



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETO

**STUDIJŲ PROGRAMOS**

***ANGLŲ IR VOKIEČIŲ FILOLOGIJA***

*(valstybinis kodas - 612T90002)*

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**

***OF ENGLISH AND GERMAN PHILOLOGY***

*(state code - 612T90002)*

**STUDY PROGRAMME**

at VYTAUTAS MAGNUS UNIVERSITY

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Anglų ir vokiečių filologija</i>
Valstybinis kodas	612T90002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filologija
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	nuolatinė (4 metai)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Filologijos bakalauras
Studijų programos įregistravimo data	2009-06-10

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>English and German Philology</i>
State code	612T90002
Study area	Humanities
Study field	Philology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor in Philology
Date of registration of the study programme	10-06-200

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## ACKNOWLEDGEMENT

This evaluation is conducted in accordance with the Law on Higher Education and Research of the Republic of Lithuania (30 April 2009 No XI-242) which established the “principles of quality assurance in higher education and research” and in accordance with the “Procedure for the External Evaluation and Accreditation of Study Programmes” approved by Order No ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania (*Official Gazette*, 2009, No 96-4083). It takes due cognisance of the Order of the Minister for Education and Science approving the general requirements of the first degree and integrated study programmes (9 April 2010 No V-501) pursuant to Articles 47.8, 48.3 and 48.7 of the Law on Research and Higher Education of the Republic of Lithuania (*Official Gazette*, 2009, No. 54-2140).

An External Evaluation Team (hereinafter EET) has conducted an Evaluation of English and German Philology Study Programme (state code 612T90002) at Vytautas Magnus University (VMU). In conducting their evaluation of the Study Programme, EET have acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education) as well as being guided by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

This report does not paraphrase or re-present the range of information presented in the Report of the Self-Evaluation Group (hereinafter SEG). Instead, it focuses on issues raised in the Self-Evaluation Report (hereinafter SER) as well as raising some issues not addressed in the SER but which came to the attention of EET during the course of the Team’s time in Lithuania, and, specifically, during the course of the field visit.

In addition to its examination of the SER, EET collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means.

EET would like to express our appreciation to the authorities of VMU for the manner in which EET was welcomed.

Concerning the site visit, EET would like to note, unfortunately, the organisation of the visit was not fully successful due to the low numbers of participants and the lack of the detailed information sometimes. Therefore the benefit of meetings with students, teachers and alumni was not fully sufficient.

## 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.	Corrections in Admission Requirements (2013-2014)

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

The SER gives the following background information: “The English and German Philology first-cycle study programme was designed and is implemented at the Department of German and Romance Philology and the Department of English Philology of the Faculty of Humanities (hereinafter HMF) at Vytautas Magnus University (hereinafter VMU).

VMU is a state institution of higher education which provides university studies and develops scientific and artistic activities. VMU is a university of a classical type, re-established in 1989, which continues the traditions of the Lithuanian University founded in 1922 (renamed as Vytautas Magnus University in 1930). VMU is the only higher education institution in the country and one of the few in the region where a broad liberal arts (Artes Liberales) education is imparted. At VMU general education is provided with a particular focus on humanities. VMU nurtures humanistic traditions in compliance with the propositions of the Bologna Charter.

The English and German Philology first-cycle study programme (BA) is the only BA programme which is jointly organized by two departments of the Faculty, the Department of German and Romance Philology and the Department of English Philology.”

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

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *30/September/2014*.

1. **Doc. dr. Nebojša Vasic (team leader)**, *lecturer of Zenica University, Faculty of Philosophy, Department of English language and literature, Bosnia and Herzegovina.*
2. **Prof. dr. Josef Schmied**, *the Chair of Chemnitz university of Technology, Department English language and linguistics, Germany.*
3. **Doc.dr. Minna Nevala**, *senior lecturer of University of Helsinki, Department of Modern Languages, Finland.*
4. **Mrs. Tatjana Kriliuvienė**, *Teacher of English Language at Kuršėnai Laurynas Ivinskis gymnasium, Lietuva*
5. **Ms. Liucija Sabulytė**, *student of Kaunas University of Technology, study programme Translation and editing of technical texts.*

## **II. PROGRAMME ANALYSIS**

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

The SER states that the principal aim of the English and German Philology first-cycle study programme is to educate specialists in philology who are competent in two foreign languages, English and German, who will have a broad sociocultural background, and to develop students' skills in applying language knowledge in such broad areas as linguistics, language teaching, translation and literature. According to SER the graduates of the programme will be able to assess and critically interpret different phenomena of cultural and social life. The EET finds the above-cited principal aim as rather comprehensive if expanded by skills related to life-long learning and gaining the basics of scientific-research knowledge. The EET thinks that the programme aims and outcomes are well designed and clear. On the basis of the programme aims, the following learning outcomes are specified in SER: students will be able to use fluent English at level C1 and fluent German at level B2, produce written texts of different types in both languages, translate specialized texts from English and German, analyse English and German texts from the perspective of linguistics, literature, art and translation theory, analyse the process of teaching / learning English and German, conduct comparative analyses of home and foreign cultures and to describe literary contacts, establish and maintain professional contact with colleagues from English and German-speaking countries and adapt their specialized knowledge while working in Lithuanian, British, American, German, European and international institutions.

