SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO

STUDIJŲ PROGRAMOS *ANGLŲ FILOLOGIJA IR KITA UŽSIENIO KALBA*

(valstybinis kodas – 612T90003)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *ENGLISH PHILOLOGY AND OTHER FOREIGN LANGUAGE*

(state code – 612T90003)

STUDY PROGRAMME

at ŠIAULIAI UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų filologija ir kita užsienio kalba
Valstybinis kodas	612T90003
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filologija
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Filologijos bakalauras
Studijų programos įregistravimo data	2009-08-17

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	English Philology and other Foreign Language
State code	612T90003
Study area	Humanities
Study field	Philology
Type of the study programme	University studies
Study cycle	First cycle
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Philology
Date of registration of the study programme	2009-08-17

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I. INTRODUCTION

1.1. 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).

1.2. 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.	Updated information from the programme management: final thesis assessment criteria, final thesis, academic staff, additional information about programme structure etc.
2.	During the visit the Team was provided with students' final papers and internship reports.

1.3.Background of the HEI/Faculty/Study field/ Additional information

Šiauliai University has 6 faculties, the Baltic Centre relevant for the Humanities Faculty (further on – the Faculty), a number of institutes and research centres, as well as other structures.

The first cycle study programme under evaluation *English Philology and other Foreign Language* is implemented by Humanities Faculty (SER, p. 4, point 2). The Faculty also has the Students' Representative Office, and the Alumni club. The Faculty implements studies of all three cycles: first cycle (Bachelor), second cycle (Master) and since 2011 together with Klaipėda University, Vytautas Magnus University, and Lithuanian Language Institute third cycle (Doctor) degree (Philology 04H) studies.

Up to the end of the first half of 2013 the English Philology Department was responsible for the implementation of the programme *English Philology and other Foreign Language*. Then the English Philology Department was incorporated into the Department of Foreign Languages Studies (further on – the Department) and now it is responsible for the Programme. Other Faculty and University departments provide good conditions to implement the Programme and ensure the quality of studies.

The Faculty is responsible for a number of first cycle study programmes and several second cycle study programmes.

1.4.The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order S-1545 12.08.2014 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *2-3 October 2014*.

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1. Prof. dr. Jānis Sīlis (team leader), *Professor of Faculty of Translation Studies, Ventspils University College, Chairman of the Board of Applied Linguistics Research Center, Latvia.*

2. Prof. dr. Srebren Dizdar, *Professor of Faculty of Humanities and Social Sciences, Sarajevo University, Head of Second Language Acquisition Centre, Bosnia and Herzegovina.*

3. Prof. dr. Leiv Egil Breivik, *Professor Emeritus, Head of Foreign Languages Institute (till 2014.07.01), Bergen University, Norway.*

4. Doc. dr. Linas Selmistraitis, *Associate Professor, Head of English Philology dep., Lithuanian University of Educational Sciences, Lithuania.*

5. Ina Rosenaitė, *freelance English-Lithuanian translator and interpreter, Lithuania.*

6. Alisa Stunžaitė, *graduate student of Lithuanian University of Educational Sciences Master study programme English Philology.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Both programmes under evaluation at the Šiauliai University – 612T90003 *English Philology and other (*better – *another) Foreign Language*, as well as 612Q30006 *English Philology* are very similar in many aspects (pages 7-8 in SERs of both programmes). Thus, for example, the study field (Philology) is the same, out of 17 learning outcomes only three are different and these pertain to the field of learning outcomes related to the field of the other foreign language (German and Spanish) in the programme under evaluation (knowledge of the language and culture systems of the 2nd foreign language).

The main differences between the two English Philology programmes are as follows: the programme 612T90003 *English Philology and other Foreign Language* provides the opportunity of acquiring a set of teaching competences after the completion of a three-term study programme *Subject Didactics*, but the programme itself in its 240 CPs framework is not providing a legally recognized qualification to teach in primary and/or secondary education institutions – there is only a possibility for students to study at the Faculty of Education to get a teacher's qualification with extra CPs added to the required 240 CPs of the programme , while the programme 612Q30006 *English Philology* puts more emphasis on the choice between enhancement of the study field knowledge and skills (60 ECTS) and specialisation in translation (60 ECTS). In the programme under evaluation 6 ECTS are given to translation courses (SER, p.12). The programme has one aim divided into five sections. According to the SER the programme trains

(a) specialists in English philology,

(b) graduates who are able to use effectively not only English, but also two foreign languages both in oral and written form,

(c) graduates who are able to translate,

(d) graduates with the ability of analysing (this ability evidently is related to philological research activities),

(e) graduates who have acquired certain range of competences to teach English (e.g., in language schools).

The wide variety of specialisation in so many fields unfortunately turns into one of the programme's weaknesses, because specialists in these five fields must be trained also in the other foreign language thus allotting fewer credit points to each of the above-mentioned 5 fields.

The considerable number of specialisations deprives the programme of stability, therefore a diminishment of the number should be reflected upon. However, the Evaluation Team suggests another approach: joining both programmes under evaluation and thus achieving one strongly

developed programme with a smaller but more stable English Philology programme with better defined specialisations (see more details in the final part of the section 2.1.).

It also must be noted that the list of abilities and competences of this programme (SER, pp. 7-8) is very similar to the list of the programme 612Q30006 *English Philology* (SER, pp. 7-8). Still there are also some differences that are mentioned when reviewing the programme.

