SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
RUSŲ FILOLOGIJOS **(612U30001)**
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *RUSSIAN PHILOLOGY* **(612U30001)**
STUDY PROGRAMME
AT VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	**Rusų filologija**
Valstybinis kodas	612U30001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rusų filologijos bakalauras
Studijų programos įregistravimo data	Programa akredituota iki 2013-12-31 Studijų kokybės vertinimo centro direktoriaus 2010 m. balandžio 19 d., įsakymas Nr. 1-73.

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	**Russian Philology**
State code	612U30001
Study area	Humanities
Study field	Philology
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Russian Philology
Date of registration of the study programme	The programme was accredited until 31 December 2013 by Order No.1-73 of the Director of Centre for Quality Assessment in Higher Education on 19 April 2010.

CONTENTS

I. INTRODUCTION

The evaluation of the Russian Philology study programme made use of the following documents: Law on Research and Higher Education (2009); Order on External Evaluation and Accreditation of Study Programmes (2011); Methodology for Evaluation of Higher Education Study Programmes (2010).

The basis of the evaluation of the study programme is the Self-Evaluation Report (SER) written in 2013, its annexes and the site visit of the expert group to Vilnius University in September 2013. The visit incorporated all required meetings with different groups: the administrative staff of the Faculty of Philology, staff responsible for preparing the self-evaluation documents, teaching staff, students of all years of study, alumni, and social partners. The expert group inspected various support services (classrooms, libraries, computer facilities), examined students' Bachelor Papers, course work and study placement documentation. The site visit concluded with the expert group presenting introductory general conclusions to the self-evaluation team and members of staff. After the visit, the team met to discuss and agree the content of this report, which represents the members' consensual views.

The Russian Philology study programme is implemented by the Russian Philology Department (RPhD, the Department), which belongs to the Faculty of Philology (the Faculty).

The Faculty comprises 10 academic departments and 4 centres which carry out research and study programmes. The Faculty is headed by the Faculty Council and the Dean. The administration of the Faculty consists of the Dean and Vice-deans. There are 184 members of academic and research staff and about 1500 students at the Faculty. The Faculty offers 10 Bachelor study programmes, 12 Master study programmes and doctoral studies in the field of philology. In 2010-2011 all Bachelor programmes (including the Russian Philology programme) were revised in order to raise the quality of the programmes, making them more flexible and attractive for the students and more acceptable for the labour market. The Faculty carries out extensive research in the field of philology, publishes the results in a number of research journals, books and articles, participates in national and international conferences and research projects, maintains research links with universities of other countries (Belarus, Estonia, Israel, Latvia, Poland, Russia, etc. – see SER, points 9, 10, 12, 13, pp. 6-7).

The RPhD has 13 staff positions: 3 professors, 4.5 associate professors doctors, 1 lecture doctor, 3.5 assistants, 1 administrator. It offers a *Russian Philology* Bachelor programme, *Russian Studies* Master programme and *International Marketing and Business Language* Bachelor programme. In addition, minor studies in *Russian Philology, Russian Language* and *Russian Literature*, and studies in *Russian Philology* and *Russian Language* are available as an

optional course for students of Philology. The Department has 4 doctoral students.

The RPhD contributes to the field of *Multilingual Discourses: Linguistics, Literature and Culture* and participates in the programme *Research in Russian and Other Slavic Languages, Literatures and Cultures: Past and Present,* prepares and publishes the annual notebook *Rusistica Vilnensis* of the journal *Literatūra.* Together with the Centre for Polish Studies, the RPhD publishes *Slavistica Vilnensis*, a notebook of the journal *Kalbotyra,* devoted to Slavic Philology. The Department has a high rating according to research output in the Faculty (see, for example, the summary of points for research output in 2008 (http://www.flf.vu.lt/index.php?id=63), in which the RPhD takes the second place). It organises international research conferences and seminars. 7 young scientists of RPhD defended doctoral dissertations at the Faculty in 2008-2012 and continued their academic careers.

As stated in SER, previous assessment of the programme under analysis was carried out by the Centre for Quality in Higher Education in 2005. Two first level study programmes in Russian Philology were assessed: *Russian Philology* (state code 61204H142) (for school-leavers of Russian schools) and *Russian Philology* (state code 61204H158) (for school-leavers of non-Russian schools). According to recommendations of external experts, these programmes were merged. Since 2005 – 2006 the RPhD has been implementing one Bachelor study programme *Russian Philology*.

