



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ UNIVERSITETO
STUDIJŲ PROGRAMOS *ANGLŲ FILOLOGIJA*
(*valstybinis kodas – 612Q30006*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *ENGLISH PHILOLOGY*
(*state code – 612Q30006*)
STUDY PROGRAMME
at ŠIAULIAI UNIVERSITY

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Išvados parengtos anglų kalba

Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų filologija
Valstybinis kodas	612Q30006
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos bakalauras
Studijų programos įregistravimo data	1999-04-23

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	English Philology
State code	612Q30006
Study area	Humanities
Study field	English Philology
Type of the study programme	University studies
Study cycle	First cycle
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of English Philology
Date of registration of the study programme	1999-04-23

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Updated information from the programme management: final thesis assessment criteria, final thesis in translation, academic staff, additional information about programme structure etc.
2.	During the visit the Team was provided with students’ final papers and internship reports.

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

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

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

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

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

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. S-1545 12.08.2014 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 2-3 October 2014.

- 1. Prof. dr. Jānis Silis (team leader)**, *Professor of Faculty of Translation Studies, Ventspils University College, Chairman of the Board of Applied Linguistics Research Center, Latvia.*
- 2. Prof. dr. Srebren Dizdar**, *Professor of Faculty of Humanities and Social Sciences, Sarajevo University, Head of Second Language Acquisition Centre, Bosnia and Herzegovina.*
- 3. Prof. dr. Leiv Egil Breivik**, *Professor Emeritus, Head of Foreign Languages Institute (till 2014.07.01), Bergen University, Norway.*
- 4. Doc. dr. Linas Selmistraitis**, *Associate Professor, Head of English Philology dep., Lithuanian University of Educational Sciences, Lithuania.*
- 5. Ina Rosenaitė**, *freelance English-Lithuanian translator and interpreter, Lithuania.*
- 6. Alisa Stunžaitė**, *graduate student of Lithuanian University of Educational Sciences Master study programme English Philology.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme assessed in this concrete evaluation report – 612Q30006 *English Philology*, puts much emphasis on the clear choice between enhancement of the study field (i.e., English Philology) knowledge and skills (60 ECTS) and specialisation in translation (60 ECTS).

The programme *English Philology* has one aim divided into two sections. The aim is (a) to equip students with skills, knowledge and competences helping to gain philological skills in English (here, as in the other philological programme, a more precise definition of philological skills should be given); (b) to provide culture and literature knowledge of the English-speaking countries.

SER team has avoided the risk of too many specialisations, and offers basic and advanced philological knowledge and skills, as well as translation specialisation.

Generally it can be noticed that the list of abilities and competences of this programme is very similar to the list of another programme provided by the same Department – 612T90003 *English Philology and other Foreign Language*. Still there are also some differences in the abilities list that are related to the specialisation in translation – the *English Philology* it is the ability to translate and interpret from English into the national language and back, in the *English Philology and other Foreign Language* it is also the ability to translate and summarise the texts from the second foreign language.

Learning outcomes related to the 2 sections of the general aim are well defined, clear and publicly accessible, linked to subject specific competences and generic competences – that can be considered as a merit found in the minority of similar type self-evaluation report.

Science and research-related qualities, as well as professional qualities are tested by the employers and generally received positive evaluation.

If the student chooses the translation specialisation, 8 new translation-specific learning outcomes are introduced (SER, p. 8). This aspect of the programme undoubtedly is commendable.

Compliance of learning outcomes to the legal requirements of Lithuania is also clearly shown.

The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market:

a) There is an explicit explanation of the links of professional activity areas to the programme's learning outcomes.

b) Almost two thirds of the graduates are translators and administrators, over 30% work outside the profession in telecommunication companies, real estate agencies and as managers.

The competitiveness of graduates with a very well defined translation specialisation is somewhat higher than that of the 612T90003 *English Philology and other Foreign Language* programme graduates, because the *English Philology* students receive a more in-depth translation and interpreting skills training because of 60 ECTS allotted to practical classes and from September 2014 including more intensive training in CAT tool skills (*Trados* etc.) that are indispensable in making translators' job more time-effective and quality-effective.

Weaknesses:

According to the SER data (SER, p. 16) there is a decrease in the number of students during the last 3-4 years and this should be a cause of concern. The reason of such decline must be found out and therefore all the eventual causes of it – potentially including some flaws even in the aims and learning outcomes (which is rather unlikely in the light of the present evaluation results), should be re-checked.