Learning outcomes related to all the 5 sections of the general aim are linked to subject-specific competences (SER, p. 6) and generic competences (ibid.). To be more concrete, the list of subject-specific competences is as follows: acquiring linguistic knowledge and linguistic skills, basic literary knowledge and ability to apply it, knowledge and understanding of the structure of English and ability to analyse it at various levels; knowledge of literatures of the English speaking countries; English language communication skills (ability to perform at C1/C2 level; awareness of cultural specifics and civilisation of the country of other foreign language; understanding the system of other foreign language and ability to perform at B2 level; mediation and translation skills; ability to communicate through translating, interpreting and rendering information; ability to conduct philological research; national language communication skills; ability to handle information using in studying philology. The list of generic competences is as follows: ability to apply theoretical knowledge in practical situations; ability to learn, to plan work and to work autonomously; ability of analytical and critical thinking; interpersonal skills and teamwork; ability to communicate in international and multicultural environment; quality orientation; excellence in academic and professional activities; ability to use ICT.

Science and research-related qualities, as well as professional qualities have been tested by the employers and generally received positive evaluation. Additional aspects can be recognized within the division into previously mentioned 5 sections – these are: background knowledge of the history, economy, political system and culture of the English-speaking and another language-speaking countries, knowledge of the structure of English and the other FL, ability to use Lithuanian effectively, finding concrete form of knowledge and ability of its practical application (a generic competence), team work, knowledge of ICT, etc.

Formal compliance of learning outcomes to the legal requirements of Lithuania is clearly demonstrated, but they are not in tune with the students and graduates expectations, internship possibilities and labour market situation. Thus, in the meeting with the programme's students the Team found out that out of 7 students who answered the Team's question of what area of labour market they would work in 6 answered that they will work as translators, and one admitted that she wanted to become a teacher of English as a FL. Graduates pointed out that the main aspect of the programme that helped them get jobs was the command of English and not other programme

aims and learning outcomes listed as competences and abilities. These opinions of students and graduates also show that the programme aims and learning outcomes are not fully based on the academic and/or professional requirements, public needs and the needs of the labour market.

According to SER (p. 9) almost two thirds of the graduates are translators, administrators and teachers (after completing the additional 3 terms of Subject Didactics), over 30% work outside the profession in telecommunication companies, real estate agencies and as managers. This is in contrast to the students' and graduates' observations.

The programme aims and learning outcomes from the legal point are consistent with the type and level of studies and the level of qualifications offered, but the Team would like to repeat that there is a danger of losing the study quality because of this number of offered specialisations and qualifications.

The name of the programme, its learning outcomes, content and the qualifications offered do not fully reflect the multiformity of the programme, and this is another argument for diminishing the number of specialisations in future. The programme management should consult the appropriate educational authorities about a new formulation of the programme's name (this could be relevant also to other Lithuanian programmes of this kind).

The SER group has also introduced self-critical remarks in their report stating that more active cooperation with stakeholders is needed; their market research shows that the range of the other FL should be widened including e.g. Swedish, Norwegian, Chinese. The Evaluation Team agrees with these remarks.

Finally, the Team recommends to join two programmes of Šiauliai University on the basis of the programme 612Q30006 *English Philology* in the period of the next 3 years. The joint programme could have specialisations in 1) translation; 2) another foreign language. This number of specialisations seems to be the most optimal one, retaining the diversity needed by the labour market and simultaneously be more stable and reliable than a programme with five specialisations, as the programme 612T90003 *English Philology and Other Foreign Language* has now.

Weaknesses:

The wide variety of specialisation in so many fields unfortunately turns into one of the programme's weaknesses, because specialists in these five fields must be trained also in the other foreign language thus allotting fewer credit points to each of the above-mentioned 5 fields. The learning outcomes are not in tune with the students and graduates expectations, internship possibilities and labour market situation (see explanation above).

A significant number of the 4th year students have to choose *translation* as their *philological* practice area (translation subjects are included into the subject-related, i.e., *philological* block of study courses and the proportion of translation courses is 6 ECTS or 3.17% of the whole *philological* block of 189 ECTS), as they admit that there is a very limited or no choice of other *philological* internship places.

The previous point leads to a conclusion that in such situation it is not possible to admit that the programme aims and learning outcomes are *fully* based on the academic and/or professional requirements, public needs and the needs of the labour market – they are only *partially* based.

Strengths:

The programme 612T90003 *English Philology and other Foreign Language* provides the opportunity of acquiring a set of teaching competences after the completion of a three-term study programme *Subject Didactics* (but not providing a legally recognized qualification to teach in primary and/or secondary education institutions).

2.2. Curriculum design

The curriculum design of the programme *English Philology and Other Foreign Language* is consistent with legal requirements.

Like the *English Philology* programme, the programme under review is divided into three blocks: (1) general university education subjects, (2) study-related subjects and (3) compulsory and elective subjects. The two programmes are similar in that they are both concerned with the field of English philology and in that they both include basic theoretical and practical subjects. Not surprisingly, therefore, the two programmes share some of the strong and less strong points. As opposed the *English Philology* programme, the programme under review also comprises a second foreign language (Spanish or German). In general, the *English Philology and Other Foreign Language* programme is well structured, with a natural progression from the general subjects in the first part of the programme to more specialised subjects later on. This applies to English as well as to the second languages (Spanish and German). As an example of the natural progression mentioned above, one could mention the courses "English Morphology I" (semester I), "English Morphology II" (semester 2), "English Syntax I" (semester 3), "English Syntax II" (semester 4). The first three courses are prerequisites for the advanced syntax course. There is a good balance between the three blocks. The themes are not repetitive to any great extent.

The programme under review has the same introductory course to linguistics as the *English Philology* programme, and the same objections can be raised with regard to the content of this course. Here it should be mentioned that the *English Philology and Other Foreign Language*

programme has very useful introductory courses in phonetics, phonology and morphology which all contain a substantial theoretical component and which all contribute to giving students an overview of important formal aspects of the language: "English Language Phonetics and Phonology" (semester 1), "English Morphology I" (semester 1), "English morphology II" (semester 2), and "English Syntax I". With the exception of "Introduction into linguistics", the content of the courses mentioned above as well as the other courses in the programme is appropriate for the achievement of intended learning outcomes.

