



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO
PROGRAMOS ANGLŲ FILOLOGIJA IR KITA UŽSIENIO
(PRANCŪZŲ, RUSŲ ARBA VOKIEČIŲ) KALBA
(612Q30007)
VERTINIMO IŠVADOS**

**EVALUATION REPORT OF
*ENGLISH PHILOLOGY AND ANOTHER
(FRENCH/RUSSIAN/GERMAN) LANGUAGE (612Q30007)*
STUDY PROGRAMME
AT LITHUANIAN UNIVERSITY OF EDUCATIONAL
SCIENCES**

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų filologija ir kita užsienio (prancūzų, rusų arba vokiečių) kalba
Valstybinis kodas	612Q30007
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos bakalauras
Studijų programos įregistravimo data	2010-12-02 Nr. 1-01-150

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	English philology and another (French/Russian/German) language
State code	612Q30007
Study area	Humanities
Study field	English philology
Kind of the study programme	University studies
Level of studies	First cycle
Study mode (length in years)	Full time (4)
Scope of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of English Philology
Date of registration of the study programme	2010-12-02 Nr. 1-01-150

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Organizational structure of the University and Faculty

More than 11,000 students are currently studying at Lithuanian University of Educational Sciences. The academic staff of LUES consists of 557 teachers: 52 Full Professors (Doctors and Doctors Habilitatus), 290 Associate Professors (Doctors) and 215 Lecturers/Assistant Lecturers. On the 20th of October, 2011, the former name *Vilnius Pedagogical University* was changed to Lithuanian University of Educational Sciences by the Resolution of the Parliament of the Republic of Lithuania.

The Bachelor degree study programme of English Philology and the Second Foreign Language (French, German, Russian) which is the subject of current analysis, is offered and implemented by the Department of English Didactics and Department of English Philology in co-operation with the Departments of French Philology and Didactics, German Philology and Didactics, Russian Philology and Intercultural Communication, as well as the Department of Lithuanian Linguistics and Communication of the Faculty of Lithuanian Philology and the Department of Philosophy of the Faculty of Social Sciences. There also exists another BA study programme – English Philology (612X13008) which has a comparatively longer history of implementation, and traditionally is offering the teacher of English language qualification acquired in 60 ECTS of the programme.

Training foreign languages specialists at LUES goes back to the year 1944, when the Faculty of Russian Language and Foreign Languages was founded. In 1949 foreign languages separated and started functioning as the Faculty of Foreign Languages.

1.2. Organizational Aspects of the Study Programme

Up to the year 1997 both BA and MA study programmes had been administered by the staff of the Department of English. In 1997 the Department of English Language and Methodology split into two departments: the Department of English Philology (DEP) and the Department of English Didactics (DED).

The major function of the Department of English Didactics is to organize and supervise the two above-mentioned BA programmes in Terms 1 to 4, and BA students teaching internship at school. Some teachers from DED read elective courses to the MA students, also act as academic advisors to MA students on their thesis writing.

The Department of English Philology is in charge of MA studies programme and Terms 5 to 8 of both BA study programmes in English Philology, as well as in English Philology and the Second Foreign Language (French/German/Russian) in.

In January 2009 the Faculty of Foreign Languages and the Faculty of Slavonic Philology formed the Faculty of Philology. Pedagogical and research potentials of two former faculties were joined to ensure more optimal training of future language specialists.

In the meeting with the Faculty Philology administration the Team, when asking about the specificity of responsibilities of the Department(s) and the Programme Committee, found out, that in 2011 it was decided that the main responsible body from then on was the Programme Committee, but the Department(s) cooperate with it.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

As the Programme was registered in December, 2010, half a year later the first students were enrolled for the Academic Year of 2011/2012. At the moment of 4 years long Programme's evaluation the students are nearing the completion of their 1st and 2nd year of studies. Therefore there are no objective and empirical facts available that could fully prove the validity of the Programme's aims and learning outcomes. These can only be modelled on the basis of experience acquired running the Programme for the first two years.