Strengths:

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered, because the profile of the chosen aim is transformed into relevant learning outcomes covering both the philology and the translation specialisation. This has also been proved by the favourable position of the graduates in the labour market.

The consistency of the programme aims and learning outcomes ensures the compatibility of the programme's name content matching the appropriate study cycles and qualifications, and this makes the programme logical and balanced.

2.2. Curriculum design

The curriculum design of the *English Philology* programme is consistent with legal requirements.

The programme is divided into three blocks: (1) general university study subjects, (2) basic subjects in the field, and (3) deepening study subjects in the study field or subjects of minor studies. The programme allows students to choose a minor study programme in translation, which comprises 60 credits. The introduction to the various aspects of language study early in the programme leaves something to be desired (see discussion below of "Introduction into Linguistics"). Otherwise, the programme is structured in a satisfactory manner, with a natural progression from the general subjects in the first part of the programme to the more specialised subjects later on. As an example of this natural progression, one could mention "Practical English Course I–IV". There is a good balance between the three blocks. The themes are not repetitive to any great extent.

For the most part, the content of the subjects/modules is consistent with the type and level of the studies. However, objections can be raised to the course “Introduction into Linguistics” in semester 2. (This course is also referred to as “Introductory Course into Linguistics” in the documents submitted by Šiauliai University.) At this level of the studies, it is useful to broaden the perspective of students by giving them an overview of formal and pragmatic aspects of language study, as a preparation for subsequent language courses not dealing specifically with diachrony (e.g. “Theoretical Grammar” in semester 4). The course “Introduction into Linguistics” does this to some extent. However, the focus is too much on diachronic change at the expense of the formal and pragmatic aspects of contemporary language. Some of these aspects (e.g. morphology and phonology) are interspersed in “Practical English Course I–IV” in semesters 1-4, but the theoretical component in these courses is – as the name of the courses implies – not substantial. Another problem is that the reading list of “Introduction into Linguistics” is too ambitious. This list contains the following work (together with two other books) as required reading: D. Kastovsky and A. Szwedek (eds.), *Linguistics across historical and geographical boundaries* (Berlin: Mouton de Gruyter, 1986). The articles in this work (which consists of two volumes) aim at researchers in linguistics and are hardly suitable for students at this level. With the exception of “Introduction into linguistics”, the content of the courses mentioned above as well as the other courses in the programme is appropriate for the achievement of intended learning outcomes.

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

Weaknesses:

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

Strengths:

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

2.3. Teaching staff

The teaching staff recruitment is carried out in accordance with external and internal documents regulating the activities of Šiauliai University. The study programme *English Philology* is provided by the staff meeting legal requirements as set out in Part 3 of the SER and Annexes 2 and 3. The qualification of the teachers working in the programme corresponds with the requirements for the first-cycle study programmes indicated in legal acts and is sufficient for its successful implementation.

The number of teaching staff is adequate to ensure learning outcomes and successful continuation of the programme. At present 19 teachers participate in the delivery of the programme. 10 members of the teaching staff have PhD (3 professors, 5 associate professors, 2 lecturers). 4 lecturers are studying in doctoral studies. During the period of assessment the professional qualifications of teachers improved: 8 of the faculty members were promoted to a higher position. However, the programme does not have a native speaker.

All teachers are employed for a 5-year period after which they are evaluated according to their academic and research activities. Taking into consideration the information provided in the annexes of the SER research interests of the teaching staff are in compliance with the study field of the subjects taught. Therefore, the qualifications of the staff are adequate to ensure learning outcomes.

The age distribution of the staff (51 years on average) is acceptable for the sufficient provision of the programme. It must be pointed out that the teaching staff is not evenly distributed in different age ranges: 12 teachers are over 50, and 7 teachers are under 50. In distant future it may cause discrepancy between ratio of inexperienced teachers and those with sufficient teaching practice. At the moment the average pedagogical and practical experience is 24 years: from 11 to 37 years.

The ratio of teachers and students steadily fell down from 1:25 in 2008 to 1:12 in 2013 which is a good value for the programme.

As the SER says the general volume of workload of a FTE teacher during the academic study year is not more than 1.056 hours. Not more than 792 of them are the hours of contact work with students and not fewer than 264 are non-contact work hours. The number of the taught subjects by one teacher ranges from 3 to 6 subjects. However, the distribution of contact and non-contact hours leaves minimum time for doing research.