II. PROGRAMME ANALYSIS

1.   *Programme aims and learning outcomes*

The aims of the Russian Philology (RPh) programme include the following areas of philological competences: the Russian language, linguistics, Russian literature and literary theory, Russian culture. Thus, the programme aims at providing fundamentals in linguistics and literary theory, developing communication abilities in Russian (C1-C2), understanding Russian culture and the ability to analyse and evaluate the phenomena of Russian language and literature in a broader linguistic and literary context, as well as the abilities of critical thinking, independent learning, communication and cooperation in a multicultural environment. Also, during the internship at the University and work placement period, students acquire the basic skills of editing, translation and/or interpretation, teaching Russian as a foreign language, culture dissemination or research.

The programme aims and learning outcomes, as presented in SER, are well defined and clear. They are accessible on the webpage for applicants in VU website (see SER, p.11:

) and from VU study programme catalogue (see the site address in SER, p.11: https://klevas.vu.lt/pls/klevas/public _ni$www_progr_app.show).

In order to achieve the aims of the programme, 6 generic and 9 subject-specific competences were developed. The generic competences include ability to work and study independently and apply the acquired knowledge in practice, analytical and critical thinking, proficiency in state and foreign languages, intercultural communication and ability to work in a team based on common human values, eagerness to learn/study and strive for quality, and creativity. The subject-specific competences developed by the programme are linguistics (language analysis), literature (and literary theory), language abilities, philological knowledge and ability to apply it in carrying out research and in professional activities. The detailed lists of these competences and learning outcomes are presented in SER, Tables 4, 5, 6, pp. 9-11.

The programme aims and learning outcomes are based on the academic and professional requirements and take into account the public needs and the needs of the labour market.

The RPh programme aims and learning outcomes mainly correspond with the activities performed by philologists and translators and/or interpreters. Abilities of intercultural communications are also developed and are mentioned among the requirements to specialists.

One important merit of the specialists of RPh is their good practical command of the Russian language, which is one of the requirements of employers for job applicants. This became apparent in discussion with social partners, alumni and students. They also pointed out one of the reasons for the high demand for graduates of the RPh programme: the abilities of many young people who studied Russian as a second foreign language at secondary school are insufficient for effective intercultural communication.

Another advantage of the RPh programme is that it ensures unity of research and studies and provides fundamental education in humanities. Equal attention in the programme is devoted to language and linguistics, literature and literary theory; knowledge of Russian culture, its past and present, is provided too.

The programme aims and learning outcomes are consistent with the type and level of studies and level of qualifications offered. The RPh programme aims at providing a universal education, at introducing fundamental theoretical knowledge of the study field and developing professional abilities necessary for independent work, as stipulated in Article 40 of the Law on Research and Studies for first level programmes (see SER, points 24- 32, pp. 9- 12).

The name of the programme *(Russian Philology)* is compatible with the name of the field of study (*Philology*) and its learning outcomes, which include Russian language, linguistics, Russian literature, literary theory and Russian culture at different levels. After closely analysing

the curriculum design and after discussions with staff and students, the expert team noted that there is clear evidence of logical incremental progression of modules/subjects content from level to level. This corresponds to planned learning outcomes. The meetings with alumni and social partners demonstrated that the graduates of the programme are well prepared to work as teachers of Russian language and literature in secondary schools, and as mediators, consultants and translators/interpreters in various companies providing services for Russian-speaking customers.

It may be concluded that the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

2. Curriculum design

The scope of the RPh study programme is 240 credits (4 years). The following large parts can be distinguished: study subjects developing the main competences of the programme (165 credits), general university studies (15 credits) and other optional subjects (60 credits).

It is important that students can flexibly individualise and diversify their studies according to their interests and abilities. The programme offers two degree routes: 1) single subject degree and 2) combined subjects degree (major and minor). Thus, it is a student-oriented programme which develops competences necessary for the student in order to meet the needs of social and personal development and labour market and helps the students to acquire the competences compatible with their bachelor's degree and also be prepared for further studies or work in a certain area.

The curriculum design is compatible with the *Law on Research and Studies*, *General Requirements* for the first level programmes and the requirements of the *Regulation of VU Study Programmes*. This design was approved by the RPhD in 2010-2011. It helps students of different programmes to combine their major and minor studies.