The Programme Committee has taken a commendable and farsseeing decision and has compensated the absence of the lack of graduates making use of the large-scale survey conducted in 2010 by the Department of Sociology at Vilnius University. The intended purpose of the survey was to find out the opinion of employers about the abilities and skills of importance for the career of English Philology graduates in their companies (see p. 6 of the Self-assessment report).

The academics also stressed that this and practically all other issues were being decided in discussions of the Committee with the lecturers. The academics admitted that the quality of Programme aims and especially harmonization level of the aims and learning outcomes has been improved after applying the Tuning methodology (see Lokhoff, Wegewijs, Durkin, Wagenaar, González, Isaacs, Rose & Gobbi, 2010. *A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes*. Bilbao, Groningen and the Hague). The majority of the teaching staff has attended special Tuning methodology courses on the Programme Committee's request.

Tuning methodology skills have helped to define the ability of the would-be graduates to apply the knowledge acquired during studies in enhancing their competitiveness in the labour market, the same can be said about the ability to use ICT technologies. These two points have found their reflection in the logically arranged table listing generic and subject-specific competences which sometimes explicitly, but more often implicitly help to facilitate the would-be graduate's chances to get jobs in editorial offices and publishing houses, media companies and tourism agencies, as well as in business and educational structures.

The coordination between the aims and learning outcomes of the programme that at present is in the process of evaluation is good, because on the academic and/or professional requirements have been taken into consideration. However, as the programme is an *academic* one, the very nature of the philological specialization, where philology is more a type of education providing specific scope of knowledge, but not providing a wide enough practical skills to facilitate graduates' flexibility in finding appropriate jobs in the labour market.

Knowledge and skills acquired during the study process does not explicitly show what study courses would match the requirements of this or that would-be job profile (or job description) listed in the Self-assessment report. For the successful further development of the programme for the next three years it would seem advisable to draw a functional "chart" of the potential jobs of the graduates and match each function with the concrete cluster of competences acquired in the relevant study courses. Otherwise there is an impression that the other BA study programme – English Philology (612X13008) is more fit to labour market challenges.

At present this lack of certainty concerning the future graduates degree of competitiveness is neutralized by teachers' devotion to the Programme's cause and the fact that students feel that the academic staff's professional experience is always available. Moreover, proficiency level in two foreign languages gives the alumni additional privileges in the labour market, where at present these language skills are more and more required, and sometimes valued higher than definite professional skills.

2. Curriculum design

The study plan of the BA programme of English Philology and the second foreign language (French, German, Russian) (EPSFL) has been designed following the Order of the Minister of Education and Science on the Description of General Requirements for the Degree-Awarding First Cycle and Integrated Study Programmes (ISAK- No V-501, 9/4/2010).

The volume of the BA study programme of EPSFL is 240 credits, of which English Philology subjects constitute 165 credits (including the BA thesis of 15 credits), subjects in the minor study field (French, German or Russian) 60 credits and subjects of general university education 15 credits. The programme totals 6403 hours distributed in eight semesters over four years. The volume of each semester is 800 or 801 hours and 30 credits. The number of different subjects studied each semester is usually five or six; seven subjects are studied only in semester 7. The programme also includes Language Immersion (15 credits), integrated into the subject Modern English. It can be completed in different institutions such as secondary schools, translation bureaus, business companies, etc. The BA thesis is written on linguistics or literature in English during the eighth semester and publicly defended in front of the Examination Board.

The content of the programme is primarily determined by compulsory subjects. The field of English Philology contains both practical development of communicative competences and more theoretical subjects focusing on linguistic, literary and cultural competences. These competences are integrated in various courses. The subjects are sequenced to guarantee links between the themes and learning outcomes. Courses are mostly taught in English; in some courses English is contrasted to Lithuanian. Required course readings are mostly recent text books in English.

Communicative competences are developed in the single most extensive module of Modern English (76 credits) running through the whole programme. The module focuses on reading, writing and oral skills, academic writing and literary analysis. The module also includes translation skills.

More theoretical subjects include English grammar and grammatical theory, phonetics and phonology, country studies (US and UK), British and American literature, introduction to linguistics, English lexicology and stylistics, historical development of English, contrastive linguistics, basics of translation studies, and optional studies (business English, frame semantics, FSP and writing, postmodern culture and literature).