Šiauliai University creates good conditions for professional development of the teaching staff. During the period under analysis, all teachers working in the programme participated in various courses, trainings, seminars, projects and internships. In 2013, teachers participated in 21 training programmes and seminars, 11 projects, 10 conferences abroad and 13 in Lithuania.

The teachers made 100 research presentations in Lithuanian and international scientific conferences abroad. However, the countries of dissemination were limited to Russia, Estonia and Latvia.

Every year the programme had visiting lecturers from such countries as Turkey, Hungary, Slovakia, Latvia, Austria, Sweden, Finland, Switzerland, Poland, the USA.

On average from 1 to 3 teachers went abroad on study visits. The mobility is mostly related to the areas of the teaching staff's scientific and academic interests and the taught subjects.

During the period of assessment, over 115 articles were published in peer reviewed journals and journals referred to in international data bases. The faculty produced 6 teaching aids and study books in 5 years.

The programme teachers joined a number of projects co-funded by the European Union Structural Funds and national projects: Vytautas Magnus University project "The Synergy of Foreign Language and Subject"; Vilnius University project "Development of the Concept of the European Credit Transfer and Accumulation System (ECTS) at the National Level: Harmonization of the Credit and Implementation of the Learning Outcomes Based Study Programme Design" (VP1-2.2-ŠMM-08-V-01-001; the project "A Foreign Language is a Window to the World" (VP1-2.2-ŠMM-05-K-02-008). However, these projects were not initiated by the staff members of the programme *English Philology*.

Weaknesses:

There are no research directions and researchers groups that join research potential of the Department. Dissemination of research results is mostly local and limited to neighbouring countries.

Strengths:

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

2.4. Facilities and learning resources

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

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

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

There is a computer lab with 19 new computers and a multimedia suite. In spring 2014, 11 licences of translation and terminology management software, *SDL Trados Studio 2014 Professional* and *SDL Multiterm 2011 Extract*, were purchased. This software trains the skills of computer-aided translation (i.e., using translation memory and terminology database) and project management tools which are required to develop translation, editing, proofreading, project management and other skills of future translators. Since September 2014 students are using different applications of the afore-mentioned software during the courses of *Automated Translation I*, *Automated Translation II* and *Quality Management in Translation*. The Team experts would like to remark that a more traditional term for "Automated Translation" is "Computer-aided Translation" (CAT) or "Machine-aided Translation" (MAT), because "Automated Translation" semantically is closer to "Machine Translation" where humans pre-edit the text to achieve a machine-readable form and, after the computer does a fully automated translation, the humans do post-editing.

The students have a free choice to find an internship place using information relevant to internship placement. Due to numerous bilateral agreements between ŠU Humanities Faculty and different institutions which provide work placements for our students, organizations, institutions and companies that need translation services provide the students of the Programme with translation and philological internship.

As both Šiauliai University English Philology programmes are using the same basis of learning resources, teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible, but the range of books for immediate specialisation – translation theory and practice, as well as various branches of philology reflected in the study courses, is still insufficient.

Weaknesses:

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

Strengths:

Study conditions at the Faculty premises are adequate both in their size and quality. 11 licences of translation and terminology management software were purchased in spring of 2014, and the programme students will have a an opportunity to use this equipment. Due to numerous bilateral agreements between ŠU Humanities Faculty and different institutions that provide work placements for the students; organizations, institutions and companies that accept programme's trainees, provide philological and translation internship places.

2.5. Study process and students' performance assessment

The University organizes admission in accordance with the Lithuanian legal requirements provided for in the Law No. V-2486 of the Ministry of Education and Science. Since 2010 the number of students has been decreasing from 47 in 2009 to 13 in 2014.

During the visit, it was learned that most of the students were generally satisfied with the content of the programme; however, both students and alumni suggested that the programme should include more Lithuanian language subjects, since good skills in two languages are necessary in their future work. As for the future, both students and teachers share the vision of the study outcome. Majority of the students are either planning to become translators or continue their studies.

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

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

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

The SER also states that an Alumni club was founded to encourage better communication with the University graduates; however, during the meeting with alumni all of them were surprised to hear that such club existed.

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

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

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

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

Social partners were positive about this programme. They are willing to offer internship for students and employment for graduates.

