



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
***ANGLISTIKOS* STUDIJŲ PROGRAMOS (621Q34001)**
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ENGLISH STUDIES (621Q34001)
STUDY PROGRAMME
at Vilnius university

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Išvados parengtos anglų kalba
Report language - English

Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Anglistika</i>
Valstybinis kodas	621Q34001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2 m.)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglistikos magistras
Studijų programos įregistravimo data	2008-04-24 Nr. ISAK 1175

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>English Studies</i>
State code	621Q34001
Study area	Humanities
Study field	English philology
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time, 2 years
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master in English Studies
Date of registration of the study programme	2008-04-24 No. ISAK 1175

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

This Report presents the results of the external evaluation of the Master study programme English Studies offered by the English Philology Department at the Faculty of Philology, Vilnius University. The Master programme was approved and started in 2008. During 2010–2012, 11 new students have been admitted to the programme each year.

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

For the evaluation, the following documents have been considered:

1. Law on Higher Education and Research of Republic of Lithuania;
2. General Requirements for the Master Degree Study Programmes;
3. Methodology for Evaluation of Higher Education Study Programmes;

The Evaluation is based on the Self-Evaluation Report (SER) and its annexes prepared in October 2013 and the site visit on 26 February 2014. During the visit the expert team met all the required groups including senior administrative staff (on 25 Feb), staff responsible for the preparation of the SER, teaching staff, students, graduates and one social partner. The Team also examined students' Master's theses, and they visited auditoriums, libraries, and other facilities (on 25 Feb). After the Expert Team discussions and additional preparations of conclusions, general remarks of the visit were presented. After the visit, the group met to discuss and agree the content of the Report, which represents the Expert Team's consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme covers three areas of study: literatures written in English, English linguistics and culture of English-speaking countries. The programme is designed to prepare professionals in English studies with competences suitable for teaching in higher education institutions, working in various publishing activities or in literary archives or museums. The learning outcomes of the programme are divided into five generic competences and four subject-specific competences. Tables have been developed to show which competences are developed in each course. Although it is a good idea to think of learning outcomes in relation to each course and thorough attention has been paid to this exercise, Table 4 (Consistency of study subjects in English Studies programme with generic competences and learning outcomes) in SER does not give an entirely coherent picture of the management of the whole programme. On the basis of the table, the learning outcomes seem a bit haphazard as, for example, the Research-in-Progress seminar and the Master thesis yield no generic competences at all and only three subject-specific competences, whereas the Victorian Novel and Its Contemporary Transformation course manages to develop eight generic competences and eight subject-specific competences. The

Expert Team suggests that for the future the programme committee and the staff might want to review and revise the table from this perspective.

The programme aims and learning outcomes are based on academic and professional requirements, public needs and to a lesser extent the needs of the labour market. General employer feedback on working-life relevant skills is given in the SER, but a more thorough analysis of the job market could also be carried out e.g. in terms of types of jobs available now and in the future. According to the social partner working in the Ministry of Education, there is a need for qualified teachers of English in schools, but students were not very well informed of the teacher qualifications they would need and how to get them. Graduates of the programme seem to be employed in jobs corresponding to their Master's education, such as PhD students teaching at VU, school teachers, and translators. Graduates were satisfied with the competences they had gained in the programme.

One of the characteristics of the programme seems to be its broad scope. On the one hand, it provides a mixed, generic degree, which is suitable for gymnasium teachers of English. On the other hand, it aims to cater for prospective PhD students but the Expert Team cannot guarantee that it provides enough depth in the subjects as all the three subject areas— linguistics, literature and culture—are compulsory. In general, the programme aims and learning outcomes seem to be consistent with the requirements of an Master programme and the programme offers a strong research environment encouraging students to do research.

2. Curriculum design

The Master's degree in English Studies is a general programme, which is intended as the culmination of a university education within English rather than as specific doctoral training. It has a primary focus on literary studies and cultural studies, with the linguistics of English relatively backgrounded. This appears to be a deliberate decision, with substantial advanced studies in formal linguistics being offered on the Master in General Linguistics. A student who wanted to become a linguist of English would, in that case, be advised to take the latter Master degree. The Master in English Studies does provide deeper subject knowledge in the area of literature and at the intersection between literature and cultural studies.

