STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETO

STUDIJŲ PROGRAMOS

ANGLŲ FILOLOGIJA (valstybinis kodas - 612Q30004)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *ENGLISH PHILOLOGY* (*state code - 612Q30004*)

STUDY PROGRAMME

at VYTAUTAS MAGNUS UNIVERSITY

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Išvados parengtos anglų kalba
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Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Anglų filologija*
Valstybinis kodas	612Q30004
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	nuolatinė (4 metai)
Studijų programos apimtis kreditais	242 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos bakalauras
Studijų programos įregistravimo data	1997 m. gegužės 19d., Nr. 565

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*English Philology*
State code	612Q30004
Study area	Humanities
Study field	English 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	242 ECTS
Degree and (or) professional qualifications awarded	Bachelor in English Philology
Date of registration of the study programme	19 May 1997; No. 565

CONTENTS

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.	General library data, information resources statistics and VMU licenced databases recommended to the programme
2.	List of participants during the site visit
3.	Profile of English Philology Bachelor programme
4.	Changes to the Curriculum of study programme English Philology

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

Vytautas Magnus University (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 Philology first-cycle study programme (BA) was designed and is implemented at the Department of English Philology of the Faculty of Humanities (HMF) at VMU. In addition to the English Philology BA programme, the Department of English Philology carries out a second-study cycle (MA) programme in Applied English Linguistics. Until 2008, the Department also used to offer the English Philology programme exclusively for college graduates with professional degrees in English insufficient for educational vocations. Since then, the Department has focused on the introduction of supplementary courses for degree upgrades, i.e. a Bachelor's degree at the university level (SER).

1.4. The Review Team

The review team was completed according to *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 *1/October/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

According to SER the aims of the Programme correspond to the goals of creating Information and Knowledge Based Society, as formulated in the Lisbon Declaration of the EC, in the National Lisbon Strategy Implementation Programme, and in Lisbon Declaration Europe's Universities Beyond 2010: Diversity with a Common Purpose. It also accords with the goals of Bologna Process Declaration from 1999, its subsequent Prague, Berlin, Bergen and London Communiqués, and the Europe 2020 strategy which envisages European Higher Education institutions as competitors on the global education market.

The principal aims of the programme are defined primarily by the acquired competences such as communicative competence, proficient level of language oral and written skills in different fields of activity and application of language knowledge and skills in Lithuanian, European and international institutions, understanding various types of written language (journalistic, literary), grasping major linguistic and literary theories, analysing and applying most relevant translation strategies, carrying out research, acquiring research skills etc.

The general assessment in the Report of the Assessment Group (2008) contained the following main comments related to the English Philology programme:

"The question is whether such a broad list of aims and competences […] can be achieved within a single BA programme. We would, therefore suggest that the department focus more on one of the designated fields unless it strategically chooses to carry on with a multipurpose, general programme" (SER, p. 5). "A revision of the aims of the programme is needed to make more clear the relevance of the programme for developing student's competences and the needs of the labor market." (SER, p. 18)

On the basis of SER and the site visit meetings EET is convinced that the study programme rationale of rather broad list of aims and competences is justifiable in spite of being really demanding. Having in mind that students and teachers confirmed that many graduates move from one job to another, that they often work in various state or private companies as translators (either part-time or full-time translators), administrators in large international companies and teachers in Lithuania schools, the study programme wants to prepare their students for necessary adaptations which is a solid argument for expending aims and competences. Furthermore, the broad list of aims and competences needed for foreign language specialists is justified by the following facts; trends in international ties are increasing as well as the expansion of Lithuanian business, political and cultural links with other EU states. The graduates from VMU English Philology are needed in various educational, business and commercial organizations related to EU projects and other international activities. SER states that during the period of 2008 – 2012 the majority of graduates from VMU English Philology (31%) worked as translators / interpreters, 21% of graduates were employed as office administrators, administrative assistants where a high level of language proficiency is required, while 18% of graduates worked in secondary schools, 13% as English language instructors in private language schools or other non-formal education institutions and 8% English Philology graduates were engaged as teachers in VMU Institute of Foreign Languages. On the basis of these facts it is understandable that the study programme is obliged to expend the list of aims and competences from typical teaching requirements to various other skills related to translation, business etc.

