



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto  
**STUDIJŲ PROGRAMOS *PRANCŪZŲ FILOLOGIJA* (valstybinis  
kodas – 612X13012)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *FRENCH PHILOLOGY* (state code - 612X13012)  
STUDY PROGRAMME  
at Lithuanian University of Education**

**Experts' team:**

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2. **Prof. Dr. Elżbieta Skibińska-Cieńska**, *academic*,
3. **Prof. Dr. Jean-Luc Lamboley**, *academic*,
4. **Dr. Carmen Caro Dugo**, *academic*,
5. **Mr. Martin Galevski**, *students' representative*.

**Evaluation coordinator – Ms. Dovilė Stonkutė.**

Išvados parengtos anglų kalba  
Report language – English

Vilnius  
2015

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Prancūzų filologija</i>
Valstybinis kodas	612X13012
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5.5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalyko pedagogikos, prancūzų filologijos bakalauras, pedagogo kvalifikacija
Studijų programos įregistravimo data	1998-01-05

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>French Philology</i>
State code	612X13012
Study area	Social Sciences
Study field	Teachers training
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4), part-time (5.5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Subject Pedagogy, French Philology, teacher's qualification
Date of registration of the study programme	5 <sup>th</sup> January, 1998

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

### I.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

### I.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	The Scheme for the process of quality assurance of the study programmes implemented in LEU ( 1 page)
2.	LEU Quality Management System (1 page)
3.	Annual Workload of LEU teachers (1 page)
4.	Professional development of LEU teachers

### I.3. Background of the HEI/Faculty/Study field/ Additional information

The Bachelor Programme of French Philology is implemented by the Department of French Philology and Didactics of the Faculty of Philology of Lithuanian University of Educational Sciences and other departments of the University: the Departments of Developmental and Educational Psychology and Educational Science of the Faculty of Education; the Departments of Lithuanian Linguistics and Communication and Lithuanian and Comparative Literature of the Faculty of Lithuanian Philology; the Department of Lithuanian History of the Faculty of History; the Department of Health and Physical Education of the Faculty of Sports and Health; the Departments of English Didactics, English Philology and German Philology and Didactics of the Faculty of Philology.

The Study Programme of French Philology implemented in LEU has been externally assessed three times this far. On 3 March 2003, the Bachelor Study Programme of French Philology was evaluated by the expert commission of CQAHE, and was granted an unconditional accreditation. The second time was in 2012, and now is the third time (November 2015). This university is the only higher education institution in Lithuanian that gives a proper teacher's training with regard to French as a foreign language.

#### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *18 November, 2015*.

1. **Dr. Ulla Susanna Tuomarla (team leader)**, *Head of Department of Modern Languages, Vice Dean of the Faculty of Arts, University of Helsinki, Finland.*
2. **Prof. Dr. Elżbieta Skibińska-Cieńska**, *Professor at Institute of Romance Languages and Literature, University of Wrocław, Poland.*
3. **Prof. Dr. Jean-Luc Lamboley**, *Expert of Bologna, Professor of Ancient Greek History, Dean of the Faculty of History and Geography, University of Lyon 2, France.*
4. **Dr. Carmen Caro Dugo**, *Associate Professor at Department of Roman Languages, Institute of Foreign Languages, Vilnius University, Lithuania.*
5. **Mr. Martin Galevski**, *student of Oxford University study programme Education, United Kingdom.*

**Evaluation coordinator – Ms. Dovilė Stonkutė.**

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The main objective of the programme is to train teachers of French and give them linguistic competences for professional activities. This statement is clear and the aim well defined. The description of the study programme is easily available in the AIKOS system, on the website of the university ([http://leu.lt/lt/stojantiesiems/stoj\\_bakalauro\\_studijos/stoj\\_bak\\_studiju\\_programos/programs/100202/1.html](http://leu.lt/lt/stojantiesiems/stoj_bakalauro_studijos/stoj_bak_studiju_programos/programs/100202/1.html)), and on the website of LAMA BPO General Admission office ([www.lamabpo.lt](http://www.lamabpo.lt)), but the expert team has not been able to find an English or French version of it. The programme is also annually presented in mass media, information publications and during public events like Open doors. Learners are also personally informed by telephone or email.

