



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**VYTAUTO DIDŽIOJO UNIVERSITETO
PRANCŪZŲ FILOLOGIJOS PROGRAMOS (612R10002)
VERTINIMO IŠVADOS**

**EVALUATION REPORT OF
FRENCH PHILOLOGY (612R10002)
STUDY PROGRAMME
AT VYTAUTAS MAGNUS UNIVERSITY**

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Prancūzų filologija
Valstybinis kodas	612R10002 (ankstesnis 61204H136)
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Prancūzų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Prancūzų filologijos bakalauras
Studijų programos įregistravimo data	1997 07 04

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	French Philology
State code	612R10002 (previous 61204H136)
Study area	Humanities
Study field	French philology
Kind of the study programme	University studies
Level of studies	First cycle
Study mode (length in years)	Full time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of French Philology
Date of registration of the study programme	1997 07 04

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I. INTRODUCTION

The first cycle study program of French Philology is run by the Department of French and German Philology of the Faculty of Humanities, pursuant to all the legal acts of the country, and to the regulations of the University approved by the Senate meeting on 28 June 2011. It has been self-evaluated by a team composed by three teachers and two students of the department, but no external member has been involved. Nine teachers are in charge of this study program (2 professors, 3 Associate professors, 4 lecturers). The tasks of the evaluation are clearly defined, and the report (38 p.) is precise and comprehensive. It shows a student centred approach based on learning-outcomes, but subject skills and generic or transferable skills are not distinguished in a sufficient way. The report insists on the uniqueness of the study program, but, even after the visit, the experts have not been entirely convinced. Nevertheless, the focus put on “practice” seems a characteristic of this program and is coherent with the multifunctional objective which aims to prepare philologists of broad profile like linguists, translators and literary workers. The overall impression is that the best is done with the available resources- the willingness and commitment of administration and teachers cannot be questioned - but sometimes these resources are not sufficient or optimized enough to respond to the higher standards of quality.

II. PROGRAM ANALYSIS

1. Program aims and learning outcomes

The program aims to provide the basics of French linguistics, literature, translation and culture for persons who intend to relate their professional carrier with the Humanities and Social Sciences, especially in business, culture and tourism enterprises in the EU and Lithuanian institutions, translation agencies and publishing houses. Such an objective responds to the need due to the expansion of cultural, societal and economic relations between France and Lithuania. At the same time, the program ensures a broad humanitarian profile, training people to think independently and critically, and to continue their studies in the second cycle programs of French Philology or related subjects.

There is a good balance between the general university education part (56 credits) and the program study field subject (184), but it is not so clear if beginners and advanced students have different courses. Normally the learning outcomes should be different at least the two first years, for the two categories of students. It may be also observed that the linguistic expected level (C1)

is too low and normally does not allow the students to join a master program in a French University.

The progression of the program is well described ; intensive French language and general university subject studies during the 1st and 2nd year ; 3rd year is focused on study field fundamental and special study part ; the last year students develop practice and scientific research skills. The balance between linguistic, literature and translation is maintained and fits the main objective of the program.

This program is defined with 8 main leaning outcomes and table 2 (2.2.3) shows clearly how these learning outcomes are distributed in the modules. In the list of modules it is possible to check that the intended learning-outcomes of the program are present, and they are correlated to more specific course outcomes. So the written presentation of the report is perfect, but according to some students the reality is not so clear, and it seems that the content of the course is more important for the teachers than the learning outcomes which are not clearly exposed to the students. Anyway, the experts have appreciated the fact that there is a summary in perfect French for each course description.

The report does not give any information about the way the validity of learning outcomes is guaranteed. It is not clear if external partners and stakeholders are consulted, and during the visit, they were embarrassed when the question was asked to them. It is recommended to consult also French universities (for instance to guarantee that French bibliography is up to date).

The attainability of the learning outcomes depends also on the estimated student workload; this aspect is less evident in the self evaluation report, and should be more taken into consideration: how is the student workload calculated, and how the pedagogical team may be sure that the estimation is right and fits the capacities of the student? In this case feedback from student is necessary. The presence of both beginners and advanced students makes this exigency difficult but crucial.