The 2008 review of the Master in English Linguistics specifically asked that the Master should not be changed into a Master in English Studies. Instead, it suggested that the Master in English Linguistics could be strengthened by joining forces with other universities. We learnt that ignoring this particular recommendation was the decision of the department. In terms of subject-specific training in Linguistics, especially for potential international students who do not speak Lithuanian, this was a regrettable decision. However, during the meetings, we also learnt that it was not practical to join forces with other universities, so the particular recommendation could, in any case, not have been implemented in full.

The courses in language and linguistics on this degree, being focused on cognitive linguistics, semantics and pragmatics, are relevant to a programme which is largely focused on literary matters, but it would be possible to make the relationship more explicit, for example by making the courses focused on phenomena which were particularly relevant to literature, such as deixis—the property of words pointing into the discourse context—which is significant in free indirect style. The literary modules were very good indeed, and offered the students a substantial training in literature. The cultural studies modules were similar to the literary modules, and it was encouraging that both were taught by highly active researchers who brought their research interests to bear on their teaching. The linguistics modules also reflected their teachers' research

interests; however, they were apt to be less advanced than the other two sets of courses. Students would have liked a course on current linguistic theory.

One area of concern is that there is overlap between the undergraduate (Bachelor) curriculum and the Master curriculum. This is not an inherent problem—indeed, it is a common solution to the problem of admitting students with different backgrounds—but there is a lack of explicitness about the routes through the Master degree which allow VU undergraduates to progress beyond the Bachelor. The repetition of some courses meant that Master students felt the need for more courses, because they were restricted in their choices, in practice, by the courses they had already taken as undergraduates. It also caused students problems when few courses were cancelled.

In general there needs to be considerably more communication within the department. There is no staff-student committee, which informs both staff and students of aspects of the course that are good, or which need work. And there is no means by which students can be informed about changes that have taken place in response to their feedback.

There were problems with respect to career opportunities after the degree. Although this is not a professional programme, students with an advanced degree in English Studies have an impressive set of skills, and should be highly attractive to employers. It would be beneficial to the students if there were more thought placed on how their degree leads to the world of work, particularly through establishing contact with potential employers and with those whose work contacts might lead to professional employment. Students would have liked formal ‘practice’ courses built into the programme, as part of making it straighter forward to enter the world of work.

3. Staff

The study programme is provided in accordance with the relevant legal acts of the Republic of Lithuania. The staff is highly qualified and continually developing; they publish extensively, participate in staff mobility programmes, various international conferences and different international and national projects (SER, pp. 20–21). There are three full professors, three associate professors and three lecturers with a doctor’s degree being involved in the programme. 7 doctoral theses were defended during 2011–2013 under the supervision of the staff (supervisors – Prof. R. Rudaitytė, Prof. A. Usonienė, Assoc. prof. J. Grigaliūnienė, Assoc. prof. J. Šešauskienė). One of these theses was defended in culture, the other six in linguistics.

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

Teachers’ workload management is approved at the University level. Since there are three scholarly fields within one programme the students need more optional courses and additional effort is required on the part of the teaching staff (it is the duty of the staff to prepare additionally to accommodate students’ needs); more individual consultation time is needed than envisaged in planning workloads in order to obtain adequate results. Subsequently, additional input of time and effort are required from the teachers. As students from abroad enter the programme even

more teaching effort is needed. The bright side of the situation is that both students and graduates hold their teachers in high esteem. During the site visit students confirmed that the quality of knowledge they received is great. It enables them to receive good jobs and/or enter studies abroad.

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

The staff improves their research and academic quality, widens its international contacts by visits to foreign universities and by participating in the ERASMUS exchange programme. On the whole, the teaching staff of the programme is involved in research and research projects directly related to the study programme.

In the future, it is recommended that, in the area of teaching staff, the administration of the study programmes should work out a structural framework on the Faculty level aimed at long-term strategy which could facilitate the teaching staff in conducting their research and professional development and would encourage junior academic staff to progress in their careers so that they would not have to do their research only during free time or on vacation.

4. Facilities and learning resources

The study process takes place in the old buildings of the Vilnius University on the premises of the Faculty of Philology, the part of VU architectural ensemble of great historical value. Due to the major renovation in the Faculty in 2010–2012 the situation improved considerably, 12 classrooms were renovated, new furniture was acquired, and wireless internet connection was installed together with multimedia equipment. Lectures and seminars for students of English are held in different classrooms and in the English Philology Department. In 2013, the hall in front of the K. Donelaitis Conference Centre was renovated and turned into a students' resting area. However, accessibility of classrooms for disabled people is extremely limited.