All subjects include a substantial amount of student independent work. Students prepare for the BA thesis research and writing by producing one course paper.

The programme offers a new possibility to study two languages for a BA. This aspect was highly valued by students and social partners.

The curriculum design consistently reflects the teachers' understanding of students' needs and teachers cooperate to avoid overlap in course content. Nevertheless, the curriculum includes several courses on grammar (English Grammar 1-4 and English Grammar and its Theory, 21 credits, 560 hours). Together with other courses emphasising the language system (Phonetics and Phonology, Introduction to Linguistics, Historical Development of English) the programme focuses heavily on language internal aspects and there is less time for language external issues. Although grammar is traditionally considered highly important in the teaching of a foreign language, language external issues would help students see how language functions in communication and society. For example, the current role of English as the world language and *lingua franca* in many (working life) contexts is not included in the curriculum, but this type of content would highlight an important social aspect in the use of English today.

It seems that student independent work is supported well by the teachers. The teachers are available for consultation and use the Moodle platform and portfolios to support the learning process.

We also heard during the visit that German as the elective subject (second language) was not offered one year although French, German, and Russian are indicated as the second language of the programme.

3. Staff

The staff evaluation focuses attention on each individual's responsibility and contribution to the programme.

According to the SAR and relevant annexes, this programme is taught by qualified teaching staff. The staff of the programme consists of 30 full-time teachers, 19 of them hold PhD degree in the fields of Philology and Educational Sciences (2 professors and 17 associate professors). All members of the staff are employed on the competitive basis and have to prove their professional competences every five years

Following the Order of the Minister of Education and Science of RL 'The General Requirements for Bachelor Degree Study Programmes' of 9 April 2010 (No. V-501), at least 50% of all the study subjects in the study field should be taught by teachers with research degrees.' It seems that the teaching staff with PhD degrees is quantitatively above what the Regulations of Study Programmes require (63.4%).

At the end of this programme students are awarded Bachelor's degree in English Philology, and the second foreign language. Due to the fact that there is no clear legal distinction between a major and minor (the number of credits or learning outcomes) it is rather difficult to evaluate the quality of individual programmes.

The members of the academic staff have the necessary qualifications to cope with implementation of programme. However, an important issue is the workload and the number of courses taught.

The teachers of the programme go on study visits (the UK, Poland, Germany, Hungary, Turkey, Russia, Slovenia, India), carry out national and international scientific projects. They are actively involved in research and are participating in the international mobility processes. On the other hand, the results of statistical analysis show rather modest publications and research activities in general, and the lack of projects related to English language or philology.

During a period of six years (2007 to 2012) members of the staff (30 members) published only one monograph, and 151 papers (less than five papers per person in six years). It seems that the number of papers rapidly decreased in 2012 (2007>25 papers, 2012>10 papers).

The number of the teaching staff should be increased in order to ensure adequate learning outcomes. The number of different courses per person should be limited. Having more than five courses might be an obstacle in obtaining better learning outcomes.

According to the SAR the Study Programme has only been functioning for two years and the turnover of the teaching staff was not observed during the period of self-assessment. The teachers, who were included into the Study Programme, are full-time members of the staff.

The teaching premises are not adequate (the lack of offices for individual work), but the Team holds the opinion that the Programme Committee is not responsible for this area, as the problems of this type should be solved by Faculty-level and University-level legislative and executive structures.

The workload often exceeds the number of hours recommended by the legal framework¹ (e.g. Linas Selmistraitis, PhD, Giedrė Balčytytė-Kurtinienė, PhD, Vaiva Bernatonytė-Ažukienė,

¹ The working time of teachers is calculated following Resolution No. 78 of the Government of RL of 27 January 2004, which establishes a working week no longer than 36 hours. The working time of a full-time teacher consists of 1/3 of contact work (lectures, seminars, practical classes, practice and examination), 1/3 is allotted to preparation for contact work and organisation of

Gerda Mazlaveckienė, etc.) and requires additional time for preparation, therefore, research and professional development receive less attention. Although academic staff members go on exchange programmes, the mobility should be encouraged and supported.