2. Curriculum design

The French Philology bachelor Study program offers subjects peculiar to programs in Philology, focusing on French Language and Culture, Linguistics, Literature and Translation Science Studies as well as the development of practical skills. Program is designed as unique by aims and objectives. It is flexible, reviewed and corrected with regard to the current situation and student's request. In accordance with previous evaluation recommendations the program courses were revised in order to achieve a balance between the number of subjects in linguistics and literature. The program implementers and students state that the equal balance between linguistic

and a literature subject is constantly maintained. Another positive point of program is the opportunity for students to study free of charge in a parallel (minor) study program.

Student's request from previous evaluation to have a native speaking teacher was taken into consideration. Differently from previous years, the University admits students without any knowledge of French language. These students join classes of different levels of French language knowledge. This is considered by expert's group as problematic because the beginners' workload is obviously higher than that of advanced students, while the allocated credits are the same. If the challenge for beginners may be positive because they feel motivated and work hard, there is also a risk for these students to be discouraged and fail. The second gap of this study program design is to use out of dates student books instead of state-of-the art books supplied with new methodological materials. As a consequence, the bachelor thesis final topics are not always coherent to philological content. Stronger focus should be put on the final papers, because it is crucial to ensure a high quality of these thesis that ought to fit the topics of French Philology.

3. Staff

According to the self-evaluation report, the staff is recruited in a public competition, in compliance with qualification requirements for positions as defined in applicable relevant legal acts. In the period analysed (2003-2012) teacher turnover in the French Philology bachelor's degree program was insignificant. One professor retired and two were employed. One of them is a French linguist with a PhD from INALCO.

Group C subjects (the main part of the French Philology bachelor study program) are taught by 9 teachers: 8 qualified full-time VMU teachers, 3 docents, 2 lecturers-doctors, 2 lecturers, and 1 part-time professor. However, only four are qualified in French. Since the last accreditation of the program (2003), the „French“ staff have raised their professional qualifications: one researcher became Associate Professor and two PhDs were recruited. Teaching on the French Philology first-cycle study program is also contributed to by teachers from foreign universities the under Erasmus exchange program.

The four French speaking teachers are able to ensure learning outcomes in all the subjects directly concerning French (language, literature and culture). However, their low number results in the lack of variety in teaching methods and a kind of monotony (several subjects, from five to eight, are taught by the same teacher), stressed by students during the meeting. The students also expressed their disappointment concerning the number of subjects taught in French and a wish to have more possibilities to use spoken French. The possibilities offered by the French Institute and the Erasmus program (e.g. FLE student in traineeship for a semester or a year) are not used enough, and encourage the administration to take full advantage of them.

The teachers working in the program are improving their qualifications, preparing dissertations, participating in conferences, seminars and courses for teachers (mostly in Lithuania, but also in France). They rely mostly on faculty budget for their research, but also on French Embassy scholarships, Research Council of Lithuania, and other forms of help in improving teaching methods. However, Erasmus mobility program possibilities could be used more efficiently: only two teachers participated in the Erasmus mobility program during the assessed period. There should be more focus on teacher mobility.

The teachers involved in the program are researchers in their fields: they publish papers in Lithuanian (mostly) and foreign scholarly journals. One teaching method and two textbooks have been also published. Young researchers (after PhD) can apply for workload concessions in order to pursue further professional development (research, publishing articles, and participation in conferences). However, during the meeting a concern was expressed about the lack of research teams and team work.

In some cases, the content of the courses relates to the teachers' research fields and interests, creating favourable conditions for updating the scope and teaching of particular subjects. However, the review of the final BA works has shown that in some cases the supervision was inadequate or insufficient: topics were too broad, work structure incoherent or deficient and bibliography out of date. In general the quality fell short of the standards. There should be more focus on the final work quality assurance and more team work in setting standards of quality.

4. Facilities and learning resources

The overall impression is that VMU provides quite suitable facilities and learning resources for the French Philology bachelor program, especially if we take in account that some buildings at the university are being renovated just now. In the last evaluation report (in 2003) it seems that the material problem mentioned was that computers were only available for Internet material search and that writing course papers or final theses using computers was difficult for students. At present the students during the visit confirmed that this problem had been solved, and naturally it helps also that many students use their personal laptops for study purposes.

