CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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EVALUATION REPORT

STUDY FIELD OF TRANSLATION

AT KAUNO KOLEGIJA

Expert panel:

1. **Prof. dr. Andrew Goodspeed,** (panel chairperson), member of academic community;

2. **Associate Professor dr. Simo Määttä,** *member of academic community;*

3. **Lecturer Dr. Callum Walker,** *member of academic community;*

4. **Lecturer Andrejus Račkovskis,** *member of academic community;*

5. **Ms. Jurgita Mikutytė,** *representative of social partners;*

6. **Ms. Renata Rachmanovaitė,** *students' representative.*

Evaluation coordinator – *Dr. Ona Šakalienė*

Vilnius
2022

Study Field Data*

Title of the study programme	Business English
State code	6531NX005
Type of studies	College studies
Cycle of studies	First cycle (undergraduate)
Mode of study and duration (in years)	Full-time, 3 years Part-time, 4.5 years
Credit volume	180
Qualification degree and (or) professional qualification	Professional Bachelor in Humanities
Language of instruction	Lithuanian, English
Minimum education required	At least secondary education
Registration date of the study programme	28/03/2006

if there are joint / two-fields / interdisciplinary study programmes in the study field, please designate it in the foot-note

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I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluation of study fields is based on the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) 31 December 2019 Order No. V-149.

The evaluation is intended to help higher education institutions to constantly improve their study process 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) site visit of the expert panel to the higher education institution; 3) production of the external evaluation report (EER) by the expert panel and its publication; 4) follow-up activities.*

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas was evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas was evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure (hereinafter referred to as the Procedure) as approved by the Director of Centre for Quality Assessment in Higher Education on 31 December 2019 Order No. V-149. The site visit to the HEI was conducted by the panel on 8th of December, 2021. The visit was organised online using video-conferencing tool (Zoom).

Prof. dr. Andrew Goodspeed, *professor at South East European University (Macedonia);*
Associate Professor dr. Simo Määttä, *associate professor at the University of Helsinki (Finland);*
Lecturer Dr. Callum Walker, *lecturer at University of Leeds (United Kingdom);*
Lecturer Andrejus Račkovskis, *lecturer at Vilnius Business College / University of Applied Sciences (Lithuania);*
Ms. Jurgita Mikutytė, *Assistant to the Ambassador of the Republic of Lithuania in Germany (Lithuania);*
Ms. Renata Rachmanovaitė, *doctoral student of the Joint Doctoral Program in History at Klaipeda*

1.3. GENERAL INFORMATION

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

No.	Name of the document
1.	
...	

1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI

Kauno Kolegija (hereafter – KK, the College) is a public higher education institution founded in the year 2000. It consists of four faculties offering 52 study programmes. The current enrolment is approximately 5500 students, served by 800 employees (SER, p. 5). It offers instruction in the Lithuanian, English, and Russian languages. The University is managed by a Director, in cooperation with the Academic Council, and the Academic Board (KK Statute, Article IV).

This report assesses the specific study programme 'Business English,' which falls under the study field of 'translation studies.' Business English is a 180 ECTS credit, 3 year (full time) programme resulting for successful graduates in the conferral of the degree 'Professional Bachelor in Humanities.' The programme is offered by the Faculty of Arts and Education, and originates in a programme first developed by the Kedainiai Jonusas Radvila Faculty, which has now been incorporated into the Kauno Kolegija.

The primary focus of this programme is upon Business English, that is, upon creating graduates who are translation capable employees with a special emphasis on the terminology and concepts expected in business or corporate settings. As was repeatedly emphasized during the site visit discussions, both instructors and programme graduates see the virtue of this programme as the provision of 'value added' employee language skills; without necessarily being hired as strictly translators or interpreters exclusively, the programme graduates can contribute significantly to businesses or companies where multiple languages–specifically, Lithuanian and English–are commonly utilised. It is expected that programme graduates will be native speakers of Lithuanian who possess English at the level of C1 in the Common European Framework of Reference for Languages.

Although the main linguistic foci of this programme are Lithuanian and English, there is the option of taking elective courses in one of four 'second foreign languages,' specifically French, German, Russian, or Spanish.

Because of the generally vocational focus of the study programme, most course offerings are based upon building English language knowledge and skills, combined with business-specific subject matter, as well as introductions to topics specific to translation, interpretation, and textual editing. The programme also includes professional internship, and concludes with a final thesis or final examination.

As has been noted, the study programme is largely conceived as producing business employees who are competent to perform in-house translation or interpretation. It is not intended to produce general translators as such–it does not focus heavily on, for example, translation of literary texts, contemporary journalism, or translation of historical texts–but instead emphasizes the anticipatable needs of businesses and corporations who routinely need to communicate in both Lithuanian and English.

II. GENERAL ASSESSMENT

Translation study field and **first cycle** at **Kauno Kolegija (KK)** is given **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	4
7.	Study quality management and public information	3
	Total:	**22**

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

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

3 (good) - the field is being developed systematically, has distinctive features;

4 (very good) - the field is evaluated very well in the national and international context, without any deficiencies;

5 (excellent) - the field is exceptionally good in the national and international context/environment.

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to HEIs operating in exile conditions)

(1) Factual situation

The translation study programme herein assessed, 'Business English,' is offered by the College, and focuses specifically on the linguistic and translation needs of the business community. It is a professional degree, resulting for successful graduates in the degree 'Professional Bachelor in Humanities.' It is a 180 ECTS credit programme, intended to be completed in three years of full-time study. The curriculum is largely predicated on the idea that the students will be native speakers of Lithuanian, and who will possess high level capability in English, with specialisation in business and economic subject matter. It is therefore intended to address the specific needs of the Lithuanian business community, either those doing business in the English speaking countries, or those with international collaborators with whom English is the common medium of communication.

Because of this strict focus, the main elements of the study programme are the building of English skills and ability; the introduction of major translation and interpretation theories and problems; and the introduction of business and economics topics and vocabulary. The programme does not attempt to focus on the fields of literature or journalism but is, by design, business-orientated and practice-driven. As is noted in the SER, the main programme goals for graduates is to produce graduates who are capable to 'communicate correctly in Business English in writing and orally, independently and (or) in cooperation with other representatives in the field compose business texts in Lithuanian and English and translate and edit them using modern information technologies and specialised software' (SER, p. 6).

The curriculum develops in a logical and pedagogically rational manner, beginning with basic introductory material, then building complexity and specialisation, and leading to later internships and final theses or examinations. It is thus designed to take students from a basic understanding of English, translation theory, and business and corporate terminology, and leading them towards independent application of this knowledge, in both workplace praxis and in thesis research. The programme therefore seems compatible with the stated learning outcomes (see SER, pp. 6-7), and in conformity with the Lithuanian Classification of Professions. As has been noted, this programme is deliberately designed to produce translation-competent business employees, not necessarily translators of literary or historical texts; as stated in the SER, 'Graduates of [the programme] are not only ready to use their

mother tongue and foreign language correctly but also to mediate for those who are unable to communicate in one of the languages required' (SER, p.7). With this somewhat restricted focus, the programme seems comparable to similar vocation-driven translation programmes available in comparable international programmes.

As will be discussed later in this report, the programme appears to meet the needs of society, at least as measured by the metric of graduate employability. Recent (2019) graduate data as processed by STRATA indicate that 50% of that cohort's graduates are employed as translators or linguists, 30% were business service agents, and the remaining 20% were involved in information provision or answering queries (SER, p. 24). Similarly, according to KK data, in recent surveys conducted by the Language Centre, 36% of programme graduate respondents to questionnaires were employed as translators, and 34% 'work in other fields but are in positions that require a more profound knowledge of English to communicate with international stakeholders' (SER, p. 24). These combined data suggest that employers find the programme's graduates in general meet the anticipated employment profiles of the labour market.