There are several libraries within and outside the VU, which students of this programme can use: Philology, Philosophy, National Open Access Scholarly Communication and Information Centre (SCIC), etc.

There is a study information system in VU (VUSIS) comprising databases and software for studies, written assignments, computerised examination system, electronic search for plagiarism, admission to first and second level studies. VUSIS users are given authorised access to relevant programs and databases. However, the system is slow and not very flexible. Only a few teachers use this service actively for their courses.

The teachers use PowerPoint presentations, internet sources, publicly available corpora and computer software. The English Philology Department has some office equipment, but teachers and students have to use their own personal laptops.

The VU Philology Library and VU Library have a lot of reading material for studies, including electronic resources and databases. Both students and teachers can use all databases subscribed

to by the VU library, many databases are available from teachers' workplaces (EBSCO, JSTOR, Oxford Journal Online, etc.). The library of the Department has a lot of publications in English, and it receives new books from participants of academic exchange programmes, seminars and conferences. Since 2010, the academic staff has written 5 textbooks and books for studies. The Faculty and the English Philology Department are using every opportunity to acquire new publications for studies, including project funding. Teachers should be encouraged to publish more textbooks, course books, create their websites and place teaching materials in VUSIS.

The material basis of the Faculty is improving, but there are problems of space due to an increased number of consultations. The premises of the Department is used for consultations, which interferes with the normal functioning of the Department and teachers' rest, so more premises for one-to-one and small group tutorials are needed.

Students of the programme have the opportunity to do their internship abroad under the Erasmus exchange programme. In this way, they get experience of a different academic environment, can compare their study programme with a foreign one, become more independent and understand that studies are primarily based on self-study. Students seem to appreciate this opportunity.

5. Study process and student assessment

Admission is organised on a competitive basis according to the Procedure for Competitive Admission (May 2012) and VU Admission Rules (June 2012) confirmed by the VU Senate Committee. Information about admission requirements is published in VU booklets, the media and the internet. There is no great competition in admission, because the demand for second cycle studies in Humanities (and Philology) has decreased in recent years. However, the majority of candidates for English Studies listed this programme under their first priority, indicating that this study programme is chosen by motivated candidates.

This programme was designed to accommodate international students as it is the only study programme of the Faculty of Philology in which all courses are delivered in English.

The best Master students participate in the ERASMUS exchange programme and study abroad for a period of time; they are involved in the organisation of international conferences and are encouraged to think about their further career at the Department of English Philology.

Information about the programme is available not only on the VU internet website, but also on the website of the Utrecht Network and other international networks. During the last three years information about English Studies was disseminated in the academic fairs in Turkey, China, and Kazakhstan. However, information provided on the internet was sometimes misleading, for example regarding optional modules: students did not have a chance to choose from different optional modules, because the minimum number of students for one module was not collected.

There are usually one or two days for students' self-study to allow them to spend time in the libraries in preparation for lectures and seminars, and focus on their own research. Lectures and seminars are planned for the second half of the day.

The most talented students are involved in research activities: they take part in student conferences and make presentations on the topics of the graduation papers; during the semester they have an opportunity to choose an optional seminar Research Paper Writing; in semester 2 they take a compulsory course Research Methodology. Each semester the Department organises special meetings devoted to the discussion of Master students' research papers. In the meetings

the students present the intended contents of their thesis and answer questions. The Expert Team thought that there is adequate research orientation for the students.

The information concerning the study process (study calendar, timetable of lectures and examinations, optional courses, free electives, assessment procedure), opportunities for study periods abroad, tuition fees, student grants, and study funding is provided by the study coordinators at the Faculty of Philology and the Vice-Dean for Academic Affairs. Updated information is available on the websites of the Faculty and VU; the English Studies programme committee and the academic staff of the Department provide information about the aims of the study programme, learning outcomes, content of courses, and career opportunities. This seems to be appreciated by the students.

As there are students admitted to the study programme from other universities, sometimes there is a gap between their level of knowledge and the students who have studied in Vilnius University before. More guidance and counselling are needed for these students in order to adapt to the VU study level quicker.

The system of VU social support includes incentive grants, social grants, special grants, nomination grants, loans for tuition fees, and dormitories. However, students of the English Studies programme indicated that there is a lack of scholarships offered (only 1 at the moment). Therefore, possibilities to study for free would attract more students to this study programme.

VU has a few student organizations, scientific societies, and artistic groups. Health and Sports Centre offers facilities for sports activities. The Student Representative Office helps students to solve their problems and it organizes cultural activities, etc.