What comes to the teachers' facilities and working conditions, VMU provides a staff room (with 8 working places but only one computer). Naturally the ideal state would be to provide each permanent staff member with a personal space equipped with a computer and this is what the university can strive for in the future, also in order to make VMU more attractive for

international scholars and professors to visit. It should be added that the PhD students too need their own space to work in.

The development of the University Library is adequate and provides students, teachers and researches plenty of material. The international trend is to go towards electronic and open access publishing, which will hopefully save money in terms of material acquisitions in the future, as well as provide most universities worldwide with the necessary bibliographical sources. Thus the expert team would like to encourage teachers to use more and more course material that is available on the net and/or in e-form in order to avoid the problem of the course book shortage. At the moment the course papers and theses we could see did not really contain electronic sources.

5. Study process and student assessment

After reading the self-evaluation report and meeting with the students, it appears that the admission requirements to French Philology study program are clear and transparent and the students had no complaints about that. What is more, all courses descriptions are available with the content of the courses, assessments' forms and their influence on the final marks. And it is worth underlining that the comments and reviews of the graduates and the students on this study program were positive. Students have mentioned, during the visit, that there are support systems for them: academic, social, financial and so on. What is important more, in this study program, students have a wide choice of optional courses which are provided by the same or different departments.

Students and the staff as well as the administration personnel have mentioned that there are surveys which are made each semester, which means that there is intention of making improvements in this study program, and the feedback from the students is considered as important. Students have their representatives in the body of the Faculty, so they have possibilities to express and share their opinion and suggestions through representatives.

However, there is a concern of the mobility possibilities and the use of it: in the academic year of 2011/2012 there were no students participating in Erasmus mobility program; in the academic year 2010/2011 there were only two students in all the program courses that went to study abroad. It is very important that there should be more focus on making the students mobility happen: teachers, managers and administration should encourage students more to participate in mobility programs, ensure these kinds of possibilities, and ensure that the students would be able to study abroad in French. There was nothing in the report about the incoming exchange students from other countries. There could be a possibility to admit students from other

countries to study French Philology, and in this way to create more international environment, formal and non formal for all the students.

Besides, as there is no entrance barrier for the students with no French background since 2010, it happens that in the same academic group (in the same study course) there are students with French background and without French background. Some students made a complaint that there are some issues because of this, e.g. getting the scholarship, as it is very hard for the students who had never studied French to compete with the ones who had studied French; their academic performance is weaker and it's difficult to get the scholarship. It is recommend to take some changes on this issue, e.g. making some extra courses for the students who need more improvement in French language, or some different activities on two different levels of the students, and to give extra focus for the students with no French background to integrate faster.

Another important aspect concerns the use of French language in the French Philology study program. During the visit, the students could express their expectations and wishes to have more possibilities to use oral French language. So, administration and staff have to ensure these possibilities for the students by making common activities and lectures with the incoming French Erasmus students of different study programs (or different Universities).

Moreover, students expressed the fact that, sometimes, there is a lack of explanation of the study subjects' aims, intended learning outcomes and their coherence with the study program's learning objectives and outcomes. It is very important to communicate very clearly for the students the aims and intended learning outcomes of the study program as well as to underline the coherence between different study courses and the study program's learning aims and outcomes.

6. Program management

In relation to responsibilities for decisions and monitoring of the implementation of the program, the Self Assessment Report (p. 36) states that the responsibility for the quality assurance of the program lies with the Study Committee, which consists of the faculty representatives of German and French Philology, Department of History, Centre of Foreign Languages, social partner from Kaunas A. Smetona Gymnasium, one student and one *alumnus*. Neither the program management procedure, nor responsibilities have been made clear in the SAR. The study Committee, as stated in the SAR (p.36) is the main initiator of the renewal of the program and puts forward the prepositions to the Department, but the decision making process on the Department level has not been well articulated, as well, the functions of the Vice-rector

for Studies and Office of Academic Affairs has been reduced to "...posting the updated program on VMU internet website and electronic study program catalogue "(p. 36).