In the study plan there is a balance between subjects in language and linguistics (35 credits for compulsory and 75 credits for optional subjects) and literature and literary theory (45 credits for compulsory and 65 credits for optional subjects).

The sequence of compulsory subjects in modules and the content of subjects and modules are consistent with the philological tradition for this type and level of studies. Thus, the Russian linguistics module consists of Introduction to Linguistics and Russian Lexicology and Introduction to Rhetoric (Semester 1), Russian Phonetics (Semester 2), Russian Word-formation and Morphology (Semester 3), Russian Syntax (Semester 4), Russian Language Development and Change (Semester 5), Seminar in Russian Linguistics (Semester 6). The above list follows

the internal logic of linguistics and is   traditional with the exception of, perhaps, Russian Lexicology and Introduction to Rhetoric, which are usually presented later than Semester 1.

The discussions with teaching staff and students indicated that the renewed study plan is more useful than the previous one because it allocated 60 credits for minor studies, reduced the amount of compulsory general philological subjects and increased the amount of special subjects in Russian studies, which allows students to acquire more sound subject-specific competences.

However, these revisions in the study plan involved, along with reductions in the number of contact hours for general philological subjects, an increase in the number of hours for students' independent work. This created a problem with monitoring students' self-studies. As became apparent after discussions during the visit, the RPhD does not have a transparent formal system of monitoring students' independent work. At present the problem is usually solved on an individual ad hoc basis. It works due to a comparatively small number of students studying RPh and the overwork of devoted teaching staff. It may be suggested that a system to monitor and assess students' self-study during the semester should be implemented. It is particularly important for students of junior years.

Another by-product of the renewed study programme of RPh is the problem of support during the planning stages of the individual student programmes for years 2-4 (educational routes of different students). The problem arises because of the great number of optional subjects in the curriculum. The relationship between the contents of subjects of different semesters may be clear to a specialist, but not to a student. Students choose optional subjects because of their transient interests, and not because of the subjects' contents and long-term usefulness for the future profession. The discussion with students during the site visit showed that they seldom (if at all) seek advice from the teaching staff or administration before choosing their educational routes.

The analysis of course descriptions (Appendix 1) made it clear that choosing proper optional subjects that could lead to internship and professional placement is not an easy matter and would require help of a specialist - a member of the study programme committee. Sometimes the relationship between the contents of optional subjects is clear to a specialist but their relative position in the curriculum is puzzling. For example, Introduction to Pragmatics presupposes, among other prerequisites, "knowledge in the science of semantics" (Appendix 1, p.171), but Introduction to Pragmatics is offered in Semesters 5 and 6, while Introduction to Semantics – in Semester 7 (Appendix 1, p. 248).

Translation offered in Internship and Professional Placement in Semester 8 is a very popular subject among students, as they find it useful for future work. However, there isn't any special course in Translation in the curriculum that could support this type of practice.

Such problems are natural for any innovative study programme. They should be discussed and solved by the study programme committee (see below – 6. Programme Management). It is suggested that the committee discuss how a formal and transparent system of providing help to students in compiling their study programmes may be developed and made to work.

3. Staff

The *RPh* study programme is implemented by 36 teachers: 14 teachers of the RPhD and 22 teachers from other departments. The study programme provided by the staff meets legal requirements: scientists teach more than half of the subjects.

The members of the academic staff implementing the study programme are highly qualified specialists in relevant fields and are active researchers. Their teaching experience ranges from 16 to 42 years. They are employed for a term of five years after a competition-based selection. Members of the academic staff have regular performance appraisals: every five years job positions are announced and the teaching and research activities of every applicant are assessed.

The academic staff of the department regularly upgrades their qualification at different courses, seminars and conferences. For example, in the last seven years the RPhD and the Jagellonian University in Krakow have organised a series of seminars under the title "Modern Russian Literature: Writing and Reading Strategies". 4 seminars were held in Vilnius and 3 seminars in Krakow. The RPhD is also responsible for organising a series of theoretical-methodological seminars "Teaching of Generic and Subject Specific Philological Competences" and "Theoretical and Applied Aspects of the Nation's Communicative Behaviour".

In addition to the Bachelor programme, four members of RPhD are supervising master and doctoral studies and research (SER, point 68, p.30). The majority of the staff speaks Russian as a native language, which is important for teaching Russian as a foreign language and RPh.