Table 1 of the SER gives a clear overview of the programme described with 11 learning outcomes (LO) divided into Knowledge and its practical applicability (LO 1-4), Research skills (LO 5), Special abilities (LO 6-7), Social abilities (LO 8-9) Personal abilities (LO 10-11). Each learning outcome is related to the subjects of the study programme, and the description of each study subject (annexe 3.1.) gives the related learning outcomes. So, the presentation is totally

coherent and consistent, and proves a good management of the whole programme. There is a good balance between theoretical, practical (professional), and research skills. This positive aspect has been confirmed by the students the review team (RT) met during the visit. It is important to point out that there are two final papers, one to assess the pedagogical skills and another to assess the research skills that meet the recommendation made by the last external evaluation in 2012, and by this way the programme has been actually improved. There is also a good balance between subject specific competences and transversal or generic competences. Also in this case, the previous recommendations have been taken into consideration.

The learning outcomes of the study programme meet the requirements of first cycle studies and comply with level 6 according to Lithuanian National Qualification Framework and European Qualification framework. This could be made more evident by using the terminology of Dublin descriptors. The level of linguistic competence in French achieved at the end of the programme (C1.1) is clearly indicated, which is important for students who want to start with this study programme. The learning outcomes comply with the Tuning methodology, with all the orders of the Minister of Education and science of the Republic of Lithuania, and with the internal regulation of the Lithuanian University of Educational Sciences. They are periodically revised on the basis of the feedback from the practice assignments in the schools, and by this way they promote a straight collaboration with social stakeholders in order to respond to the value-based needs of the society, and especially with those responsible for national education. Anyway, there is coherence between the name of the programme, the content of the courses, the learning outcomes and the qualification.

Because of the specific aim of this study programme, that is to say to train teachers in French, the complete title of the degree should be clearly indicated as “Subjects Didactics and French Philology”. It must be underlined that it is the only study programme in Lithuania which trains teachers of French. The low number of students enrolled during the last three years may be a serious danger for the future of this programme, but this statement does not deny or compromise the scientific and pedagogical value of the programme.

## ***2.2. Curriculum design***

The curriculum design has been implemented from 2010 to 2015 and has been renewed four times, the last time was in 2012 after the recommendations and remarks of the external evaluation made by SKVC: in fact, oral practice has been developed, and the research skills are now assessed thanks to the final paper which is compulsory. It fully meets the current national academic and professional study field requirements. It is designed according to the Teacher Training Regulation n° V-1742 of December 12<sup>th</sup> 2012. It lasts four years or 240 ECTS (which is compliant with the European standard) and is divided in four blocks:

- Study subjects of general education: 15 ECTS = 6%
- Study subjects of speciality related study module (French): 90 ECTS = 38%
- Optional subjects (French and second language): 75 ECTS = 31%
- Study subjects of pedagogical studies: 60 ECTS = 25%

The progression of the studies is coherent and consistent with type and level of studies: general education subjects during semesters 1 and 2; modern French all the semesters with deepening

progression; three teaching practices from semester 4 to 7; final bachelor thesis semester 8. The subjects of speciality-related study module are logically interrelated and give the students a good basis of theoretical knowledge. The three teaching practises develop pedagogical competences, and the BA final paper assesses the fundamental research skills. The requirements for both the final paper of pedagogical studies and the BA thesis are approved by the Board of the Faculty and the order of The Rector, which guarantees that the latest achievements in sciences and art are reflected. A second language (German or English, 12 ECTS) is compulsory, which is a good thing. The subjects taught in French (including the final thesis) represents 137 ECTS (57%), but if we add the 30 ECTS for the practice of teacher assistant, we reach 70%, which complies with the exigencies of a bachelor study programme (=EQF and NQF level 6). The syllabus gives an accurate description of the contents and learning outcomes of each course, with the related assessment methods, and by this way it is possible to check that the whole organization of the curriculum, especially the content and methods, is appropriate for the achievement of the intended learning outcomes.