It should be noted that the programme is a professional degree, and is therefore intended to focus more on practical skills-building than on abstract theory. This should not be held to imply a neglect of theoretical instruction, but rather as an indication of the vocational nature of the curriculum. The primary curricular intent would seem to be to produce employable, linguistically-capable, translators, rather than (say) research specialists in English morphology, or theorists of translation ethics.

(2) Expert judgement/indicator analysis

The team assesses that the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market is adequate. The programme has a specific profile, and hews carefully to the aims and learning outcomes for the anticipated labour market employments of the graduates. Employment data suggest that there is general business consensus in the successful provision of these skills.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

(1) Factual situation

College formally commits itself to several primary institutional goals: 'carrying out studies which provide a person with the professional higher education and higher education qualifications that satisfy the needs of the State, society and economy of Lithuania and correspond to the level of science and latest technologies; creating conditions for persons to improve their acquired knowledge and skills; developing the society receptive to education and culture and capable of working under the conditions of the rapid technological evolution; developing applied scientific (artistic) activities and research necessary for the region, providing consultancy for local governmental institutions and economic entities' (KK Statute, Article II).

The 'Business English' programme seems broadly consistent with these mission commitments. The employability data suggest that the programme meets labour market needs, and translation is widely regarded as a useful promoting agent for social cohesion, both nationally and internationally. The programme provides opportunities to build individual skills (notably through personalised elective offerings), and to stay abreast of technological developments. As noted previously in this report, KK graduate questionnaire data suggest that programme graduates commonly fill a useful role in 'mediation' between business partners that may fall short of formal translation, but may smooth communication difficulties in business relationships.

The programme, designed on the assumption that the students will be native speakers of Lithuanian, but also be highly capable in English, therefore has an obvious role in representing Lithuanian society and business to international partners. For this reason, it is heartening to note the strong efforts made to promote both student and teacher participation in academic mobility programmes, notably through Erasmus and the Nordplus programmes. Although the COVID pandemic has diminished these possibilities, in the period under review herein, students went abroad for both study and internship, with a high number participating in 2019: 9 travelling abroad for study, and 8 for internship (SER, p. 19). It may also be worthy to note that an apparently strong internship link has been established between KK and the translation agency 'translation.ie', which has the advantage of placing students in a native English speaking institution within the European Union–something made more difficult in the aftermath of the 'Brexit' withdrawal of the United Kingdom from the EU.

In order to maintain conformity with the mission of the University, in 2020 KK formulated and adopted a 'Strategy for Translation Studies in KK' (SER, p. 8). It is perhaps too early to pronounce upon the success or inadequacy of this strategy, yet it is an encouraging sign to observe that the programme itself has a commitment to a formal strategy within the institution's strategic goals.

(2) Expert judgement/indicator analysis

The team assesses that the conformity of the field and cycle study programme aim and outcomes with the mission, objectives of activities and strategy of the HEI is adequate. The programme is consistent with the University's commitment to providing education for personal development, employment opportunity, and improving communication between Lithuania and international partners.

3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements

(1) Factual situation

The structure and composition of the Business English programme, specifically in terms of formal requirements (credit load, curricular composition and diversity, social applicability of

the skills accrued, employability of graduates, etc.), appears to fulfil the Lithuanian requirements as the team understands them.

The team has not discovered any formal errors or violations of expected norms in terms of ECTS calculations, workload balance, crediting of final theses, practical training, etc.

The SER notes that 'The aim and the learning outcomes of the [Business English programme] comply with the type of studies (collegial studies), i.e., provide studies that award a person higher collegial education and qualification. The level of complexity and logic of the anticipated learning outcomes comply with the qualification requirements for Level 6 in the European Framework of Qualifications and the National Framework of Qualifications' (SER, p. 9). The team believes this assertion to be correct.

(2) Expert judgement/indicator analysis

The team assesses that the SPs meet the necessary legal requirements as we understand them.

3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes

(1) Factual situation

The aims, learning outcomes, and teaching/learning and assessment methods are consistent with the qualification obtained and the level of the programme. As noted previously, the programme is heavily focused upon business applications of translation and interpretation skills, particularly for those who may not wish to be full-time translators (freelance or formally employed) but who wish to utilise their linguistic skills in a business context. This important distinction explains the general absence of literature or historical translation, as well as the prominence of business and corporate-specific modules within the curriculum.

The evidence of the SER and associated appendices, as well as the site visit discussions, suggests that the assessment methodologies and expectations are appropriate to the subject matter and the semester of instruction. There is a clear development of complexity in the curriculum, moving from basic knowledge and understanding in the first semesters towards more academic autonomy and individual responsibility later in the student lifecycle. The internship and thesis opportunities are intended to demonstrate individual application of learned skills.

It may be noted that there seems little formal integration in the programme between the two primary languages (English and Lithuanian) and the opportunities for a second foreign language. The team does not wish to impugn the validity of expanding one's linguistic knowledge by learning an additional language, but there appears to be little formal integration of the second foreign language into the main binary relationship of English and Lithuanian.

In discussion with both students and teaching staff, it was emphasised that class delivery is varied (lecture, discussion, seminar work, presentations, etc.) depending upon the subject matter being addressed.

(2) Expert judgement/indicator analysis

The team assesses that the compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programme is adequate. There is clear development of difficulty and thematic intricacy in the curricular structure and, by testimony of the students, assessment is considered relevant, consistently applied, and subject appropriate.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students

(1) Factual situation

As has been observed previously, this programme has a clear business-related focus, and the graduate employment data and graduate survey results suggest that the programme meets the intended student outcomes and skills development. The courses available are structured into three broad categories, of which the briefest is general university courses (apparently intended for broad, cross-curriculum knowledge). The main body of courses is obligatory (or core) courses. The remaining elements of the curriculum are optional (or elective) opportunities to be selected to accommodate student curiosity or professional development.

The main course offerings lie in the obligatory courses. These are, on the whole, well-chosen and are subject appropriate. There is clear progression implied in the curriculum, sometimes in a direct connection (i.e. 'English Grammar1' leads to 'English Grammar 2,' and 'Translation 1' leads to 'Translation 2,' etc.). There is an appropriate emphasis on multiple areas of English language skills development, which is justifiable given that the primary student profile is of a native speaker of Lithuanian who seeks to improve her/his English for professional purposes. There is also a good variety of mandatory translation-orientated subjects, such as (for example) 'Computer Assisted Translation Tools' and 'Translation Project Management.'

It is perhaps worthy of comment to note that many of the business-related courses might be beneficial not only to those who seek formal employment in a company, but also to those who might pursue freelance translation opportunities. Although the clear focus of the study programme is for people intending to work in formal employment, the self-employed nature of freelance translators can put them under difficulties in attempting to adapt themselves to the norms of formal business interactions (project price estimates, invoicing, etc.). The Business English programme, while clearly structured to produce employment-ready graduates, may also provide the self-employed with helpful knowledge in dealing with business contacts.

As has been noted, there does not appear to be a significant curricular connection between the 'second foreign language' offering and the two main languages of the programme, English

and Lithuanian. This does not mean that there is a programmatic or structural error in the curriculum, but is noted simply because the second foreign language offering does not appear particularly integrated into the main, core curriculum as it develops.

The professional internship opportunities are appreciated by both instructors and students (as evidenced in the site visit discussions) as being valuable, real-world praxis for a curriculum heavily focused upon practical applications of the knowledge being assimilated.

(2) Expert judgement/indicator analysis

The team assesses that the totality of the field and cycle study programme subjects/modules, which ensures the consistent development of competences of students is adequate. There is appropriate variety in the learning methods and assessment mechanisms; the curriculum is diverse within the tight focus of business-related English study; and the student must display her or his individual autonomy in later semesters, notably through the internship and final thesis.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes

(1) Factual situation

As noted above, most of the curriculum consists of mandatory courses intended to build English language skills, increase student familiarity with both business and management practises, and acquaint the student with translation theory and practice. There is little formal personalisation possible within the mandatory components of the curriculum, but one would not expect significant variation in such a professional bachelor's degree curriculum.

