011;
- demographic problems related to the reduced number of graduates in secondary schools of Lithuania;
- emigration of young people.

During the discussion with administration the evaluation team concluded the improved admissions to the centre since 2011, so that in 2012 there were 7 students admitted and in 2013 – 10. The main reason for these positive changes is tighter links with the Polish embassy and with foreign higher education institutions, especially with Pedagogical University in Krakow, Poland.

The students on the study programme receive good academic and social support. The academic support is based on correct, benevolent, professional and collegial relationships between students and teachers. During the analysis of student work and in discussions with staff and student body it became apparent, that there is no standardized system of feedback and no system ensuring objective marking. The main reason for that could be the old-fashioned way of assessment, without the clear standards of feedback, more descriptive and based on the authority of the teacher.

All students on the study programme of Polish Philology participate in various mobility programmes (especially in the Socrates/Erasmus programme). Students of Polish Philology at LEU go to the academic centres in Poland (Wrocław, Kraków, Warszawa), and vice versa, Polish Philology students from Poland come at LEU. The decreasing numbers of students of Polish Philology result in smaller numbers of outgoing students. However, the numbers of incoming students from other universities stays the same.

Over the last five years (2008-2012) 91 students graduated the Bachelor studies of Polish Philology. According to the data collected in 2012, 23 (27%) out of 78 graduates from the

study programme in the period 2008-2011, work at schools or other educational institutions. 38.4% of the graduates continued studies on Master programmes in Lithuania and abroad.

The demand for specialists in Polish language in Lithuania, and in Vilnius region in particular, is conditioned by the cultural needs of the Polish national minority community (in 2012 number of its members totalled 210,600).

As a result of the visit and meetings with administrative staff it could be concluded that:

- admission requirements are rational and appropriate;
- the organisation of the study process ensures achievement of learning outcomes;
- students are engaged in research and social programmes (they have even established music ensemble to fulfil their artistic needs);
- students participate in exchange programmes with several foreign universities (Poland, Czech Republic), with Polish Embassy and Polish Cultural Centres;
- after being matriculated students of the 1st course participate in some integration programmes of the Centre (eg. trip to Poland, Polish Week in Vilnius etc.) under the supervision of teaching staff.

6. Programme management

The implementation of the Bachelor study programme is ensured at the level of university, faculty, study programme committee and appropriate departments. Academic staff from various faculties of LEU (F. of Educational Sciences, F. of Health and Sport, Dept. of Russian Philology and Intercultural Communication, F. of Philology) is also involved. During our discussions with staff it became apparent that the programme monitoring and assessment lack transparency and coordination. The General Study subjects were often taught as if they were isolated modules with their own goals and assessment feedback systems. Cooperation between departments and good practice exchange should be strengthened.

The administration and quality assurance of the study programme are carried out following the LEU Statute, Study Regulations of LEU Procedure for External Assessment and Accreditation of Study Programme and Standards and Guidelines for Quality Assurance in the European Higher Education Area. The implementation of the study programme at the Philology Faculty is monitored by the Programme Committee consisting of 3-5 scientists, who represent the main divisions implementing the study programme. During the meeting with students and administration there was stated, that student representative also participates in the activities of the Committee as an observer. Each change to the study programme

suggested by the Committee goes through all the stages of procedure (Council of the Faculty, Study Commission of LEU, Rector and Senate).

The measures of quality assurance of the Polish Philology programme are as follows:

- it is a responsibility of the Chairperson of the Study Programme Committee (who is also Director of the Centre) and of the teachers;
- there are regularly organised meetings of the Dean's office, heads of departments and directors of centres to discuss and improve the implementation of study programmes;
- regular anonymous surveys of students.

The results of the self-assessment are therefore analysed and discussed in the Rector's office and results are published in the annual report written by the Dean.

The main social stakeholders in the process of evaluation and improvement of the study programme are schools which provide help in organisation and running of teaching practices.

The higher education institution gives an adequate support, although the team would suggest some self-restraint in modernization and changes implemented in the study programmes, to avoid the situation as presently, that the teaching staff works in 3 different programmes parallel. The other suggestion of the evaluation team is more precise standardizing and formalizing the system of assessment feedback.

The visit of the evaluation team to the Faculty of Philology confirmed, that the responsibilities for decisions and monitoring of the study programme are clearly allocated and are easy to trace. Data and information about the implementation of the study programme are regularly collected and analysed. It is important to emphasize, that the suggestions and recommendations of the previous evaluation in 2005 were strictly followed and implemented to ensure the improvement of the programme.

