



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto  
**STUDIJŲ PROGRAMOS *ITALISTIKA IR ROMANŲ KALBOS***  
*(valstybinis kodas – 612R30001)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *ITALIAN STUDIES AND ROMANCE LANGUAGES*** (*state code*  
*- 612R30001*)  
**STUDY PROGRAMME**  
at Vytautas Magnus University

**Experts' team:**

1. **Dr. Ulla Susanna Tuomarla** (team leader) *academic,*
2. **Prof. Dr. Elżbieta Skibińska-Cieńska,** *academic,*
3. **Prof. Dr. Jean-Luc Lamboley,** *academic,*
4. **Dr. Carmen Caro Dugo,** *academic,*
5. **Mr. Martin Galevski,** *students' representative.*

**Evaluation coordinator – Ms. Dovilė Stonkutė.**

Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Italistika ir romanų kalbos</i>
Valstybinis kodas	612R30001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Italų 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	Italų filologijos bakalauras
Studijų programos įregistravimo data	2012-03-20

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Italian Studies and Romance Languages</i>
State code	612R30001
Study area	Humanities
Study field	Italian Philology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Italian Philology
Date of registration of the study programme	20 March, 2012

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

### I.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).

### I.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
	No additional documents beyond the annexes to the SER were provided during/before/after the visit

### I.3. Background of the HEI/Faculty/Study field/ Additional information

The Italian Studies and Romance Languages first-cycle study programme has been designed and is being implemented at the Department of German and Romance Philology of Vytautas Magnus University (VMU). VMU is a state institution that offers university study programmes and develops scientific and artistic activity. VMU is a university of classical type that continues the tradition of Lithuanian University originally founded in 1922 and that was re-established in 1989. At VMU general education is being provided with a particular focus on the humanities.

#### ***I.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *17 November, 2015*.

1. **Dr. Ulla Susanna Tuomarla (team leader)**, *Head of Department of Modern Languages, Vice Dean of the Faculty of Arts, University of Helsinki, Finland.*
2. **Prof. Dr. Elżbieta Skibińska-Cieńska**, *Professor at Institute of Romance Languages and Literature, University of Wrocław, Poland.*
3. **Prof. Dr. Jean-Luc Lamboley**, *Expert of Bologna, Professor of Ancient Greek History, Dean of the Faculty of History and Geography, University of Lyon 2, France.*
4. **Dr. Carmen Caro Dugo**, *Associate Professor at Department of Roman Languages, Institute of Foreign Languages, Vilnius University, Lithuania.*
5. **Mr. Martin Galevski**, *student of Oxford University study programme Education, United Kingdom.*

**Evaluation coordinator – Ms. Dovilė Stonkutė.**

## **II. PROGRAMME ANALYSIS**

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

The study programme aims to contribute to the implementation of the European New Framework Strategy for Multilingualism; in the same time, it responds to the needs of the Lithuanian labour market and the most recent trends in international cooperation and business activities, by training qualified specialists in Italian philology (level C1) with good cultural and linguistic competences in Spanish (minimum level B1) and French (minimum level A2). So, the learning outcomes are oriented to give specific skills necessary for translation, intercultural communication, cross-cultural studies, text editing and also language teaching. In the same time, the graduates should be able to assess and interpret critically the main phenomena of cultural and social life, in the tradition of European humanism. The programme is based on a good survey of the Lithuanian and European labour market (§ 19-24 in the SER) which shows that according to Eurobarometer statistics, Italian is still the second most widely spoken language of the EU, and according to the National Statistic Lithuania Institute Italy is the fifth exporting in the country. There is also an increasing demand from cultural operators because of the role of Italian in arts. The stable number of entrants since 2012, around 40, is a good indicator of the vitality and relevance of this programme that is constantly reviewed and updated to adjust the learning outcomes with the changes of labour market and student needs, and the topics of the final thesis are complying with these objectives.

The study programme is described with 9 subject specific expected competences and 6 general and transferable competences according to the Tuning model. They show a good balance between linguistics, literature, culture and translation related skills or subject matter. It is consistent and coherent with the aims, and students acquire both special knowledge and skills

and generic/transferable skills, especially intercultural communication skills. Table 1 (SER p. 9) shows that the formulation of these learning outcomes and the name of the programme are consistent with the type and the level of qualification required for bachelor studies (level 6 of the European Qualification framework).