The internship location and thesis opportunity are two of the main elements of student personalisation. Of course, not every student will be able to obtain a professional internship entirely congruent with her or his professional interests, but the ability to make general selections of internship opportunities is an important element of student personalisation. The selection of thesis topics also allows a student to pursue his or her own individual interests, and to demonstrate research capability and individuality.

The main elective offerings built into the curriculum are also student selections, which allows a certain freedom of choice. The main opportunity here lies in the selection of a second foreign language, although it should be noted that there are subject-appropriate alternative offerings focused specifically on business English (such as Business Communication in English, Business Ethics and Law, Marketing in English-Speaking Countries, etc.). There is a decent variety of options available, when the free-elective courses are also considered, and there is a worthy diversity of selection within the relatively few available options for selection.

(2) Expert judgement/indicator analysis

The team assesses that opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes is adequate. The internships and final theses offer real-life and research individual freedom of choice, and the elective offerings are well-selected to allow the student to focus particularly on 1) a second foreign language, or 2) business associated specialised themes.

3.1.7. Evaluation of compliance of final theses with the field and cycle requirements

(1) Factual situation

As previously noted in this report, the preparation and assessment of final theses is an element of personalised learning and a demonstration of attained research knowledge. The process itself is governed by University policies and procedures, specifically the Description of the Procedure for Preparation, Defence, and Storage of Final Thesis and Organisation of Final Examination.

The process of thesis topic proposal begins in the fifth semester, as part of the course on Applied Research Methodology. Once a topic has been selected and approved, the student is expected to research, write, and defend the thesis in the final semester. When the thesis is ready for submission, it is checked by a commission to recommend defence or revision, depending upon detected shortcomings of the work. The submissions are checked with the Turnitin plagiarism detection tool. When a defence is allowed, it is before a commission of five members, the chairperson of which is a working translator (SER, p. 12).

The thesis subjects/topics made available to the team indicate a variety of subjects consistent with student selection and interest. The team does not comment upon the individual merits of the defended theses, but notes that there appears to be a high variability of academic seriousness in the choice of topics selected: some are excellent, whilst others seem relatively unambitious. This comment is not intended to malign the students, but perhaps to encourage an increase in the rigour of the topic evaluation process.

The team also has a concern that there appears to be a requirement for the final thesis to be written in English. The intention is, of course, a good one–English is the second language of the programme, and is the main language of contemporary scholarship–yet it may be worthwhile to permit the submission and defence of theses in Lithuanian as well. Some subjects may be better addressed in Lithuanian, and it would be beneficial to Lithuanian scholarship to build up the body of scholarship submitted in the Lithuanian language.

(2) Expert judgement/indicator analysis

The team assesses that compliance of final theses with the field and cycle requirements is adequate. The theses, and the thesis process, are consistent with other undergraduate thesis requirements in similar programmes, and seems generally well regulated. As suggested, it may be worthwhile to allow thesis submissions in Lithuanian, and to encourage students to select ambitious and challenging topics for research, but the general outlines of the programme's thesis requirements are estimable.

Strengths and weaknesses of this evaluation area:

(1) Strengths:
1. There is a good, clearly-focused business inclination to the programme, apparently in line with professional and social needs (as judged by employment data and self-reported graduate questionnaires).
2. The internship opportunities seem well structured, and it is encouraging that some are available abroad.
3. The programme has a strong element of English skills building, making it reasonable that a student might attain C1 English proficiency.

(2) Weaknesses:
1. It would perhaps be desirable to permit the submission and defence of theses in Lithuanian, when the subject matter makes it appropriate.
2. FInal theses seem to be of substantially different levels of thematic difficulty. It would be worthwhile perhaps to increase the rigour of the subject approval process.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

(1) Factual situation

Consistent with the general profile of the institution, research focuses on the practical applicability of the research results, interdisciplinarity, integration of research into studies, and internationality. Research is fostered by the *KK Applied research/art activity programme* whose quantitative and qualitative indicators define the orientation of research activities and material resources. According to the strategic goals, applied research activities are developed nationally and internationally, the links between science, studies, and business are strengthened, and the students are involved in research activities.

At the Language Centre, research focuses on comparative and contrastive linguistics (semantics, pragmatics, and stylistics of written and spoken discourse), translation processes and the application of translation technologies (solution of translation problems, translation strategies, methods and techniques, and comparative analysis), and language teaching (didactics, motivation, problem-solving, study contexts, and solutions related to teaching different age groups). During the assessment period, research conducted in these fields included one research report, five textbooks and method-related materials, three articles in international journals, and six articles in peer-reviewed journals. The topics included different aspects of language learning, translation problems and strategies in relation to business, teaching and learning of translation, translation of film titles, terminology and dictionaries, and the translation of literature. The staff gave 29 presentations at international conferences

and 14 presentations and open lectures at national events. In addition, the staff of the Language Centre provides training, translation, and interpreting services for the community.

The Language Centre is involved in three international projects (two Erasmus+ KA2 projects and one Nordplus project), whose topics vary from digital learning tools, multilingualism as an asset to increase the students' employability, and promotion of integration of disadvantaged learners.

(2) Expert judgement/indicator analysis

The research activities are adequate with regard to the applied sciences profile of the unit, and several topics related to translation studies are represented. At the same time, the applied-sciences profile could be strengthened and widened by conducting studies related to translation processes, transition from university to working life, and issues and other topics related to the working life of translators – and interpreters – in business environments. The international projects are not related to translation or interpreting per se.

3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology

(1) Factual situation

The learning outcome related to knowledge of modern translation theories and current trends is most visible in the course Basics of the Science of Translation. In addition, the language philosophy module analyses different aspects of language and language use through the prism of translation. This theoretical knowledge is applied in several practical courses. The BA theses produced by the students cover a wide variety of topics, mostly related to translation and contrastive analyses between English and Lithuanian. Examples of recent thesis topics include neologism in business language, translation of film titles, grammatical phenomena in marketing and advertisement texts, neologisms, polysemy, lexical and grammatical translation shifts, translation of expressed meanings and presuppositions, and translation of propositional meaning.

The students have the opportunity to take part in the events organised by Faculty and the Language Centre, including seminars, conferences, and an annual forum on language, culture, and communication with presentations by researchers, translation agency managers, and practitioners. A special seminar on machine translation was organized in 2019 and 2020 for students, staff, and freelancer translators. Different events, meetings, and study visits complement the expertise of the teaching staff to keep in tune with current trends in translation studies and practice, and the students participate actively in some of these actions, including cooperation with the translation studies programme at Vilnius University.

(2) Expert judgement/indicator analysis

The links between the content of studies and the latest developments in science and technology are adequate, considering the fact that the focus is on applied science. The links

could be strengthened by widening the scope of research that is specifically related to the core areas of translation studies, including translation technologies and machine translation, sociological translation studies, and translation processes.

3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle

(1)   Factual situation

The students' research competence relies on active counselling and cooperation between the students and the instructors. The competencies are developed through self-study assignments, research papers, final theses, professional internships, and participation in project activities.

Collecting data, analysing it, and reporting the results or the analysis are developed in various courses across the curriculum. Some courses specifically target these skills: Applied Research Methodology, Research Paper, and Professional Bachelor Thesis. The topics of the theses are often related to the instructors' research interests, which allows them to give adequate supervision, although the bulk of the work consists of the student's independent research.

The students are encouraged to participate in research activities, and several instructors actively involve their students in research work. During the assessment period, students were involved in three joint presentations and one peer-reviewed article. In addition, the students participate in national translation competitions: several students have participated in the translation and illustration competition "Tavo žvilgsnis" organised by the Centre for Youth's Creative Initiative and the National Translation Competition organised by the Regional Development Institute of Šiauliai University. The students have also participated in professional activity by translating a book and interpreting in project meetings and student conferences. Six students gave presentations in the student conference in 2021.