Weaknesses:

Students do not have much power altering the study programme, they are assigned to participate in The Study Programmes Committee rather than elected. ALUMNI club is not functioning. There are too little possibilities for the students to receive scholarships.

Strengths:

Academic honesty is promoted and practiced at the university.

2.6. Programme management

Since Translation Studies have been closely associated with traditional English Philology studies and is relatively new within the evolving structure of studies at ŠU, it is somewhat normal that responsibilities in this segment are either ‘under construction’, or, more often, they overlap with the set of well-developed procedures in the major area of studies. It is quite commendable that the Department has addressed this issue with a necessary level of expertise recently, while trying to establish more precise indicators and procedures with the final aim of allocating all the relevant issues to specific persons whose primary expertise cover this type of studies. However, one major concern can be seen in the choice and academic scope of other (or, better still, another) foreign language (German or Spanish), in order to ensure that the current amount of hours per courses and respective number of ECTS will fully qualify students as two-language translators. It is, therefore, highly recommended to all the academic staff within the Department to address these issues with a necessary set of quality assurance measures in order to comply with the student expectations and, even more, to the fulfilment of academic requirements leading to the envisaged qualification in Translation studies.

Data and information are sometimes difficult to be discerned from the major line of studies in English Philology, and a separate yet specific set of indicators needs to be defined in a foreseeable future in order to provide enough relevant information that can be properly analysed. Given the well-defined and collected data for major studies, such pieces of information for Translation Studies should always be discussed and compared, particularly in relation to their compatibility and final learning outcomes. It is there that the whole Department can use at its best the range of expertise from different foreign, as well as Lithuanian language, and to apply clearer framework of translation studies within the transparent process of introducing such improvements and clarifications, and with the full participation of the Department, academic staff and students, and especially external stakeholders – alumni and translation companies that are involved with the programmes as partners.

Various attempts have been made in order to use the available results of external and internal evaluations for the actual improvement of the programme. It is obvious that, at some points, the process is in early stages, but there is an apparent will and practical efforts invested for its completion before long, when such proposals and ideas will be fully tested in practice, as envisaged in rather detailed documents produced recently by the Department for such a purpose.

Social partners do provide valuable pieces of information and seem to be fully involved in diverse activities with both the students as trainees in their respective institutions, as well as in a mutual interaction with the Department, so, it can be concluded that the Translation studies programmes is on a right track to attain some tangible results once it reaches its stable and coherent structure and performance.

As it can be seen from relevant sections in the presented documents, both external (employers and alumni) and internal (students and lecturers) social partners interested in cooperation in translation issues have been involved in the process. It includes their active participation in different forms of meetings (business meetings and surveys, seminars and conferences), where their views and opinions have been taken into account. Subsequently, the Department reviews and discusses their proposals at its meetings; so that some creative valuable ideas are appreciated and duly considered for further development and improvement of the programme.

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

Weaknesses:

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

Strengths:

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

III. RECOMMENDATIONS

Area of programme aims and learning outcomes:

1. The Team recommends that, in order to increase the effect of the learning outcomes related to the advantage of the use of the recently installed computer-aided (CAT) software in the

programme, the present practical translation classes' pattern (that so far have not trained CAT tools skills because of the absence of these) could be reconsidered in order to find the best proportion between the newly-introduced computerized translation classes and the more traditional translation classes without CAT tools. This is more or less irrelevant for translation of literary texts where it is important to have a talent for a creative approach extending the borders of standard language – but this is not the primary goal of the programme.

However, the impact of this recommendation is obvious for teachers of written translation classes, especially those who themselves have had practical experience in translating legal texts, personal identity documents, marriage certificates etc. It is an axiom that practically all EU texts are legal texts, often containing formulaic morphosyntactical and lexicophraseological elements which are canonical in both source and target languages, and there are established lexical, grammatical and lexico-grammatical patterns of transformation. All this can be automatically stored in translation memories, terminological databases etc. – all the technical facilities included in a set of CAT tools. The main benefit to the really professional non-literary text translation in the 21. century is the following: as the quantity of texts to be translated grows exponentially and the deadlines for translating texts become closer and closer to the start dates, skills of professional usage of CAT tools are indispensable in maintaining translation quality which is one of the criteria of learning outcomes. This is what is mentioned on p. 8 of the programme's SER, only the term *machine translation* traditionally means MT programmes where humans are pre-editing and post-editing the texts, but the translation itself is done by the machine. CAT tools, on the contrary are software programmes that assist the human translation to do the translation, by offering translation memory or term-bank suggestions based on the accumulated parallel corpora of texts or parallel sets of terms. Therefore it is also recommended to change *Machine Translation* to *Computer-aided Translation*.