In general, the content of the programme reflects recent research in the relevant fields. However, with respect to the courses in language/linguistics, there is too much emphasis on traditional disciplines, at the expense of areas that have come to the forefront of linguistic research in recent decades (e.g. pragmatics and language variation). (This is different from saying that traditional disciplines are not important in such a programme.)

Weaknesses:

The course "Introduction into Linguistics" in semester 2 does not provide students with a broad enough overview of formal and pragmatic aspects of language study, as a preparation for subsequent language courses. The focus is too much on diachronic change at the expense of the formal and pragmatic aspects of contemporary language. Although the content of the programme reflects recent research in the relevant fields, there is too much emphasis on traditional disciplines like syntax, semantics and phonology, at the expense of areas that have come to the forefront of linguistic research in the past few decades (e.g. pragmatics).

Strengths:

The programme is structured in a satisfactory manner, with a natural progression from the general subjects in the first part of the programme to the more specialised subjects later on (although one misses a broad introduction to the various aspects of language study early in the programme). There is a good balance between the three blocks that constitute the programme. This applies to English as well as to the second languages (Spanish and German). The themes are not repetitive to any great extent. In general, the content of the subjects/modules is consistent with the type and level of the studies. On the whole, the content of the programme reflects recent research in the relevant fields.

2.3. Teaching staff

The teaching staff of the study programme *English Philology and Other Foreign Language* meets the general requirements for first-cycle study programmes as approved by the Minister of Education and Science of the Republic of Lithuania order No. V–501 of April 2010. The

requirement stating that at least 50% of the volume of all study subjects must be delivered by teachers with a scientific academic qualification is met.

The programme is implemented by 24 permanent members of the teaching staff (12 PhD): 1 professor doctor habilitated, 3 professors doctors, 6 associate professors doctors, 2 lecturers doctors, 8 lecturers, and 4 assistant lecturers. The programme is not supported by any English native speaker which is a drawback for the major language. An advantage of the programme is a Spanish native speaker teaching Spanish as a minor language.

The age of the academic staff varies: the programme is run by experienced and qualified academic staff with corresponding scientific degrees, and also young lecturers and assistants. The average age of lecturers is 50. The teaching staff work experience is sufficient for the programme: ranging from 6 to 48 years (27 years on average).

The staff turnover is minimal having no significance to the study process. During the period under analysis some teachers were promoted in their position: 2 teachers were promoted from assistants to lecturers and 2 teachers were promoted from lecturers to associate professors. 4 lecturers started doctoral studies. Analogical data about the teaching staff is given in the SER of *English Philology* study programme of Šiauliai University. Presumably, the same teachers are involved in two programmes as far as they are implemented by the same department.

The ratio of lecturers and students in the programme under analysis is fluctuating between 1:12 and 1:14 which is sufficient for the programme.

The teaching staff's professional development in the areas of pedagogical, scientific, practical activities is regulated by Šiauliai University documents. The main ways of qualification development determined in the documents are long-term and short-term internships in foreign and Lithuanian science and educational institutions and organizations as well as the participation in courses, seminars, delivering lectures, making presentations at scientific conferences. The procedures of qualification development determined by Šiauliai University obliges the teachers not fewer than two times per five years to develop the competences of higher education didactics, information management, information technologies, and foreign languages.

The SER says that the systemic and consistent development of lecturers' qualification is a part of the policy of the staff management of the Department. At the beginning of each study year, the plans of research-methodological activities are designed, the results of which, once a year, are analysed during the meetings of the Department: summarizing the teachers' research results and methodological activity, foreseeing possibilities for their improvement. However, the SER does not mention that the Department has clearly defined and regulated research groups and

research directions which are given priority at the Department. The progress in that area could be made.

A very positive aspect of the programme is visiting professors who arrive every year through exchange programmes and the teaching staff of the programme also goes on study visits abroad. During the period under analysis the ratio of incoming and outgoing teachers is 41:15.

The teaching staff develops research potential and didactic qualifications through participation in research projects, international and local conferences, and qualification upgrading courses. The faculty publishes research findings in Lithuanian and foreign scientific journals. Over 140 articles were published in 2008-2013. However, the presentations are delivered only in neighbouring countries.

Teachers could include reference of their own publications in the list of publications in the study subject descriptions and students of the programme would benefit form that.

Some members of the teaching staff of the programme participated in research projects: 2 teachers in the project financed by Research Council of Lithuania *The State and Nation: Heritage and Identity* "Conceptual Metaphors in Public Discourse" (VA-12022); 1 teacher in Vytautas Magnus University project "The Synergy of Foreign Language and Subject"; 1 teacher in Vilnius University project "Development of the Concept of the European Credit Transfer and Accumulation System (ECTS) at the National Level: Harmonization of the Credit and Implementation of the Learning Outcomes Based Study Programme Design" (VP1-2.2-ŠMM-08-V-01-001); 7 teachers in the project "Foreign Language – Window to the World" (VPI-2.2-ŠMM-05-K-02-008).

With reference to the SER it can be concluded that the existing teaching workload prevents the academic staff from engaging more consistently in research activities, which are necessary in order to qualify for higher academic degrees: on average 790 work hours are allocated for contact work with students and only on average 265 are non-contact work hours per year which make one third of the total workload. Although the research commitment and results of the staff are obvious, the Department should more clearly and systematically support research activities.

Weaknesses:

There are no groups of researchers working in the same field of research and building a strong field of research, the dissemination of scientific results is limited to the neighbouring countries.

