



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD OF TRANSLATION

AT KAUNAS UNIVERSITY OF TECHNOLOGY

Expert panel:

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Study Field Data*

Title of the study programme	Translation of Technical Text	Translation and Localization of Technical Texts
State code	6121NX036	6211NX031
Type of studies	University studies	University studies
Cycle of studies	First cycle (undergraduate)	Second cycle (postgraduate)
Mode of study and duration (in years)	Full time, 3-year studies	Full time, 2-year studies
Credit volume	180	120
Qualification degree and (or) professional qualification	Bachelor degree in humanities	Master in humanities
Language of instruction	Lithuanian, English	Lithuanian , English
Minimum education required	Secondary, Maturity Certificate	The study programme is for individuals with a Bachelor's degree in the field of translation or in other field of studies and 12 credit worth modules in humanities group of study fields or an equivalent professional qualification
Registration date of the study programme	16/06/2000	02/08/2001

** 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 22nd of November, 2021. The visit was organised online using video-conferencing tool (Zoom).

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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 Mikutyté, 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 Klaipėda University and Vytautas Magnus University (Lithuania).

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

Kaunas University of Technology is a nine faculty higher education institution located in Kaunas, and deriving its foundation from a predecessor institution founded in 1920. It offers degrees in all three cycles. At present it has 8094 students, with 5517 taking Bachelor's studies, 2073 are pursuing Master's studies, 366 are Doctoral students, and the remainder are pursuing other programmes (integrated studies, professional pedagogy) (SER, p.5). The University management consists of the University Council, the University Senate, and the Rector (KTU Statute, Part 2, Administration of the University).

The specific study programmes under consideration in this report fall under the study field of translation studies. One is a first cycle, 180 ECTS credit, 3 year (full time) programme entitled 'Translation of Technical Texts'; the other is a second cycle, 120 ECTS credit, 2 year (full time) programme entitled 'Translation and Localization of Technical Texts.' Both programmes are offered by the Faculty of Social Sciences, Arts, and Humanities.

The distinctive element of these programmes is their focus upon 'technical' translation which, as shall be seen, is more broadly understood than relating purely to technological or scientific translation. Yet the programmes have a strong element of scientific, management, and technical translation. The two primary languages employed are Lithuanian and English.

Another notable element of these programmes is the provision of a 'second foreign language' offering, allowing students to elect to study one of the following languages: French, German, Italian, Russian, Spanish, and Swedish. This is intended to allow students—whose general profile is expected to be Lithuanian native speakers with strong English—to improve their language capabilities by studying this third elected language.

As noted in the Self Evaluation report (usually referred to in this report as the SER), these programmes have a strong recent history: 'The previous self-evaluations of study programmes in the field of translation studies were performed in 2013 for the first cycle and in 2015 for the second cycle study programme, both study programmes in the field were accredited' (SER, p.9). An additional development of recent years was the 2019 recognition of the 'Translation and Localization of Technical Texts' MA programme as being granted member status in the European Master's in Translation network, a highly prestigious distinction.

The general employment profile expected of programme graduates is translation or translation-proximate professions (such as, for example, text editing), done by native

speakers of Lithuanian who possess strong English language skills. The data presented for the period under review support this expectation for the area of employment, with students entering the labour market in a variety of fields, either employed by businesses or self-employed.

II. GENERAL ASSESSMENT

Translation study field and **first cycle** at **Kaunas University of Technology (KUT)** 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	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	3
	Total:	23

*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.

Translation study field and **second cycle** at **Kaunas University of Technology** 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	4
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	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	3
	Total:	24

*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 programmes proffered by Kaunas University of Technology are conceived of as a complimentary succession of studies, each of which could, however, be profitably studied as individual programmes. There is one first cycle programme and one second cycle programme. ‘Translation of Technical Texts’ is the first cycle, three year, 180 ECTS credit programme; ‘Translation and Localization of Technical Texts’ is the second cycle, two year, 120 ECTS credit programme.

It should perhaps be observed at the outset that ‘technical translation’ is understood in both programmes—and by the instructors—as being broad in scope and not narrowly restricted to scientific or technological subjects. The programmes are generally structured to refer to non-literary translation, which is a valid distinguishing feature of the programmes, but which may be slightly misconstrued by a strict understanding of ‘technical translation.’

The overall structure of the study programmes is sound. The BA programme focuses primarily on exposing students to a broad variety of lexical, technical, and thematic introductions to themes relevant to translators, in a composite ‘core’ of mandatory courses comprising 102 ECTS credits (SER, Annex 1A). They are clearly thoughtfully selected, with perhaps a weakness in the deliberate avoidance of literary translation; yet the focus upon technical translation gives the programme a clear coherence and intellectual momentum. Elective offerings exist—notably, 24 ECTS credits available through a second foreign language, but the electives are ancillary to the core courses. A final project is credited, as is the student internship. It gives the impression of being an intellectually balanced, logically constructed curriculum, building in complexity and leading to basic research autonomy within structural guidelines.