III. RECOMMENDATIONS

1. The study programme could be modified to combine 2 subjects in the degree name (i.e. Polish Language/History or Polish language/Russian, German etc.). This could be achieved by introducing combined studies degree, giving the graduates more abilities and opening new area of potential employing;
2. Translation should be a deeper and more prominent element of the programme, may be even offered as a combined study option;
3. The Centre should liaise with the Faculty and University management to ensure a more efficient utilization of existing resources and develop a system for updating

reading lists and dissemination of information about available resources to staff and students;

4. The system of assessment feedback has to be more standardized and uniformed. Second marking system should be discussed to ensure the objectivity of the process;
5. The cooperation between different departments involved in the delivery of the programme has to strengthened.

IV. SUMMARY

The study programme of Polish Philology is written in compliance with all relevant regulations of the higher education study programmes in Lithuania. Even though there are some minor improvements that could be implemented, the Expert team felt that all appropriate competences and outcomes were achieved in the delivery of the programme. To the main positive aspects of the programme are:

1. Highly competent staff and students;
2. Unique teaching programme;
3. Strong links with social partners and foreign institutions;
4. Unique position in the lingua-cultural space of Lithuania.

Suggestions for improvement:

1. Modification of the programme to ensure more than one specialty;
2. Wider choice of translation modules;
3. Use of modern library data bases;
4. Unification of assessment feedback;
5. Cooperation between departments involved in the delivery of the programme.

V. GENERAL ASSESSMENT

The study programme Polish Philology (state code – 612X13010) at Lithuanian University of Educational Sciences is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
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)	4
	Total:	21

*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.

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**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS LENKŲ FILOLOGIJA (VALSTYBINIS KODAS – 612X13010) 2013-
10-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-328 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Lenkų filologija* (valstybinis kodas – 612X13010) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	21

* 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

Lenkų filologijos studijų programa vykdoma laikantis visų susijusių Lietuvos aukštųjų mokyklų studijų programų nuostatų. Nors ir reikia atlikti kai kuriuos minimalius patobulinimus, ekspertų

nuomone, įgyvendinant šią programą pasiektos visos reikiamos kompetencijos ir rezultatai.

Pagrindiniai teigiami šios programos aspektai yra šie:

1. Labai kompetentingi darbuotojai ir studentai;
2. Unikali mokymo programa;
3. Stiprūs ryšiai su socialiniais partneriais ir užsienio šalių institucijomis;
4. Išskirtinė padėtis Lietuvos kalbinės kultūros erdvėje.

Siūlomi patobulinimai:

1. Pakeisti programą, siekiant užtikrinti daugiau kaip vieną specialybę;
2. Suteikti galimybę pasirinkti daugiau vertimo modulių;
3. Naudotis šiuolaikinėmis bibliotekų duomenų bazėmis;
4. Suvienodinti grįžtamąjį ryšį dėl vertinimo;
5. Bendradarbiauti katedroms, dalyvaujančioms šios programos įgyvendinime.

III. REKOMENDACIJOS

1. Ši studijų programa galėtų būti pakeista laipsnio pavadinime sujungiant du dalykus (t. y. lenkų kalbą / istoriją arba lenkų kalbą / rusų kalbą, vokiečių kalbą ir t. t.). Tai galima pasiekti įvedant jungtinių studijų laipsnį, suteikiant absolventams daugiau gebėjimų ir atveriant naują galimo įsidarbinimo sritį;
2. Vertimas turėtų būti gilesnis ir labiau pastebimas šios programos elementas, galbūt netgi siūlomas kaip jungtinių studijų galimybė;
3. Centras turėtų palaikyti ryšį su fakulteto ir universiteto vadovybe, kad užtikrintų veiksmingesnį turimų išteklių panaudojimą ir išvystytų rekomenduojamos literatūros sąrašų atnaujinimo ir informacijos apie prieinamus išteklius platinimo personalui ir studentams sistemą;
4. Grįžtamojo ryšio apie vertinimą sistema turi būti standartizuota ir suvienodinta. Siekiant užtikrinti šio proceso objektyvumą reikėtų aptarti antro vertinimo sistemą;
5. Reikia sustiprinti įvairių katedrų, dalyvaujančių įgyvendinant programą, bendradarbiavimą.