2. Taking into consideration the fact, that wide use of computer-aided translation software and previously-mentioned acceleration of producing a qualitative ready-made translation product in the shortest possible time, have drastically changed the work of non-literary texts' translators, gradually doing away with the individual character of translators' job. Today the bulk of these translators, especially in the West European countries and the US are working as subcontractors in globalized production networks. Translators are actors in inter-firm relationships. We can liken the situation to the industrial revolution situation of the 19th century when craftspeople became industrial workers in huge factories. This situation is not common yet in the Eastern European countries, but the first trends have already appeared in

the form tenders unifying several translation agencies from different EU countries to cope with one joint translation project which has created the necessity of translators' networking. Therefore the Team recommends to rethink the translation-related aims and learning outcomes *after* accreditation of the present programme, and to reformulate these in the light of the new situation which will reach Lithuania as an EU country in the nearest years. The Team considers the present-day formulations of aims and learning outcomes to be adequate and appropriate to the present design of the programme, but in the programme development after its accreditation a pro-active reformulations of aims and learning outcomes would be welcome to prevent being taken by surprise 3-4 years later when the translator's job profile will undergo the changes due to the new tendencies in the labour market mentioned above.

Area of curriculum development:

The Team recommends that areas that have come to the forefront of linguistic research in recent decades (e.g. pragmatics and language variation) be included in the curriculum.

Area of teaching staff:

1. The teaching staff is encouraged to expand the geography of publications not limiting themselves to neighbouring countries;
2. To form the groups of researchers at the Department who would ensure the unique profile of the research at the Department.

Area of facilities and learning resources:

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

Area of study process and students' performance assessment:

1. More subjects on Lithuanian language should be introduced.
2. Students' representatives should be elected to the institutional bodies of the University by students themselves.
3. Information about the ALUMNI club should be publicly available.
4. Concerning the area of students' performance assessment: lower average mark should be introduced for obtaining scholarships of academic excellence.

Area of programme management:

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

2. More day-to-day interaction between the three sub-sections within the Department (English, German and Spanish) and collaboration across the new structure of the department is desirable if the programme management issues involving all the parties involved are to be felt in the process.
3. Students participating in the Department's managing of academic and other activities should be chosen in a due process of democratic elections among their peers and not merely appointed by the Department or Šiauliai University leadership structures. The same applies to alumni, who have not been kept in touch with on a permanent, but rather on if-a-need-arises basis.
4. There seems still some room for improving a currently proposed and performed set of internal quality measures through a more dynamic, systemic and efficient collaboration with potential employers and other social stakeholders in the form of well-defined indicators, which might upgrade the current situation.

IV. EXAMPLES OF EXCELLENCE*

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

V. SUMMARY

Main positive quality aspects of each programme evaluation area:

Area of programme aims and learning outcomes:

The programme 612Q30006 *English Philology* puts a clear emphasis on the choice between a) enhancement of the study field knowledge and skills (60 ECTS) and b) specialisation in translation (60 ECTS). It vividly shows that the SER team has avoided the risk of too many specialisations, and offers basic and advanced philological knowledge and skills, as well as translation specialisation.

Learning outcomes related to both sections of the general aim are well defined, clear and publicly accessible, linked to subject specific competences and generic competences – that can be considered as a merit found in the minority of similar type self-evaluation report.

Compliance of learning outcomes to the legal requirements of Lithuania is also clearly shown.

The competitiveness of graduates with translation specialisation is somewhat higher than that of the 612T90003 *English Philology and Other Foreign Language* programme graduates, because the *English Philology* trains their graduates in CAT tool skills (*Trados*, etc.) that are indispensable in making translators' job more time-effective and quality-effective.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered – here the situation is more devoid of unwelcome and unexpected instability than in the programme *English Philology and other Foreign Language*.

The name of the programme, its learning outcomes, content and the qualifications offered are compatible with one another, and this makes the programme logical and balanced.