According to the SER, information on the programme is publicly accessible on the website of the university ([www.VMU.lt/lt/study/program/show/205](http://www.VMU.lt/lt/study/program/show/205)), and also available on AIKOS ([www.aikos.smm.lt/en/Pages/Default.aspx](http://www.aikos.smm.lt/en/Pages/Default.aspx)), but the first link does not work and the second should be [https://www.aikos.smm.lt/en/Study/layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=LO&f=MokGalEn&key=1890\\_2015&pt=of&ctx\\_sr=NGkQxEZ2UKW7pbzkvRjH%2bdg86Hc%3d](https://www.aikos.smm.lt/en/Study/layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=LO&f=MokGalEn&key=1890_2015&pt=of&ctx_sr=NGkQxEZ2UKW7pbzkvRjH%2bdg86Hc%3d). It is recommended to carefully check the validity of the URL addresses.

In the list of the course description (annexe 3.1) it is possible to check that each course aims correspond exactly to the aims of the whole programme, and that the 9 intended learning outcomes of the programme are actually present (cf. also table 5 p. 17-19); they are correlated to more specific course outcomes and the link between course outcomes and contents is also clearly indicated, as well as the criteria of learning achievement and evaluation. The subject content and methods allow achieving the expected learning outcomes, and are consistent with the aims of the programme. It is worth pointing out that there is a short course annotation both in Lithuanian and English – but surprisingly not in Italian – which gives a clear overview of the course aims and outcomes. From this point of view, the written presentation of the SER is perfect. One ECTS corresponds to more or less 25-30 hours of work which fits the European standards, but the Bachelor's thesis actually seems underestimated, even though it complies with the legal requirements (12 ECTS), because it should represent more than one month of student workload which had been confirmed by the students panel during the visit. So in this case, the distribution of the ECTS seems to be done more according to a mathematical division than on the base of a good estimation of the student's workload.

Special attention is paid to the students' final thesis. The specific research skills requirements are determined in compliance with "the general order on final thesis preparation and defence" approved by the VMU Vice-rector for studies, which guarantees that the latest achievements in sciences and art are reflected. The learning outcomes are clearly indicated: principles of academic honesty, ability to work independently (self-sufficiency), ability to use research tools and methods, ability to write in correct Italian language. The criteria of assessment are also clearly indicated, and the subject of the thesis must be in relation with the three main components of the programme (linguistic, literature and translation). Because the programme has been implemented only from 2012, it has not been possible to assess final thesis during the visit, but the course papers show that a very good level of language has been achieved in most cases. Because the aims of the programme focus more on employability in business activities than on academic studies, the qualifying practice should be more valued than the final thesis, but it is not the case (11 ECTS vs 19).

In conclusion, it can be said that the learning outcomes comply with the Tuning methodology, with all the orders of the Minister of Education and science of the Republic of Lithuania, and with the internal regulation of the VMU regulation. They should be periodically revised through round-table discussions with alumni and employers.

## 2.2. Curriculum design

The general presentation of the curriculum design (p. 10–14) in the SER is complex and not always clear. Fortunately the table of annex 3.4 is more explicit and gives a better view. This curriculum design has been implemented only from 2012 and will be reviewed and updated at the end of 2016. It fully meets the current national academic requirements: it lasts four years or **240 ECTS** (which is compliant with the European standard) and is divided into two main blocks:

1. General university education part, divided into group A compulsory subjects 24 ECTS and group B and D optional subjects 32 ECTS = **56 ECTS, 23,5%**
2. Study field subjects part divided in group C1= compulsory subjects 98 credits, group C2 = professional subjects 59 credits, and group C3 = thesis and professional practice 27 credit. Total: **184 ECTS = 76,5%**.

Courses of group C have been already reviewed three times, at the end of each academic year by the programme study committee on the base of feedback from teachers and students. This proves that quality assurance is managed in a dynamic way.