The demand of the programme is in concordance with political, market and university trends which implies the following (SER); European unification process, the insufficient level of

professionalism and lack of knowledge of cultural aspects among many translators employed in various governmental and non-governmental institutions, the usefulness of this programme in preparing specialists for the Kaunas region and the entire region of central Lithuania and the needs of the labour market.

The programme aims and learning outcomes meet standards of the type and level of studies and the level of qualifications offered as integrated, interdisciplinary, problem-oriented view of the Humanities. The name of the programme, its learning outcomes, content and the qualifications are compatible with each other.

According to SER the following strengths of the programmes aims and learning outcomes are well-founded and confirmed by EET during the site-visit and after thorough analyses of the self-evaluation report: the aims of the Programme and learning outcomes are harmonized with the Description of Requirements for the First Cycle University-level Studies and are in compliance with academic strategies of VMU and the Faculty of Humanities.

2.2. Curriculum design

The curriculum design meets legal requirements such as the requirements set by legislation of the Republic of Lithuania on Higher Education and the classification provided by Ministry of Education and Science.

In appendix 1 and appendix 2 of SER the full description of the programme and description of study subjects gives the impression of evenly spread subjects which themes do not overlap but are consistently planned.

After analysing the content of the subjects, EET shares the view that the content is consistent with the type and level of the studies (the full time mode studies with 240 ECTS credits, 8 semesters).

The programme comprises general education courses (groups A, B and D) plus specialization courses (group C). Group C is consisted of C1 – as a part of basic studies (100 ECTS credits), and C2 – special studies (62 ECTS credits), C3 – Final Degree Project (BA thesis, 12 ECTS credits). The various active study methods such us lecturing, individual study, focus groups, brainstorming, seminars, cooperative learning, projects, case studies, experiential learning, learning-by-doing, debates etc. meet the standard of student-focused education and enable students to become independent researchers. Therefore EET acknowledged that methods of the subjects are appropriate for the achievement of learning outcomes (above all communicative competence, the ability to use fluent English in both oral and written language expressions – as it is stated in SER and confirmed during the site visit). The same positive evaluation and deduction refers to the content of the subjects.

The scope of the programme with total 240 – 242 ECTS credits comprises compulsory courses (table 3. –SER), elective courses (the first group includes the option of 5 subjects - students chose 3, and the second group with the set of 20 subjects out of which students select 4) is sufficient to ensure realization of learning outcomes.

The content of the programme reflects the latest achievements in science, art and technologies which are proven by EET, evidences stated in SER and during the site visit.

Implication that the sequence and relative weight of subjects is compromised between teachers with different interests is not utterly clear. During the site visit it was suggested that teachers'

interests is rather ambiguous term, which could be misleading. Namely, instead of teachers' interests (which could be misunderstood as personal more than professional interests), the expression such as expertise in particular fields seems to be more appropriate for designing the curriculum. The curriculum and its content are designed in concordance with the aims and learning outcomes of the study programme and teachers' academic competences. Teachers' interests are valid if it implies specializations in particular linguistic or other scientific fields.

Students expressed the need for more courses in English philology instead of certain amount of the subjects in the field of general education. According to SER, students are obliged to take all the compulsory General Education courses during the first two years of the study. Category A is consisted of the following General Education courses: Philosophy 4 ECTS, Becoming of Modern Lithuania 4 ECTS, and Science 4 ECTS, which is in harmony with the legal requirements. Students' complain related to the amount and rather demanding contents of General Education courses should be noted by the committee of the study group.

The strength of the curriculum design and the study programme is the fact that Foreign Institute offers 24-27 foreign languages. It is generally accepted that students are more competitive with additional foreign languages.