During the site-visit students complained about the level of their language proficiency in the field of the German language. It is evident that certain modifications could enhance the level of the German language in order to reach fluent German at level B2. Students and teachers mostly

agree that realization of the specified aims of the programme is restricted due to the insufficient level of entrants' knowledge. Namely, the majority of entrants start learning German as real beginners (SER, page 11), which was confirmed during the site-visit. It seems that even B2 level fluency and language proficiency of the German language is hard to achieve when most entrants start learning German as real beginners. Knowing that university education comprises much more than sheer communicative competence or fluency the fact that the majority of entrants are real beginners of the German language is one of the major issues of the study programme. In spite of profound modifications of the study programme, the problem of the quality of the German language proficiency needs further adaptation. The following is stated in SER (page 11): *Currently the German language knowledge of the programme entrants is of unequal level: the majority of entrants start learning German as real beginners, while there are some who have acquired German at levels A2, B1, and even B2. It was thus observed that for those students who start the studies of German as real beginners the volume of the programme is insufficient to achieve the study outcome "to communicate in two foreign languages at level C1/C2", i.e. it is impossible to create conditions in the programme to achieve level C in only two years.. Thus, having renewed the programme, first, we changed the programme outcome "to communicate in two foreign languages at level C1/C2" into "use fluent English at level C1 and fluent German at level B2".*

The renewal of the study programme makes the aims and learning outcomes more realistic; fluent German at level B2 is a more accessible aim than the previous aim, which was C1 / C2 for both languages. Without this modification the study programme will set unattainable aims and learning outcomes. The renewed current aims and outcomes are consistent with the type and level of the study programme. Furthermore, instead of „analysing the process of teaching both languages“, the EET suggests „gaining necessary or essential knowledge and skills needed for teachers and practitioners/language service providers“. A mere analysis of the process of teaching (and learning) sounds too theoretical for future teachers who primarily need basic teachers' skills and strategies which are applicable in the real context.

Finally, SER specifies the following general or transferable skills: skills in applying information technologies (to search for, systematize, accumulate, and present information), communication skills (to participate in problem solving, discussions, and team-work), organizational skills (to plan time and actions, and to formulate active strategies), social and cultural skills (to use the knowledge of different cultures for the formation of one's own identity), life-long learning skills (to develop continuously one's knowledge, skills and value positions).

The list of general and special knowledge and skills is a coherent unity which is defined as the set of achievable competences in concordance with the whole programme content. Furthermore, the programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market.

## **2.2. Curriculum design**

As it is stated in SER, in compliance with the "VMU Statute" (approved by the LR Parliament decision No. XI-859 of 28 May 2010) and the "VMU Study Regulations" (approved at the VMU Senate meeting of 24 February 2010, and the amendments approved at the VMU Senate meeting of 31 March 2010), study programme is comprised of four subject groups.

The study programme The English and German Philology is the first cycle programme (8 semesters, 240 ECTS credits) which consists two parts: general university education (56 ECTS) and programme study field subjects (184 ECTS credits).

Group A comprises general university education subjects which are compulsory to all VMU students ("Philosophy", "Science World" and "Becoming of Modern Lithuania").

Group B consists of general university education subjects including the subgroup of Humanities, the subgroups of Biomedicine and Physical Science, the subgroup of Social Sciences, the subgroup of Economics and Management and the Art subgroup.

Group C comprises compulsory and optional of the study programme; 4 practices, 2 course papers and the final theses. Group D includes elective courses and 30 modern and classical languages. The ET thinks that such subdivisions enable more coherent organization of the subjects in the study programme.

A particular feature of this study programme is that Group B comprises subgroups with broader perspective for students who are not obliged to choose subjects from the subgroup of Humanities.

The number of 30 (as it is stated in SER) modern and classical languages is an outstanding option for students, which EET considers as one of study programme strengths. The flexibility in designing the scope of study programme per semester (during the first two years the total number of credits should not be lower than 24 and not higher than 36 per semester) allows students to create their own schedule of the subjects (groups A and B).

Another positive option for students is the free of charge parallel minor study programme (no less than 60 ECTS credits.) This part is not included in SER with the subject descriptions and contents.