There is a good balance between the general university education (56 ECTS = 23,5%) and the programme study field subject (184 ECTS = 76,5%) There is also a good balance between the theoretical and practical courses, and a good attention is paid to the transversal skills. The progression is coherent without any repetitive lectures, and the subjects are spread evenly. So, it can be said that the curriculum design is consistent and coherent with the aims of the programme.

However, the place and role of French and Spanish languages seems actually very secondary: only 18 ECTS for Spanish and 12 ECTS for French. How is it possible for beginners to reach level A2 or B1? They appear just as a “veneer”.

It is a pity that the study subject descriptions do not indicate which courses are taught in Italian (or in Spanish or French). It seems to be the case for all the courses of Study field part C1, and for the final thesis, but what is the situation for courses of part C2 and C3? It seems, according to the students interviewed during the visit that Italian courses are taught in Italian only from the 3<sup>rd</sup> year.

Students are allowed to make their timetables themselves as far as the general university education part, but compulsory general university subjects (group A, 24 ECTS) must be completed during the first two years. This flexibility has a bad consequence: students can choose between 24 and 36 ECTS per one semester, while the European standard is 30 ECTS, and there is the risk that they have to attend more than 7 course units during one semester. Fortunately the total of the year must reach 60 ECTS which complies with the main exigency of Bologna process. Students also have the possibility to study free of charge in parallel minor study programmes; this opening is a good thing, but it is not clear how it is integrated in the core programme.

Since the majority of the entrants to the programme did not learn Italian before, intensive Italian language courses are provided during the first two years, so that students can reach level B2. At the end of four years they are able to reach level C1 which complies with the European

standards. Students who have already learnt Italian can start directly from level B1, according to an individually designed plan, and they can achieve a higher level in French (B1 instead of A2). This way the content and methods are appropriate for the achievement of the linguistic learning outcomes and consistent with the scope of the programme.

The rationale of the curriculum is clearly explained p. 15 sq in the SER. The fundamental part study (group C1) consists of theoretical and practical subjects that provide basic knowledge and skills. The special study programme (group C2) with special education and professional subjects provide more comprehensive knowledge and is more oriented to practical skills (translation, editing, teaching). The first and second year are devoted to intensive Italian language teaching, the third year students start with Spanish, and the last year with French. During the last year students have also to prepare and defend the final thesis, but they have also courses in translation. This progression ensures not only that students acquire a good training in Italian philology, but also that they develop creative thinking and independent scientific research skills. Some attention is paid to qualifying practices which are granted 11 ECTS; by this way students may be more competitive in the future labour market. The attention paid to research skills guarantees that the latest achievements in science are being reflected on the curriculum.

In conclusion there is one aspect that should be corrected or improved as soon as possible: the teaching of French in the fourth year, in the same time when students are involved in the writing of the thesis, is inefficient and even counterproductive, and this defect has been confirmed by all the students questioned during the visit. The best solution would be to give the possibility to the students to choose between Spanish and French, and to start the learning of the language at least at the beginning of the third year. The possibility of learning a third language could be reserved only to students who have already a good background in the subject, i.e. one of the languages. The review team also learned during the visit, that Italian literature courses start only in the 4th year of study. It means in practice that students don't really have the possibility to do their thesis on a literary topic. Instead of offering everything, the programme could benefit from profiling.

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

The staff of the programme meets all legal requirements. The programme is implemented by 4 professors, 5 associate professors, 7 lecturers with a doctoral degree, 2 lecturers and 5 assistants (9 lecturers from the Department of German and Romance Philology). Native speakers of Italian, Spanish and French Philology are employed on temporary or permanent basis. Assoc. Prof. Dr. Stefano Maria Lanza, Dr. Moreno Bonda, Dr. Francesco Zamblera, and Dr. Loic Boizou have a permanent position. Assistants Alessandro Poroli, Emilio Garofalo, and Maria Jose de Urza were employed on temporary basis for one or two semesters mainly for teaching practical foreign language courses. There is also a close cooperation with different departments of the Faculty of Humanities and institutes of VMU. It can be concluded that qualifications and number of staff are adequate to ensure learning outcomes.