Students who have already a background in French can attend directly the French courses of 2nd year during their first year. More or less, they can cover all the French courses in three years instead of 4 years for the beginners. This is a good way to resolve the potential problem of difference of level and competences between beginners and no beginners.

Only one thing is missing or not easily visible in the curriculum: the windows for mobility. It seems that students go abroad rather in the second or third year, but it should be clearly indicated in the curriculum.

### ***2.3. Teaching staff***

The study subjects in the study programme of French Philology are taught by 22 lecturers: 2 professors, 13 associate professors, 4 lecturers (2 of them are PhD students), 3 assistant lecturers (2 of them are PhD students). The academic staff meets the legal and professional requirements. The qualification of lecturers who implement the Study Programme of French Philology meet the requirements for lecturer qualification outlined in ‘The Regulations of Initial Lecturer Training’, approved by the Order of the Ministry of Education and Science of RL No. V-1742 of 12 December 2012, which state that at least half of the study subjects have to be taught by lecturers with research degree and the research interests of at least 80 % have to coincide with the study field of the study subject taught.

The qualifications of the teaching staff are adequate to ensure learning outcomes. The study programme employs researchers in the study fields of philology, educational science, psychology and philosophy. The academic staff members regularly deepen their knowledge and develop professional skills and qualification in accordance with the aims and learning outcomes of the Study Programme; they participate in scientific projects, write academic papers on comparative linguistics, train young researchers etc.

Five lecturers are qualified in French; some of them seem to have a variety of subjects and are responsible for the supervision of 5-6 final BA papers. During the meetings the question was raised as to whether it possible to give a proper attention to the supervision of students’ research. They informed that it has been established that from the academic year 2016-2017 each lecturer

will supervise a maximum of 3 final papers. The quality of the BA final papers that RT could see seems to be up to standards.

The members of staff participate in applied scientific research, projects, research activities, study visits and seminars. The research on two topics is carried out in the Faculty of Philology: 1) comparative and contrastive research in foreign languages and Lithuanian; 2) development of communicative, intercultural and technological competences of foreign language lecturers. The lecturers actively write research papers and teaching aids, participate in scientific conferences and train young researchers. Lecturers have possibilities of publishing their papers in the field of comparative linguistics (collection of research papers 'Feuille de philologie comparée lithuanienne et française'), two lecturers of the Department are members of the Research Board and Organizational Committee of this publication. The lecturers of the Study Programme of French Philology carry out expert activities in higher education schools and other education institutions. The scientific production has not increased from the last assessment as far as the French specialists are concerned: this should be encouraged.

As regards the turnover of teaching staff, a slight turnover of teaching staff was observed during the period of self-assessment. In 2010 one lecturer retired and resigned from the study programme; two new young lecturers joined the Department staff in 2010 and 2012, two became PhD students in 2012 and 2014; each academic year the Department of French Philology and Didactics receives a native speaker lecturer from France, who teaches students Modern French. At the same time, low staff turnover of full-time lecturers enables to assure the continuity of the Programme; the composition of staff is renewed by young researchers.

In the previous assessment, the need to make better use of mobility possibilities was stressed. The academic mobility has been encouraged; each academic year an average of 7 lecturers have visited the LEU according to Erasmus program. During the assessed period the number of outgoing lecturers was higher than that of incoming lecturers. However, the number of outgoing visits to French universities is still low: only three, in 2011, 2012 and 2013 (see Table, no. 47). During the visit RT could see that lecturers do make good use of the possibilities that are offered, however, there are not enough finances for all the departments of the Faculty, so they do not always get placements.

The academic staff is competent, committed and approachable, have good relationships with students and social partners. During the near future it would be recommendable to keep relying on French natives so that the permanent staff has even more possibilities to carry out research in their own area.

#### ***2.4. Facilities and learning resources***

Since the last evaluation (in 2012) progress continues to be made concerning the infrastructure of the Faculty of Philology (located in the Central Building of LEU) where the Study Programme of French Philology is implemented.

The classrooms are renewed and well equipped (most have multimedia and/or video equipment); their size and the number of places seem to be adequate to the needs.