EET finds that students' practical training, which facilitates and enables students to apply theoretical knowledge, is for the main part well-organized and comprehensive. It is consisted of Introductory (3 ECTS), Qualifying (in the 2nd and the 3th year 10 ECTS) and Pre-diploma training (3 ECTS). The contents of the Introductory practical training during the first year of studies was, however, deemed unnecessary by some students during the site visit (e.g. work at the library creating a reference list, copying articles), wherefore EET would suggest rearranging its contents to better suit the students' needs. During the Qualifying Practical Training students are focused on translation skills while working in various agencies, companies and organizations with which VMU has signed contract. The Pre-diploma Practical training is focused on teaching skills and gaining professional competences in an educational environment. The content of the pre-diploma training meets high standards of students' practice during which students carry out specific assignments; planning a lesson, selecting most effective TEFL methods, lecturing etc.) The whole process is supervised by the coordinators of students' practice. During the site visit students positively evaluated such organized training sessions which include both translator and educational competences.

The EET appreciates that the curriculum design of the study programme meets all legal standards and requirements.

2.3. Teaching staff

The study programme is provided by teachers meeting legal requirements and their numbers and their qualifications are adequate to ensure learning outcomes: According to the SER, "the English Philology study programme is taught by two professors (one Habil. Dr. and one Dr.), five Associate Professors (Dr.) and two lecturers (Dr.) from the Department of English Philology, the Lithuanian Language Department, and the Public Communication Department. … The staff consists of highly experienced teachers; the majority have been teaching at the department since its establishment in 1990." The teaching staff turnover is able to ensure an adequate provision of the Programme, since the full-time teachers have an average age of 49 years.

The exceptional quality of the teaching was not only confirmed by students and alumni, it was also proved in the scholarly discussions held by EET: Teachers were clearly aware of modern

teaching methodologies, like flipped/inverted classroom, where information is collected before the class is taught, so that valuable class time can be used to concentrate on intensive discussions. Teachers had obviously reacted favourably to students' suggestions to reduce the reading load, were "all available for consultation" (despite the lack of individual office space), and alumni emphasised "student-teacher interaction here was perfect". Heterogeneous classes are taken as a challenge, and the development of learning skills is closely observed. In many cases, teachers managed to "start from real-life examples and go to theory". Of course, the ratio of students per teacher has become more favourable in the last few years (to about 20), and the teachers are able to make full use of the good opportunities. Teachers also work as a good team, since they share the teaching, which allows them to go to international conferences and exchanges. Because the Programme is still able to attract high-level students (state-funded and non-state-funded), teachers can try to maintain high international standards and include more modern technologies like blogs and e-learning components and group work.

The teaching staff of the Programme is obviously involved in research directly related to the study programme being reviewed. Their involvement in international exchanges, in international conferences and in national and international projects (not only in Lithuania) is far above average. Their publication output focusses on research papers in academic journals or books included in international databases, or publications published by internationally recognized publishers (not on conference contributions). Many leading scholars in the team have the potential to write complete books and should be given the opportunity to do so. With the new library, the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme, especially if the problem of administration is discussed openly and the necessary research time allocated. Teachers confirmed that conditions had improved recently, but more time for research would still be needed in the annual work plan. Thus, the teachers of this study Programme are prepared to compete internationally in modern English as national representatives for Lithuania.

2.4. Facilities and learning resources

The study programme has access to the university's 75 lecture rooms, all of which have computers, internet access, video and audio equipment and overhead projectors. There are also additional rooms in nearby university buildings, which are used for independent work, supervision and consultation. In addition, the students can use the library rooms with 465 working spaces (100 computerised with internet access). The number of workplaces for students seems adequate, since the reading rooms in the library are also available for the students of English Philology.

Teachers do not, however, have individual offices, and can only access computers and other technical equipment in the common teachers' room (during the site visit, EET learned that, at times, up to 60 teachers may use the same room). During the site visit, the lack of teachers' premises was mentioned as a major drawback, both by teachers and students. The staff admitted there have been discussions with the Faculty about more office space. Some efforts have already been made by the university to allocate more premises in different campuses, but EET would still recommend that arranging more office space for the teaching staff is taken into consideration.

The number of technical equipment and computer classes seems very sufficient, with a total of circa 1,650 computers for teaching and learning purposes within the Faculty. The number of computers and printers for the teachers' use was found, however, a bit limited during the site visit. The students also have access to a language teaching laboratory, where lingua-phonic

software can be used, as well as to automatic translation programmes by the Centre of Computational Linguistics.