(2)   Expert judgement/indicator analysis

 The fact that there are no research projects related to translation studies is reflected in the students' opportunities to take part in research activities in that field. However, they participate in research activities and are involved in professional activities in connection with the other projects of the Language Centre. In addition, some of them have co-presented and co-authored papers with the faculty. Considering the applied nature of the programme, student participation in scientific activities is at an adequate level.

Strengths and weaknesses of this evaluation area:

(1) Strengths:
1. Strong focus on the application of scientific knowledge.
2. Applied topics in BA theses, focusing on micro-level phenomena.
3. Relevant expertise in the areas of business communication, language learning, and digitalization.

4. Sustained international mobility and publishing activity among the faculty.

(2) Weaknesses:
1. No research projects specifically related to translation studies.
2. Many core areas of translation studies are not represented in the publications produced by the faculty or the students' papers. This is somewhat surprising taking into account the applied-sciences focus of the programme. It could be beneficial to explore areas such as sociological translation studies, including the scrutiny of various working-life related topics, translation processes, and the combination of translation and other activities in business – both in the publications and presentations produced by the faculty and the students' final theses.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

(1) Factual situation

The admission procedure is described on the KK website in both Lithuanian and English. It is easy to find all the information. As described in the SER, 'Students' admission to the studies of the field is carried out following the terms and conditions of students' admission to collegial studies, the principles of general admission, the Description of Ranking the Best, and the Rules of Students' Admission to KK. General admission is administered by the 'Association of Lithuanian Higher Schools for General Admission (LAMA BPO)' (SER, p.17).

Applicants for the Business English programme must have completed secondary education for their applications to be considered. They are then ranked by their competitive scores resulting from tests involving the subjects of Lithuanian Language and Literature; History, Geography, or Mathematics; Foreign Language; and a fourth test on a subject area not covered by the other examinations. As reported in the SER (p. 19), 'The number of students who signed study agreements in 2017-2020 is sufficient and corresponds to the number of students planned to admit to Translation Studies (in 2017 - 43; in 2018 - 35 and in 2019 - 32).'

(2) Expert judgement/indicator analysis

The website of KK is informative and accessible. The admission procedures are transparent and well-grounded. The number of students who signed study agreements in 2017-2020 is sufficient and corresponds to the number of students planned to admit to Translation Studies.

3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application

(1) Factual situation

As noted in the SER, 'The academic recognition of secondary and higher education acquired abroad is performed by the Centre for Quality Assessment in Higher Education. In 2020, KK started consultations on applying for the right of recognition of foreign qualifications.' (SER, p.20). Students are permitted to apply for the recognition of prior formal or non-traditional education, a process formally guided by the Procedure for Crediting Learning Achievements in KK, and the Procedure for Assessing and Recognising the Knowledge and Skills Acquired in Non-Formal and Informal Education and Self-Study as Learning Outcomes.

In practice, this means that of formal credits already obtained potentially 'a maximum of 75 percent of the volume of the study programme to be studied can be credited, except for the persons who have the learning achievements of the courses previously studied at KK credited' (SER, p. 18). The evaluation of the final thesis is not subject to this provision and is ineligible for prior credit. In the period covered by this evaluation, 20 students of the Business English programme applied to have formal recognition of previously acquired credits.

As noted immediately above, there is also a Procedure in force for the formal recognition of non-formal education obtained; yet, in the period under evaluation by this report, no students of the Business English programme applied for such recognition.

(2) Expert judgement/indicator analysis

The procedure for recognition is available on KK website. The decision on the recognition of learning achievements is made by the Assessment Board formed by order of the KK Director. The 20 students who applied for recognition of previously acquired credits suggest that this policy is understood. More attention to the procedures for recognition of non-formal and (or) informal learning should be clarified and better described and more needs to be given to making the recognition of qualifications more accessible and transparent to the potential students.

3.3.3. Evaluation of conditions for ensuring academic mobility of students.

(1) Factual situation

It should be noted that the COVID pandemic has adversely affected all higher education institutions, and that lowered international mobility is a direct consequence of the worldwide health maintenance protocols adopted in 2020 and modified in 2021.

'All KK students have an opportunity to go for partial studies and professional internships or post-graduate internships under Erasmus+, Nordplus programmes and bilateral cooperation agreements' (SER, p.21). This is an important commitment, as academic mobility is highly beneficial for most undergraduate fields of study, but is perhaps particularly valuable for students in the field of translation studies. As has been noted, the KK programme seems to have built strong programme-centric relations with international partners, and it is encouraging that an internship linkage has

been established with a company in the Republic of Ireland, permitting internships in a English native-speaking country, despite Brexit. These various mobility opportunities seem to be bearing fruit; the data show that, from 2017 till 2019, 16 Business English students went abroad for studies and 16 students went abroad for internship.

Incoming student mobility is a different situation and is, in the word chosen by the SER, 'deficient: 1 in 2017 and 1 in 2018' (SER, p. 20). The team accepts the reasoning proposed by KK–that the necessity of Lithuanian language competence required by this programme necessarily restricts the available pool of student mobility applicants. (Incoming international students of other programmes can, and sometimes do, take specific courses that intermix them with students of the Business English programme).

The team fully understands the linguistic and pandemic difficulties related to hosting international students in a programme finely attuned to English and Lithuanian translation. Yet also recognising the high value of international students to the host institution, the team collegially recommends that the staff and management of Business English consider in what ways–if any–international mobility students might be accommodated in the curriculum, even if for only part of one term.

(2) Expert judgement/indicator analysis

KK appears to have a strong commitment to international mobility of students, and practical connections to facilitate these opportunities. The number of students of Business English either studying abroad or conducting their internships abroad is heartening. The university should, however, think about how to attract and support more incoming international mobility students.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

(1) Factual situation

Merit-based and performance-monitored scholarships are available for students in the Business English programme. As reported in the SER (p. 23), 'According to the Regulations on incentive scholarships approved in each semester, from 10 to 12 percent of students with the highest academic achievements in each academic group are awarded scholarships.' Additional one-time financial awards are also available for provable cases of individual excellence or achievement. Need-based scholarships are also available for those meeting specific criteria, such as (but not limited to) low family income, unexpected financial crisis, physical disability, etc.

Students are provided with orientation and support services from the beginning of their studies. Initial information is provided through an 'Introductory Week,' which aims to provide students with basic information on their studies, rights and responsibilities, and the physical location of classrooms, libraries, and other facilities. Specific course introductions are made by the individual

instructors at the beginning of each semester. Throughout the student lifecycle, general information is available online, through the KK website, and through the Moodle system.

Employment advice and counselling is available through the KK Career Centre, which also provides training and information about employment opportunities and career planning.

Psychological counselling has, since October 2019, been available to students on a free and confidential basis. This may be initiated by telephone or email. This important resource deserves special recognition, simply because it has been implemented in the period under review, and may prove necessary to students facing unaccustomed stress or an unanticipated crisis.

A Student Council exists, in order to represent students and to advocate for students' rights or to suggest improvements based upon student opinions. The Council members also serve as mentors to incoming students, as part of the orientation process (SER, p. 21).

(2) Expert judgement/indicator analysis

KK has quite stable students' admission numbers. Financial support is available to students in both state-funded and non-state-funded placements, both at the institutional and state level. It is encouraging to note that pastoral/psychological assistance is now available when needed.

3.3.5 Evaluation of the sufficiency of study information and student counselling

(1) Factual situation

As has been noted immediately above, 'During the Introductory Week, first-year students can get acquainted with legal documents governing the study process. Information about studies is also provided online.The virtual learning environment Moodle provides documents regulating studies and methodological materials of study courses'(SER, p.22).

Students are provided with course-specific information by each instructor, at the beginning of each semester. The students' opinions on these courses are surveyed through formal questionnaires and informal discussions at the end of each semester. It was the testimony of both students and staff that both these formal and informal mechanisms provide valuable communication about the institution's expectations of students, and the attitudes and suggestions students make in response.