Some members of the staff teach 5 different courses² (e.g. Linas Selmistraitis, PhD, Daina Miniotaitė, PhD, Jurga Cibulskienė, PhD, etc.). We could hardly expect these teachers to publish in all areas related to the courses.

According to the Order indicated above, the research interests of at least 80% of the teachers in the study programme should coincide with the study field of the study subjects they teach. The study fields or areas of research interests of the staff members partially coincide with the study subjects taught.

4. Facilities and learning resources

The premises for studies are suitable in all the required aspects. The Faculty of Philology has 37 rooms: one 140 seats amphitheatre room with stationary multimedia equipment, the room is meant for reading lectures in general university education subjects; 10 rooms with 25 to 90 seats, having stationary multimedia equipment and one interactive board); 9 rooms equipped with stationary video sets; the other 19 smaller rooms are used only for seminars.

The Faculty effectively uses the benefits of cooperation with foreign embassies, the result is opening several rooms named after prominent personalities of the USA, France, Germany, Italy, Russia, Byelorussia and Poland.

The teaching and learning equipment (computers etc.) is available to students, but the proportion of the computerized seats could be larger. Thus, in The Faculty Teaching and Learning Resource Room 36% of the seats are computerised, but in the reading Room of LUES library has only 13% of computerized seats. On the other hand subscribing to around 12 databases, many of them having full texts stored, is a great advantage that enhances the quality of the Programme. Students, too, expressed their satisfaction with the possibilities to use databases, although at present their knowledge is only passive.

The Programme Committee unfortunately has not provided proper arrangements for students' internship, as it is held in the University premises and this does not correspond to the development of skills, fulfilling learning outcomes and preparing the future graduates for working life according to the demands set in the SAR.

Although a LUES library providing teaching materials in the form of textbooks, monographs and periodical publications, most part of these, even philological publications, are meant for all the 11 thousand students of the whole University. Therefore the situation is somewhat paradoxical, as the bulk of the philological publications is of a too general nature and meant for the students of other faculties and programme, but the specialized philological resources library is small and somewhat insufficient for satisfying the needs of all students.

Programme's teachers admit that they are gradually starting to use the Moodle platform for further enhancing the modern methods of teaching.

5. Study process and student 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.

Data presented by the University on the number of applications and admissions shows that this study programme was so far proving popular. In 2012, compared to 2011, although the number of applications increased, the number of students admitted decreased due to (according

students' independent work and 1/3 is allocated to research work. A teacher's annual average is about 1200 academic hours. The rest of the time is allocated to preparation for contact work and research.

² See Annex No.3

to the Faculty and Programme administration representatives) „ensuring higher quality of studies“.

During the visit, it was learned that the students of this study programme are not really aware of what kind of diploma they are going to obtain at the end of their studies. On admission, they were also not really sure how many languages they would be able to study without an additional fee and what was the status of each language in their study programme. Philology is a wide subject; however this particular study programme lacks indication of what aspect of philology they will study. Also, when entering the University, some students chose an option to study German as a second language, but it later appeared that this language will not be available.

As for the future, both students and teachers were not really clear what the study outcome would be. Some students stated that they see themselves working in the public and business sectors as multilingual administrators, specialists and managers. Some of them think that they would be able to be teachers of English. Obviously, in the real world, philology graduates may find positions in various structures and fields, however a clearer definition of the programme and outcome of these studies would help students to understand what skills they would be able to achieve and what are their future career prospects.

Another area of weakness in this programme is a lack of practical exercise in the first two years of study. More than a month after the visit to the LUES the Team was informed by the Programme Committee that the 2nd year students are starting Language Immersion only in May 2013, i.e., at the very end of the academic year. Thus, the information given in the Self-assessment report is somewhat misleading, because on p. 3 of the report it informs that Language Immersion “runs *through* the *second*, third and fourth years of study”. When receiving information formulated in this way the 2nd year students may have mistakenly believed that the internal discussions in a foreign language between the students themselves already is the Language Immersion element: during the meeting with the Assessment Team the 2nd year students therefore emphasized that there were no options of practicing language skills in a work environment, such as with an NGO or business. Misunderstandings of this type evidently show communication problems between the programme administration, students and social partners, and this aspect should be improved in the future.