Area of curriculum development:

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

Area of teaching staff:

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

Area of facilities and learning resources:

Study conditions at the Faculty premises are adequate both in their size and quality. 11 licences of translation and terminology management software were purchased in spring of 2014, and the programme students will have an opportunity to use this equipment. Due to numerous bilateral agreements between ŠU Humanities Faculty and different institutions that provide work placements for the students; organizations, institutions and companies that accept programme's trainees, provide philological and translation internship places.

Area of study process and students' performance assessment:

Academic honesty is promoted and practiced at the university.

Area of programme management:

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

Main negative quality aspects of each programme evaluation area:

Area of programme aims and learning outcomes:

According to the SER data (SER, p. 16) there is a decrease in the number of students during the last 3-4 years and this should be a cause of concern. The reason of such decline must be found out and therefore all the eventual causes of it – potentially including some flaws even in the aims and learning outcomes (which is rather unlikely in the light of the present evaluation results), should be re-checked.

Area of curriculum development:

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

Area of teaching staff:

There are no research directions and researchers groups that join research potential of the Department. Dissemination of research results is mostly local and limited to neighbouring countries.

Area of facilities and learning resources:

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

Area of study process and students’ performance assessment:

Students do not have much power altering the study programme; they are assigned to participate in The Study Programmes Committee rather than elected. ALUMNI club is not functioning. There are too little possibilities for the students to receive scholarships.

Area of programme management:

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

VI. GENERAL ASSESSMENT

The study programme English Philology (state code – 612Q30006) at Šiauliai university is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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.

Grupēs vadovas:

Prof. dr. Jānis Sīlis

Team leader:

Grupēs nariai:

Prof. dr. Srebren Dizdar

Team members:

Prof. dr. Leiv Egil Breivik

Doc. dr. Linas Selmistraitis

Ina Rosenaitē

Alisa Stunžaitē

**ŠIAULIŲ UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS ANGLŲ
FILOLOGIJA (VALSTYBINIS KODAS – 612Q30006) 2014-11-24 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-562 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Anglų filologija* (valstybinis kodas – 612Q30006) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
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
	Iš viso:	18

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA**Pagrindinės teigiamos programos savybės pagal vertinimo sritis:**Programos tikslų ir numatomų studijų rezultatų sritis:

Programoje 612Q30006 *Anglų filologija* aiškiai akcentuojamas pasirinkimas a) stiprinti studijų krypties žinias ir gebėjimus (60 ECTS kreditų) ar b) specializuotis vertime (60 ECTS kreditų). Aiškiai matyti, kad savianalizės suvestinės rengimo grupė išvengė pernelyg didelio specializacijų

skaičiaus pavojaus ir siūlo pagrindines bei pažangias filologines žinias bei įgūdžius, taip pat ir vertimo specializaciją.

Numatomi studijų rezultatai, susiję su abiem bendrojo tikslo moduliais (*sections*), yra apibrėžti, aiškūs ir viešai skelbiami, susieti su dalykiniais ir bendraisiais gebėjimais – tai galima laikyti privalumu, kuris pasitaiko nedaugelyje panašaus tipo savianalizės ataskaitų.

Be to, akivaizdus numatomų studijų rezultatų atitikimas Lietuvos teisės aktų reikalavimams.

Absolventų kompetencija vertimo specializacijoje kažkiek didesnė nei studijų programos *Anglų filologija ir kita užsienio kalba* (612T90003) absolventų, kadangi programoje *Anglų filologija* absolventai mokomi naudotis kompiuterizuoto vertimo programomis (Trados, CAT), kurios yra nepakeičiamos užtikrinant vertėjo darbo kokybę ir taupant laiką.

Programos tikslai ir numatomi studijų rezultatai atitinka studijų rūšį, pakopą ir kvalifikacijų lygį – šioje programoje mažiau nepageidaujamo ir nenumatyto nestabilumo nei programoje *Anglų filologija ir kita užsienio kalba*.

Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje, dėl to programa yra logiška ir subalansuota.

Programos sandaros sritis:

Šios programos sandara yra patenkinama: nuo pirmoje programos dalyje dėstomų bendrųjų dalykų vėliau natūraliai pereinama prie labiau specializuotų dalykų (nors programos pradžioje pasigendama išsamaus įvado į įvairius kalbos studijų aspektus). Trys programą sudarantys blokai gerai tarpusavy subalansuoti. Temos pernelyg nesikartoja. Apskritai studijų dalykų / modulių turinys atitinka studijų rūšį ir pakopą. Programos turinys iš esmės atspindi naujausius susijusių sričių mokslinius tyrimus.