Most of the members of staff involved in the programme have teaching experience and enough competence to ensure learning outcomes. In some cases the teaching staff's workload is quite big, but during the meetings the students expressed their satisfaction with the quality of teaching. The results of student surveys also suggest that students are generally satisfied with the qualification of the teaching staff. Students are highly motivated and would even like longer



lectures and hope for more contact hours. Some suggested the convenience of having two groups for Italian language in first year: one for beginners and another for those who have some knowledge of Italian. If the number of students remains stable in the couple of years to come, it might be a good idea to consider this suggestion. Even though the possibility of attending second year language lectures is open, most students prefer to have their own first year group with their own class mates.

Taking into account the content of the programme, there seems to be a shortage of members of staff that could supervise final theses in Italian and teach linguistic/literary subjects in that language. During the meeting the review team was told that some lecturers from other Departments also know Italian and can help in the supervision. The staff also informed the team that there had been different offers from Italian professors to come to teach courses. This should be encouraged.

The topics for final BA theses seem adequate and well-focused. Although other lecturers help in the supervision, the large majority of BA theses are supervised by 5 lecturers (Francesco Zambrera and Moreno Bonda have 5 students each; Stefano Lanza and Goda Bulybenko supervise 6), in some cases with a variety of fields. Taking into account that they probably also have third year course papers and have to review other theses, it would be important to see to it that the workload is not excessive in the spring semester. In that sense it might be wise revising the timing of the written papers. On the one hand, the students do not seem to have so much time to write it (they only choose their topic and supervisors by the end of February, by March 23rd they already are supposed to hand out the theoretical part of their paper, by April 24th they have to write the practical part, and by May 2nd, the first draft of the whole paper, the final paper has to be ready by May 22nd). On the other hand, the lecturers will have a considerable number of course papers and bachelor theses; this might result in a lack of quality. Maybe it would be possible to start the research as well as the writing of the theoretical part on the fall semester?

As regards teaching staff turnover, since the programme is new and implemented by teachers from different departments, the staff is constantly changing, at least to some extent. They have also had visiting teachers from other Lithuanian universities, who change on a regular basis.

Most lecturers involved in the programme actively participate in academic research, publish articles in Lithuanian and foreign scientific journals, edit dictionaries and other applied philology publications, didactic guidelines for pedagogical purposes, prepare on-line courses, present papers in scientific conferences in Lithuania and abroad, and are members of Lithuanian and international professional organizations. The research areas of the teaching staff include a wide range of fields: linguistics, corpus linguistics and computational linguistics, applied linguistics, foreign language teaching, literature studies, culture studies, history, art history, and translation. There are few publications focused on Italian language as such. Some lecturers are involved in projects which allow them to apply their research and theoretical expertise to practical purposes and to involve students.

The staff members might be encouraged to make better use of the staff mobility programs. Though there has been some mobility, few visits have been made to Italian universities. They mention that several new Erasmus agreements were signed in the last three years. The university seems to provide good conditions for teachers' professional development, actively fostering staff

mobility and international relations with other universities by signing agreements with new partners and maintaining relations with the existing partners.

In the SER (n. 98) they mention that they are aware of the main difficulties that the staff faces: the cooperation when sharing courses and distribution of the workload. During the meetings they expressed their hope that communication and coordination between staff members will improve in the new premises. This process should be encouraged, so that there is a balanced distribution of workload and fluent communication. During the next few years of the implementation of this programme it seems very important to achieve some level of specialization of the lecturers, so that they have the possibility of concentrating on their research area.

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

Facilities and learning resources seem sufficient and adequate for the aims of the programme.

The administrative premises and staff room (shared between German and Romance Philology) are equipped with computers, printers, photocopiers etc., and have an Internet connection. Teachers use also several special workplaces with computers in the the V. Biržiška reading room, completely renovated and offering very modern technological equipment and means.

The premises for studies (classrooms and auditoriums of various sizes) are all equipped with computers with multimedia programmes, and the special Equipment Service Office provides teachers with tape recorders, TV with a video recorder or DVD player, and multimedia projector.