Students have good opportunities to participate in the mobility programmes, but more options to study in the native environment of the language would be welcome. There are plenty of artistic and social activities, where students can take part in and are encouraged to do so. The Sports Centre and the Culture Centre have activities that include choir, song and dance groups, and a drama studio. There is a Psychological Consulting Centre available for students seeking assistance. Students have a representative in the Study Programme Committee, however, when meeting with the Assessment team, they stated that their opinion in a considerable number of cases (according to students’ words) is not taken into consideration when making decisions regarding development of the study programme.

The University provides good academic support. Teachers are available for consultations; their schedules are well organized and clear. Individual consultation options are available with all members of the academic staff.

The assessment system of students’ performance is clear, adequate and publicly available in the internet. The assessment of each module is introduced at the beginning of a semester.

Social partners have positive views about this study programme, but it is difficult to foresee the future field of specialty and career opportunities for graduates of this programme.

6. Programme management

The self - assessment team members of the study programme of English Philology and the Second Foreign Language (French, German, Russian) state that The Committee of the Study Programme of EPSFL is responsible for monitoring, implementation and decision making. As

The Committee of the Study Programme is also responsible for analyzing information about drawbacks of the Study Programme and submits proposals regarding their elimination to the Board of the Faculty, to the Directorate for Studies and other subdivisions related to implementation of the Study Programme, submits proposals regarding renewal of the study programme, the role of the department is not very clear and responsibilities are not clearly allocated.

In September 2012, after the first year of studies, a comprehensive survey (Annex 6) was carried out in order to evaluate the students' expectations and the quality of the Study Programme. Students are asked to evaluate their expectations and the quality of the Study Programme. Last year 22 students of the second year of studies participated in the survey. The overall results showed that the majority of respondents acquired the competences of working/studying autonomously (89%), of retrieving and handling information from a variety of sources (78%), of learning from their own experience (68%). Only 10% of the respondents claim that they could not manage their time effectively. The members of the self-assessment team state that the assessment system is reasonable, fair and motivating as students are evaluated continuously in the run of the course.

The students are given a possibility to have the only optional subject in the 7th semester. During the visit the experts were told that the choice of the second language is treated to be an elective, though the students reported that they didn't have a possibility to choose the second foreign language they wanted due to the internal regulations of the number of students per group. The department or the Committee didn't arrange the Erasmus exchange visit properly. The student who went on the Erasmus exchange programme expressed her dissatisfaction with the quality of the studies abroad.

III. RECOMMENDATIONS

1. It is advisable to draw a functional “chart” showing future jobs and the match of their main functions to the cluster of competencies and learning outcomes of a definite study course.
2. The status of the second foreign language should be more clearly defined, mainly for the needs of the European labour market.
3. The role of English as a world language and lingua franca should be exposed in working life contexts.
4. Communication problems between the structures running the programme, students and social partners should be improved (see the Team’s remark concerning Language Immersion on p. 9 of this report).
5. More projects in English studies should be encouraged.
6. The number of the teaching staff should be increased in order to ensure adequate learning outcomes. The number of different courses per person should be limited.
7. The academics’ mobility should be supported.
8. A clearer definition of the programme and the outcome of these studies would help students to understand what skills they would be able to achieve and what their future career prospects are.
9. More options to study in the native environment of the language would be welcome.
10. The teaching staff’s research activities should be stimulated and made regular.
11. Students should have considerably more influence upon the changes in the programme.
12. Students should be better informed on the library capacities and functions.
13. There should be a more careful choice of ERASMUS exchange partners.
14. The forms of student internship should be more appropriate to the essential functions of their prospective jobs.