Student knowledge and abilities are assessed in accordance with the Statute, Provision for Studies, and procedure for assessment of study results. During the first lecture teachers present the course outline, assessment requirements and other important information for the students.

The students' assessment system seems to be fair. During the semester continuous assessment and cumulative assessment of academic achievement are combined. Students who disagree with the assessment of the results of a specific course may appeal in writing to the Appeals Committee.

The results of surveys, colloquia, written assignments, examinations are discussed and clear explanations are provided. The main errors in students' answers are analysed, and strengths/weaknesses are pointed out. Reviews on term papers and graduation theses are presented in writing. At the end of the semester students are given a questionnaire and asked to assess every course, the work of the teacher, and the programme during the semester; this questionnaire is provided electronically on the VU webpage by VU Quality Management Centre.

The Department maintains the relationships with alumni – it collects information about graduates; later they are invited to participate in various events organized by the Department for the VU community.

There is a lack of feedback from employers : the Expert Team did not get enough information during the site visit, because they met only one employer, who evaluated the knowledge and abilities of the graduates in positive terms.

The employment results are really good: the employment of graduates is 90.9%. Two graduates are working as assistants at the Department of English Philology, one at Vilnius Gediminas

Technical University, another at the Military Academy in Vilnius, two are teaching English at school. Others are employed in different schools and companies in Lithuania and abroad.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are allocated to the Study Programme Committee, which consists of seven staff members, one student and one social partner. This process is clearly explained in the SER; in practice, it seems that teachers who are not in the committee as well as students are involved in the development of the programme to a lesser degree.

Information and data on the implementation of the programme are regularly collected and analysed through surveys carried out by the Quality Management Centre and at the end of the courses, but only a few students answer the general QMC surveys. The number of Master students is low so informal teacher-student interaction and feedback is possible. However, students felt that they can mainly influence course schedules and reading lists rather than more substantial issues like learning outcomes or curriculum design. On the basis of the site visit, feedback is not systematically discussed among staff. The Expert Team encourages staff to organize meetings to discuss feedback and its subsequent use to improve the programme. The programme head could also discuss feedback individually with staff members, especially if there are delicate and personal issues to deal with.

The number of students in the programme is low in comparison to the number of students doing Bachelor in English Philology. The lower quality of students from other universities seemed to be a problem in programme management and to create an atmosphere of differential treatment of students in the department as some Bachelor courses are repeated in the Master programme. The Expert Team wondered whether it would be possible to ask Bachelor students without previous knowledge e.g. on literary or linguistic theory to attend the specific Bachelor courses to prepare them for their Master studies and compose the Master programme entirely of advanced courses.

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

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

¹ to clarify e.g. the programme structure and aims, student progression through the programme

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

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

3) General information (about where the 'welcome' meeting is taking place, information about the staff-student liaison committee, who students should approach with their enquiries in the first instance).

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

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

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

and career options and requirements for qualifications (e.g. teacher).

As Master programmes in the Faculty are 2 years long, it would be appropriate to establish dialogue among all of the stakeholders: the programme committee and the staff, and between the staff and the social partner. We were only introduced to one social partner, whose view of the possible career outcomes for graduates of this programme and the possible paths to those outcomes came as a surprise to the teachers of the degree in a subsequent meeting. This would be hard to consider as 'partnership'.

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

8) The programme timetable.

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

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

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

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

III. RECOMMENDATIONS

1. The department should find ways of improving its communication both among the staff and with the students. The best ways to do this depend on the local culture at the Department, but partly the solutions may be in strengthening the formal structures of participation, ensuring that different personnel groups and students are involved, as well as arranging possibilities for informal interaction.
2. More efforts are needed to inform the students of their future career possibilities and teaching qualifications.
3. Make the relationships of the three compulsory core areas of study (literatures written in English, English linguistics and culture of English-speaking countries) more explicit. For example, linguistic phenomena could be discussed in relation to literature and literary analysis.
4. To facilitate the study process, the electronic system VUSIS should be more actively used by the staff members of the Department in order to create their websites and place teaching materials there.
5. More guidance and counselling needed for students with different levels of knowledge (who come from other universities). Maybe it could be considered to ask students with a different background to complement their studies with specific Bachelor courses.
6. Develop a student guidebook to clarify the programme structure and aims, student progression through the programme, and career options and requirements for qualifications (e.g. teacher).
7. Improve feedback processes and cooperation with the social partners (employers). (The Expert Team met only one social partner.)
8. Develop cooperation with a wider scope of social partners. For example, graduates of the programme could be scanned for different type of careers and invited to speak to the current students.
9. Work out a structural framework on a faculty level aimed at a long-term strategy which
 - a. could facilitate the teaching staff in conducting their research and professional development,
 - b. would encourage junior academic staff to progress in their careers so that they would not have to do their research only during their free time or on vacation.
10. Ensure the possibility for the staff to employ sabbaticals, embracing a greater number of the staff, including junior members; at present this opportunity is limited due to the considerable teaching load.