Personalo sritis:

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

Materialiųjų išteklių sritis:

Studijoms skirtoms patalpos, esančios fakultete, yra tinkamos ir jų pakanka. 2014 m. pavasarį buvo įsigyta 11 licencijų vertimo ir terminologijos tvarkymo programinei įrangai, taigi šios programos studentai turės galimybę ja naudotis. Šiaulių universiteto Humanitarinių mokslų fakultetas yra sudaręs daug sutarčių įvairiomis institucijomis, suteikiančiomis studentams vietą mokomajai

praktikai atlikti, organizacijomis, institucijomis ir įmonėmis, kurios priima šios programos praktikantus ir užtikrina filologinę bei vertimo praktiką.

Studijų eigos ir jos vertinimo sritis:

Universitete skatinamas ir praktikuojamas akademinis sąžiningumas.

Programos vadybos sritis:

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

Pagrindinės neigiamos programos savybės pagal vertinimo sritis:

Programos tikslų ir numatomų studijų rezultatų sritis:

Savianalizės suvestinės duomenimis (SS, p. 16), studentų skaičius pastaruosius 3–4 metus mažėjo, ir dėl to reikėtų susirūpinti. Būtina nustatyti šio mažėjimo priežastį, todėl reikėtų dar kartą patikrinti visas galimas priežastis – gal net ir su tikslais bei numatomais studijų rezultatais susijusius trūkumus (nors tai nelabai tikėtina atsižvelgiant dabartinius vertinimo rezultatus).

Programos sandaros sritis:

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

Personalo sritis:

Nenustatytos tyrimų kryptys ir nesudarytos tyrėjų grupės, kurios prisijungtų prie Katedros mokslinių tyrimų potencialo. Tyrimų rezultatai skleidžiami daugiausia vietos mastu arba kaimyninėse šalyse.

Materialiųjų išteklių sritis:

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

Studijų eigos ir jos vertinimo sritis:

Studentai neturi daug galių keisti studijų programą. Į Studijų programos komitetą jie greičiau skiriami, nei renkami. ALUMNI klubas nevykdo veiklos. Studentai turi per mažai galimybių gauti stipendijas.

Programos vadybos sritis:

Geresnis bendradarbiavimas Katedroje ir aukštesnio lygio sprendimų priėmėjų parama galėtų paspartinti tolesnį programos tobulinimą.

<...>

III. REKOMENDACIJOS

Programos tikslų ir numatomų studijų rezultatų sritis:

1. Ekspertų grupė rekomenduoja, kad, siekiant didesnio studijų rezultatų veiksmingumo, siejant jį su galimybe naudotis neseniai šioje programoje įdiegtomis kompiuterizuoto vertimo programomis (CAT), reikėtų persvarstyti dabartinį praktinių vertimo užsiėmimų modelį (pagal kurį iki šiol nebuvo mokama naudotis kompiuterizuoto vertimo programomis, nes jų nebuvo), siekiant nustatyti geriausią naujai įtrauktų kompiuterinio vertimo dalykų (*paskaitų ir praktinių užsiėmimų*) ir labiau tradicinių vertimo dalykų nenaudojant kompiuterizuoto vertimo programų santykį. Tai daugiau ar mažiau netinka literatūrinių tekstų vertimui, kai svarbu turėti kūrybinį talentą, kuris padeda išplėsti norminės kalbos ribas. Bet tai nėra pagrindinis šios programos tikslas.

Tačiau šios rekomendacijos poveikis yra akivaizdus vertimo raštu dėstytojams, ypač tiems, kurie patys yra turėję praktinę teisinių tekstų, asmens tapatybės dokumentų, santuokos pažymų ir t. t. vertimo patirtį. Savaiame suprantama, kad visi ES tekstai iš esmės yra teisiniai tekstai. Juose yra daug šabloninių morfosintaksinių ir leksinių bei frazeologinių elementų, kurie yra kanoniniai abejose kalbose: toje, iš kurios verčiama, ir toje, į kurią verčiama. Yra nusistovėję leksiniai, gramatiniai ir leksiniai-gramatiniai transformacijos šablonai. Visa tai galima automatiškai išsaugoti vertimo atmintyse, terminologinėse duomenų bazėse ir t. t. – kompiuterizuoto vertimo programose yra įdiegtos visos techninės galimybės. Pagrindinis tikrai profesionalaus neliteratūrinio teksto vertimo pranašumas XXI amž. yra šis: kadangi proporcingai didėja tekstų, kuriuos reikia išversti, skaičius, o vertimo terminai vis trumpėja, vertimo kokybei išsaugoti būtina išmokti profesionaliai