Another positive feature of the study programme is the fact (confirmed during the site-visit) that the study programme is constantly reviewed and updated by the Programme Study Committee. Due to specified shortcomings observed in the programme content, the programme renewal was indicated in 2013. Regarding the renewal and updating of the programme SER states the following:

*In the spring of 2013, in compliance with the order “On study programme renewal” (approved by order No. 159 of 24 March 2011 of the VMU Vice-rector for Studies “On study programme renewal and study subject attestation improvement”), the aims and expected outcomes of the English and German Philology first-cycle study programme were reviewed and updated; accordingly, the expected programme subject outcomes, subject content, assessment criteria, and learning achievement evaluation methods were reviewed; the descriptions of programme subjects were reviewed and improved to relate more accurately the expected programme outcomes with those of the subjects taught in the programme (see the study course descriptions in Annex 3.1.).*

Having in mind that the majority of entrants start learning German as real beginners, the EET suggests more German lessons, including (theoretical) linguistics and Spoken German. During the site visit, students expressed their willingness and need to have more German lessons in order to accelerate the process of learning from real beginners A1 level to B2 level. Certain measures must be taken to foster the German language content what can include summer crash-courses, additional German lessons, extra class activities with best students (peer-to peer learning) etc. It is up to the Committee of the study programme to specify concrete measures and reconsider the curriculum content to ensure a higher level of German. The EET appreciates efforts taken by the Committee of the study programme related to the highly heterogeneous German language competence, which is one of the major challenges for German teachers. Namely, it is confirmed during the site-visit (as it is stated in SER) that the process of differentiation takes place at the beginning of the first semester after the students have taken their German language assessment test. Thus students with higher language proficiency are offered to start the studies of the German language from higher levels (B1 or B2).

The study programme is consistently and methodologically designed; from the most fundamental subjects up to the acquisition of practical skill in a specific field. The EET concluded, on the basis of SER and meetings during the site-visit, that the subjects and their topics are not repetitive, the subject content is adequate for the type and cycle of the studies and, in spite of heterogeneous German language competence, the subject content and methods allow achieving the study outcome if students are highly motivated and ready to intensify the process of learning from the very beginning in order to compensate poor entrants' level of language proficiency. Finally, the ET finds that the scope of the programme is sufficient to ensure learning outcomes



while the content of the programme reflects the latest achievements in science, art and technologies.

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

The study programme is provided by the staff meeting legal requirements and their numbers and their qualifications are adequate to ensure learning outcomes: According to the SER, “since this programme is a joint programme of two departments, it is mainly realized by teachers from these two departments: 11 teachers from the Department of English Philology and 7 teachers from the Department of German and Romance Philology. The majority of courses are shared by teachers from these two departments, which fosters close cooperation and allows teachers to share their research and teaching expertise.” This was confirmed during the interviews and even expands to the Centre of Computational Linguistics, for instance. The collaboration between two departments is always difficult when the two languages have to be taught at quite different levels: whereas it seems possible to take the students in English to advanced levels, the students in German may just reach intermediate levels (B2 in the Common European Framework of Reference for Languages). Thus more lessons are necessary for the students of German than for students of English - and still some students were sad that their level of German did not improve as much as their English - but the heterogeneity of students is always a challenge when only few students are enrolled in a study programme.

The advantage of a small programme is the “family environment”, which is provided by the staff responsible for the programme, which was confirmed by students several times.

A further advantage is that students profit from the international activities, experience and expertise of both departments - and these activities are not restricted to Germany and the UK, but include Estonia, Finland, Austria, Switzerland, Poland, Italy, Romania, Slovenia, Spain, and the US.

In research, the diversity of the teachers is also obvious: whereas some leaders find it easy to publish articles in international journals regularly, others find it difficult even to turn valuable conference contributions into a publishable article. This may be particularly difficult for members of the German department where the discrepancy between their teaching and their research activities does not always make this easy. With the new library facilities, the good access to books and e-journals should enable all members of staff to contribute at least one research article per year (not only conference contributions and reports). However, it was noted that the teachers did not complain about research time or space - only about too much administration, which is unfortunately a special problem for the more experienced teachers who would be able to contribute much more to the publication output. However, teachers were positive about the open discussion in the faculty on research time allocation and a possible reduction of the teaching load.

Generally, the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the Programme: the SER shows a good list of publications and conference visits and the researchers confirmed that they were quite happy with the financial support for such conferences. The SER and the EET interviews show that the teachers are involved in the research directly related to the study programme being reviewed.

If the relatively young programme has to compete with other more established programmes, it has to be emphasised that a great opportunity for the departments is the newly expanded network of social partners. This could be beneficial for both sides: The private companies confirmed the usefulness of German as a second language, but they also stress the necessity of modernisation of the study programme to include more elements of adult education, e-learning or specialised language in English and German and an expansion of IT skills and computational linguistics to train graduates even more for language services today – and the department can provide the staff resources with the necessary commitment easily. The public schools, as it was mentioned during the meetings, involved organise various language-related events, like training in public speaking

competitions or a debating club, which the university teachers should not only support, but also import into the departments. Furthermore, the schools can be used for marketing the combined English and German study programme to recruit students with a higher level of German than at the moment who are not attracted by a traditional philological programme, but by a modernised one, as indicated above. The staff must be encouraged even more to see the combined programme English plus German as a special asset in the faculty, which can be taken further away from traditional philology and still offer rewarding opportunities for students and staff in the modern EU context that it fits particularly well.