IV. SUMMARY

Main positive quality aspects:

1. A philological-level command of two foreign languages give the alumni additional privileges in the labour market, where these skills are more and more required at present, and sometimes valued higher than definite professional skills which otherwise would be the decisive factor in a labour interview.
2. As an attempt to predict the job profile of the would-be graduates by finding out the opinions of the employers, data of a sociological survey were used.
3. Successful application of the Tuning methodology findings (staff has attended special courses).
4. Logically arranged table of generic and subject-specific competencies.
5. Good coordination between the aims and learning outcomes of the Programme.
6. The curriculum design consistently reflects the teachers' understanding of students' needs and teachers cooperate to avoid overlap in course content.
7. The teaching staff with PhD degrees is quantitatively above what the Regulations of Study Programmes require (63.4%).
8. The members of the academic staff have the necessary qualifications to cope with implementation of programme.
9. Availability and professional devotion of the teaching staff (has been particularly pointed out by students).
10. The premises for studies are suitable in all the required aspects.
11. The Faculty effectively uses the benefits of cooperation with foreign embassies, the result is opening several rooms named after prominent personalities of the USA, France, Germany, Italy, Russia, Byelorussia and Poland.
12. Subscribing to around 12 databases, many of them having full texts stored, is a great advantage that enhances the quality of the Programme.
13. Teachers admit that they are gradually starting to use the Moodle platform for further enhancing the modern methods of teaching.
14. The good quality of electronic library items (especially e-books) and databases.
15. The University provides good academic support. Teachers are available for consultations
16. There are plenty of artistic and social activities, where students can take part in and are encouraged to do so.
17. The assessment system of students' performance is clear, adequate and publicly available in the internet.
18. Social partner's have positive views about this study programme.
19. Students are asked to evaluate their expectations and the quality of the Study Programme.

Main weaknesses noticed by the Assessment Team:

1. The status of the second foreign language has not been clearly defined for the needs of the European labour market.
2. Formulation of knowledge types and skills found in the SAR do not clearly show what job profiles they would match.
3. Both students and teachers demonstrated a lack of certainty concerning the future graduates' degree.
4. The programme focuses heavily on language internal aspects and there is less time for language external issues.
5. As the students criticised the content of Language Immersion (they have an impression that it mostly seems to include debates, which do not fully serve the purpose of preparing

- them for working life), they evidently were not informed that Language Immersion does not run through the 2nd year, but starts in the very end of it (May 2013). Misunderstandings of this type evidently show communication problems between the programme administration, students and social partners.
6. Diminishment and irregularity in the quantity of the academic staff's research publications.
 7. An important issue is the excessive workload and the number of courses taught.
 8. The results of statistical analysis show rather modest publications and research activities in general, and the lack of projects related to English language or philology.
 9. The proportion of the computerized seats could be larger.
 10. The situation is somewhat paradoxical, as the bulk of the philological publications are of a too general nature and meant for the students of other faculties and programme, but the specialized philological resources library is small and somewhat insufficient for satisfying the needs of all students.
 11. Students are not sure how many languages they would be able to study without an additional fee and what was the status of each language in their study programme.
 12. Some students chose an option to study German as a second language, but it later appeared that this language would not be available.
 13. Both students and teachers were not really clear what the study outcome would be.
 14. There were no options of practicing language skills in a work environment, such as with an NGO or business.
 15. Students' opinion in a considerable number of cases (according to students' words) is not taken into consideration when making decisions regarding development of the study programme.
 16. It is difficult to foresee the future field of specialty and career opportunities for graduates of this programme.
 17. Students, according to their point of view, lack influence upon the Programme changes.
 18. Students are not sufficiently briefed on the library capacities.
 19. According to the students, the only form of internship is debates among themselves, these debates are held in the usual lecture rooms.
 20. The role of the Committee and the role of the department are not very clear and responsibilities are not clearly allocated.
 21. The Department or the Committee did not arrange the Erasmus exchange visit properly; students are not satisfied with certain ERASMUS exchange universities.