The VMU library and its resources are at the disposal of all students of the study programme. In addition to the printed sources and databases, students also have access to various electronic resources, such as remote file spaces, virtual learning environments and other online tools for communication. Moreover, the library provides access to licensed or trial databases, such as Cambridge/Oxford Journals Online, JSTOR, SAGE Journals and ScienceDirect, that can be used for philological studies. During the site visit, students raised the issue of not being familiar with the use of all library resources; therefore, EET would recommend more training to be organised in the future.

Students confirmed that they practice their translation skills while working in translation bureaus, or companies and organizations in need of translation services with which VMU has signed contracts for practical training, or in institutions and organizations with which a an agreement is signed for the period of practical training. It was also stated that during the training period students have the opportunity to apply the knowledge acquired during their studies in new situations as well as to gain skills in professional practical work while fulfilling specific translation projects. To sum up, EET can assume that university creates adequate arrangements for students' practice.

Teachers use the Moodle platform to store and distribute course and other learning materials. They usually prepare electronic material for the courses, which can be accessed via the Internet. Printed books can be borrowed from both the main library and from the teachers' personal libraries. What EET found particularly commendable was that students also have extensive means of collecting material from, for example, county libraries, and the British Council and American Centre holdings. As for the library resources, the focus is in getting more recent books, and the library always acquires books when requested. During the site visit, students complained about the insufficient number of book copies at the library: course literature is lacking or few in numbers and copying an entire book is expensive. E-resources are available, but many students prefer printed material. Therefore, EET recommends that particularly the availability of printed library resources is reassessed.

2.5. Study process and students' performance assessment

School graduates interested in a programme can access information about it on the University homepage, the Department of English Philology webpage, publications of University, open door days, and administration of VMU. University takes active part in motivating prospective students. Admission regulations and details for entry to BA programs offered at VMU are announced on the university homepage. The competitive score is estimated as the school-leaving examination score in English plus examination of Lithuanian language and literature and History or annual grade of second foreign language. Admission regulations let students indicate their priorities regarding the programme they choose to be admitted to. Since 2009 more than 50% of students indicate VMU programme of English Philology as they first choice. The lowest entrance point for state-funded students was 15.7, and the highest point was 23.04. But while speaking about non state-funded students, the lowest entrance point was in 2012, when students with the entrance point of 8.02 were accepted. EET sees a great gap between students with the highest and lowest entrance points. In 2012 this gap was about 15 points. Such unequal preparation for studies can affect study quality, because it is difficult for students with such a different amount of knowledge to collaborate. On the other hand, during the site visit students declared that teaching staff is dedicated and committed and while using different teaching methods helps to fulfil the gap between not so motivated and very motivated students.

It was mentioned in SER that the number of drop-outs (the average amount is 29%) is usually depended on low academic results and personal reasons. But both students and teachers confirmed that the different level of admitted students also is one of the reasons for the drop-out rates, that's why study organization should be taken into consideration, it is recommended by EET to divide students into groups according to their knowledge level.

The University encourages students to participate in mobility programs, but the number of outgoing students is quite small, about 4%. Teachers and students confirmed that the low number of outgoing students depends on low financial support. On the other hand, University is able to attract foreign students quite well, the number of incoming students increased over the last 5 years, during this period of time 88 students from foreign countries studied in University.

It was mentioned in a meeting with the students and University administration that 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' mentioned that their motivation is also enhanced by participating in meetings with social partners of University, such as translators from European Union institutions.

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. In each course students are divided into groups – no more than 20 students in each group. This helps individualize the process of studying even further. This system motivates students to construct their study process and regulate their workload. In a first two years of studies, students have great amount of practical courses to improve all four English language skills. During the last two years of studies, students' workload comprises specialized English subjects. The specific assignments help students improve their analysing, summarizing and usage skills. ET considers that organization of the process ensures an adequate provision of the programme.