IV. SUMMARY

The English Studies Master programme covers three areas of study: literatures written in English, English linguistics and culture of English-speaking countries. It has a primary focus on literary studies and cultural studies, with the linguistics of English relatively backgrounded. The courses in language and linguistics on this degree, being focused on cognitive linguistics, semantics and pragmatics, are relevant to a programme which is largely focused on literary matters, but it would be possible to make the relationship more explicit. The literary modules are very good indeed, and offer the students a substantial training in literature. The cultural studies modules are similar to the literary modules, and both are taught by highly active researchers. The linguistics modules also reflect their teachers' research interests, but they are apt to be less advanced than the other two sets of courses.

The programme is designed to prepare professionals in English studies with competences suitable for teaching in higher education institutions, working in various publishing activities or in literary archives or museums. The programme aims and learning outcomes are based on academic and professional requirements, public needs and to a lesser extent the needs of the labour market. Although this is not a professional programme, students with an advanced degree in English Studies have an impressive set of skills, and should be highly attractive to employers. Students would benefit from contacts to working life and more specific information about career prospects and professional requirements such as teaching qualifications.

The teachers of the programme are highly qualified academics and they are held in high esteem by the students and graduates, who feel that the competences gained in the programme enable them to have good jobs and/or conduct further studies abroad. Although the teachers actively develop their competencies and qualifications, this is somewhat difficult due to the teaching load. The Faculty should take measures to develop a more systematic support system for teachers' career development.

In general there needs to be considerably more communication within the department. Information and data on the implementation of the programme is in principle regularly collected and analysed through surveys carried out by the Quality Management Centre and at the end of the courses, but only a few students answer the general QMC surveys, and other possibilities for students to influence the study programme seem limited. Another area of communication to be developed is between the programme committee and the staff, and between the staff and social partners.

V. GENERAL ASSESSMENT

The study programme English studies (state code –621Q34001) at Vilnius university is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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

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

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

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

Grupės vadovas:
Team leader:

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Grupės nariai:
Team members:

Prof. Zaiga Ikere

Prof. Nikolas Gisborne

Dr. Nijolė Merkienė

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**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
ANGLISTIKA (VALSTYBINIS KODAS – 621Q34001) 2014-04-18 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-179 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Anglistika* (valstybinis kodas – 621Q34001) vertinama **teigiamai**.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Anglistikos magistro programa apima tris studijų sritis: anglų kalba išleista literatūra, anglų kalbos lingvistiką ir anglakalbių šalių kultūrą. Pirminis dėmesys skiriamas literatūros ir kultūros studijoms, o anglų kalbos lingvistika iš dalies lieka kaip ir antrame plane. Šios studijų programos kalbos ir lingvistikos studijų dalykai koncentruoti į kognityvinę lingvistiką, semantiką ir pragmatiką, yra tinkami programai, kurioje daugiausiai dėmesio skiriama literatūros aspektams, bet taip pat būtų galima šį santykį padaryti dar aiškesnį. Literatūriniai dalykai yra iš tiesų labai

kokybiški ir suteikia studentams išsamių literatūrinių žinių. Kultūros studijų dalykai yra panašūs į literatūrinius, juos visus dėsto itin aktyvūs mokslininkai. Lingvistiniai dalykai taip pat atspindi jų dėstytojų mokslinius interesus, tačiau jie yra mažiau pažangūs nei kitos dvi programos kryptys.

Programa skirta anglų kalbos studijų profesionalams rengti, kurie turi kompetencijų dėstyti aukštojo mokslo institucijose, užsiimti įvairia leidybine veikla ar dirbti literatūros archyvuose arba muziejuose. Programos tikslai ir studijų rezultatai paremti akademiniais ir profesiniais reikalavimais, visuomenės poreikiais ir šiek tiek mažiau – darbo rinkos poreikiais. Nors tai ir nėra profesinė programa, studentai, turintys anglistikos studijų magistro laipsnį turi labai daug įgūdžių ir turėtų būti itin patrauklūs darbdaviams. Studentams būtų naudinga turėti ryšių su darbo rinka ir gauti detalesnės informacijos apie karjeros galimybes bei profesinius reikalavimus, tokius, kaip mokymo kvalifikacija.