Strengths:

The programme has qualified and experienced teachers who can ensure the quality of the programme. The teaching staff supports international contacts through visits to foreign

universities and by participating in the exchange programme. Teachers produce scientific publications and make presentations at international conferences; the staff attends professional development courses.

2.4. Facilities and learning resources

Study conditions at the Faculty premises are adequate both in their size and quality. The Faculty building, where the *English Philology and another Foreign Language* programme is run, has 25 lecture rooms with 797 seats. Most lecture rooms are equipped with modern audio-visual technology and the number of seats is appropriate for the number of students.

There are lecture rooms for theoretical lectures (the biggest has 67 seats), seminars and practical classes (from 12 to 30 seats) as well as for individual and group consultations (8 seats). In 2013 all rooms have been renovated and equipped with 13 multimedia suites; 3 portable multimedia suites are available in the Faculty of Humanities, as well as students' room for individual work and rest.

There are three rooms with the latest equipment for language learning (63 computerized workstations).

There is a computer lab with 19 new computers and a multimedia suite. In spring 2014, 11 licences of translation and terminology management software, *SDL Trados Studio 2014 Professional* and *SDL Multiterm 2011 Extract*, were purchased. This software trains the skills of computer-aided translation (i.e., using translation memory and terminology database) and project management tools which are required to develop translation, editing, proofreading, project management and other skills of future translators. Since September 2014 students are using different applications of the afore-mentioned software during the courses of *Automated Translation I*, *Automated Translation II* and *Quality Management in Translation*.

After joining the two programmes, as is was already suggested by the team in section 2.1., all students willing to acquire the translation specialisation should be entitled to use the mentioned translation tolls to the full extent.

Students have a free choice to find a philological or translation internship place using information relevant to internship placement. Due to numerous bilateral agreements between ŠU Humanities Faculty and different institutions that provide work placements for the students; organizations, institutions and companies that accept programme's trainees, provide philological internship places. The SER (p. 20) states that translation internship is also practiced in this programme, parallel to the programme 612Q30006 *English Philology* that has a more profound specialisation in translation matters. This is an unnecessary dubbing that can be avoided by

joining the two programmes (see section 2.1.).

Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible, but the range of books for immediate specialisation – various branches of English philology reflected in the study courses, is still insufficient. This does not have a positive impact upon writing BA papers. As both English Philology programmes have the same set of learning resources there could be more philological publications in the University library.

Weaknesses:

The range of books for immediate specialisation – various branches of English philology reflected in the study courses, is still insufficient and this does not have a positive impact upon writing BA papers.

Strengths:

Study conditions at the Faculty premises are adequate both in their size and quality. Due to numerous bilateral agreements between ŠU Humanities Faculty and different institutions that provide work placements for the students; organizations, institutions and companies that accept programme's trainees, provide philological internship places.

2.5. Study process and students' performance assessment

The University organises admission in accordance with the Lithuanian legal requirements provided for in the Law No. V-2486 of the Ministry of Education and Science. Since 2010 the number of students has been decreasing from 25 in 2012 to 9 in 2014.

During the visit, it was learned that the students of this study programme are planning to work either as teachers or translators, however, the study programme does not provide for possibility to obtain teaching qualification and offers too little subjects, related to translation – either compulsory or optional modules. Some students stated that they see themselves working in the public and business sectors as multilingual administrators, specialists and managers, and emphasized that they would have had liked to have more subjects related to business and management, as well as more seminars of business English.

Obviously, in the real world, philology graduates may find positions in various structures and fields, however a clearer definition of the programme and outcome of these studies would help students to understand what skills they would be able to achieve and what are their future career prospects. Meeting with the alumni revealed that many students of the programme work in business sector.

Feedback from students was that the strength of this programme was studying two languages. Students also stressed that they would like to have some teachers that are native

speakers of English, German and Spanish. However, visiting teachers from other countries slightly compensate this lack of native speakers.

Students participate in academic conferences and sometimes are able to do joint research with teachers; however, apparently, joint research with teachers is not always encouraged by the faculty.

During our visit, it was learned that students have their practice during the fourth year, usually doing translations for different translation agencies, since there were not many other options.

Students of Foreign Languages Studies Department have a representative in The Study Programmes Committee. This is obviously a good practice; however, the student was not elected by the student community or Students Representation, but appointed by the management of the Department. Students expressed the opinion that student representatives should be elected.

Students have very good opportunities and are very much encouraged to participate in the mobility programmes. Most of them used these opportunities to spend a semester or two abroad and find it of use.

The University provides good academic support. Teachers are available for consultations; their schedules are well organised and clear. Individual consultation options are available with all members of the academic staff. However, the financial support for the students lacks clarity and is rather difficult to get. A number of students indicated that they lack information about grants available and these grants are mostly given to students of other departments. The scholarships of academic excellence are available only for students who have an average mark of 9.8., which is very high.

Students stated that their opinion is taken into consideration when making decisions regarding development of the study programme and that such contribution to improvement of the programme is very much appreciated.

The assessment system of students' performance is clear, adequate and publicly available for both English Philology programmes. Both the self-evaluation report and students confirm and appreciate high level of academic honesty control. However, some students felt unappreciated due to the fact that students with low performance are treated equally to those whose academic performance is of high standard. The assessment of each module is introduced at the beginning of a semester.

Social partners, which included representatives of business sector, were quite positive about this programme, but some of them were of opinion that introduction of business subjects and

business English would be of use, since many graduates are looking for the jobs in the business sector.

Weaknesses:

There is no clear learning outcome of the programme. Students do not have much power altering the study programme, they are assigned to participate in The Study Programmes Committee rather than elected. There are too little possibilities for the students to receive scholarships.

Strengths:

Academic honesty is promoted and practiced at the university.