All teachers involved in the study programme develop their qualifications during study visits, by participating in Erasmus/Socrates staff exchange programme, research projects and conferences (Appendix 3 to SER, pp. 6-13, 19-20, 26-32, 35-37, etc.). From 2010 to 2013 teachers of the RPhD took part in 104 international conferences and seminars (Belarus, Bulgaria, Croatia, Estonia, Greece, Hungary, Latvia, Lithuania, Italy, Poland, Russia, Slovakia, Slovenia, Spain). Since 2010 the RPhD has been implementing a cooperation agreement with the Department of English Language and Intercultural Communication of Minsk State University. Teachers of the RPh programme are involved in various international research projects within their study field, for example, the project *Slovak Online* in the international programme *Life-long Learning* funded by the European Commission, the project *Subtitles and language learning*

(Life-long Learning programme/European Commission, 2010–2012), etc. The research output of the staff is sufficient for the successful implementation of the programme. In most cases the research of the teachers is directly related to RPh study programme.

Thus, the qualifications of the RPh academic staff are more than sufficient for the implementation of the first level study programme. They are more than adequate to ensure learning outcomes. Also, the numerous activities mentioned in the previous paragraph show that the University creates the sufficient conditions for the professional development of the teaching staff necessary for the provision of the programme and for their research in Russian Philology.

The number of the teaching staff is adequate to ensure learning outcomes. The teacher/student ratio at the RPhD is 5 first level Russian Philology students per teacher. This allows the Department to learn about the educational needs of every student and to ensure teaching/learning quality.

4. *Facilities and learning resources*

The studies of *RPh* programme take place in the old building of VU on the premises of the Faculty of Philology. The old buildings, as well as classrooms, require renovation. According to SER (point 85, p. 32), due to the major renovation in the Faculty in 2010-2012 the situation improved considerably, 12 classrooms were renovated, new furniture was acquired, wireless internet connection was installed together with multimedia equipment. Lectures and seminars for students of Russian are held in different classrooms and in the Russian Philology Department. Due to the number of students, there is no need for larger classrooms for lectures and seminars and the number of seats is sufficient.

There is a study information system in VU comprising databases and software for studies, written assignments, computerised examination system, electronic search for plagiarism, admission to first and second level studies (VUSIS). Some teachers of the Department use VUSIS actively for their courses.

In the renewed programme more attention is paid to the independent work of students. There are three libraries within VU which students of the RPh programme can attend: VU, PhD and RPh libraries. During the meeting with the students of the RPh programme they pointed out that they preferred to use VU Philology library for preparation for lectures and seminars and writing research papers, though they attended other libraries as well. The VU Philology library, which the team of external evaluation experts visited, has 51 work places, 11 of them computerised, there is also a wireless internet access (SER, point 86, p.32).

The VU Philology library has a lot of reading material for studies, including electronic resources and databases. There is open access to publications in different languages (literary theory, folklore, linguistics, dictionaries, reference books, encyclopaedias, periodicals in the field of philology), including many fundamental and modern works in Russian Studies. Both students and teachers can use databases subscribed to by the VU Library, and many databases are available from teachers' workplaces.

The RPhD library has accumulated a lot of publications in Russian Studies, including books on Russian language and literary theory, terminology, lexicography, language teaching methods, and a large collection of reference material. It receives new books as gifts from participants of academic exchange programmes, conferences and seminars. The embassy of the Russian Federation provides the Department with journals in Russian. In February 2013, Moscow A. Solzhenitsyn Russian Expatriates' Club made a donation of 300 Russian books to Vilnius University. These books include science books, textbooks and fiction and can be used for Russian Studies (SER, point 90, p.33).

However, there are no special rooms for consultations, and that makes the organisation of students' self-study difficult.

The arrangements for students' practice are as follows. The last semester includes 14 weeks (15 credits) for internship and professional placement. In the RPh programme students can choose the aspect of their practice: apart from editing, translation and teaching Russian (as a foreign language), they are also offered culture dissemination and research practice. Culture dissemination practice is aimed at developing professional competences for museum or tour guides. Research practice develops the abilities needed to work with corpora and the professional competence of a corpus linguistics specialist. After 8 weeks of training seminars (February-March), 6 more weeks (until mid May) are devoted to professional placement with a company/institution. Students find placements outside VU (e.g., in translation bureaus, publishing houses, editor's offices, museums, educational institutions). When a practice supervisor approves the placement, a tripartite agreement is signed. The placement institution appoints a specialist who supervises the student's practice and later writes a report about student's work. In the middle of May, after the completion of practice, students submit their practice reports and reviews of their work from the institution. On the basis of these documents the teacher appointed as practice supervisor assesses students' practice. The scope and form of practice provide students with an opportunity to try out their professional abilities.