naudotis kompiuterizuoto vertimo programomis – tai vienas iš numatomų studijų rezultatų. Apie tai kalbama savianalizės suvestinės 8 puslapyje, tik sąvoka *automatinis (mašininis) vertimas* įprastai reiškia automatinio vertimo programas, kai žmonės redaguoja tekstus prieš vertimą ir po jo, bet patį vertimą atlieka mašina. O kompiuterizuoto vertimo programos (CAT) yra kompiuterinės programos, padedančios žmogui atlikti vertimą, pasiūlydamos vertimo atmintį arba terminų banką, kurio pagrindas yra sukaupti panašių tekstų arba panašių terminų rinkiniai. Todėl ekspertai dar rekomenduoja *Automatinį vertimą* pakeisti *Kompiuteriniu vertimu*.

2. Atsižvelgiant į tai, kad platus kompiuterinių vertimo programų naudojimas ir pirmiau minėta būtinybė kuo greičiau pateikti gatavą kokybišką vertimo produktą radikaliai pakeitė neliteratūrinių tekstų vertėjų darbo pobūdį, laipsniškai išnyko vertėjo darbo individualumas. Šiandien daugelis vertėjų, ypač Vakarų Europos šalyse ir JAV, yra subrangovai globalizuotuose produkcijos tinkluose. Vertėjai yra firmų tarpusavio ryšių dalyviai. Šią padėtį galima palyginti su XIX amž. vykusia pramonės revoliucija, kai didelių fabriku meistrai tapo pramonės darbuotojais. Ši padėtis dar neįprasta Rytų Europos valstybėse, bet pradžia jau yra – paskelbus konkursą, kelios skirtingų ES valstybių vertimo agentūros susivienija bendram vertimo projektui. Tai lėmė būtinybę sukurti vertėjų tinklus. Todėl ekspertai rekomenduoja persvarstyti su vertimu susijusius tikslus ir numatomus studijų rezultatus po šios programos akreditacijos ir iš naujo suformuluoti juos atsižvelgiant į naują padėtį, kuri artimiausiais metais susidarys Lietuvoje kaip ES šalyje. Ekspertų grupė mano, kad dabartinės tikslų ir numatomų studijų rezultatų formuluotės atitinka esamą programos sandarą, bet tobulinant šią programą po akreditacijos būtų gerai performuluoti jos tikslus ir numatomus studijų rezultatus siekiant išvengti netikėtumų po 3–4 metų, kai vertėjo darbo profilis keisis dėl naujų tendencijų darbo rinkoje, kaip pirmiau minėta.

Programos sandaros sritis:

Ekspertų grupė rekomenduoja įtraukti į programą sritis, kurios pastaraisiais dešimtmečiais tapo pagrindiniu lingvistinių tyrimų objektu (pvz., pragmatika ir kalbų įvairovė).

Personalo sritis:

1. Dėstytojai raginami plėsti publikacijų geografiją, neapsiriboti tik kaimyninėmis valstybėmis;
2. Suformuoti Katedroje tyrėjų grupes, kurios užtikrintų specifinį Katedros mokslinių tyrimų profilį.

Materialiųjų išteklių sritis:

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

Studijų eigos ir jos vertinimo sritis:

1. Reikėtų įtraukti daugiau lietuvių kalbos dalykų.
2. Studentų atstovus į universiteto (savivaldos) organus turėtų rinkti patys studentai.
3. Informacija apie ALUMNŲ klubą turėtų būti skelbiama viešai.
4. Kalbant apie studentų pažangumo vertinimą, reikėtų sumažinti balo vidurkį, kuris lemia stipendiją už pažangumą moksle.

Programos vadybos sritis:

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

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

3. Studentų atstovai, dalyvausiantys Katedros akademinio reikalų valdymo ir kitoje veikloje, turėtų būti demokratišku būdu renkami pačių studentų, o ne paskiriami Katedros arba universiteto valdymo struktūrų. Tas pats taikytina ir alumnams, su kuriais ryšis palaikomas ne nuolatos, o tik tada, kai prireikia.

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

<...>

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)