As observed in 3.3.4, there is a variety of counselling available to students, inclusive of financial, employment, and psychological support. Individual instructors provide academic support and counselling based upon individual need or request. During the site visit discussions, the students of the Business English programme stated that the instructors were responsive to requests for advice, assistance, or clarification.

(2) Expert judgement/indicator analysis

KK provides an adequate level of information for students. The KK website is very informative and easily accessible. During the meeting, students confirmed that they can reach the teachers and administration easily if they need any help.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Informative, clear and accessible web page for both current and prospective students.
2. Transparent and clear admission procedures.
3. The numbers of students in Business English studies are quite stable.
4. The support needs for students are well served, as are those of students with disabilities.

(2) Weaknesses:

1.The number of incoming mobility students during the period evaluation was very small.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

(1) Factual situation

The study programme has been designed in such a way as to meet the anticipated needs and expectations of students and to support achievement of the intended learning outcomes. Teaching and learning was previously offered in part-time format, but this provision has now been phased out as the final part-time cohort has reached the final year of the study programme. The programme offers wide opportunities to combine language study (with a focus on business English) with components of translation, including project management, computer-assisted translation, and a combination of career-focused and foundational theoretical modules.

Teaching takes on different forms, ranging from more lecture-based classes to practically-oriented classes (e.g. in computer-assisted translation), and draws heavily on both independent and group work to promote essential business-oriented soft skills such as communication, teamwork and time management. The availability of – and strong support for – internships also offers an appealing and insightful alternative to traditional classroom-based learning. Technology is used to good effect in teaching, both in terms of specific translation technology software and the virtual learning environment more generally, but also the methods used to support teaching for in-person learning, hybrid and remote learning during the coronavirus pandemic. It is clear that all forms of teaching and learning are centred

around autonomy, critical thinking and problem-solving, all of which are important in a degree programme focused on Business English. Assessment feedback to students is also used to re-examine the course content and react to identified gaps and weaknesses.

The programme management and teaching staff pointed to various examples of feedback being collected from students during the programme and after completing the programme, all of which is taken into account in the design of teaching content and study conditions more generally. For instance, while the removal of the part-time element was perceived to be a negative element of the SER, the rationale provided, based on solid demand data and feedback from students suggested that this decision was well thought-out and justified in terms of student needs. There were also examples mentioned in the site visit relating to the alignment of this study programme with university-level studies on translation, and the incorporation of theoretical modules to better prepare graduates for further study at MA level. Learning outcomes also seem to be shaped thoughtfully through analysis of market needs and dialogue with social partners and employers, who are also involved in certain aspects of delivering the programmes in terms of visiting lectures and offers of internships.

Feedback is collected annually and semesterly at an institutional level via surveys and shared on a local level within the Language Centre. The programme management also undertake their own feedback directly with students at the end of each module (including informal feedback) with a view to incorporating comments and suggestions into future teaching. Students are in regular contact with the head of the Language Centre and there appears to be a close bond between students and lecturers. It was also noted during the site visit that online platforms are used to collect feedback anonymously and this has proven very useful, as students feel that they can be more honest in such feedback when collected in this way.

Discussions with current students and alumni during the site visit showed that satisfaction with the programme is very good. Students feel that the programme management and teaching staff are responsive to their needs and deliver a good programme that sets them up well for their future careers.

(2) Expert judgement/indicator analysis

Overall, the design of teaching and learning has been carefully thought out to consider the needs and demands of both students and the market more generally. It is evident that the learning outcomes are reflective of professional expectations of graduates of this programme, and that feedback is both sought and valued by the programme management and teaching staff.

3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs

(1) Factual situation

While the SER itself is rather vague on support for socially vulnerable groups and students with special needs, it is clear from Section 6 of the SER, ancillary materials, and from the site visit itself that such students are well supported on this programme. In addition to the various infrastructural and facilities-related forms of support, tuition fee reductions and social grants are available, financial support is offered to disadvantaged students with study-related travel requirements, and staff receive training on students with special needs. Psychological support and various forms of counselling are also available.

(2) Expert judgement/indicator analysis

It was clear from the site visit that the programme management are very mindful and supportive of the needs of socially vulnerable students and students with special needs, even if this was not expressed quite so explicitly in the SER. Even though no such students are currently enrolled on the study programme itself, the university and this study programme are ready to accommodate their needs and to support them in various ways during their studies.

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

(1) Factual situation

Students' work is assessed largely by examination, but the SER notes other more formative assessment types such as presentations, projects, reports, tests, translations, and the preparation and defence of a research paper and final thesis. Students are provided with extensive information on the nature of the assessments via the VLE, and assessments are used continuously, and cumulatively, throughout modules to provide regular 'diagnostic' feedback for the benefit of both students and teaching staff. Such an approach allows teaching staff to be flexible in their taught content and to adapt to identified gaps and weaknesses in students' work proactively and reactively.

Assessment marks are recorded on the Study Management System and teaching staff review and discuss marks to monitor general study progress across the study programme, including drop-out rates and student turnover. Drop-out rates were recognised as a problem area in the site visit (especially as a result of the coronavirus pandemic), but the drop-out rate on the study programme is considered reasonable relative to other programmes at KK. In cases where students are considering dropping out of the programme, each case is addressed on a case-by-case basis, involving discussions with the student to consider how support and help can be provided, and various suggestions are made to students to promote continuation of studies.

Feedback to students is provided in written form, in addition to 'roundtable'-style discussions to allow students the chance to discuss and engage with the feedback directly, which helps to foster better reflection and promote independent motivation to improve, as well as a better

understanding of specific strengths and weaknesses. Guidance is also offered continuously in lessons, with specific examples to provide clear insights into how to improve performance in certain areas.

(2) Expert judgement/indicator analysis

Feedback practises on this study programme are good and clearly designed with student achievement and progress in mind. Feedback is also strongly dialogic in nature, with comments and grades serving not only students in identifying strengths and weaknesses, but also teaching staff in considering adjustments to taught content. While drop-out rates were recognised as problematic, it is very encouraging to see such open recognition of the problem. This suggests that the drop-out rate is being taken seriously, that the programme management are working proactively to resolve the issue, and that a mixture of monitoring and responses is being undertaken to address the problem.

3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field.

(1) Factual situation

Employment data are collected from the Lithuanian Employment Services and the Government Strategic Analysis Centre. Employment destinations can be broadly grouped into translators and linguists (50%), business service agents (30%), and information providers (20%) (SER p. 24). The study programme also circulates its own surveys among graduates at six months following graduation; the Quality Management Division then conducts a further survey across the institution at one year.

Since the Lithuanian Employment Services data are not especially comprehensive (capturing only 11% of graduates), the local surveys offer a more nuanced perspective on graduate careers, gathering data on employment within/outside the speciality and certain other phenomena. Between 44-100% of graduates responded to these surveys between 2018-2020. The data show that 36% work in translation and 34% work in other 'non-speciality' fields. The SER reports that employer opinions are positive and they have emphasised graduates' excellent knowledge of Business English and their flexibility and adaptability in the workplace. An Alumni Club exists, but there is little engagement among programme graduates; survey response rates are also mixed.

From the site visit meeting with alumni, employers and social partners, the participants stressed the quality of training and the general lifelong learning skills which have set up graduates for their careers. Alumni also commented extremely favourably on the knowledge and skills acquired on the programme and their preparedness for future employment. The business skills taught alongside translation and language skills were very highly commended. It was also noted during the site visit meeting with current students that the standard of spoken English was excellent.

Encouragingly, a representative from the European Commission noted that they are keen to have KK graduates submit to the competitive entry tests in future after having initiated a relationship with the programme management only relatively recently.

(2) Expert judgement/indicator analysis

The message on the employability of graduates was very clear from the site visit meeting with alumni, employers and social partners. While employers were not well represented in the meeting, comments from internship coordinators and alumni were extremely supportive of the programme's design, the profile of programme graduates, and the soft skills and knowledge acquired by students during the programme.