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

Altogether there are 980 auditorium seats at the Faculty of Humanities premises, most equipped with multimedia and computers. The students and staff of the English and German philology also have access to the services of the university library, and therefore to over 470 working spaces, although only 10 of them are computerized with Internet connections. Furthermore, it was stated to EET during the site visit that after the reconstruction of Vaclovas Biržiška Reading Room the readers have 60 renewed computerized working spaces with Internet connections. According to the administration, the acquisition of both facilities and equipment takes place at the university level, but information is received from the faculties and departments, as well as from student and staff surveys. The fact that teachers do not have their own working spaces or offices is, however, a problem for some; teachers meet students during consultation hours in the teachers' room or in an empty classroom. During the site visit, some teachers voiced the need to have more private spaces for consultation and preparation of teaching. At present, facilities seem to be quite adequate for these studies, although some improvements could be made on the facilities of the teaching staff.

The literature resources necessary can be accessed in various places, including the teachers' rooms at the department of German and Romance Philology and the department of English Philology. The literature is also acquired in association with outside funding (e.g. Goethe Institut, DAAD). The yearly share of acquired publications for the Humanities, 87%, seems well adequate for the study programme's purposes. Also, an electronic library is available for the use of students and staff members. The teachers and students have access to the wireless network, First-Class intranet system, and Moodle during the study process. According to SER, a recent student survey showed, however, that only about half of the students (57%) are satisfied with the library facilities and equipment. During the site visit it was told that the study committee is trying to ease the situation, for example, by instantly responding to book requests and promoting interlibrary loans.

The students of English and German Philology can use the services of the university library. The library offers both self-service and employee-served technical services like printing copying, scanning and binding. During the site visit, students did, however, voice an occasional need for more computers. Overall, students seem to be satisfied with the quality and number of printed books and journals in the library, although the electronic resources are not that familiar.

The teaching materials appear to be adequate and available enough for the programme's purposes. Teaching materials are also stored on Moodle by the teachers, and the students also have access to automatic translation programmes provided by the Centre of Computational Linguistics. Teachers also have their own personal libraries which are available for students upon request. So, EET concludes that the overall availability of the learning and teaching resources is good in order for the students to conduct their studies in an efficient way.

Concerning programme practices' facilities, there are two centres of university, where students can work - the Career and Competence Centre and the Centre of Computational Linguistics. It seems to EET that the arrangements are adequate and there were no complaints on this issue.

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

Students' admission is centralized and run by the Association of Lithuanian Higher Schools (LAMA BPO), which determines enrolment conditions and order. It is mentioned in SER, that the admission of students is based on the candidates past performance, the students are selected throughout competition. The applicants are required to have at least secondary education. Students without any knowledge of German can be admitted to the programme of English and German philology. That makes the study process challenging both for students and teachers. Teachers and students confirmed that it is hard to reach the required level of German language, and many students stated that they need more lessons of German language or at least it could be the increase of teaching units from 45 to, at least, 60 minutes. On the positive side, students mentioned that collaboration and the good relationship with teachers and significant efforts make possible to learn German.

Also, positively mentioned was that the Faculty administration had taken students complaint about the small number of German language classes seriously and introduced the course of Spoken German. Furthermore, students who have a higher level of German can attend classes of level they already have, so they do not need to repeat basics of German language with their colleagues who didn't have German in their secondary education. However, both students and graduates described the progress in English and German languages as slow and insufficient. EET group thinks that Faculty administration should take this into consideration and study process should be reconsidered to reach goals which are described in a study plan.

At the beginning of the course, students are acquainted with the description of every optional and compulsory course they choose to study. They get all information about the study process, the description of subjects, evaluation methods, a list of compulsory and optional reading, learning outcomes of each course unit, the dates and procedures of examination, the academic staff within the department at the beginning of semester or each course. Students describe the system of assessment as clear and fair.

The creation of a course timetable is fairly liberated in University. Students have a wide opportunity to choose courses; this allows them to individualize their studies and select their specialization from the first courses. Every VMU student gets personal University email, where he/she gets all information concerning studies, such as online registration for group course, examination assessments, midterm test grades, and the cumulative grades. Students have the possibility of studying according to an individualized programme. Students with disabilities or students who participate in exchange programs may choose this option.