V. GENERAL ASSESSMENT

The study programme *English Philology and another (French/German/Russian) language* (state code – 612Q30007) at Lithuanian University of Educational Sciences is given positive evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	17

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

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

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

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

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Ina Rosenaitė

Lukas Jokūbas Jakubauskas

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Anglų filologija ir kita užsienio (prancūzų, rusų arba vokiečių) kalba* (valstybinis kodas – 612Q30007) 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	2
6.	Programos vadyba	3
	Iš viso:	17

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Pagrindiniai teigiami kokybės aspektai:

1. Filologinio lygmens dviejų užsienio kalbų mokėjimas suteikia absolventams pranašumą darbo rinkoje, kur šie gebėjimai šiuo metu tampa vis reikalingesni, ir kartais yra vertinamas geriau nei apibrėžti profesiniai įgūdžiai, kurie kitu atveju būtų lemiamas veiksnys darbo pokalbyje.
2. Sociologinės apklausos duomenys buvo naudojami siekiant numatyti būsimųjų absolventų darbo profilį, vykdant darbdavių nuomonių apklausas.
3. Sėkmingai pritaikytos „Tuning“ metodologijos išvados (personalas išklause specialius kursus).
4. Bendrųjų ir dalykinių gebėjimų lentelė sudaryta logiškai.
5. Programos tikslai ir numatomi studijų rezultatai gerai suderinti.
6. Programos sandara nuosekliai atspindi, kaip dėstytojai supranta studentų poreikius, o dėstytojai bendradarbiauja siekdami išvengti dalykų turinio dubliavimosi.

7. Daktaro laipsnį turinčių dėstytojų skaičius žymiai viršija Studijų programų reikalavimuose nustatytą skaičių (63,4 %).
8. Dėstytojų kvalifikacija tinkama sėkmingai įgyvendinti programą.
9. Į dėstytojus galima laisvai kreiptis, jie yra labai atsidadę profesiniu atžvilgiu (ypač tą pabrėžė studentai).
10. Studijų materialioji bazė yra tinkama visais reikalaujamais aspektais.
11. Fakultetas veiksmingai išnaudoja bendradarbiavimo su užsienio ambasadomis galimybes ir to bendradarbiavimo rezultatas yra atidaryti keli kabinetai, pavadinti žymių asmenybių iš JAV, Prancūzijos, Vokietijos, Italijos, Rusijos, Baltarusijos ir Lenkijos vardais.
12. Apie 12 duomenų bazių, kurių dauguma yra visatekstės, prenumerata yra didelis privalumas, suteikiantis programai kokybės.
13. Dėstytojai pripažįsta, kad jie pamažu pradeda naudotis *Moodle* platforma, taip stiprindami modernių dėstymo metodų taikymą.
14. Elektroninių bibliotekos išteklių (ypač elektroninių knygų) ir duomenų bazių kokybė gera.
15. Universitetas teikia gerą akademinę paramą. Yra galimybė konsultuotis su dėstytojais.
16. Organizuojama daug meninės bei socialinės veiklos, kurioje studentai gali ir yra skatinami dalyvauti.
17. Studentų vertinimo sistema aiški, tinkama ir viešai skelbiama internete.
18. Socialiniai partneriai teigiamai atsiliepią apie šią studijų programą.
19. Studentų prašoma įvertinti savo lūkesčius ir studijų programos kokybę.

Ekspertų grupės pastebėtos pagrindinės silpnybės:

1. Antrosios užsienio kalbos statusas nėra aiškiai apibrėžtas atsižvelgiant į Europos darbo rinkos poreikius.
2. Neaiškios žinių tipų ir įgūdžių formuluočių savianalizės suvestinėje sąsajos su darbo profiliu.
3. Tiek studentai, tiek dėstytojai nėra tikri dėl būsimo absolventų laipsnio.
4. Programa daug dėmesio skiria vidiniams kalbos aspektams, todėl mažai laiko lieka išoriniams kalbos aspektams.
5. Kadangi studentai sukritikavo „Kalbinės praktikos“ turinį (jiems susidaro įspūdis, kad daugiausia tai bus debatai, o tai ne visiškai atitinka tikslą paruošti juos profesiniam gyvenimui), akivaizdu, kad jie nežinojo, jog „Kalbinė praktika“ nevykdoma antrame kurse, o prasideda tik jo pabaigoje (2013 m. gegužės mėn.). Tokie nesusipratimai rodo komunikacijos tarp programos administracijos, studentų ir socialinių partnerių problemas.
6. Dėstytojų tyrimų publikacijų skaičius mažėja ir jos nereguliarios.
7. Pernelyg didelis darbo krūvis ir dėstomų dalykų skaičius taip pat yra svarbus klausimas.
8. Statistinės analizės rezultatai rodo, kad apskritai publikacijos ir tiriamoji veikla nėra gausios, taip pat trūksta projektų, susijusių su anglų kalba ar filologija.
9. Kompiuterizuotų darbo vietų skaičius galėtų būti didesnis.
10. Situacija yra paradoksali, nes didžioji dalis filologijos leidinių yra pernelyg bendro pobūdžio ir skirtos kitų fakultetų ir programų studentams, o specializuota filologinių išteklių biblioteka yra nedidelė ir nepakankamai tenkina visų studentų poreikius.
11. Studentai nežino, kiek kalbų jie gali studijuoti be papildomo mokesčio ir koks kiekvienos kalbos statusas šioje studijų programoje.