2.6. Programme management

Despite frequent changes in the organisation and structure in recent years, which had clearly affected some functions at different levels of both the Faculty of Humanities and the Department, responsibilities have been allocated in a consistent manner following top-bottom approach. In such a situation, the Department, composed of three different languages (English, German, and Spanish) seems somewhat fragmented or disconnected. Academic staff in English Philology takes some activities in monitoring and dealing with the necessary programme changes in a timely manner, but it is far from being efficient. There is a lack of initiative from Department members, since all the programme management matters rest with the Head of Department, whereas either relevant bodies, which had been set up to enhance this activity, rarely take initiatives on their own. There is impression that they simply comply with request that come from upper management levels, and that such an attitude deserves to be changed in future, when more interaction within the Department and its members is expected.

Data has been collected in a regular fashion towards the end of each semester, whereas the additional feedback can be acquired through a number of informal meetings, organised by either the Dean's Office or Study Programme's Committee. The same applies to other means of data and information gathering through ŠU academic information system in a somewhat limited way to non-Lithuanian speaking evaluators, due to the fact that they have been stored in a national language. However, it should not be considered as a shortcoming, since the similar practice is in place across Europe as well. The data has been regularly analysed and updated in order to trigger concrete activities, but no real outcomes seem to have resulted from such a practice. It applies in particular to 'invisible' Career Centre, whose activities are not felt in the Department activities. Although duly organised each year in March, Quality Days rarely create the atmosphere of improvement or potential changes, which ought to be seriously taken into consideration.

The Department takes rather seriously the results of both the internal and external evaluations, which should serve as the basis for the improvement of the programme. It is evident that such reports are discussed at the department's meetings, as well as when addressing these issues with other stakeholders. A number of activities, including publication of papers and seminars on these issues complement other regular actions taken by the Department in order to achieve higher quality performance of the programme, but they remain eventually limited to a small number of involved staff. In such a way, some concrete suggestions for improvement have been lost in documents and the desired impact has not been achieved.

Stakeholders of diverse background have been identified and duly included in the process of evaluation and improvement of the programme. A possible exception to this statement happens to be alumni, who have not been included on a regular basis in the process. The others seem to be not only interested but also actively involved in such activities, and there are various means of making the concrete activities transparent and available to public at large, in addition to regular reports, which is an excellent example of good practice. However, one should also mention that external stakeholders (mostly from schools) have been quite active in resolving certain negative issues caused by a lack of proper conduct during student practice in their institutions. The mutual collaboration and feedback from both sides when dealing with such examples can be taken as a suitable model for taking programme management to a higher level between the Department and external stakeholders.

The proposed and performed set of internal quality measures showed some positive albeit limited results, whereas there seems still some room for improving them through a more dynamic, systemic and efficient collaboration with potential employers and other social stakeholders in the form of well-defined indicators, which might upgrade the current situation. At present, it is still not possible to view these measures as especially efficient and effective, but only as satisfactory within the dispersed structure of the Department, not fully settled down after the most recent restructuring in 2013. It is particularly important that quality measures become everyday practice for all academic staff, as well as for students who happen to be appointed rather than elected to represent their fellow-colleagues at the Department's meetings, or as members of different committees and other bodies, where their voice could be heard with more relevance.

Weaknesses:

A better collaboration within the Department and with the full support of higher decision-making levels can help to overcome the current situation and secure the more promising aspects in the future.

Strengths:

A rather detailed set of documents produced recently by the Department trying to deal with problems and issues that have arisen from a number of changes and transformation in the last ten or so years, together with a more dynamic, systemic and efficient collaboration with potential employers and other social stakeholders in the form of well-defined indicators, can best define the actual situation at the Department that can make certain programme management measures especially efficient and effective.

III. RECOMMENDATIONS

Area of programme aims and learning outcomes:

1. The Team recommends to join the two programmes of Šiauliai University on the basis of the programme 612Q30006 *English Philology* in the period of the next 3 years. The joint programme could have specialisations in 1) translation; 2) another foreign language.

2. If the two English Philology programmes are joined the programme management should consult the appropriate educational authorities about a new formulation of the future programme's name.

Area of curriculum development:

1. The content (and reading list) of the course "Introduction into Linguistics" (semester 2) should be changed somewhat to give students a better overview of formal and pragmatic aspects of language study, as a preparation for subsequent language courses.

2. Areas that have come to the forefront of linguistic research in recent decades (e.g. pragmatics and language variation) should receive a more prominent place in the programme, at the expense of more traditional disciplines like syntax, semantics, and phonology.

Area of teaching staff:

1. The teaching staff is encouraged to expand the geography of publications not limiting themselves to neighbouring countries;

2. To form the groups of researchers at the Department who would ensure the unique profile of the research at the Department.

Facilities and learning resources:

1. The range of books for immediate specialisation – various branches of English philology reflected in the study courses should be widened to correspond to latest research achievements and teaching content and methods developments.

Area of study process and students' performance assessment:

1. More courses related to business and management should be introduced.

2. The possibility to obtain a teacher's qualification should be introduced.

3. Students' representatives should be elected to the institutional bodies of the University by students themselves.

4. An average mark to receive a scholarship should be lowered to the average of 8,5.

5. The Department should not appoint the student representative(s) in the Study Programme Committee, but these representatives should be chosen and elected by the students themselves.

6. As some students feel unappreciated about the fact that students with low performance are treated equally to those whose academic performance is of high standard, the Team recommends to balance the performance level with the treatment level.

7. Social partners' recommendation to introduce more business-related courses as well as to have more Business English teaching hours should be considered.

Area of programme management:

1. All the academic staff within the Department, and not necessarily just the current leadership, need to address programme management issues with a necessary set of quality assurance measures in their proper and comprehensive application, while running daily activities in order to comply with the student expectations and, even more, to the fulfilment of academic requirements leading to the envisaged qualification in Translation studies.