Programos dėstytojai – itin kvalifikuoti akademikai ir studentai bei absolventai juos labai gerbia, jų manymu, programos metu įgyta kompetencija sudarė jiems galimybę gauti gerus darbus ir (arba) tęsti studijas užsienyje. Nors dėstytojai aktyviai tobulina savo kompetenciją ir kvalifikaciją, tai daryti yra nelengva dėl esančio dėstytojų krūvio. Fakultetas turėtų imtis priemonių sukurti sistemingesnę paramos sistemą dėstytojų karjeros vystymui.

Apskritai, pačioje katedroje trūksta daugiau bendravimo. Semestro pabaigoje, Kokybės valdymo centras atlikdamas apklausas reguliariai renka ir analizuoja informaciją bei duomenis apie programos įgyvendinimą, tačiau tik nedaugelis studentų dalyvauja tokiose Kokybės valdymo centro apklausose, o kitos galimybės studentams įtakoti studijų programą atrodo yra ribotos. Kita tobulintina komunikacijos sritis yra tarp programos komiteto ir dėstytojų, taip pat tarp dėstytojų ir socialinių partnerių.

III. REKOMENDACIJOS

1. Katedra turėtų rasti būdų, kaip pagerinti komunikaciją tarp personalo ir su studentais. Geriausias būdas to pasiekti priklauso nuo kultūros katedroje, tačiau iš dalies sprendimas galėtų būti stiprinti formalias dalyvavimo struktūras, užtikrinant, kad į jas būtų įtrauktos skirtingos personalo grupės ir studentai, taip pat sudaryti galimybę neformaliai bendravimui.
2. Reiktų dėti daugiau pastangų informuojant studentus apie jų būsimas profesines galimybes ir mokymo kvalifikaciją.
3. Reiktų aiškiau apibrėžti trijų privalomų studijų sričių santykį (literatūros anglų kalba, anglų lingvistikos ir anglakalbių šalių kultūros). Pavyzdžiui, lingvistika gali būti aptariama per literatūrą ir literatūros analizę.
4. Siekiant palengvinti studijų procesą, katedros personalas turėtų aktyviau naudotis elektronine VUSIS sistema, kad sukurtų savo tinklalapius ir galėtų ten talpinti mokomąją medžiagą.
5. Reiktų teikti daugiau konsultacijų studentams, turintiems skirtingus žinių lygius (studentams iš kitų universitetų). Galbūt reiktų aptarti galimybę siūlyti kitų specialybių studentams į jų studijas papildomai įtraukti specifinių bakalauro lygio studijų dalykų.
6. Reiktų sukurti „Studento vadovą“, kuriame būtų išdėstyta programos struktūra ir tikslai, studentų tobulėjimas programos metu ir karjeros galimybės bei kvalifikaciniai reikalavimai (pvz. mokytojams).
7. Reiktų pagerinti grįžtamojo ryšio procesus ir bendradarbiavimą su socialiniais partneriais (darbdaviais). (Ekspertų grupė susitiko tik su vienu socialiniu partneriu).
8. Vystyti bendradarbiavimą su platesniu socialinių partnerių spektru. Pavyzdžiui, būtų galima atrinkti įvairių profesinių pasiekimų turinčius absolventus ir pakviesti juos pasikalbėti su esamais studentais.

9. Fakultete reikėtų sukurti struktūrą, kurios tikslas – sudaryti ilgalaikę strategiją dėl:
- a. dėstytojų darbo palengvinimo atliekant mokslinius tyrimus ir tobulėjant profesinėje srityje,
 - b. jaunesniojo akademinio personalo skatinimo tobulinti karjerą, kad jiems nereiktų vykdyti mokslinių tyrimų tik savo laisvo laiko metu ar per atostogas.
10. Užtikrinti dėstytojams galimybę išeiti kūrybinių atostogų mokslinei veiklai vykdyti, įtraukiant kuo didesnę dėstytojų skaičių bei įskaitant jaunesniojo personalo narius; šiuo metu tokia galimybė yra gana ribota dėl didelio dėstytojų krūvio.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso² 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

² Žin., 2002, Nr.37-1341.