The university Library boasts of 462 working places, 135 out of them computerised and with Internet connection; the use of a personal laptop is also possible (with a wireless Internet connection). There are also individual/group study spaces, a relaxation space and ergonomic tables and chairs for disabled persons and equipment for visually impaired. However, there are still places the persons in wheelchairs can't access; this shortcoming should be settled. The workings hours' service in the Central Reading Room has been prolonged to 13 hours on working days and 9 hours on Saturdays; the schedule of other library units is as flexible as possible to meet the students' needs. The Library services could be considered as outstanding, and the fact that students clearly expressed their satisfaction about the way the Library helps them in their work confirms this opinion.

Another important place for study is the Lithuanian Fund of Foreign Languages Reading Room, composed of English, German, French, Italian, Spanish and other languages textbooks and dictionaries, tapes, compact discs. It is equipped with 4 computers for information search for studies and research, e-mail, CD reading and information recording.

The books and other resources necessary in Italian Studies and Romance Languages are systematically purchased; the acquisitions for the programme relate to all the areas of the courses taught (Italian literature: 352 titles, 462 copies; Italian language: 87 titles, 278 copies; the total number of publications in Italian: 1305 titles, 3661 copies).

Italian Studies and Romance Languages students are also readers of Robert Schuman's French Culture Centre library and Kaunas city libraries.

An electronic library holds the library e-resources and e-services. It includes licensed databases, library catalogues, and databases with information search system, library website, World Wide Web 2 technology application, digitalisation of University research works, and other resources (46 licensed and more than 40 trialled databases per year; lists of the licensed databases are posted on the Library website <http://biblioteka.vdu.lt/en/databases>). These databases can be used in the University premises from remote computers (via the EZproxy server or the VMU FirstClass system). Students stressed that this convenience is an important element of their studies. The analysis of the bibliography of some written works confirms it strongly.

Internal network (intranet) system “FirstClass” and “Moodle” serve as convenient platforms for posting teaching materials and for communicating with students. There are study materials available on the Moodle for 26 subjects of the Italian Studies and Romance Languages programme. All university computers are directly connected to a common global network. 37 places are installed for connecting laptops to the network.

The Internet connection accessible throughout all the Faculty of Humanities offers the possibility for students and teachers to use it during lectures, tests, or exams, for example, when special online databases are needed.

Even if – as the self-evaluation report admits – the programme of Italian Studies and Romance Languages (implemented only 3 years ago) has not still accumulated all what is needed for all subjects, efforts are made to improve the programme’s material resources.

It can be concluded that the material resources and university facilities, strongly applying new technologies and accessible to all the participants of the study programme, are good: they are sufficient and adequate for its aims and they develop systematically; it can be recognized as one of the strengths of the study programme. However, a strong recommendation is to be made concerning the frequent use of photocopies of parts of books (distributed by teachers in class or in the Moodle): it should be limited and the question of copyrights should be taken into account.

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

The study Programme in Italian and Romance Languages has been established only recently, in 2012. From its initiation, the programme has enrolled a consistent number of students. The uniqueness of the programme, given its offering of multilingual studies in Italian, French and Spanish, has largely contributed to the overall health of student enrollment rates. However, the opening of a similar programme at Vilnius University in 2015/2016 may cause a decline in student numbers. This is an area that needs to be monitored and a strategic response should be pursued.

The student admission process is performed following the national legal requirements. Students without previous Italian language competence are eligible for admission to the programme. This presents a challenge given that the programme has no specific measures to address the different starting points in language proficiency among newly enrolled students. All the information about the admission process is accessible online. During the induction phase, students undertake an

Introductory Practice to get familiarized with the programme content. Course requirements are available online and easily accessible for students.

The students' overall experience appeared to be very positive from what the expert team learned during the visit. This is certainly a good indication of the ongoing development of the study programme and the commitment of its staff. Students felt that they have good possibilities to influence the study programme, however, most students were aware only of the existence of informal channels to address an issue or obtain academic support (e.g. approaching a teacher). The expert team would recommend the establishment and promotion of more formal quality procedures in this respect, so that students are made aware of the existence of these possibilities as well. The student feedback of the programme consists of course feedbacks. However, a general problem with student feedback seems to be the rather low response rate. An associated challenge is the closure of the feedback loop and how students are informed about the changes made based on their feedback.