During the meeting with the self- assessment group members, it has been difficult to get a more detailed information on the program management since the participating two lecturers and one student were not qualified to answer any questions related to program management; moreover, they admitted that they neither had participated in writing nor have read the self-assessment report.

The European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area sets out the following standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs of study and other activities. (ESG: Part 1: 1.6 Information systems). In relation to the extent to which information and data on the implementation of the program are regularly collected and analysed, it should be stated that teachers influence decisions regarding the study program through feedback from students, alumni and employers. Discussions about changes of the program are initiated at the Program committee level, the self- assessment of the program, as stated in the SAR, is done every two years. Students' proposals and comments on the issues of improving the program serve as a basis for improvement of programs. However, the system of collecting the feedback from alumni and employers is not regular, has not been well defined and has not been used for the program improvement. During the meeting, alumni and employers admitted that there is no procedure of feedback collection except during the Bachelor theses Defence or sometimes during the Professional Practice.

The Methodological Guidelines ask whether the outcomes of internal and external evaluations of the program are used for the improvement of the program and whether the internal quality assurance measures are effective and efficient. In relation to external stakeholders, the SAR gives very few examples of the close relationship with stakeholders and the report lacks concrete examples of how stakeholders have contributed to significant change in the program. The only abstract example given is " provide useful advice for the development of study process, indicates what additional competencies are necessary to be included in the French Philology first-cycle study program, important for graduates in a concrete practical activity." (p. 37).

The recommendations from the last evaluation were analysed and implemented. The SAR provides no information on the effectiveness of the internal quality assurance system, but during the meeting, staff and students admitted that the system is adequate. Overall, it may be considered that, in the context of program management, the systems of internal quality assurance has basic elements but should be developed into the coherent whole, with clear management responsibilities and internal communication channels.

III. RECOMMENDATIONS

1. The link between learning outcomes, teaching and assessment methods should be clearer for the students, and the feedback from the questionnaires should be processed to establish a better estimation of student workload.

2. It could be useful to design two different degree courses during the two first years, one for beginners, and the other one for students who have already a French background. The low number of students is an obstacle to do it, but some innovative solutions could be found, perhaps through e.resources and virtual mobility.

3. The presence of a French professor is really positive, but he must be supported by a staff where the number of French teaching professors is reinforced to enhance team work. Increase of incoming staff mobility could be a solution; virtual mobility might be also encouraged. More contacts should be established with French Erasmus students, and external activities, like participation to clubs and associations where it is possible to speak French, should be encouraged. It is important that student can reinforce mobility and the practice of oral language.

4. As far as the program management, assurance quality should be improved, for instance by defining clear indicators and by developing efficient monitoring. The future of French philology studies, endangered by the low number of students, must be anticipated and replaced in the frame of an overarching strategy of the university.

5. So as the students who want to continue in master programs can get better prerequisites, research skills could be more developed, and assessed with more attention when the final thesis is defended.

6. Outgoing mobility should be enhanced both for students and professors, and at least during the two last years of the study program, more lectures should be given in French.

IV. SUMMARY

It is not yet possible to evaluate the results of the new program which accepts students who have never studied French language at school, because time is too short from 2011, but it can be said that the 1st cycle program in French philology at Vytautas Magnus university has solid academic bases. It is endangered by the low number of students, but the attractiveness of the faculty of Humanities is a reality, even though some more improvements could be made to reach higher standards of quality assurance (see *supra* recommendations).

The aims of the programs fits the economic, social and cultural environment of the Country, and the definition of the objectives in terms of learning outcomes is correct and corresponds to the Bologna process standards, but the validity and the attainability of the learning outcomes should be more taken into account and assessed, for instance through feedback from specific questionnaires addressed to students and stakeholders. As a consequence, the link between learning outcomes, teaching and assessment methods is not always clear and the estimation of student workload is to be improved.