3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination

(1) Factual situation

KK upholds principles of transparency, academic integrity, equality, non-discrimination, justice, and protection of intellectual property. These principles and guidance are enshrined in the KK Code of Academic Ethics, and it is clear that there is a zero tolerance attitude towards corruption and any form of academic dishonesty.

Plagiarism detection systems are in use (notably Turnitin), seminars and consultations are held on academic integrity and how to use information resources in research, and students pledge to adhere to the Code of Academic Ethics on enrolment.

Equal opportunities are promoted through adherence to the Law on Equal Opportunities and the Law on Equal Opportunities for Women and Men, which are incorporated into internal documents. Reports and complaints about any forms of harassment and discrimination can be reported anonymously by e-mail and are reviewed by relevant experts (e.g. lawyers, psychologists, social workers) on a case-by-case basis.

During the period covered by the SER, there were no reported breaches of academic integrity or any cases of discrimination in the study field.

(2) Expert judgement/indicator analysis

Appropriate procedures and policies are in place on the study programme to detect cases of academic dishonesty and within the university more generally to report and identify instances of discrimination or harassment of various types. The fact that no such cases were reported during the self-evaluation period suggests that these policies are accessible and clear to staff and to students and are respected.

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

(1) Factual situation

The appeals procedure is laid down in the Procedure for Assessing Learning Achievements at KK. Appeals must be submitted within 3 working days of results being announced, by appealing to the Dean of the Faculty in writing. The appeal is reviewed within 15 days by 5 people, and various outcomes are possible. Procedural violations in relation to final theses have to be submitted within 24 hours of the results being published.

No violations or appeals were reported during the period under review.

(2) Expert judgement/indicator analysis

While a logical procedure is laid down for appeals, the timeframes involved appear to be incredibly short. It may be unrealistic for students to formulate an appeal within 3 working days of results being released, or indeed – more seriously – to report any procedural violations in relation to final theses within 24 hours of the results being published. It is likely that this procedure is a university-wide policy, but the expert panel would strongly encourage the programme management to push for a change to these timeframes to allow students time to lodge appeals if necessary. If no such change is possible, these timeframes need to be signalled very clearly to students prior to submitting assessments and reminded of the timeframes when results are released with a view to offering maximum possible opportunities to file an appeal if one is warranted.

Strengths and weaknesses of this evaluation area:

(1) Strengths:
1. The employability of graduates is strong, and alumni, employers and social partners have all expressed their strong satisfaction with the graduates' profiles and transferable skills on completing the programme.
2. Feedback sharing (on both taught content and assessments, and on the programme itself) between staff and students is used effectively to encourage dialogue and to better understand strengths and weaknesses among students and relating to the programme content and design more generally.

(2) Weaknesses:
1. The appeals timescales are very short and do not offer much flexibility for students (who may be experiencing difficulties or emotional distress as a result of adverse results, it should be noted) to write and submit an appeal relating to any aspect of their assessment.
2. The drop-out rate is acknowledged as a problem by the programme management, but it is nonetheless encouraging that this is already recognised and proactive discussions are ongoing to improve the situation.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

(1) Factual situation

The study programme (SP) is delivered by a team of researchers and practitioners meeting national legal requirements (the Law on Higher Education and Research). In the academic year 2020-2021, there were 24 teachers (3 associate professors, 19 lecturers (of whom 3 hold a PhD) and 2 assistants) involved in the implementation of the SP; 16 of them (about 67 per cent) have been working in KK for at least 3 years for at least 0.5 FTE. 6 members of the teaching staff (25%) hold a scientific degree in the relevant fields; during the period under evaluation, the number of the teaching staff holding PhDs increased from 2 in 2017/2018 to 6 in 2020/2021. Two teachers have a Bachelor's degree, but they both meet the requirements set by the General Requirements for the Provision of Studies ("Practical activities (practical classes, student internships, etc.) for students of collegiate studies may be supervised by a person holding a Bachelor's or Professional Bachelor's degree or higher.").

In 2017-2021, the number of the teaching staff involved in the implementation of the SP ranged between 17 and 24. During the period under evaluation, there were no significant changes in the teaching staff delivering the key course units in the SPs. The changes in the composition of the teaching staff were mainly related to the availability of second foreign languages offered by the Language Centre or competitions organised for the recruitment/selection of the teaching staff.

(2) Expert judgement/indicator analysis

The number, qualifications, competences, and practical experience of the teaching staff are adequate to ensure the aim and learning outcomes of the study field and comply with the requirements set in the Law on Higher Education and Research, the Description of the General Requirements for the Provision of Studies..

The ratio of the number of academic staff and students has been improving consistently since 2017/2018. Statistically, in the academic year 2020-2021 there were 4.7 students per one member of the teaching staff, which is favourable for student-centred studies.

3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility (not applicable to studies carried out by HEIs operating under the conditions of exile)

(1) Factual situation

During the period under evaluation, the academic staff visited foreign partner (HEI) institutions and companies under the Erasmus+ and Nordplus exchange programmes, giving lectures to students at partner institutions, promoting the School and the SP, establishing and expanding contacts, planning joint research and project activities, giving presentations at international conferences, and improving professional skills during training and internships (SER, p. 32). Lecturers of translation had internships at partner organisations abroad (translation.ie in Dublin, Ireland, and an EU institution in Brussels, Belgium).

Selection criteria for mobility visits are linked to the quality of provision of the SP, e.g. the relevance of the visit to the institution, department and/or study field; the purposefulness of the visit for the professional activities of the staff member (SER, p. 31). Participation in mobility is also part of the assessment criteria for the certification of the teaching staff. To reduce the impact of the COVID pandemic on physical mobility, the staff are provided with the opportunity to participate in international exchange programmes virtually. Virtual mobility is officially recognised by the HEI (the order of KK Director *Regarding the implementation of staff virtual mobility under Erasmus+ at KK*) and meets qualification requirements*.*

(2) Expert judgement/indicator analysis

The teaching staff have a number of opportunities to participate in a variety of mobility activities, both physical and virtual. Despite the pandemic and the workload, the teaching staff use mobility opportunities extensively, mainly for teaching, academic and project activities, training and internships, which helps to enrich the teaching of the SP course units to students.

It should be noted, however, that the number of outgoing lecturers exceeds the number of incoming lecturers significantly (13:1 in 2018; 32:6 in 2019; 7:0 in 2020).

3.5.3. Evaluation of the conditions to improve the competences of the teaching staff

(1) Factual situation

The SER and evidence collected during the virtual visit show that KK creates favourable conditions for the professional development of the teaching staff necessary for the provision of the SPs. Annual self-assessment reports of the academic staff are used to identify the needs for improving competencies. The teachers are encouraged to participate in training that relates to the courses they teach or helps them acquire the knowledge and skills necessary to perform their functions and responsibilities. The teaching staff can also suggest topics for internal training events themselves. Feedback is collected to assess and improve the quality and relevance of such events.

The majority of the teaching staff of the study field programme improve their professional, didactic and research competencies by participating in conferences, seminars, training events, academic mobility programmes, internships, and projects; they also organise and run foreign language courses for KK staff, public and private sector employees. A third of the teaching staff of the study field programme are also involved in the activities of the Translation and Interpretation Service, providing translation and interpreting services at KK; they translate

and edit internal documents, interpret during formal visits and online events, which helps them to gain useful professional experience and apply and improve their translation skills.

In response to the increasing importance of information technologies in the organisation and delivery of the study field programme, training events to improve IT and distance teaching skills were organised and training materials on virtual collaboration tools were provided. Online workshops and seminars on CAT tools were organised for lecturers, graduates and stakeholders. To reduce the impact of the lockdown on the employees' psychological condition, seminars on psychological wellbeing were organised.

(2) Expert judgement/indicator analysis

The conditions to improve the competences of the teaching staff meet the requirements set by national legal acts. Favourable conditions are provided for the improvement of the competences of the teaching staff. An annually approved in-service training plan helps the KK Human Resources Service to arrange timely and relevant internal training for the academic and administrative staff. In-service training provides opportunities to follow the latest scientific and technological research and achievements, revise, update and improve the quality of the study field programme, and share their experience with other scholars.
Expert recommendations provided during the last external evaluation related to the teaching staff have been fulfilled.