The support for students is provided by the academic and administrative staffs, which have regular meetings with students to inform them about the programme, career opportunities, study leaves and upcoming events. Also students with academic issues can consult with teachers on set amount of office hours for advising students. According to the VMU Studies Regulations, each full-time teacher is obliged to have 20 contact hours for advising students on the writing of research projects, individual assignments, and any theoretical and practical problems that students encounter in the study process. Students also communicate with teachers via the university intranet system, where teachers also share study material. Students affirmed to EET that it is easy to reach their teachers anytime it is necessary.

Students also can get financial support from the University. According SER, about 63% of applicants are allotted in university dormitories. Also students with best grades have opportunity to get scholarship. EET heard during the meeting with students that scholarship is motivating and many students seek for better academic results to get one.

The Regulation (Rector's Order) determines the principles of how to build cumulative grades: for each subject, students have a mid-term exam (which comprises 30 per cent of the cumulative grade) and a final exam (50 per cent), as well as seminar and other individual work assessments (20 per cent of the cumulative grade) during the semester. Students mentioned that this system motivates students to learn during all semester and they are satisfied with the system.

The professional activities of the majority of graduates meet the programme providers' expectation. Most of graduates declared to EET that they work in a field of language or continue their studies in Masters Studies. In a meeting with programme Alumni EET was convinced that they successfully began their carrier in different educational, commercial and business organizations whose activity is connected to EU projects and other international activities.

2.6. Programme management

The SER provides quite clear structure of administration of the project. The units are as follows: Programme Committee, Department of English Philology, Faculty of Humanities, and Faculty Board. Each unit has got the allocated responsibilities. The Programme Committee organizes the quality assessment and suggests changes in the Programme, the Faculty Board approves them, and the Department controls and executes. All the teachers and students of the programme, as well as social partners, are involved in the programme improvement to the SPK. The Programme Committee consists of the Chairperson and 7 members. Experienced teachers (an associated Professors Doctor and three Professors Doctors), students (the 4th year student) and social partners (a teacher expert) are involved in the Committee. This was witnessed during the meeting with the teachers' staff. The EET come to the conclusion that responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

The SER states that the Programme Committee discusses the implementation of the programme and presents conclusions online and at regular Department or Study Programme Committee meetings. It seems to the EET, that the communication between Study Programme Committee and the Department with the Board of the Faculty, the Vice-Rector for the Studies, Office of Academic Affairs, Study Quality Centre, Information System Office, Office of Student Affairs, International Relations Office, Public Communications Office, the library, and Maintenance Service is systematic. The management of the programme and internal quality assurance are described in VMU documents: VMU Statute, Study Regulations and procedures for programme improvement, teaching quality assessment, Rectors Decrees that can be accessed on university intranet.

EET has strong evidence from the conversation with SEG that the meetings on the quality of the programme are systematically held at the Dean's office. Teachers' staff noted the round tables being organised, surveys and questionnaires being conducted at different levels. In addition, the SEG confirmed that graduates were also asked about the structure and the content of the programme. Unfortunately, no evidence of the fact was provided by students and graduates. Therefore, the EET states that information and data on the implementation of the programme are collected and analysed, though it would be valuable to involve more graduates into the process.

The SER provides a wide range of methods of evaluation of the quality of the programme. The quality of the Programme is assured using several methods: evaluations of courses (students; formal/informal); evaluation of the programme using questionnaires (students; formal); discussions between Department faculty and programme graduates and current students (students, graduates; formal/informal); feedback from exchange students about the quality of the programme (exchange students); recommendations from the Programme Committee (faculty, students, graduates, social partners); evaluations from foreign partner universities; (Bergen

University (Norway), University of Torino (Italy), Jagellonian University (Poland), Johannes Gutenberg University of Mainz (Germany), University of Latvia, Tartu University (Estonia) and others); evaluations and recommendations from the Faculty of Humanities administration and VMU Academic Senate.

The meeting with the SEG confirmed that evaluations from foreign partner universities were taken into consideration. Jagellonian University (Poland) was drawn as the best example when the colleagues abroad were involved into the process of revision of the content and administration issues to improve the programme. Unfortunately, the EET has not clarified the exact data what had been changed on this basis. Also, the meeting with teacher staff gave the EET evidence that teachers were involved in the process of changes in curriculum. For example, in the first year the programme used to have the subject of grammar in context and now, due to the students' demand, grammar is covered in all areas, which makes the language more communicative, not structural.