There is a good balance between literature, linguistics and translation, and the progression of the program is ambitious but realistic and well designed ; so students are in good conditions to succeed and to choose what they can do after the graduation. However, more attention should be given to the students who start the cycle without any French background because they feel a disadvantage respect to those who have already learnt French. On the other side, the possibility to choose optional courses in minor subjects is well appreciated. The admission criteria are well communicated and transparent, the description of the courses is easily available, student representatives in the various councils and committees are efficient, and learning resources and facilities are sufficient to give good working conditions : during the visit the students could confirm all these advantages and seemed happy with the academic environment.

The presence of a French professor (PhD from INALCO in Paris) is really a chance and a strength for the Faculty, but the number of teachers able to teach in French is low, and the international dimension of research work is weak. The consequence for the students is a lack of practicing oral French language during the studies, and a lack of research skills for some final BA thesis, due to deficiency in supervisors's work or insufficient respect of standards of quality assurance. This weakness could be easily cancelled if team work was reinforced and if mobility programs were improved with a better use of existing possibilities, like the resources and the opportunities offered by the French Institute in Vilnius or web sites like fabula.org.

In conclusion, it can be said that the Bachelor in French Philology benefits from of a good local environment and a dynamic staff, but it should be necessary to review the internal procedures for quality assurance, and improve internal communication at the department level, because it is not always clear how the program is managed ; specifically, the team in charge of the self-assessment report has missed some guidance, and the extent to which the analysis and the conclusions of the SAR have been shared within the department is unclear.

V. GENERAL ASSESSMENT

The study program *French Philology* (state code 612R10002) at Vytautas Magnus University is given positive evaluation.

Study program assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Program aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Program management (program administration, internal quality assurance)	2
	Total:	14

*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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Santraukos vertimas iš anglų kalbos

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Prancūzų filologija* (valstybinis kodas – 612R10002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	14

* 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

Dėl per trumpo laikotarpio, kuomet į programą priimami studentai, kurie niekada nesimokė prancūzų kalbos mokykloje (nuo 2011 metų), dar negalima įvertinti naujos programos rezultatų. Tačiau galima teigti, kad pirmosios pakopos prancūzų filologijos programa Vytauto Didžiojo universitete turi solidų akademinį pagrindą. Pavojų kelia mažas studentų skaičius, tačiau Humanitarinių mokslų fakultetas yra tikrai patrauklus, vis dėlto būtų galima įgyvendinti šiek tiek daugiau patobulinimų, kad būtų pasiekti aukštesni kokybės užtikrinimo standartai (žr. *supra* rekomendacijas).

Programos tikslai atitinka šalies ekonominę, socialinę ir kultūrinę aplinką, o uždavinių apibrėžimas pagal studijų rezultatus yra teisingas, tikslus ir atitinka Bolonijos proceso standartus. Tačiau daugiau reikėtų atsižvelgti į studijų rezultatų pagrįstumą ir pasiekiamumą ir juos įvertinti,

pavyzdžiui, atsižvelgiant į studentų ir socialinių partnerių apklausų duomenis. Dėl to ryšys tarp studijų rezultatų, mokymo ir vertinimo metodų yra ne visada aiškus, taip pat reikėtų gerinti studentų darbo krūvio įvertinimą.

Balansas tarp literatūros, kalbotyros ir vertimo yra geras, programos siekiai yra ambicingi, bet realistiški ir gerai sudėlioti, todėl studentams sudaromos geros sąlygos siekti tikslų ir rinktis tai, ką jie galėtų veikti baigę studijas. Tačiau daugiau dėmesio turėtų būti skiriama studentams, kurie pradeda studijuoti neturėdami prancūzų kalbos pagrindų, nes jie jaučiasi nepatogioje padėtyje palyginus su tais, kurie jau mokėsi prancūzų. Iš kitos pusės, gerai vertinama galimybė pasirinkti gretutinių dalykų pasirenkamuosius kursus. Priėmimo kriterijai yra suprantami ir skaidrūs, dalykų aprašai yra lengvai prieinami, studentų atstovavimas įvairiose tarybose ir komitetuose yra efektyvus, o materialieji ištekliai yra pakankami geroms darbo sąlygoms garantuoti: vizito metu studentai galėjo patvirtinti visus šiuos privalumus ir atrodė yra patenkinti akademinė aplinka.