Students described the relationship between students and teachers as cooperative and supportive. Teachers are available during their consulting hours, and students are encouraged to consult teachers at any time or issue. Students affirmed to EET that it is easy to reach their teachers anytime it is necessary.

Also teachers use various methods of teaching during the lectures. Apart from traditional teaching methods, there are creative such as creating blogs, debating and other. It was described as a positive way of teaching. EET was convinced and strongly believes that good relationship between students and teachers is one of the strengths of the programme and it is recommended to keep it this way.

It was mentioned in a meeting with students and University administration the great attention is given to students' involvement to study process. University organization varies discussions with students on the contents of individual courses as well as on feedback. Students confirmed that

they can address Department staff with questions or difficulties regarding the factors of motivation in individual course, learning and copying.

Students are encouraged to participate in mobility programs, English and German Philology students have an opportunity to study or do their internship in German-speaking countries. It is mentioned in SER that in the Department of English Philology there are 19 Bilateral Exchange Agreements with European universities, even though only few actually participate in those programs, mostly because of financial reasons. It was also mentioned in a meeting with teachers and students that students are encouraged to participate in research work, but only few of students actually participate, students mentioned in a meeting that they do not fully trust that they have enough knowledge to do a research work.

EET noticed that there is only 7 graduates of the programme so it is hard to speak about their carrier, on the other hand during the meeting with Alumni, EET was convinced that graduates of the programme are satisfied with their studies and continue their studies in a Master degree or work in a field of languages.

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

As it is stated in the SER, the responsibilities for decisions and the monitoring of the implementation of the programme are clearly allocated. The English and German Philology first-cycle Study Programme Committee is responsible for the English and German Philology first-cycle study programme implementation and renewal. The administrative staff noted that a study programme of German Philology was closed a couple of years ago, therefore, rationale for the programme seems quite clear as the university promotes multilingualism and offers different languages. The Study Programme Committee consists of the chairperson and 7 members, including a social partner, a student and VMU alumnus. This was confirmed in the meeting with the teaching staff.

The EET were informed during the meeting with the administrative staff that the Study Programme Committee, the Department of German and Romance Philology, course teachers, and students participate in the process of renewing of the programme every two years. The discussions on the programme's improvement are being held on the basis of the research performed by the VMU Centre for Quality and Innovations and the information collected by the department. Also, the representatives of the administration noted that they were not allowed to change more than 20 percent of the programme every year, but assured the EET that smaller changes are being made every year based on students' and teachers' surveys. Unfortunately, the Dean admitted that the administration was not deeply familiar with the SER, and the SEG confessed that the administration has not led and supported the group in a sufficient way. No examples were provided to EET group.

As the SEG noticed, students were involved in the designing and management of the programme. As there is a student representative in all committees, it makes communication direct. The Study Programme Committee meets all legal regulations. However, student, who came to meet EET, was not so sure about the students' being involved in designing the programme. Yet, teaching staff confirmed students' participation in the evaluation and management.

Conclusions drawn by the EET are that responsibilities for decisions and monitoring of the implementation of the programme are allocated, though the involvement and commitment of administration could be reconsidered.

The SER states that the programme renewal is performed on the basis of self-evaluation data. The updated study programme data and course descriptions are submitted to the Vice-rector for Studies and the Office of Academic Affairs, who post them on the VMU internet website and electronic study programme catalogue.

As the SER and a meeting with the teacher staff had revealed, information and data on the implementation of the programme are regularly collected and analysed. The staff noted that the main thing for improvement of the programme is to keep contacts with the graduates and get feedback from students and stakeholders. The students evaluate both the content of the course and teachers work after each semester. However, the results depend on the level of the students. For example, on the basis of students' demand the number of German lessons for development of spoken German was added to the course. Due to the admission of students without the background of German the demand for the language can be varied from year to year.

In the meeting with the SEG, the EET got the evidence that the surveys are varied. As the SER noted, the students' survey on use of libraries mirrored that 57 percent of students were satisfied with the service, and 29 percent complained about the lack of literature. However, the survey of graduates' data was more positive, as the SER assured during the meeting.

The SER provides the EET with the VMU document regulating the internal English and German Philology first-cycle study programme quality assurance. The purpose of assessment, its objectives, methodology, measures, procedures, and responsibilities are being defined in the document. According to the SER, VMU has been working intensely on the implementation of an electronic system of teaching quality assessment. The EET were assured that the evaluations that teachers receive from students will be integrated into teachers' annual reports on their pedagogical activities. After the conversation with the teaching staff, the EET concluded that the system was not working yet; therefore, teachers were not exact in their explanation.

Students are involved into assessment of the programme. The students' surveys are carried out each year. The survey results are discussed at the department, deanery meeting, and faculty council. The SER states that the survey is now performed by the Programme Study Committee. Quality assessment results are confidential. The data of the survey are accessible only to the course teacher and head of the department. The English and German Philology bachelor's degree programme provides bi-directional feedback: (a) students' feedback to teachers, and (b) teachers' feedback to students. Also, informal feedback is given personally.