There is a wireless network access system at the University; the student e-mail system as well as Academic Information System (AIS) is under establishment; legal software has been installed in all the computers.

The library continues to catch up with the latest technologies and possibilities they offer; the staff and students are provided with access to multiple databases from wherever they are; they may borrow books and other documents or order the necessary documents through the Interlibrary Loan Department from other libraries.

An Information Resources Centre has been created, it has the Reading Room of Scientific Literature (20 places) and 9 stationary computers with access to foreign databases, such as Academic Search Complete EBSCO Publishing, Ebrary: Education Collection; Cambridge Journals Online, Archives of Bibliographic Base of Articles of Lithuanian Periodicals; Oxford University Press: Oxford Journals Online; e-versions of journals published by Elsevier Publishing House and subscribed by ScienceDirect; students and teachers may use them to search for necessary information.

A renewal of teaching resources is to be noticed; over the last 5 years more than 100 teaching aids and textbooks have been purchased, with the annual contribution of the French Institute. What could be recommended is a better use of the newest resources: the analysis of syllabi has shown that for some subjects the list of recommended literature contains still obsolete or outdated items, whereas the new, available in the library, are absent (e.g. French Country Studies, Basics of Translation).

Students of the French Philology studies have their teaching practices in schools employing experienced teachers who use the newest methods in their practical activities and are able to share their capacities with student trainees.

### ***2.5. Study process and students' performance assessment***

Prospective students have access to sufficient general information about the programme content, the application process, the fees and other administrative requirements. The recruitment of students is carried out by way of a public advertisement and is usually supported by a variety of promotional activities (e.g. study fairs, open days, public lectures etc.). While there seems to be an adequate set of activities in place to encourage students in enrolling to the programme, the number of students has fallen in recent years, from 14 in 2009/2010 to 6 in 2014/2015. During the site visit, the decreasing number of students was explained primarily as a result of demographic reasons. The drop of new entrants may present a worry for the sustainability of the programme and should be given a high priority in the future.

The admission of students is done in compliance with the relevant national rules and regulations. The programme accepts students with or without previous knowledge of the French language. As a good practice, students enrolling the programme with more advanced knowledge of French can follow courses intended for second year students. The induction of students works well. Course descriptions and requirements are easily accessible online via Moodle platform. All the interviewed students that the RT met knew where to find information related to the courses.

Students have a representative at the Programme Study Committee and participate in the planning of the programme. However, the distribution of information about the issues that have been discussed during the work of Committee could be further improved. At present, the dissemination of information is left largely to the initiative of the student representative. The RT would recommend this procedure to be more systematic in nature, in order to ensure that all students receive adequate information. The programme should therefore consider sending summary after each meeting of the Committee to all students. The impression of the expert team is that the relationship between students and lecturers is open and the learning atmosphere appears to be relaxed and positive. The students feel comfortable to approach their teachers and ask for academic support, suggest improvements or address an issue. However, it appeared that the feedback and complaint channels available to students are of semi-private nature and are often useful for a specific course only; whereas they lack effective use for the purpose of more systematic quality analysis and development of the overall programme. Student feedback is collected after each course, but the low response rate presents a challenge.

The international cooperation with other higher education institutions is in a developing phase and the outgoing mobility of students has increased in recent years, from 1 student in 2010 to 7 in 2014. As a good practice, students in their second year of studies attend a linguistic cultural excursion to France. In the future, more emphasis should be placed on the intake of international students and the development of an international identity and visibility.

Appropriate and transparent arrangements appear to be in place for the assessment of the students' performance. The methods for assessment are sufficiently diverse and usually incorporate a mix of oral and written exercise, presentation and test. Such an approach has facilitated active learning throughout the duration of the courses and not just ahead of final examinations. The final part of the studies is consisted of a Bachelor's paper aimed to assess the student's language skills and a Bachelor's thesis aimed at evaluating the research abilities of the student. The Bachelor's thesis is the main form of student participation in research. While the team is impressed by the quality of the students' work and the two exercises seem to be appropriate in addressing a different set of skills, the requirements may potentially produce burnout and thus a possible lightening of the burden should be considered (e.g. reducing the length of the thesis).