Despite the recent introduction of the programme, the mobility of students is at a commendable stage. The students that the expert team met seemed very motivated to study abroad and many of them had already used such opportunity (e.g. mobility to the University of Siena, University of Parma, University of Trieste). According to the information provided in the self-evaluation report, the Programme of Italian Studies and Romance Languages has the largest success rate in Erasmus+ placements out of all study programmes at the Faculty of Humanities. While the mobility of students is at an appropriate level, more focus should be placed on increasing the number of international partnership. A number of students informed the expert team that they wish to see a larger selection of institutions to choose from for mobility. In this respect, the programme should aim to expand the number of partnerships in the upcoming years.

Assessment criteria reflect the intended learning outcomes of the courses and take into account the development of knowledge and skills. Most courses rely on a traditional summative assessment as the primary (and often only) method of assessment. The programme would benefit from diversifying the methods of assessment and introducing more innovative approaches. The advantage of using innovative assessment methods is that, usually, there is a variety of methods that would provide evidence of students having gained knowledge from different sources. The main opportunity for students to participate in research is during the writing of the final thesis. The time frame following the submission of the thesis should be extended to allow both reviewers and students a more meaningful preparation for the defence.

Counselling for students about their career is possible, but does not appear to be structured and centred towards the individual. Hence, more support should be given to students in the pursuit of their career. So far analytical data is not available for the employment opportunities and placement of graduates, given that the first generation of graduates is expected in the academic year 2015/2016. However, the information provided in the self-evaluation report does not signal forward planning as to whether and how the programme plans to monitor the employment and professional development of its graduates. In this regard, the development of indicators is a necessary future step that needs to be carefully considered.

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

Judging by the self-evaluation report, the programme management seems like a well organised whole. The central organ is the Study Programme Committee that functions in compliance with the VMU Study Regulations. This Committee consists of 7 members of whom one is a social partner and one a student representative. Since the Italian studies and Romance languages bachelor's degree programme is a new programme (started in 2012), it has not yet been fundamentally updated nor the team knows exactly what the programme is capable of producing in terms of learning outcomes. VMU is currently working on the implementation of an electronic system of teaching quality assessment. This system is functioning already, but according to the self-evaluation report, not all students are actively participating in providing this feedback that also has an effect on a particular teacher's salary. During the visit, it was checked that students can remain anonymous when responding. More systematic ways of making the results known to the students could have a positive effect on the statistics of response activity. The results should also systematically be discussed between every teacher and his/her superior. The team thus recommends that the feedback results are also carefully put in use in order to further develop the programme and not only collected, which would contribute to a more effective internal quality assurance system.

All in all, the students seemed happy about the programme and know to whom they could turn to, if something was wrong. The public rankings of subjects (by the results in the Express questioning survey) are an interesting idea and may contribute to positive competition.

Beside the formal feedback, there is plenty of face-to-face occasions for teachers and students to give and discuss feedback. Feedback from potential employers has not yet been organized in a systematic process. Since the programme has been designed on the basis of certain needs in the job market and contains student practice, the contacts with the social partners/companies already exist but their input on the programme could be more organized.

### **III. RECOMMENDATIONS**

1. The students should be offered a chance to choose between Spanish and French, and the teaching of the language should start at the beginning of the third year. The possibility of learning a third language could be reserved only to students who have already a background in the subject or who are very motivated to learn all the three languages.
2. Use possibly the Dublin descriptors when describing the learning outcomes to show immediately that they fit the 6th EQF level
3. Calculate the number of credits for the final thesis on the basis of a correct and right estimation of the student workload. It seems underestimated now. The choice of topics could be linked with the profile of the programme. On the whole, the methods of student assessment could vary more.
4. Pay attention to the teaching staffs workload; some people supervise the theses and give teaching in a variety of fields.
5. International mobility: staff members should be encouraged to make better use of mobility programs and students hope for more partnerships.
6. Pay attention to copyright issues.
7. There could be more formal quality assessment procedures; the students were not aware of such channels for influencing the study programme. This could also increase the number of responses in the student feedback system.
8. Plan career guidance and student counselling to be part of the programme. More contact with companies could be an asset to this programme.