As stated in the SER, social partners are not enough involved in the processes of programme revision. Their participation could be more systematic. No research of labour market demands has been carried out yet. However, the Study Programme Committee have gathered and stored information about the existing and potential stakeholders so that they can contact them for students' practice, a consultation, or an evaluation of the adequacy and significance of the programme in the labour market.

From the meeting with the SER group, it has become clearer to the EET that in the last two years the department has improved the relations with stakeholders, and the contacts have become quite close, for example, the surveys have been conducted among stakeholders. Teachers claimed that ten students' meetings with potential stakeholders have been held. However, student, who participated in the meeting with EET, couldn't confirm the information. According to the teachers' staff, practice reports are reviewed by stakeholders. Therefore, though the SER statements are very self-critical, the conclusion can be made that the evaluation and improvement processes involves stakeholders, at least the situation has been slightly improving.

The EET were also interested whether the internal quality assurance measures are effective and efficient in managing the programme. The SER and SEG claimed that the additional questioning survey regarding the study quality for students has been conducted every semester. The express questioning survey is initiated by the Rector's Office and the Centre for Quality and Innovations. As the SER explains, every lecturer may see the outcomes of students' evaluation, reflect on his/her strengths and weaknesses, and improve his/her teaching process accordingly. The teacher staff gave evidence that they improve their lectures in different conferences and seminars. The outcomes of the express survey are discussed once a year by the Students' Association and the Centre for Quality and Innovations (CQI) in order to improve both the content of the tool and the content and quality of the programme.

### **III. RECOMMENDATIONS**

On the basis of the SER and the site visit, the EET recommends that the following points are taken into account:

1. It is recommended that the curriculum be changed to allow for more German classes, so that the level B2 could be achieved realistically for zero beginners of German.
2. The length of classes should be increased from 45 minutes to at least 60 minutes.
3. Teachers' annual workload should be reconsidered as far as possible, allowing more time for research, internationalisation and publications.
4. More private office space for the teaching staff could be allocated.
5. International mobility of students could be increased.
6. The management of the faculty must be involved even more in the development of the study programme, all work that has gone into the SER and the modernization of the study programme must be acknowledged, constant monitoring of students' needs and recommendations are necessary.

### **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)\***

\* if there are any to be shared as a good practice

### **V. SUMMARY**

The programme aims are well defined, conforming to EU policies. The EET appreciates that the programme takes into consideration international developments, it provides more opportunities in the labour market, and it meets the need for bilingual professionals. However, the teaching objectives are not always realistic, especially the expectation to reach C1 in German seems too high and B2 seems more adequate in view of the proficiency level of the beginners today.

The curriculum design meets legal requirements. Positive option for students is the free of charge parallel minor study programme (no less than 60 ECTS credits), also the fact (confirmed during the site-visit) that the study programme is constantly reviewed and updated by the Programme Study Committee. The number of 30 (as it is stated in SER) modern and classical languages is an outstanding option for students, EET considers also as one of the strengths. The flexibility in designing the scope of study programme per semester (during the first two years the total number of credits should not be lower than 24 and not higher than 36 per semester) allows students to create their own schedule of the subjects (groups A and B). During the site visit, students expressed their willingness and need to have more German lessons in order to accelerate the process of learning from real beginners A1 level to B2 level. Certain measures must be taken to foster the German language content what can include summer crash-courses, additional German lessons, extra class activities with best students (peer-to peer learning) etc. ET thinks that the learning progress in German and English is not assessed sufficiently. Although it is difficult to reconcile different levels of proficiency especially for German, more advanced students in

German must be given the opportunity to see their own progress whereas even real beginners must be supported so intensively that they reach B1 level at the end of their studies.

The programme is provided by the staff meeting the legal requirements. The majority of courses are shared by teachers from these two departments, which fosters close cooperation and allows teachers to share their research and teaching expertise. The advantage of a small programme is the “family environment”, which is provided by the staff responsible for the programme, which was confirmed by students several times. The relationship of students and teachers is positive, collaborative and supportive. In research, the diversity of the teachers is also obvious: whereas some leaders find it easy to publish articles in international journals regularly, others find it difficult even to turn valuable conference contributions into a publishable article. This may be particularly difficult for members of the German department where the discrepancy between their teaching and their research activities does not always make this easy.

The premises for studies are adequate both in size and quality. During the site visit, some teachers voiced the need to have more private spaces for consultation and preparation of teaching. At present, facilities seem to be quite adequate for these studies, although some improvements could be made on the facilities of the teaching staff. Overall, students seem to be satisfied with the quality and number of printed books and journals in the library, although the electronic resources are not that familiar.

The teaching materials appear to be adequate and available enough for the programme’s purposes.