2. More day-to-day interaction between the three sub-sections within the Department (English, German and Spanish) and collaboration across the new structure of the department is desirable if the programme management issues involving all the parties involved are to be felt in the process.

3. Students participating in the Department's managing of academic and other activities should be chosen in a due process of democratic elections among their peers and not merely appointed by the Department or Šiauliai University leadership structures. The same applies to alumni, who have not been kept in touch with on a permanent, but rather on if-a-need-arises basis.

4. There seems still some room for improving a currently proposed and performed set of internal quality measures through a more dynamic, systemic and efficient collaboration with potential employers and other social stakeholders in the form of well-defined indicators, which might upgrade the current situation.

IV. EXAMPLES OF EXCELLENCE*
* if there are any to be shared as a good practice

V. SUMMARY

Main positive quality aspects of each programme evaluation area:

Area of programme aims and learning outcomes:

The programme 612T90003 *English Philology and other Foreign Language* provides the opportunity of acquiring a set of teaching competences after the completion of a three-term study programme *Subject Didactics* (but not providing a legally recognized qualification to teach in primary and/or secondary education institutions).

Area of curriculum development:

The programme is structured in a satisfactory manner, with a natural progression from the general subjects in the first part of the programme to the more specialised subjects later on (although one misses a broad introduction to the various aspects of language study early in the programme). There is a good balance between the three blocks that constitute the programme. This applies to English as well as to the second languages (Spanish and German). The themes are not repetitive to any great extent. In general, the content of the subjects/modules is consistent with the type and level of the studies. On the whole, the content of the programme reflects recent research in the relevant fields.

Area of teaching staff:

The teaching staff has a good experience in teaching study subjects. Teachers are active in publishing research articles. The proper academic level of the programme is facilitated by visiting professors. Academic qualification of teaching staff ensures the quality of the programme. The teaching staff actively participate in qualification development courses.

Area of facilities and learning resources:

Study conditions at the Faculty premises are adequate both in their size and quality. Due to numerous bilateral agreements between ŠU Humanities Faculty and different institutions that provide work placements for the students; organizations, institutions and companies that accept programme's trainees, provide philological internship places.

Area of study process and students' performance assessment:

Academic honesty is promoted and practiced at the university.

Area of programme management:

A rather detailed set of documents produced recently by the Department trying to deal with problems and issues that have arisen from a number of changes and transformation in the last ten or so years, together with a more dynamic, systemic and efficient collaboration with potential employers and other social stakeholders in the form of well-defined indicators, can best define the actual situation at the Department that can make certain programme management measures especially efficient and effective.

Main negative quality aspects of each programme evaluation area:

Area of programme aims and learning outcomes:

The wide variety of specialisation in so many fields unfortunately turns into one of the programme's weaknesses, because specialists in these five fields must be trained also in the other foreign language thus allotting fewer credit points to each of the above-mentioned 5 fields. The learning outcomes are not in tune with the students and graduates expectations, internship possibilities and labour market situation (see explanation above).

A significant number of the 4th year students have to choose *translation* as their *philological* practice area (translation subjects are included into the subject-related, i.e., *philological* block of study courses and the proportion of translation courses is 6 ECTS or 3.17% of the whole *philological* block of 189 ECTS), as they admit that there is a very limited or no choice of other *philological* internship places.

The previous point leads to a conclusion that in such situation it is not possible to admit that the programme aims and learning outcomes are *fully* based on the academic and/or professional requirements, public needs and the needs of the labour market – they are only *partially* based.

Area of curriculum development:

The course "Introduction into Linguistics" in semester 2 does not provide students with a broad enough overview of formal and pragmatic aspects of language study, as a preparation for subsequent language courses. The focus is too much on diachronic change at the expense of the formal and pragmatic aspects of contemporary language. Although the content of the programme reflects recent research in the relevant fields, there is too much emphasis on traditional disciplines like syntax, semantics and phonology, at the expense of areas that have come to the forefront of linguistic research in the past few decades (e.g. pragmatics).

Area of teaching staff:

There are no groups of researchers working in the same field of research and building a strong field of research. The dissemination of scientific results is limited to the neighbouring countries.

Area of facilities and learning resources:

Although 11 licences of translation and terminology management software were purchased in spring of 2014, in the light of the extremely small share of translation study courses in the programme under evaluation (6 ECTS which is 10 times less credit points than in the *English Philology* programme having 60 ECTS for translation subjects) the programme students will not have a sufficient opportunity to use this equipment. This is another argument in favour of joining the two English Philology programmes.

The range of books for immediate specialisation – various branches of English philology reflected in the study courses, is still insufficient and this does not have a positive impact upon writing BA papers.

Area of study process and students' performance assessment:

There is no clear learning outcome of the programme. Students do not have much power altering the study programme, they are assigned to participate in The Study Programmes Committee rather than elected. There are too little possibilities for the students to receive scholarships.

Area of programme management:

A better collaboration within the Department and with the full support of higher decision-making levels can help to contribute to programme's future development.