During the site visit, the social partners of RPhD who had been supervisors of the students' practice from the placement institutions informed the experts that these arrangements worked

adequately and they were satisfied with the graduates of the programme. Some of them later filled vacancies at their institutions.

Though the teaching and learning equipment and materials of the RPh programme seem to be adequate, there is room for improvement. We suggest that the percentage of modern monographs and journals on general and Russian linguistics and literature should be increased (if funds permit) and valuable publications of the last 5-10 years added to lists of recommended literature in Appendix 1. Also, it would be helpful to students, if more teachers of the RPhD cooperated with VUSIS more actively by creating websites and placing teaching materials there.

5. *Study process and student assessment*

Admission is organised on a competitive basis according to the *Procedure for Competitive Admission (May 2012)* and *VU Admission Rules (June 2012)* confirmed by the VU Senate Committee. Information about admission requirements is published in VU booklets and the media. The admission requirements are well-founded (SER, point 96, p.34). Candidates to be enrolled in *Russian Philology* programme must have completed secondary education, A2 – B1 level of Russian according to CEFR. Three marks for maturity examinations (Lithuanian language, foreign language (Russian or another), and history) and one annual mark of a subject (another foreign language, Russian or native language) are added up to make the entrance score. *VU Admission Rules* indicate that the language of tuition is Russian.

Admission statistics (2008-2012) show that admission to the RPh programme was given different priorities. There is always competition between candidates and their priorities show that candidates are well motivated. The entrance scores of students enrolled are slightly higher than minimum. It means that the students in RPh were not the weakest in the faculty. There are some changes in student number in different years: as shown in SER (points 98-103, pp. 34-36). Students usually drop out in their first year, in senior years they drop out more rarely.

Information about the study process (study calendar, timetables for lectures and examination sessions, optional courses and free electives, assessment procedure), opportunities for study periods abroad, tuition fees, student grants, funding of studies is provided by the Vice-dean for academic affairs and study coordinators for the Faculty. The timetable for the next semester is announced at the end of the current semester to allow students to choose optional subjects in advance.

Up-to-date information is accessible on the websites of RPhD and the Faculty. Information about changes or important events is sent to every student via VU e-mail. The academic support section created an internet website at http://www.klausk.vu.lt/, where

information on study matters is provided. The staff at the Study Directorate and Deans' offices answers questions via the internet (SER, points 105-107, p. 36).

The site visit demonstrated that students have enough information about the study process at VU and that the organization of the study process ensures an adequate provision of the programme. However, it also became clear that the support for students' independent work provided by the teachers is not governed by a definite system, it is done mostly on the ad hoc basis. It is advised that the introduction of such a system be considered.

Students participate in scientific-methodological seminars of RPhD project "Panorama of Russian film". They have different opportunities to be engaged in cultural, sport and other activities offered by VU Cultural Centre and Health and Sports Centre, Student Representative Office (faculty and central) and others.

Students have opportunities to participate in student mobility programmes (ERASMUS and ERASMUS MUNDUS), but opportunities for students of RPh are not too extensive – they go either to the University of Latvia in Riga or to universities in Poland where Russian Studies are at a very high level.

The system of VU social support includes incentive grants, social grants, special grants, and nomination grants. Students have an opportunity to take a loan. The students with financial difficulties and the students whose parents work at VU can ask for the fee to be reduced (Dean can reduced 30-90%). VU hostels are offered to full-time students.

The assessment system (a 10 point system) is chosen by the teachers in accordance with anticipated learning outcomes and assessment methods. The assessment is objective. None of the students or alumni we spoke with could remember a case when he/she had been assessed subjectively. The students also stated that regular feedback is provided for all assessments in either oral or written form. However, there does not seem to be a formal system which ensures the objectivity of assessment. A unified system of assessment feedback should be discussed and implemented. Assessment criteria should be clearly stated in the course descriptions and on the feedback sheets for all assignments.