Teachers and students confirmed that it is hard to reach the required level of German language, and they need more lessons of German language or at least it could be the increase of teaching units from 45 to, at least, 60 minutes. Teachers use various methods of teaching during the lectures - traditional and creative - such as creating blogs, debating and other. It was described as a positive way of teaching.

Students are encouraged to participate in mobility programs, English and German Philology students have an opportunity to study or do their internship in German-speaking countries. There are 19 Bilateral Exchange Agreements with European universities, even though only few actually participate.

As there are only 7 graduates of the programme they were satisfied with their studies and continue their studies in a Master degree or work in a field of languages.

The EET were informed during the meeting with the administrative staff that the Study Programme Committee, the Department of German and Romance Philology, course teachers, and students participate in the process of renewing of the programme every two years. As the SER and a meeting with the teacher staff had revealed, information and data on the implementation of the programme are regularly collected and analysed. The staff noted that the main thing for improvement of the programme is to keep contacts with the graduates and get feedback from students and stakeholders. As also stated in the SER, social partners are not enough involved in the processes of programme revision. Their participation could be more systematic.

## VI. GENERAL ASSESSMENT

The study programme ENGLISH AND GERMAN PHILOLOGY (state code – 612T90002) at VYTAUTAS MAGNUS 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	3
2.	Curriculum design	3
33.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>18</b>

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

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

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

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

Grupės vadovas: Team leader:	Doc. dr. Nebojša Vasic
Grupės nariai: Team members:	Prof. dr. Josef Schmied
	Doc. dr. Minna Nevala
	Tatjana Kriliuvienė
	Liucija Sabulytė



**VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS ANGLŲ IR VOKIEČIŲ FILOLOGIJA (VALSTYBINIS KODAS –  
612T90002) 2014-12-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-605 IŠRAŠAS**

&lt;...&gt;

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

VYTAUTO DIDŽIOJO UNIVERSITETO studijų programa *ANGLŲ IR VOKIEČIŲ FILOLOGIJA* (valstybinis kodas – 612T90002) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**V. SANTRAUKA**

Programos tikslai pagrįsti ir atitinka ES politikos kryptis. Ekspertų grupė teigiamai vertina tai, kad programoje atsižvelgiama į tarptautinius pokyčius, programa suteikia daugiau galimybių darbo rinkoje ir atitinka dvikalbių specialistų poreikį. Tačiau mokymo tikslai ne visada realūs, ypač aukšti su vokiečių kalbos mokėjimo C1 lygiu siejami lūkesčiai, todėl B2 pradedančiųjų kalbos mokėjimo lygis atrodo labiau tinkamas.

Programos sandara atitinka teisės aktų reikalavimus. Teigiamai vertinama studentams suteikta galimybė pasirinkti nemokamą gretutinę studijų programą (ne mažiau kaip 60 kreditų) bei vizito metu patvirtintas faktas, kad Programos studijų komitetas programą nuolat peržiūri ir atnaujina. Studentams suteiktą išskirtinę galimybę rinktis iš 30 (kaip teigiama savianalizės suvestinėje) šiuolaikinių ir klasikinių kalbų ekspertų grupė vertina kaip vieną šios programos stiprybių. Lanksčiai sudaryta vieno semestro studijų programa (per pirmuosius dvejus studijų metus vieno semestro bendras kreditų skaičius neturi būti mažiau 24 ir neviršyti 36) leidžia studentams susikurti savo studijuojamų dalykų tvarkaraštį (A ir B grupės). Ekspertų vizito į fakultetą metu studentai išreiškė norą ir poreikį turėti daugiau vokiečių kalbos užsiėmimų, idant galėtų mokymosi procesą paspartinti nuo A1 (tikrų pradedančiųjų) iki B2 lygio. Siekiant pajavairinti vokiečių kalbos programos turinį, privalu imtis tam tikrų priemonių, pavyzdžiui: intensyvūs vasaros kalbos mokymo kursai, papildomos vokiečių kalbos paskaitos, popaskaitinė veikla su geriausiai besimokančiais studentais (tarpusavio mokymasis) ir t. t. Ekspertų grupė mano, kad

turimas vokiečių ir anglų kalbų meistrškumo lygis yra nepakankamai įvertintas. Nors skirtingus kalbos mokėjimo lygius suderinti yra sunku (ypač mokant vokiečių kalbos), tačiau ir labiau pažengusiems vokiečių kalbos studentams turėtų būti suteikta galimybė matyti progresą, o tikri pradantieji turėtų sulaukti tokios pagalbos, kad studijų pabaigoje įgytų B1 kalbos meistrškumo lygį.