VI. GENERAL ASSESSMENT

The study programme English Philology and other Foreign Language (state code – 612T90003) at Šiauliai university 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	2
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
	Total:	**17**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas:
Team leader: Prof. dr. Jānis Sīlis

Grupės nariai:
Team members: Prof. dr. Srebren Dizdar

                                Prof. dr. Leiv Egil Breivik

                                Doc. dr. Linas Selmistraitis

                                Ina Rosenaitė

                                Alisa Stunžaitė

ŠIAULIŲ UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ANGLŲ FILOLOGIJA IR KITA UŽSIENIO KALBA* (VALSTYBINIS KODAS – 612T90003) 2014-11-24 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-563 IŠRAŠAS

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Anglų filologija ir kita užsienio kalba* (valstybinis kodas – 612T90003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**17**

* 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)
<...>

V. SANTRAUKA

Pagrindinės teigiamos programos savybės pagal vertinimo sritis:
Programos tikslų ir numatomų studijų rezultatų sritis:
Programa 612T90003 *Anglų filologija ir kita užsienio kalba* suteikia galimybę baigus trijų semestrų studijų programą *Dalyko pedagogika* įgyti nemažai pedagoginių kompetencijų (bet nesuteikia teisiškai pripažintos kvalifikacijos mokyti pradinėse ir (arba) vidurinėse mokyklose).

Programos sandaros sritis:

Programos struktūra yra patenkinama: nuo bendrųjų dalykų, kurie dėstomi pirmoje programos dalyje, vėliau natūraliai pereinama prie labiau specializuotų (nors programos pradžioje pasigendama išsamaus įvado į įvairius kalbos studijų aspektus). Trys šią programą sudarantys blokai gerai subalansuoti. Tai pasakytina ne tik apie anglų, bet ir apie antrąją kalbą (ispanų arba vokiečių). Temos pernelyg nesikartoja. Apskritai studijų dalykų / modulių turinys atitinka studijų rūšį ir pakopą. Programos turinys iš esmės atspindi naujausius susijusių sričių mokslinius tyrimus.

Personalo sritis:

Akademinis personalas turi gerą studijų dalykų dėstymo patirtį. Dėstytojai aktyviai publikuoja mokslinius straipsnius. Tinkamą šios programos akademinį lygį padeda palaikyti atvykstantys dėstytojai. Programos kokybę užtikrina dėstytojų akademinė kvalifikacija. Dėstytojai aktyviai dalyvauja kvalifikacijos tobulinimo kursuose.

Materialiųjų išteklių sritis:

Studijoms skirtoms patalpos, esančios fakultete, yra tinkamos ir jų pakanka. Šiaulių universiteto Humanitarinių mokslų fakultetas yra sudaręs daug sutarčių su įvairiomis institucijomis, suteikiančiomis studentams vietą mokomajai praktikai atlikti organizacijomis, institucijomis ir įmonėmis, kurios priima šios programos praktikantus ir užtikrina filologinę praktiką.

Studijų eigos ir jos vertinimo sritis:

Universitete skatinamas ir įgyvendinamas akademinis sąžiningumas.

Programos vadybos sritis:

Glaudžiai ir veiksmingai bendradarbiaudama su būsimais darbdaviais ir kitais socialiniais dalininkais, Katedra neseniai parengė išsamių dokumentų rinkinį, kaip išspręsti problemas, susijusias su per pastaruosius dešimt ar daugiau metų įvykusiais pokyčiais. Dokumentuose pateikti rodikliai atspindi tikrąją padėtį Katedroje ir gali padėti reikšmingai pagerinti programos vadybą.

Pagrindinės neigiamos programos savybės pagal vertinimo sritis:

Programos tikslų ir numatomų studijų rezultatų sritis:

Didelė specializacijos sričių įvairovė tampa šios programos silpnybe, kadangi penkių sričių specialistai turi būti mokomi dar ir kitų užsienio kalbų, taigi kiekvienai iš pirmiau minėtų penkių sričių skiriama mažiau kreditų. Studijų rezultatai neatitinka studentų ir absolventų lūkesčių, praktikos galimybių ir padėties darbo rinkoje (žr. pirmiau pateiktą paaiškinimą).

Daug ketvirto kurso studentų savo *filologinės* praktikos sritimi turi pasirinkti *vertimą* (vertimo dalykai yra įtraukti į su dalyku susijusį, t. y., *filologinių* studijų dalykų bloką; vertimo dalykai apima 6 ECTS kreditus arba 3,17 proc. viso *filologinio* bloko, įvertinto 189 ECTS kreditais), nes jie pripažįsta, kad galimybė pasirinkti kitą *filologinę* praktiką yra labai maža arba jos visai nėra.

Ankstesnis punktas suponuoja išvadą, kad, esant tokiai padėčiai, neįmanoma sutikti, jog programos tikslai ir numatomi studijų rezultatai yra *visiškai* pagrįsti akademiniais ir (arba) profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais – jie tik *iš dalies* jais pagrįsti.

Programos sandaros sritis:
Studijų dalykas „Kalbotyros įvadas", dėstomas 2-ąjį semestrą, nesuteikia studentams pakankamai išsamių žinių apie formalius ir pragmatinius kalbos studijų aspektus, kurios padėtų pasirengti vėliau dėstomiems kalbos dalykams. Pernelyg daug dėmesio skiriama diachroniniam pokyčiui šiuolaikinės kalbos formaliųjų ir pragmatinių aspektų sąskaita. Nors programos turinyje atsispindi naujausi susijusių sričių tyrimai, per daug dėmesio skiriama tradicinėms disciplinoms, pavyzdžiui, sintaksei, semantikai ir fonetikai, ir tai daroma sričių, kurios per pastaruosius kelis dešimtmečius tapo pagrindiniu lingvistinių tyrimų objektu, pvz., pragmatikos, sąskaita.

Personalo sritis:
Nėra tyrėjų grupių, kurios dirbtų toje pačioje tyrimų srityje ir formuotų stiprią tyrimų kryptį. Moksliniai rezultatai skleidžiami ir platinami tik kaimyninėse šalyse.