The discussions with the administrators, teachers, alumni and social partners made it clear that the RPhD maintains contacts with graduates and observes their employment and professional activities. The scope of professional activities is quite broad: administration, office work, transport, logistics, sales, marketing, translation, education, media, science, public relations and personal management. The professional activities of the majority of graduates meet the programme providers' expectations.

6. Programme management

According to *VU Study Programme Regulation*, the body responsible for the quality of the study programme, its improvement and implementation is the study programme committee. It is accountable to the Faculty Council and at least once a year reports on programme implementation. The committee consists of representatives of staff members, students and employers (SER, point 134, p. 40). One of its main objectives is the improvement of the programme in order to achieve the consistency of its aims, developed competences, content, methods and assessment, and competitiveness of the programme.

The committee discusses and approves course unit descriptions prepared by the teachers as well as individual student plans. It also monitors and analyses the study process, updates the study plan, coordinates the choice of optional subjects, includes new subjects, analyses student feedback, and conducts opinion surveys. The decisions of the committee are made on a collegial basis at department meetings which are held once a month. Sometimes special committee meetings are called.

If necessary, the implementation of the programme can be discussed at the Academic Committee and Faculty Council meetings which are usually held once a month. The Academic Committee discusses such issues as credits and student independent work hours, optional subjects, and course descriptions. The head of department is a member of the Academic Committee and takes part in the meetings where new study programmes are discussed.

Information about programme implementation is collected regularly in different ways. One of these ways is by means of surveys conducted by the Quality Management Centre (QMC) using VUSIS electronic questionnaires concerning satisfaction with studies and study subjects. They are conducted at the end of the semester twice a year. Summaries of results are published on the QMC webpage, and more detailed results are accessible to the VU academic community via intranet. Not many students of *Russian Philology* participate but their responses are mainly positive. During the meeting with students it became apparent that they are happy with the Quality Management procedures at the department level and do not feel it is necessary to take active part in the university wide surveys.

Indeed, a meeting with staff confirmed that the study programme committee conducts its own opinion surveys. They deal mainly with the students' evaluation of different aspects of the quality of the programme. About 60% of students participated in a survey carried out in 2009. Their assessment of the programme was mainly positive, however, students pointed out the drawbacks of the old programme.

Another survey was conducted in order to analyse the revised programme (December 2012). A meeting of students and teachers of *Russian Philology* took place to discuss the quality of studies. About 50% of students participated. All students wrote that they were satisfied with the quality of studies and pointed out the main advantages and disadvantages of the new programme and the process of its implementation. Students' evaluations of the programme were mainly positive, and it was concluded that the revision was adequate.

Our conclusions from the above (and SER, points 132 – 137, p. 40) are that responsibilities for decisions and the monitoring of the implementation of the programme are clearly allocated and that information on its implementation is regularly collected and analysed.

Employers are included in the study programme committee. It is pointed out in the SER that communication with employers was not "very smooth" (SER, point 144, p.42), but during the site visit employers actively participated in discussions and expressed some interesting ideas about possible improvements to the programme. They are included in our recommendations (see below Part III).

External evaluation of two RPh programmes which was carried out in 2005 recommended developing one programme instead of two. This recommendation resulted in positive changes: student admission increased, and the Faculty of Philology formulated its strategy to keep the traditional programme in Russian Studies, which was revised and improved. Thus, on the whole, the external evaluation and subsequent internal quality assurance measures are proving to be effective and efficient.

However, there is some room for improvement in the programme management. The study programme committee should initiate the process of revising and unifying course unit descriptions, improve coordination of the choice of optional modules/subjects and put into effect the results of student feedback analysis (see above – II.2, and below – III).

III. RECOMMENDATIONS

The following recommendations were proposed by the Expert Evaluation Team:

1. Streamlining the list of optional modules – the modules should be assigned to a particular level of study and not be available to students on a free basis. The requirements for prerequisites should be considered at each level to ensure a logical and incremental academic progression.

2. Formalising the system of assessment feedback – unified formal feedback sheets for all assessments should be developed. They should reflect each criterion of assessment and contain

spaces for assessor's comments. Spaces for second assessor's comments might be considered to ensure the objectivity of the process.

3. Reconsidering the choice of certain core modules – the list of core modules should be optimised to reflect the demands of the labour market. A choice of translation modules should be discussed (Introduction to Translation, Methods and Procedures, Practice, etc.).