To add with, the SER gives the explanation of the procedure of making improvements to the programme, which was confirmed by SEG and teacher staff. After being discussed by the staff, proposals for improvement of the teaching quality are approved by the Board of the Faculty of Humanities, which includes academics from the Faculty of Humanities and the Institute for Fine Arts. If changes to the programme do not exceed 25 percent of the total content of the current programme, these changes can be approved by the Board; if it exceeds this percentage, the University Senate must approve the changes, and they must be registered again with the Ministry of Education and Science of Lithuania (the regulation is changed now).

Judging from the SER, the Department maintains close relations with the current and potential employers of its graduates, and the public institution Youth Career Centre. Because of requests from potential employers, the programme is in the process of being revised to give more time to acquiring practical skills that will be useful in the workplace. The Department has strong links with the Third Age University, in the lectures of which Department students hold language classes; other students maintain close links with other faculties at VMU, where they do translation or edit texts in English. The Department has established close links with many cultural institutions in Kaunas (Kaunas National Drama Theatre, museums, printing houses and others).

As it appeared during the meetings with SEG and administration, the needs of the labour market were taken into consideration while designing the programme. Close contacts with social partners, especially, the local municipality, are made during the students' practice where they meet the potential employers. As the SER states, English Philology graduates often find jobs in city and regional secondary schools, translation offices, firms that organize language courses, travel agencies, international companies and state institutions. The fact was confirmed during the meeting with employers. The teacher staff noted that some relations are fixed and some are pretty temporary.

It can be stated by EET that the evaluation and improvement processes involve stakeholders.

As stated in the SER, the Centre for Quality of Studies at VMU has developed a model for evaluating the quality of studies within the university. It compiles, systematizes, and disseminates the newest information about quality assurance of studies within the university community and provides the university community with methodological materials. The Centre also evaluates the situation of VMU graduates in the labour market, trying to identify where graduates are employed and analyzing the main reasons for unemployment. The SER provides

EET with deep analyses of the students' survey results. 91 percent of the students who were surveyed considered their specialization studies as being very important and especially useful for general knowledge purposes. 96 percent of the surveyed students evaluated teaching as good or very good. Also, the interaction between themselves and the teachers was noted as good or very good. Therefore, EET states the internal quality assurance measures are effective and efficient.

III. RECOMMENDATIONS

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

1. The admission requirements could be reconsidered, balancing the language skill levels between state-funded and non-state-funded students.

2. The contents of the General Education courses could be reassessed, and more weight on English Philology added.

3. Teachers' annual workload could be reconsidered as far as possible, allowing more time for research.

4. More private office space for the teaching staff could be allocated.

5. More efforts are needed to increase students mobility.

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

V. SUMMARY

On the basis of the SER and the site visit, EET concludes that the English Philology BA programme has succeeded in many areas, most prominently in relation to the programme's aims and learning outcomes, as well as its teaching staff, who clearly are dedicated to their work and their students. Students' voice is heard and acted upon, and changes made accordingly.

The curriculum design meets the legal requirements, the study programme is conducted by the staff who meets requirements, and the qualifications of the staff meet the required standards.

In general, the number of the programme's admissions is stable, and also the gender distribution is adequate. The programme's connections to both international and social partners are of high quality and strength. The students' skills, research work, and activities are up to the international standards.

Certain things are, however, in need of improvement. Firstly, the different levels of admission should be decreased, since heterogeneous groups clearly propose a challenge for the teachers. The teachers are adapted, however, to the situation for now, but further balancing of the differences in the student core would be preferred. In relation to that, the site visit invoked the issue of the contents of the general studies. It appears that the general education subjects (e.g. management, biology) may be too demanding and/or unnecessary for some students in view of

Studijų kokybės vertinimo centras

their studies and future employment. Particularly practical training during the first year of studies was deemed unnecessary by some students (e.g. work at the library creating a reference list, copying articles), and EET recommends, therefore, adjusting its contents. Also, the increase in the students' international mobility would be preferred.

Secondly, the teachers' annual workload should be reassessed, allowing more time for research. Also, in order for the teachers' to be able to fully concentrate on both teaching and research, more private office space with adequate equipment should be allocated for the staff members.