The programme appears to have taken initiatives to offer some form of career development consultation, but this process needs to be more systematic and should be tailored to the needs of the individual. A graduate employment survey is carried out since 2010 and includes questions on the work experience after graduation. In the future, the management of the programme could consider using the graduate employment survey in order to identify potential employment placements for students and strengthen the labour market cooperation.

## ***2.6. Programme management***

The self-evaluation report gives a detailed description of programme management and decision making at different levels of the University hierarchy. According to the self-report, "a strong and effective programme monitoring system" exists. The Study Programme Committee is the main management and decision making body of the Study Programme. The Committee consists of seven members to whom are included also a student member and a social partner. Since

November 2013, the regulations for Study Programme Committees at LEU have been put into effect and clearly define the purpose, tasks and responsibilities of the Committee.

So, at least in principle, all relevant domains of activity are being monitored and the internal quality assurance measures seem sufficient (but could still be improved of course, by ways that RT suggests in this report). Judging by the report itself, it was not always very clear how often and what kind of data exactly is being collected for various purposes of quality assurance and how the data is processed. Unfortunately, the visit did not clear this either really, but taken into account that the programme is rather small, the existing system is probably quite sufficient. It also seems that there is no big distance between the Dean and the department staff, for example. Since not all the students RT met were aware who the student representative is in the Study Programme Committee, RT recommends that there should be more systematic processes of spreading information of the Study Committee meetings and the results of student feedback for instance among the students. It should not depend on the individual student and his/her commitment to the task. Nevertheless, RT heard of examples where the student feedback had served as a reason to make a concrete change in the programme. It would all the same be important to guarantee that the representative is really functioning as a representative of the whole group of students. It also seemed that the student member of the team that wrote the SER was not really an active participant of the process.

Via co-operation agreements with various schools and a continuous teaching practice system, the study programme makes social stakeholders a natural part of its quality assessment.

Since external evaluation in 2012, there has been some major changes, such as substituting the final exam by a BA thesis and increasing student mobility (by 46 %), for example. What could still be developed is national cooperation between universities which have BA programmes in French Philology. There are also more and more bilingual schools in Lithuania. This should guarantee that French is not disappearing although the current number of students is very small. RT recommends that the University is active in organising various events and activities with these schools. The French Institute is surely willing to help to ensure that French continues to be taught also on university level.

### **III. RECOMMENDATIONS**

1. Make sure that not only the same teachers supervise the BA thesis and that all teachers have a realistic chance to pursue their research activities.
2. Use possibly the Dublin descriptors when describing the learning outcomes to show immediately that they fit the 6th EQF level.
3. Calculate the number of credits for the final thesis on the basis of a correct and right estimation of the student workload. It seems underestimated now.
4. The bibliographies provided in the courses should be up to date and thus contain the recent publications in the subject area.
5. Make sure that the student representative is known to all students. Help the student representative in his/her administrative role in spreading the Study Committee meeting materials and student feedback results among the students, for instance.
6. Try to promote the French language in Lithuanian schools in order to secure the sustainability of the programme.

### **IV. SUMMARY**

This programme is unique in Lithuania in combining French Philology and pedagogical studies. This combination seems to work well; there is a good balance between theory and practice in this programme. Especially the continuum of three levels of teacher practice in schools is appreciated both by the students and the school teachers. The staff is competent and the facilities are good too. Judging by the BA thesis for instance, the learning outcomes seem very good taken into consideration that most of the students start learning French in this programme only. International mobility could be made still more visible in the curriculum design and altogether the programme could strive for an international profile. During the exchange, students get to practice actively spoken French and familiarize themselves with culture and society in France (or other French speaking country). Also the teachers should get the possibility to go abroad regularly and to pursue their research activities; it seemed that very often the same people are responsible for the supervision of BA thesis.

All in all, the programme lies on a good basis and is being well monitored regarding different aspects of quality. The number of students is at the same time a risk and an advantage: both the students and teachers profit from a family like atmosphere in this university. At the same time, the small number of students – if it continues to diminish – may put the sustainability of this programme at risk. Therefore it is vital for the programme to make itself visible and promote the learning of French in the schools and the society in general.