### **IV. SUMMARY**

The programme of Italian Studies and Romance Languages is a very interesting idea. It is also quite ambitious in its goals, as it requires that the student learns three foreign languages (+ basic Latin) in four years. Still, the majority of students have no previous knowledge on these languages. The programme has been able to attract a fair number of students, which tells that the programme is attractive. Even though it is too early to say (as the first students have not graduated yet) the team found that the programme was too broad in its profile and that it would be better if the students could choose between Spanish and French as a second compulsory language in the programme. Of course, it could still be made possible for the most ambitious students to take three languages, but as an optional choice. Especially the fact that the students start French now in their fourth year while they should also be concentrating on their BA thesis is not very convincing. The ECTS of the BA thesis did not really seem to correspond to the student workload, but the students could not yet tell how they felt about it as the first thesis are

only in preparation now. The review team also feels that if literature courses only start in the 4<sup>th</sup> year, a literary orientation is not really an option for a student who should be already planning his/her thesis topic. It would seem that some teachers have an important workload and the team wonders if a clearer profile to the programme could permit them to concentrate more on some areas (ideally related to their research interests, of course). Monitoring the programme and the employability of the graduates in the next couple of years should be very helpful in finding a clearer focus for this programme.

As the programme has been built upon current observations in the job market, it could be even more centred on employability and cooperate more with companies. As to the career guidance for the students, the team felt it was based on more or less casual conversation rather than a systematic entity during the process of study.

During the visit the team was able to enjoy the very good atmosphere that reigns among the students and their teachers. As the programme is new, the student centred approach is a good choice as it is vital for the programme to monitor the learning outcomes.

Concerning the facilities, the team very much liked the renovated library. As to the study materials, it is recommended that the programme pays more attention to copyright issues; photocopying and scanning books is restricted by legal regulations and should not exceed a certain limit even within Moodle. The wide use of Moodle was experienced as a positive thing by the students and it does help in dealing with some problems related to study material.

When a teacher is absent, there should be a system of replacing him/her, or at least some assignments for the students.

## V. GENERAL ASSESSMENT

The study programme *Italian Studies and Romance Languages* (state code – 612R30001) at Vytautas Magnus University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>17</b>

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

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

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

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

Grupės vadovė: Team leader:	Dr. Ulla Susanna Tuomarla
Grupės nariai: Team members:	Prof. dr. Elzbieta Skibińska-Cieńska
	Prof. dr. Jean-Luc Lamboley
	Dr. Carmen Caro Dugo
	Mr. Martin Galevski



**VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *ITALISTIKA IR ROMANŲ KALBOS* (VALSTYBINIS KODAS –  
612R30001) 2016-01-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-35 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vytauto Didžiojo universiteto studijų programa *Italistika ir romanų kalbos* (valstybinis kodas – 612R30001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>17</b>

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programa *Italistika ir romanų kalbos* yra labai įdomus sumanymas. Be to, jos tikslai platus užmojo, nes reikalaujama, kad studentai per ketverius metus išmoktų tris užsienio kalbas (ir lotynų kalbos pagrindus). Tačiau daugelis studentų anksčiau šių kalbų nemokėjo. Ši studijų programa pritraukė gana daug studentų, o tai reiškia, kad ji patraukli. Nors dar per anksti sakyti (nes iki šiol nebaigė nė viena studentų laida), ekspertų grupė mano, kad programos profilis yra pernelyg platus ir būtų geriau, jei studentams būtų leidžiama pasirinkti ispanų arba prancūzų kalbą kaip antrą privalomąją kalbą studijuojant šią programą. Ambicingiausi studentai, žinoma, galėtų studijuoti ir tris kalbas, bet tik laisvu pasirinkimu. Ypač tai, kad šiuo metu prancūzų kalbą studentai pradeda mokytis ketvirtaisiais studijų metais, kai tuo pat metu turėtų susitelkti į bakalauro baigiamąjį darbą, nėra labai įtikima. Atrodo, kad bakalauro baigiamajam darbui skiriamų ECTS kreditų skaičius vargu ar atitinka studentų darbo krūvį, bet studentai dar negalėjo pasakyti, ką apie tai mano, nes pirmieji baigiamieji darbai tik rengiami. Be to, ekspertai mano, kad jei literatūros dalykai pradedami dėstyti tik ketvirtaisiais metais, orientavimasis į literatūrą iš tikrųjų nėra pasirinkimas studentui, kuris jau turėtų planuoti savo baigiamojo darbo temą. Atrodytų, kad kai kurių dėstytojų darbo krūvis yra gana didelis, ir ekspertų grupė norėtų žinoti,