Programą teikia teisės aktų reikalavimus atitinkantis personalas. Dviejų katedrų dėstytojai daugelį dėstomųjų dalykų pasidalija tarpusavyje, – tai skatina tamprų bendradarbiavimą ir suteikia dėstytojams galimybę dalintis savo mokslinės veiklos ir mokymo patirtimi. Mažos programos privalumas glūdi „šeiminėje aplinkoje“, kurią sukuria už programą atsakingas personalas, studentai tai patvirtino keletą kartų. Studentų ir dėstytojų savitarpio santykiai teigiami ir paremti tarpusavio bendradarbiavimu ir parama. Dėstytojų įvairovė yra akivaizdi ir mokslinėje tiriamojoje veikloje: daliai vadovų nuolat spausdinti savo straipsnius tarptautiniuose žurnaluose yra paprasta, kitiems – net vertingą konferencijai ruošą medžiagą paversti spausdinimui tinkamu straipsniu yra sudėtinga. Ypač nelengva Vokiečių kalbos katedros dėstytojams, nes neatitikimai tarp dėstymo ir mokslinės veiklos šį darbą labiau apsunkina.

Studijų patalpos tiek savo dydžiu, tiek ir kokybe yra tinkamos. Vizito fakultete metu kai kurie dėstytojai pasakė, kad reikia daugiau atskiros konsultacijoms ir pasiruošimui paskaitoms skirtos erdvės. Šiuo metu materialieji ištekliai pakankamai tinkami, tačiau dėstytojams skirta įranga galėtų būti pagerinta. Apskritai, studentai yra patenkinti bibliotekoje esančių spausdintų leidinių ir žurnalų kokybe ir kiekiu, nors elektroniniai ištekliai jiems mažiau žinomi.

Mokymo priemonės, skirtos įgyvendinti programos tikslus, yra tinkamos ir prieinamos.

Dėstytojai ir studentai patvirtino, kad sunku pasiekti reikalaujamą vokiečių kalbos lygį, todėl reikia daugiau vokiečių kalbos užsiėmimų arba bent jau jų trukmė galėtų būti pailginta nuo 45 iki ne mažiau 60 minučių. Paskaitų metu dėstytojai taiko įvairius mokymo metodus – tradicinius ir kūrybinius, kaip antai, kuria tinklaraščius, organizuoja debatus ir kita. Toks mokymo būdas buvo apibūdintas teigiamai.

Studentai skatinami dalyvauti judumo programose, anglų ir vokiečių filologijos studentai turi galimybę studijuoti ar atlikti stažuotę vokiškai kalbančiose šalyse. Su Europos universitetais pasirašyta devyniolika dvišalių mainų sutarčių, nors faktiškai mainuose dalyvauja tik keli universitetai. Nors yra tik septyni šios programos absolventai, visi jie studijomis patenkinti ir mokslus tęsia magistrantūroje arba dirba su kalbomis susijusioje srityje.

Susitikimų su administracijos atstovais metu ekspertų grupė buvo informuota apie tai, kad Studijų programos komitetas, Germanistikos ir romanistikos katedra, dalykų dėstytojai ir studentai kas dveji metai dalyvauja programos atnaujinimo procese. Savianalizės suvestinė ir susitikimai su dėstytojais parodė, jog informacija ir duomenys apie programos įgyvendinimą yra nuolat renkami bei analizuojami. Personalas pažymėjo, svarbiausi dalykai programos tobulinime yra ryšių su absolventais palaikymas ir studentų bei suinteresuotų šalių atsiliepiami. Kaip teigiama ir savianalizės suvestinėje, socialiniai partneriai į programos atnaujinimo procesą įtraukiami nepakankamai. Jų dalyvavimas šiame darbe galėtų būti sistemingesnis.

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### III. REKOMENDACIJOS

Remdamasi savianalizės suvestinėje pateikta informacija ir vizito universitete metu surinktais duomenimis, ekspertų grupė rekomenduoja atsižvelgti į šiuos punktus:

1. Mokymo programoje rekomenduojama padidinti vokiečių kalbos paskaitų skaičių, kad nuo nulio vokiečių kalbą pradedantys studijuoti studentai tikrai pasiektų B2 lygį.
2. Paskaitų trukmė turėtų būti pailginta nuo 45 iki bent 60 minučių.
3. Jei įmanoma, dėstytojų darbo krūvį reikėtų persvarstyti, skiriant daugiau laiko mokslinei ir tarptautinei veiklai bei publikacijų ruošimui
4. Dėstytojams galėtų būti suteikta daugiau atskiros darbui skirtos erdvės.
5. Reikėtų padidinti tarptautinį studentų judumą.
6. Fakulteto administracija turi dar aktyviau dalyvauti studijų programos gerinimo darbe: visą į savianalizės suvestinės ruošimą ir studijų programos modernizavimą įdėtą darbą būtina įvertinti, be to, yra reikalinga pastovi studentų poreikių bei jų teikiamų rekomendacijų stebėseną.

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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)