Studijų eigos ir jos vertinimo sritis:
Nors 2014 m. pavasarį buvo įsigyta 11 licencijų vertimo ir terminologijos tvarkymo programinei įrangai, atsižvelgiant į tai, kad su vertimu susijusių studijų dalykų vertinamoje programoje yra labai mažai (6 ECTS kreditai, t. y. dešimt kartų mažiau nei programoje *Anglų filologija*, kurioje vertimo dalykams skiriama 60 ECTS kreditų), šios programos studentai neturės pakankamai galimybių pasinaudoti šia įranga. Tai dar vienas argumentas, pagrindžiantis būtinybę sujungti abi anglų filologijos programas.

Vis dar nepakanka knygų, reikalingų tiesioginei specializacijai (įvairių anglų filologijos šakų, kurios atsispindi studijų dalykuose), ir tai nepalengvina bakalauro baigiamųjų darbų rašymo.

Studijų eigos ir jos vertinimo sritis:
Nėra aiškaus šios programos studijų rezultato. Studentai neturi daug galių keisti studijų programą. Į Studijų programos komitetą jie greičiau skiriami nei renkami. Studentai turi per mažai galimybių gauti stipendijas.

Programos vadybos sritis:
Geresnis bendradarbiavimas Katedroje ir aukštesnio lygio sprendimų priėmėjų parama galėtų paspartinti tolesnį programos tobulinimą.

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III. REKOMENDACIJOS

Programos tikslų ir numatomų studijų rezultatų sritis:
1. Ekspertų grupė rekomenduoja kitų trejų metų laikotarpiu sujungti abi Šiaulių universiteto programas programos 612Q30006 *Anglų filologija* pagrindu. Jungtinė programa galėtų apimti dvi specializacijas: 1) vertimo; 2) dar vienos užsienio kalbos.

2. Jei abi filologijos programos bus jungiamos, programos vadovybė turėtų pasitarti su atitinkamomis švietimo institucijomis dėl naujos būsimos programos pavadinimo formuluotės.

Programos sandaros sritis:
1. Studijų dalyko „Kalbotyros įvadas" (2 semestras) turinį (ir literatūros sąrašą) reikėtų šiek tiek pakeisti, kad studentai gautų geresnį bendrą formalių ir pragmatinių kalbos studijų aspektų supratimą taip parengiant juos vėlesniems kalbos dalykų studijoms.

2. Šioje programoje reikėtų daugiau dėmesio skirti sritims, kurios pastaraisiais dešimtmečiais tapo pagrindiniu lingvistinių tyrimų objektu (pavyzdžiui, pragmatikai ir kalbų įvairovei); tai reikėtų daryti labiau tradicinių disciplinų, pavyzdžiui, sintaksės, semantikos ir fonetikos sąskaita.

Personalo sritis:

1. Akademinis personalas raginamas plėsti publikacijų geografiją neapsiribojant tik kaimyninėmis valstybėmis;

2. Sudaryti Katedroje tyrėjų grupes, kurios užtikrintų unikalų Katedroje atliekamų mokslinių tyrimų pobūdį.

Materialiųjų išteklių sritis:

Siekiant atsižvelgti į naujausius pasiekimus mokslinių tyrimų srityje ir studijų turinio bei metodų pokyčius, reikėtų išplėsti tiesioginės specializacijos (įvairių anglų filologijos šakų, atsispindinčių studijų dalykuose) knygų asortimentą.

Studijų eigos ir jos vertinimo sritis:

1. Reikėtų įtraukti daugiau su verslu ir vadyba susijusių studijų dalykų.

2. Reikėtų suteikti studentams galimybę įgyti pedagogo kvalifikaciją.

3. Studentai turėtų patys rinkti savo atstovus į universiteto (savivaldos) organus.

4. Vidutinis balas, kuris suteikia galimybę gauti stipendija, turėtų būti sumažintas iki 8,5.

5. Katedra neturėtų skirti studentų atstovo (-ų) į Studijų programos komitetą – juos turėtų rinkti patys studentai.

6. Kai kurie studentai mano, kad uolūs studentai nėra vertinami labiau už tuos, kurie deda mažiau pastangų. Todėl ekspertų grupės nuomone, pažangiems studentams reikėtų parodyti daugiau dėmesio, įvertinti jų pastangas.

7. Socialiniai partneriai rekomenduoja įtraukti daugiau su verslu susijusių dalykų, be to, reikėtų daugiau valandų skirti dalykinės (verslo) anglų kalbos dėstymui.

Programos vadybos sritis:

1. Nebūtinai tik dabartinė vadovybė, bet ir visi Katedros dėstytojai turi spręsti programos vadybos problemas, tinkamai ir plačiai taikydami būtiną kokybės užtikrinimo priemonių rinkinį ir kartu vykdydami kasdienę veiklą, kad tenkintų studentų lūkesčius ir dar daugiau – akademinius reikalavimus numatytai vertėjo kvalifikacijai įgyti.

2. Norint, kad programos vadybos procese dalyvautų visos suinteresuotosios šalys, pageidautina stiprinti kasdienę trijų Katedros poskyrių (anglų, vokiečių ir ispanų) sąveiką ir bendradarbiavimą naujoje Katedros struktūroje.

3. Studentų atstovai, dalyvausiantys Katedros akademinių reikalų valdymo ir kitoje veikloje, turėtų būti demokratišku būdu renkami pačių studentų, o ne paskiriami Katedros arba

universiteto valdymo struktūrų. Tas pats taikytina ir alumnams, su kuriais ryšys palaikomas ne nuolatos, o tik tada, kai prireikia.

4. Panašu, kad šiuo metu pasiūlytą ir įgyvendinamą vidinio kokybės užtikrinimo priemonių rinkinį dar galima šiek tiek tobulinti dinamiškiau, sistemingiau ir veiksmingiau bendradarbiaujant su galimais darbdaviais bei kitais socialiniais dalininkais nustatant aiškius rodiklius, kurie galėtų pagerinti esamą padėtį.

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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)