ar aiškesnis programos profilis leistų jiems labiau susitelkti į kai kurias sritis (žinoma, visiškai atitinkančias jų mokslinius interesus). Aiškiau nustatyti šios programos objektą labai padėtų šios programos ir jos absolventų įsidarbinamumo stebėjimas kitus porą metų.

Kadangi ši studijų programa parengta remiantis darbo rinkos analize, ji galėtų būti dar labiau orientuota į įsidarbinamumą ir didesnę bendradarbiavimą su įmonėmis. Kalbant apie studentų konsultavimą karjeros klausimais, ekspertų grupė mano, kad konsultavimas buvo pagrįstas daugiau ar mažiau kasdieniu pokalbiu nei sistemingu proceso organizavimu studijų metu.

Vizito metu ekspertų grupė jautė gerą tarp studentų ir dėstytojų tvyrančią atmosferą. Kadangi ši programa yra nauja, orientacija į studentą yra geras pasirinkimas, nes šiai programai gyvybiškai svarbu, kad būtų stebimi studijų rezultatai.

Kalbant apie patalpas, ekspertų grupei labai patiko renovuota biblioteka. Dėl studijų medžiagos rekomenduojama daugiau dėmesio skirti autorių teisių klausimams; knygų kopijavimas ir skenavimas ribojamas teisės aktais ir tam tikros ribos neturi būti peržengtos netgi *Moodle* aplinkoje. Studentai teigiamai vertina intensyvią *Moodle* naudojimą, tai padeda spręsti kai kurias su studijų medžiaga susijusias problemas.

Kai nėra dėstytojo, reikėtų nustatyti jo / jos pavadavimo arba šios užduoties pavidimo studentams tvarką.

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### **III. REKOMENDACIJOS**

1. Studentams turėtų būti suteikta galimybė pasirinkti ispanų arba prancūzų kalbą, o pradėti mokytis kalbos reikėtų trečio kurso pradžioje. Galimybė mokytis trečios kalbos galėtų būti suteikta tik tiems studentams, kurie jau turi tos kalbos pagrindus arba stiprią motyvaciją išmokti visas tris kalbas.
2. Apibūdindami numatomus studijų rezultatus kiek įmanoma naudokitės Dublino aprašais, kad būtų tiesiogiai matoma, jog jie atitinka Europos kvalifikacijų sąrangos 6 kvalifikacijų lygį.
3. Baigiamiesiems darbams skiriamų kreditų skaičių apskaičiuokite remdamiesi tiksliai ir tinkamai įvertintu studentų darbo krūviu. Atrodo, kad šiuo metu baigiamieji darbai nepakankamai įvertinami. Temų (dalykų) pasirinkimas galėtų būti susietas su programos profiliu. Apskritai, studentų vertinimo metodai galėtų būti įvairesni.
4. Atkreipkite dėmesį į dėstytojų darbo krūvį. Tie patys žmonės vadovauja baigiamiesiems darbams ir dėsto įvairių sričių dalykus.
5. Tarptautinis judumas: dėstytojais turėtų būti skatinami dažniau pasinaudoti judumo programų teikiamomis galimybėmis, o studentai – tikėtis daugiau partnerysčių.
6. Atkreipkite dėmesį į autorių teisių klausimą.

7. Reikėtų nustatyti daugiau oficialių kokybės vertinimo procedūrų; studentai nežinojo apie tai, kaip galėtų daryti poveikį studijų programai. Be to, tai galėtų padidinti studentų grįžtamojo ryšio sistemos atsakymų skaičių.
8. Įtraukite į programą karjeros planavimą ir studentų konsultavimą. Šios programos stiprybė galėtų būti glaudesni ryšiai su įmonėmis.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)