VI. GENERAL ASSESSMENT

The study programme ENGLISH PHILOLOGY (state code – 612Q30004) 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	4
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**20**

*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

Studijų kokybės vertinimo centras

VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ANGLŲ FILOLOGIJA* (VALSTYBINIS KODAS – 612Q30004) 2014-12-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-606 IŠRAŠAS

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

VYTAUTO DIDŽIOJO UNIVERSITETO studijų programa *ANGLŲ FILOLOGIJA* (valstybinis kodas – 612Q30004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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

Ekspertų grupė, remdamasi savianalizės suvestinėje pateikta informacija ir vizito universitete metu surinktais duomenimis, daro išvadą, kad anglų filologijos bakalauro laipsnį suteikianti studijų programa sėkmingai vykdoma daugelyje sričių, visų pirma, tai pasakytina apie programos tikslus ir studijų rezultatus, ir apie akivaizdžiai savo darbui ir studentams atsidavusius dėstytojus. Studentų nuomonė yra išgirsta, į ją įsiklausoma ir atsižvelgiama.

Programos sandara atitinka teisės aktų reikalavimus; studijų programą organizuoja ir vykdo reikalavimus atitinkantis personalas, kurio kvalifikacija atitinka visus standartus.

Iš esmės, studentų priėmimo į šią programą skaičiai stabilūs, lyčių pusiausvyra išlaikyta. Programos ryšiai su tarptautiniais ir socialiniais partneriais yra itin kokybiški ir stiprūs. Studentų gebėjimai, mokslinis tiriamasis darbas ir veikla atitinka tarptautinius standartus.

Vis dėlto, kai kurias sritis reikėtų gerinti. Pirma, reikėtų mažinti studentų su skirtingu lygiu priėmimą, nes darbas su žinių prasme nevienalytėmis studentų grupėmis yra didelis iššūkis dėstytojams. Kol kas dėstytojai prie tokios situacijos yra prisitaikę, bet ateityje studentų pagrindų skirtumus reikėtų subalansuoti. Su tuo sietinas ir lankantis universitete iškilęs bendrųjų studijų dalykų turinio klausimas. Panašu, kad bendrojo lavinimo dalykai (pvz., vadyba, biologija) gali

Studijų kokybės vertinimo centras

reikalauti per daug įgūdžių bei pastangų ir (arba), atsižvelgiant į studijų sritį ir būsimą darbą, kai kuriems studentams būti visai nereikalingi. Kai kurių studentų manymu, ypač nereikalinga yra pirmaisiais studijų metais atliekama mokomoji praktika (pvz., atliekant praktiką bibliotekoje, reikia sudarinėti literatūros šaltinių sąrašus ar kopijuoti straipsnius), todėl ekspertų grupė rekomenduoja turinį pakoreguoti. Be to, pageidautina padidinti tarptautinį studentų judumą.

Antra, reikėtų iš naujo nustatyti metinį dėstytojų darbo krūvį, skiriant daugiau laiko mokslinei veiklai. Be to, kad dėstytojai galėtų pilnai susitelkti tiek į mokymą, tiek į mokslinę veiklą, personalo nariams reikėtų suteikti daugiau tinkama įranga aprūpintos atskiros darbui skirtos erdvės.

<…>

III. REKOMENDACIJOS

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

1. Reikėtų iš naujo apsvarstyti priėmimo į studijas reikalavimus, subalansuojant valstybės finansuojamų ir nefinansuojamų studentų kalbinių įgūdžių lygius.

2. Reikėtų iš naujo įvertinti bendrųjų studijų dalykų turinį, daugiau svarbos suteikiant su anglų filologija susijusiems dalykams.

3. Dėstytojų darbo krūvis galėtų būti persvarstytas (kiek tai įmanoma), daugiau laiko skiriant mokslinei veiklai.

4. Reikėtų dėstytojų personalui suteikti daugiau atskiros darbui skirtos erdvės.

5. Daugiau pastangų reikia norint labiau plėtoti studentų judumą.

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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)

Studijų kokybės vertinimo centras