Strengths and weaknesses of this evaluation area:

(1) Strengths:
1. The number, qualification and competences of the teaching staff within the field study programme are more than sufficient to achieve the anticipated learning outcomes.
2. The teaching staff actively participate in a variety of mobility activities, both physical and virtual.
3. Planned, relevant and purposeful development of the competences of the teaching staff is ensured.

(2) Weaknesses:
1. The number of outgoing lecturers exceeds the number of incoming lecturers significantly.

   Recommendation: encourage incoming mobility by focusing on joint research and/or project activities and organising international conferences, which could help to attract more visiting lecturers to the SP.

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process

(1) Factual situation

All classrooms contain multimedia projectors, computers, speakers and whiteboards. In 2018, an additional computer room was equipped with 20 computers and an interactive whiteboard. Most classrooms are equipped for distance and/or hybrid learning. Specialised software is installed in the computer labs used for translation classes. A virtual learning environment (Moodle), combined with video conferencing tools (Vidyo and Adobe Connect), is used for the delivery of e-learning and distance learning content. Google G Suite for Education tools are used for interactive classes. Students have access to the University Library and Information Resource Centre with computers, printers, and modern spaces available for individual and group work. The facilities used for studies are in line with the requirements of health and safety regulations and are maintained by service people.

The computers used for translation studies run Microsoft Windows 10 Professional, Microsoft Office 2019 Professional, and Trados Studio Professional (Network) 2021 software (21 licences). Additionally, students have access to bilingual dictionaries and free translation and editing platforms, such as DeepL Translate, VU Translate, Grammarly, Linguee, semantika.lt.

The University Library is a modern space that provides professional services and access to information resources for studies and applied research. The Library offers comfortable study areas, spaces for individual and group work and consultations, computer workstations, interactive whiteboards. The Library acquires professional literature for each study field depending on students enrollment. The Library offers a large number of e-resources and up-to-date publications in various languages via international subscribed databases *(EBSCO Publishing, EBSCO ebooks, Taylor & Francis, Emerald Management and others)*, as well as over several thousand of Lithuanian e-textbooks from subscribed databases offered by Lithuanian universities. The University and Library premises and facilities are adapted for people with special needs; there are lifts and ramps, and workstations for hearing- and visually impaired students.

Each year, as part of the process of certification of course units, the need for updating or supplementing the methodological resources is established, which is then used to draw up a list of sources necessary for the study field programme and plan what is to be published.

(2)   Expert judgement/indicator analysis

The learning facilities are adequate and suitable for both classroom and online tuition. Study and research resources are updated regularly. They are sufficient and accessible to students. The quality of the study process is ensured by creating modern educational spaces and providing the necessary equipment, tools and materials. The learning facilities used for the implementation of the study field programme allow students to build their knowledge, develop their practical skills, and achieve the planned learning outcomes, and this is evidenced by the procurement of the leading translation software (Trados Studio) for students to use in their work. The needs of the study programme and the community are therefore taken into account well when purchasing publications and database subscriptions.

3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies

(1) Factual situation

The upgrading of resources needed to carry out the study field programme is planned annually, taking the changes in the study programme content into account. Equipment for professional training is also updated regularly. Table 13 on p. 35 of SER suggests that since the academic year 2017/2018 EUR 26 165.00 have been invested to update the equipment (computer hardware and software) and EUR 9689 to purchase teaching materials. The Language Centre and the Faculty organise meetings to discuss the needs of the study field programme and make decisions; for example, EUR 49,948.00 were allocated to purchase the necessary equipment and tools in 2020 (SER, p. 37). Every year, after establishing the needs of the programme for academic literature and other publications, the Language Centre submits a request to the Library to order the necessary resources.

Recommendation: consider Trados Live based on RWS' new Trados Studio licensing system, which allows for floating licences, desktop installation across multiple devices, and a cloud-based companion. This allows students and staff to work seamlessly across PC, mobile, and tablet from any location.

(2) Expert judgement/indicator analysis

There is sufficient evidence that the learning facilities are regularly updated, and they are appropriate and accessible to students. The physical and informational resources available, and the financial resources allocated for the study field under evaluation are sufficient to achieve the planned learning outcomes. Expert recommendations related to the learning facilities and resources provided during the last external evaluation have been fulfilled.

Strengths and weaknesses of this evaluation area:

(1) Strengths:
1. The learning facilities are more than adequate to ensure theoretical and practical training and successful delivery of the study field programme, and meet the needs of the labour market for future professionals.
2. Methodological resources, computer hardware and software, other equipment and tools necessary to create up-to-date learning environments are updated regularly depending on the needs of the study field programme.

(2) Weaknesses:
1. None.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

(1) Factual situation

The main quality assurance policies and procedures for this programme are centrally administered policies of the College . These formally adopted procedures are approved by the institution, and include (among other documents) the Statute, the Law on Higher Education, and the KK Study Procedure. A comprehensive list of the relevant formal documents may be found in the SER, page 34.

The quality assurance mechanisms of the programme itself are largely implemented through curriculum oversight and modification, teacher self-evaluation and staff evaluation, and consultation with stakeholders. For internships, the hosting entity may report on student success or weakness. The final theses are subject to plagiarism checks through the Turnitin system.

One of the main programme quality assurance initiatives is a semesterly student satisfaction survey. These are, by testimony of both students and instructors, valuable opportunities for students to share impressions about their course delivery, assessments, and teaching methodologies. The results are shared with the head of the Language Centre, who in turn shares those data with the individual teachers.

It was also noted during the site visit discussions that most teachers also conduct their own informal surveys for their own courses, and the students verified that these surveys occur and are taken seriously both by the students and by the academics themselves.

It may be noted with commendation that the previous evaluation team suggested building more comprehensive quality assurance models in order, among other reasons, to attract more students to the programme (SER, p. 39). The student enrolment in the programme seems to bear out the validity of the implemented measures, except (as acknowledged by the programme management) in part-time studies, which remained under-enrolled, and have since been terminated.

(2) Expert judgement/indicator analysis

The team therefore assesses that the quality assurance and quality maintenance mechanisms of the programme are adequate. There are regular self-assessment obligations for the staff; students are surveyed for their opinions and suggestions; and the institution appears to have clear and broadly-understood QA commitments.

3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assur

(1) Factual situation

As noted immediately above, student involvement in quality assurance is regularly elicited and shared with teaching staff, both institutionally and by individual instructor initiative. Graduates too are surveyed about their employment and skills necessary to their employment, as well as being asked more general questions about how they utilize the skills they obtained (as, for example, how many graduates choose employment abroad versus employment within Lithuania).

The SER (p. 36) notes that a special survey was conducted in response to the COVID-19 pandemic, to evaluate how effectively the learning process continued during the enforced online instruction. The problems identified–students preferring to leave their cameras off, lack of student interaction, technical problems, and lack of staff familiarity with the technology–are commonly encountered concerns in response to the pandemic. Yet it is worth noting and commending the effort made to assess these specific difficulties, and to note that the very ubiquity of such distance learning difficulties indicates that the Business English programme does not have any clear, programme-specific failings in this aspect.

External stakeholders have engagement in the programme, notably through hosting internships, participating in thesis evaluation commissions, and participation in events organized by the study programme teachers and management. This was attested to by the stakeholders themselves during site-visit discussions, where several made insightful comments demonstrating familiarity with the programme and its structure. They noted, to provide just one example, that the graduates occasionally lacked specific terminology appropriate for a specific–admittedly uncommon–business field. This type of practical comment is highly valuable for programme and subject revision, when curricular or course revision is undertaken.

The team feels that alumni could be better engaged in the study programme. At present, alumni seem linked to the programme largely through personal and informal ties, rather than through formal mechanisms. It might be advantageous to envision ways in which programme graduates might participate on a more structured, formal, and regular basis in the lecturing process.