4. Strengthening contacts with social partners – contacts with social partners should be considered at an earlier stage in the programme and should have a variety of different forms (not only the form of placements but also of seminars, workshops etc. delivered by social partners).

IV. SUMMARY

On the basis of the SER and the site visit the evaluation team noted the following strengths of the Programme:

- adequacy of volume and content of the Programme;
- well-qualified, highly competent, dedicated and supportive academic staff;
- flexibility and responsiveness of the revised Programme;
- achievement of the main aims and learning outcomes (linguistic competence of the graduates, their professional competency and high employment rate).

However, in any strong innovative study programme there are always weak points. The team feels that a number of improvements could strengthen the Programme and make it less vulnerable in the current labour market and sociolinguistic context of Lithuania. The following areas of improvement were suggested:

- streamlining the list of optional modules;
- formalising the system of assessment feedback;
- reconsidering the choice of certain core modules;
- strengthening contacts with social partners.

V. GENERAL ASSESSMENT

The study programme Russian Philology (state code – 612U30001) at Vilnius University is given a **positive** evaluation.

Study programme accreditation areas

No.	Evaluation Area	Points
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and student assessment	3
6.	Programme management	3
	Total:	**20**

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

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

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

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

Grupės vadovas:
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                 Dr. Krzysztof Zajas

Grupės nariai: Prof. Dr. Lev Anatolyevich L'vov
Team members: Dr. Nijolė Merkienė

                 Simonas Valionis

VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS RUSŲ FILOLOGIJA (VALSTYBINIS KODAS – 612U30001) 2013-10-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-329 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Rusų filologija* (valstybinis kodas – 612U30001) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Remdamasi savianalizės suvestine ir vizitu į aukštąją mokyklą vertinimo grupė nurodė šias programos stiprybes:

- pakankama programos apimtis ir tinkamas turinys;

- kvalifikuotas, kompetentingas, atsidavęs ir padedantis akademinis personalas;
- vertintos programos lankstumas ir reagavimas į anksčiau pateiktas pastabas;
- pasiekiami pagrindiniai tikslai ir studijų rezultatai (absolventų lingvistiniai įgūdžiai, jų profesinis kompetentingumas ir didelis užimtumo lygis).

Tačiau kiekviena stipri šiuolaikinė programa turi ir trūkumų. Vertinimo grupė mano, kad kai kurie patobulinimai galėtų sustiprinti šią programą, padaryti ją ne tokią pažeidžiamą dabartinėje darbo rinkoje ir sociolingvistiniame Lietuvos kontekste. Pasiūlyta patobulinti šias sritis:

- racionalizuoti modulių sąrašą;
- įforminti grįžtamojo ryšio dėl vertinimo sistemą;
- persvarstyti kai kurių pagrindinių modulių pasirinkimą;
- stiprinti ryšius su socialiniais partneriais.

III. REKOMENDACIJOS

Ekspertų vertinimo grupė pateikė šias rekomendacijas:

1. Racionalizuoti pasirenkamųjų modulių sąrašą – moduliai turėtų būti priskirti konkretaus lygio studijoms, o ne laisvai studentų pasirenkami. Siekiant užtikrinti loginę ir didėjančią akademinę progresiją, kiekviename lygyje reikėtų atsižvelgti į būtinųjų sąlygų reikalavimus.

2. Įforminti grįžtamojo ryšio dėl vertinimo sistemą – reikėtų parengti vienodus oficialius grįžtamojo ryšio lapus visiems vertinimams. Juose turi atsispindėti kiekvienas vertinimo kriterijus ir palikta vieta vertintojo pastaboms. Siekiant užtikrinti šios procedūros objektyvumą, galima pasvarstyti apie vietą antro vertintojo pastaboms.

3. Persvarstyti kai kurių pagrindinių modulių pasirinkimą – pagrindinių modulių sąrašą reikėtų optimizuoti, kad jame atsispindėtų darbo rinkos poreikiai. Reikėtų apsvarstyti vertimo modulių pasirinkimą (įvadas į vertimą, metodai ir procedūros, praktika ir t. t.).

4. Stiprinti ryšius su socialiniais partneriais – ryšiai su socialiniais partneriais turėtų būti svarstomi ankstesniame programos etape, jie turėtų būti įvairių formų (ne tik įdarbinimas, bet ir seminarai, pratybos ir t. t., kuriuos vykdo socialiniai partneriai).