## V. GENERAL ASSESSMENT

The study programme *French Philology* (state code – 612X13012) at Lithuanian University of Education is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>18</b>

\*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 vadovė: Team leader:	Dr. Ulla Susanna Tuomarla
Grupės nariai: Team members:	Prof. dr. Elzbieta Skibińska-Cieńska
	Prof. dr. Jean-Luc Lamboley
	Dr. Carmen Caro Dugo
	Mr. Martin Galevski

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS PRANCŪZŲ FILOLOGIJA (VALSTYBINIS KODAS – 612X13012) 2016-  
01-12 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-27 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos edukologijos universiteto studijų programa *Prancūzų filologija* (valstybinis kodas – 612X13012) vertinama teigiamai.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programa *Prancūzų filologija* yra vienintelė Lietuvoje programa, derinanti prancūzų filologijos ir pedagogines studijas. Šis derinys, atrodo, yra veiksmingas; šioje studijų programoje gerai subalansuota teorija ir praktika. Ir studentai, ir mokyklų mokytojai ypač vertina nepertraukiamą trijų lygių mokytojo praktiką mokykloje. Dėstytojai yra kompetentingi, priemonės taip pat geros. Pavyzdžiui, sprendžiant iš bakalauro baigiamųjų darbų, atrodo, kad studijų rezultatai yra labai geri, atsižvelgiant į tai, kad mokytis prancūzų kalbos daugelis studentų pradeda tik studijuodami šią programą. Tarptautinis judumas galėtų labiau atsispindėti programos sandaroje, o ir pačios programos profilis galėtų būti tarptautinis. Pagal mainų programą išvykę studentai praktiškai mokosi prancūzų šnekamosios kalbos ir susipažįsta su Prancūzijos (ar kitos prancūziškai kalbančios šalies) kultūra bei žmonėmis. Dėstytojams taip pat turėtų būti suteikta galimybė nuolat išvykti į užsienį ir vykdyti mokslinių tyrimų veiklą; atrodo, kad už vadovavimą bakalauro darbų rašymui dažnai yra atsakingi vis tie patys žmonės.

Apskritai programos pagrindas yra tvirtas, gerai kontroliuojami įvairūs jos kokybės aspektai. Studentų skaičius ir kelia pavojų, ir turi privalumų – tiek studentams, tiek dėstytojams naudinga universiteto aplinka, primenanti šeimos aplinką. Bet jei šis nedidelis studentų skaičius toliau mažės, gali kilti pavojus programos tvarumui. Todėl šiai studijų programai yra gyvybiškai svarbu tapti matoma, svarbu, kad būtų skatinamas prancūzų kalbos mokymasis mokyklose ir apskritai visuomenėje.

<...>

### III. REKOMENDACIJOS

1. Užtikrinkite, kad bakalauro baigiamajam darbui vadovautų ne vien tie patys dėstytojai ir kad visiems dėstytojams būtų suteikta reali galimybė vykdyti mokslinių tyrimų veiklą.
2. Apibūdindami numatomus studijų rezultatus kiek įmanoma naudokitės Dublino aprašais, kad būtų tiesiogiai matoma, jog jie atitinka Europos kvalifikacijų sąrangos 6 kvalifikacijų lygį.
3. Baigiamiesiems darbams skiriamų kreditų skaičių apskaičiuokite remdamiesi tiksliai ir tinkamai įvertintu studentų darbo krūviu. Atrodo, kad šiuo metu baigiamieji darbai nepakankamai įvertinami.
4. Dalykų literatūros sąrašas turėtų būti atnaujinamas, taigi jame turėtų būti nurodyti naujausi dalykinės srities leidiniai.
5. Užtikrinkite, kad visi studentai pažintų studentų atstovą. Padėkite studentų atstovui vykdyti savo administracinę funkciją, pavyzdžiui, platinti studentams studijų komiteto posėdžių medžiagą ir skelbti studentų grįžtamojo ryšio rezultatus.
6. Stenkitės propaguoti prancūzų kalbą Lietuvos mokyklose, kad užtikrintumėte šios studijų programos tvarumą.

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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)