Profesorius iš Prancūzijos (PhD iš INALCO, Paryžius) buvimas yra tikra laimė fakultetui ir stiprina jį, tačiau dėstytojų, galinčių dėstyti prancūzų kalba, yra nedaug, taip pat jų mokslinių tyrimų darbų tarptautinis mastas yra silpnas. Dėl to, studijų metu studentams trūksta kalbėjimo praktikos prancūzų kalba, kai kuriuose bakalauro baigiamuosiuose darbuose trūksta mokslinių tyrimų įgūdžių dėl baigiamųjų darbų vadovų darbo stokos arba nepakankamo kokybės užtikrinimo standartų paisymo. Šį trūkumą būtų galima lengvai pašalinti sustiprinus komandinį darbą ir pagerinus pasinaudojimą judumo programomis, geriau pasinaudojus esamomis galimybėmis, pavyzdžiui, ištekliais ir galimybėmis, kurias siūlo Prancūzų institutas Vilniuje arba interneto svetainės, pavyzdžiui, fabula.org.

Pabaigai galima pasakyti, kad prancūzų filologijos bakalauro programos privalumai yra: gera vietinė aplinka ir dinamiški darbuotojai. Tačiau reikėtų peržiūrėti vidaus kokybės užtikrinimo procedūras ir pagerinti vidinę komunikaciją departamento lygmenyje, nes nėra visuomet aišku, kaip programa yra valdoma; konkrečiau tariant, grupei, kuri atsakinga už savianalizės suvestinę, trūko rekomendacijų, taip pat nėra aišku, kiek buvo aptarta atlikta savianalizė ir jos išvados katedros viduje.

III. REKOMENDACIJOS

1. Ryšys tarp studijų rezultatų, mokymo ir vertinimo metodų turėtų būti aiškesnis studentams, o klausimų rezultatai turėtų būti apdoroti taip, kad būtų geriau įvertintas studentų darbo krūvis.

2. Būtų naudinga pirmaisiais dviem metais sukurti du skirtingo lygio kursus: vienas pradedantiesiems, o kitas studentams, kurie jau turi prancūzų kalbos pagrindus. Mažas studentų skaičius trukdo tai padaryti, tačiau reikėtų rasti naujoviškus sprendimus, galbūt elektroninių išteklių ir virtualaus mobilumo pagalba.

3. Prancūzijos profesoriaus buvimas yra tikrai teigiamas faktas, tačiau jam turėtų padėti darbuotojai; turi būti didinamas prancūzų kalba dėstančių profesorių skaičius, siekiant pagerinti komandinį darbą. Tai išspręsti būtų galima didinant atvykstančių dėstytojų mobilumą, taip pat galėtų būti skatinamas virtualusis mobilumas. Reikėtų užmegzti daugiau kontaktų su Prancūzijos Erasmus studentais, taip pat turėtų būti skatinama išorės veikla, pavyzdžiui, dalyvavimas klubuose ir asociacijose, kur galima kalbėti prancūziškai. Svarbu, kad studentai galėtų skatinti mobilumą ir praktikuotis žodžiu.

4. Kalbant apie programos vadybą reikėtų pastebėti, kad turėtų būti gerinamas kokybės užtikrinimas, pavyzdžiui, aiškiai apibrėžiant rodiklius ir plėtojant veiksmingą stebėseną. Reikia numatyti prancūzų filologijos studijų, kurioms pavojų kelia mažas studentų skaičius, ateitį ir ją pakeisti universiteto bendroje strategijoje.

5. Kad studentai, kurie nori tęsti magistrantūros studijų programą, turėtų geresnes sąlygas, reikia labiau tobulinti mokslinių tyrimų įgūdžius ir juos įvertinti skiriant daugiau dėmesio baigiamojo darbo gynimo metu.

6. Turėtų būti skatinamas tiek studentų, tiek dėstytojų išvažiuojamasis judumas bent jau per du paskutiniuosius studijų programos metus, daugiau paskaitų turėtų būti dėstoma prancūzų kalba.

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