(2) Expert judgement/indicator analysis

The team assesses that the student and stakeholder involvement in quality assurance is adequate. There is clear elicitation of student opinions and suggestions, and external stakeholders are involved in the various programme processes, notably by hosting interns and participating in thesis evaluation commissions. It is recommended that programme alumni be more formally engaged in the programme, rather than relying upon individual social contact between graduates and the teaching staff.

3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes

(1) Factual situation

As has been repeatedly noted, student surveys are one of the main mechanisms by which student opinion is measured, and data is generated. These are, quite rightly, anonymous data. But it is by this mechanism that the most relevant programme data–student satisfaction or dissatisfaction–is measured. Again, it should be noted that both students and instructors mentioned the value of this procedure.

The staff self-evaluation is also an important method of reflection by the instructor about her or his course delivery and assessment mechanisms. By incorporating this process into annual management procedures, staff are encouraged to reflect on the successes and weaknesses of their work, as well as to consider innovations, revise classroom planning, and evaluate the inclusion of new research.

KK also generates institution-wide data, such as the utilisation of the Study Management System, early student termination of studies, etc. These data are, where applicable, shared with programme management, in cases where data interpretation or programme action are needed.

The team believes all these to be well-intentioned and supportive processes. The team did not see, however, a clear link between the quality assurance mechanisms being implemented and any training provided for professional development for the teaching staff. It is the impression of the team that training opportunities are made available, but may not be causally linked to broader data and reporting (in other words, a teacher may identify a need for personal training, but it is not certain that training or professional development emerges organically from deficiencies observed in the QA procedures).

(2) Expert judgement/indicator analysis

The team assesses that the collection, use, and publication of information on the studies, their evaluation, and improvement outcomes are adequate. There are multiple QA procedures implemented in this regard, at both a programme level and an institutional level, and these appear regular and broadly understood. It would be encouraging to see a greater causal connection between these mechanisms and the identification, and provision, of teacher training and professional development.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

(1) Factual situation

As has been noted, the main mechanism for surveying the views of current students is the semesterly student survey procedure, which allows students to comment formally but anonymously on their courses for the immediately precedent term. It was also attested by both students and staff that the individual instructors often conduct their own such surveys,

either through questionnaires or simply via in-person roundtable discussions, and this too is a laudable procedure.

The team does not notice a similarly strong engagement of the alumni, and wishes to emphasise the potentially valuable contribution that alumni could make if engaged more formally. While it is clear that many instructors maintain close personal and social ties with programme graduates, it bears repeating that alumni engagement seems largely informal and based upon personal connections with their former instructors. It is the opinion of the team that a more formal process of requesting alumni engagement would be to the benefit of the students, and of the programme.

(2) Expert judgement/indicator analysis

The team assesses that the evaluation of field student opinions regarding quality assurance is adequate. There are clear mechanisms, both institutionally and on the progamme level to elicit and analyse student opinion, which students and instructors both verified to be valuable. The team suggests building more formal engagement of the alumni into the programme delivery and realisation.

Strengths and weaknesses of this evaluation area:

(1) Strengths:
1. The student survey processes are regular and valued by staff and students.
2. There appears to be good institutional and programme-level coordination of QA processes and procedures.

(2) Weaknesses:
1. There is no clear connection between QA processes and teacher training or professional development opportunities provided.
2. Alumni could be more formally engaged, instead of relying primarily upon social and personal contacts between graduates and instructors.

IV. EXAMPLES OF EXCELLENCE

Core definition: Excellence means exhibiting exceptional characteristics that are, implicitly, not achievable by all.

The team wishes to note the following areas of programme excellence. They are not ordered or seriated; they are noted merely as bullet points, As noted in the template (immediately above), these do not represent a listing of everything the programme does well–it is a list of achieved results that, in the team's estimation, are not attainable everywhere, and are deserving of special commendation:

- There is strong outgoing international mobility for both students and staff.
- There is evidence of active student involvement in research activities.
- The Business English programme demonstrates good graduate employability.
- The number and qualifications of the teaching staff are well-matched to programme needs and to intended curricular outcomes.
- There are, in general, technologically-appropriate resources and facilities to support the teaching and learning processes for this programme.

V. RECOMMENDATIONS*

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	Consider permitting the submission and defence of theses in Lithuanian, when the subject matter makes it appropriate. Incorporate the 'second foreign language' offerings more clearly in the curriculum; at present, the offerings do not seem to be wholly incorporated into the Business English programme structure, and it is unclear how effectively the 'second foreign language' teachers consult with–and are consulted by–the teachers of the mandatory Business English courses. Attempt to increase the rigour of the subject approval process for final theses, as there appears to be a high variation in the complexity and seriousness of the topics selected and approved.
Links between science (art) and studies	Shift staff publication efforts slightly more toward more prestigious and well-known international journals and publishing houses. The research opportunities embedded in the strong links with the social partners in terms of e.g. sociological translation studies could be exploited more –in both the research conducted by the faculty and the final theses produced by the students.
Student admission and support	Incoming mobility is, in the word used in the SER, 'deficient.' We concur. Increasing incoming student mobility should be considered at the level of both teaching staff and programme managers. Formulate, or more clearly publicise, policies for the support and protection of LGBT students' rights.
Teaching and learning, student performance and graduate employment	The appeals timescales are very short, and should be expanded, or at least made more flexible in consideration of student appeals. The drop-out rate is acknowledged as a problem by the programme management. The team encourages the Business English management to continue addressing this difficulty, as student attrition is unexpectedly high.
Teaching staff	Encourage incoming mobility by focusing on joint research and/or project activities and organising international conferences, which could help to attract more visiting lecturers to the SP.
Learning facilities and resources	Consider Trados Live based on RWS' new Trados Studio licensing system, which allows for floating licences, desktop installation across multiple devices, and a cloud-based companion. This will allow students and staff to work seamlessly across PC, mobile, and tablet from any location.

Study quality management and public information	Establish a clear causal connection between QA processes and teacher training and the professional development opportunities provided to teaching staff. Engage programme alumni in a more formal, clearly-defined manner, instead of relying largely upon personal and social connections between instructors and individual programme graduates.

*If the study field is going to be given negative evaluation (non-accreditation) instead of RECOMMENDATIONS main **arguments for negative evaluation** (non-accreditation) must be provided together with a **list of "must do" actions** in order to assure that students admitted before study field's non-accreditation will gain knowledge and skills at least on minimum level.

VI. SUMMARY

Main positive and negative quality aspects of each evaluation area of the study field Translation at College (KK):

The Business English programme at KK is a clearly designed programme, aimed largely at a very specific group of students: those who, on the whole, may not wish to become freelance translators, but who wish to utilise their language skills as a business asset. The employability data suggest that the programme is effective in precisely this student market.

The programme is heavily focused on building English language skills, and in promoting translation understanding of business-specific language exchanges between English and Lithuanian. This is achieving generally good results, although the requirement for strong Lithuanian language skills clearly has a suppressive influence on incoming international students.

The programme should be commended for a commitment to establishing and maintaining effective international links for outgoing student study and/or internships.

Students' rights, opportunities, and obligations are generally clear, and (with the exception of a short appeals time period) are broadly approved of by the students. Student survey processes are taken seriously by both academics and students, and there appears to be a high degree of informal teacher-student communication and discussion. Students reported that instructors are generally responsive and helpful.

This report has noted multiple areas of potential programme improvement, either textually, as identified 'weaknesses,' or as areas of recommendation. It is encouraging to note that many of these areas of improvement or opportunity have already been identified by KK and the programme management as points for improvement (as, for example, addressing high student attrition, or 'drop outs').

The team would like to thank and recognise the programme management, the instructors, the students, the facilities representatives, and the alumni and social partners for their time and insights during our online 'site visit.'

Expert panel chairperson

Prof. dr. Andrew Goodspeed