12. Kai kurie studentai pasirinko studijuoti vokiečių kalbą kaip antrąją kalbą, tačiau vėliau paaiškėjo, kad ši kalba nebus dėstoma.
13. Nei studentai, nei dėstytojai nebuvo visiškai tikri dėl galutinio studijų rezultato.
14. Nėra galimybių praktikuoti kalbos įgūdžių darbinėje aplinkoje, pvz., NVO ar verslo įmonėje.
15. Daugeliu atvejų (pasak pačių studentų) į studentų nuomonę nėra atsižvelgiama priimant su studijų programos tobulinimu susijusius sprendimus.
16. Sunku numatyti šios programos absolventų būsimą specialybės kryptį ir karjeros galimybes.
17. Pasak studentų, jų balsas turi mažai įtakos keičiant programą.
18. Studentams pateikiama nepakankamai informacijos apie bibliotekos galimybes.
19. Pasak studentų, vienintelė praktikos forma yra debatai tarpusavyje, kurie vyksta įprastose auditorijose.
20. Nei Komiteto, nei katedros vaidmuo nėra labai aiškus, o atsakomybė nėra aiškiai paskirstyta.
21. Nei katedra, nei Komitetas tinkamai nesuderino „Erasmus“ mainų programos; studentai nėra patenkinti tam tikrais „Erasmus“ mainų universitetais.

III. REKOMENDACIJOS

1. Rekomenduojama nubraižyti funkcinę „diagramą“, kurioje būtų pavaizduotos būsimos darbo vietos ir jų pagrindinių funkcijų atitikimas konkretaus studijų dalyko gebėjimams ir numatomiems studijų rezultatams.
2. Antrosios užsienio kalbos statusas turėtų būti aiškiau apibrėžtas, ypač atsižvelgiant į Europos darbo rinkos poreikius.
3. Anglų kalbos kaip pasaulinės „lingua franca“ kalbos vaidmuo turėtų būti pateiktas profesinio gyvenimo kontekste.
4. Reikėtų pašalinti komunikacijos problemas tarp programą vykdančių struktūrų, studentų ir socialinių partnerių (žr. ekspertų grupės pastabą dėl „Kalbinės praktikos“ šių išvadų 9 psl.).
5. Reikėtų skatinti daugiau anglų kalbos tyrimų projektų.
6. Dėstytojų skaičių reikėtų didinti siekiant užtikrinti tinkamus studijų rezultatus. Reikėtų apriboti vienam dėstytojui tenkančių skirtingų dalykų skaičių.
7. Reikėtų remti dėstytojų judumą.
8. Aiškesnis programos ir studijų rezultatų apibrėžimas padėtų studentams suprasti, kokius įgūdžius jie galės įgyti ir kokios jų ateities karjeros perspektyvos.
9. Pageidautina sudaryti daugiau galimybių studijuoti kalbos gimtojoje aplinkoje.
10. Dėstytojų tiriamoji veikla turėtų būti skatinama ir tapti reguliaresnė.
11. Studentai turėtų turėti žymiai daugiau įtakos programos pokyčiams.
12. Studentai turėtų būti geriau informuoti apie bibliotekos galimybes ir funkcijas.
13. Turėtų būti kruopščiau renkami ERASMUS mainų programos partneriai.
14. Studentų praktikos formos turėtų būti labiau pritaikytos jų būsimų darbų pagrindinėms funkcijoms.

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