The MA programme bears structural resemblances to the BA programme in the sense of being primarily focused upon mandatory courses covering a broad variety of themes—but with an increased emphasis on localization. For the first three semesters, students take four mandatory courses and one ‘competence’ elective; the fourth and final semester generates credits through the 30 credit Master’s Thesis Project (SER, Annex 1B). The student must therefore demonstrate the more advanced research competence and autonomy of a second cycle student; the MA thesis is twice the number of credits allocated to the undergraduate

final project. As noted above, this programme was also granted member status in the European Master's in Translation network, and must maintain exacting standards to retain that classification.

As noted, both programmes are individually well structured and should prove usefully complementary for students who take them in succession. The notable structural irregularity is, as mentioned, the focus on non-literary translation and, while this feature may disappoint some students, it is a clearly acknowledged element of the programme. Yet the expert team feels that perhaps an elective offering on literary translation would be welcome by students without significantly distorting the structural coherence of both programmes.

The learning outcomes, assessment methodologies, and subject breadth are thoughtfully aligned, cycle appropriate, and are consistent with the programme subjects and expected graduate profile. This is evidenced also by the detailed graduate employment data available for the programmes (SER, p.52). Recent graduates demonstrate employment in a variety of translation profiles—whether self-employed or employed in businesses—as well as translation adjacent positions (such as teaching, client support, etc.). These data provide encouraging evidence of good labour market readiness of the programmes' graduates.

The expert team observed that the elective offerings—specifically the 'competence' electives in the MA offered a good variety of (particularly) business and management opportunities for student personalization of the curricula. These seem designed to build professional knowledge that would be advantageous to translators entering corporate employment. The team did feel, however, that options to improve and cultivate one's own—presumably native—Lithuanian would be useful options to consider for students who detect weaknesses in their own language. One of the benefits of studying in a translation programme in one's own country would be precisely such opportunities to master one's own language whilst gaining other theoretical and linguistic education. Since one of the mission aims of the institution is to educate Lithuanians and contribute to Lithuanian society, the Lithuanian language and editing skills built by these programmes should be of the highest attainable level (consistent with cycle expectations). This is not noted as a structural flaw; it merely notes that abilities to improve or refine one's native tongue could prove useful for future translators, if introduced more heavily into the curriculum.

(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 of the requisite quality. The programmes' breadth and depth is appropriate to the cycle levels, and they are capable of student personalization. The elective offerings are appropriate and well designed to allow students to pursue professional specialisation, as well as to satisfy student curiosity. As noted immediately above, it may be worth expanding Lithuanian language electives, in order to guarantee the highest standards of Lithuanian language use.

The variety of graduate employments argues that the programmes meet social and employment needs in Lithuania.

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

Kaunas University of Technology's mission states that KUT is committed 'to provide tuition of international level based on scientific researches; to generate and transmit knowledge and new technologies for harmonic development of the society and spread of innovations; to form environment (sic) that would be open and inspiring for talented people and people with leadership qualities; to foster development of democracy and national culture'(KUT Statute, preamble).

Translation studies fit agreeably into this mission. The courses and curricula are comparable to those of analogous programmes at prestigious international institutions, meeting the first mission standard. The second standard is slightly more amorphous, but the team understands it as a commitment to creating and spreading knowledge for the general benefit of society. As translation is based on improving communication and facilitating the interchange of ideas, these programmes meet the second mission standard. The third standard we assess as being met given the broad programme and institutional satisfaction reported to the team by programme teaching staff, students, alumni, and social partners. The fourth mission standard, of developing democratic national culture, we assess as being met, given the cultural and social prominence of translators in promoting Lithuanian culture, society, and business abroad.

International mobility has been hampered by the COVID pandemic, yet given the relatively small size of these programmes, mobility seems to remain appropriately emphasised. Whilst student mobility is of significant value when possible, the team accepts KUT's explanation that many students—particularly M.A. students—may have unavoidable familial or employment responsibilities that simply cannot be delayed or deferred for the period of student mobility.

The team had multiple discussions about the following topic. The selection of BA and MA final projects submitted for our general survey were in English, and the team does not have evidence of how stringent encouragement to write in English may be. We fully realise that publication opportunities in English are more voluminous than in Lithuanian, yet we also feel that good scholarship in Lithuanian could well have a place in these programmes for those who prefer to write formal, academic Lithuanian. This would also be congruent with the mission's commitment to the fostering of Lithuanian national culture.

(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 satisfactory. The mission of the university commits the institution to promoting an exchange of ideas and developing Lithuanian culture. The correlation of these study programmes with those commitments seems organic, genuine, and provable by graduate employability. As noted

previously, the team believes that an increase in Lithuanian-focused elective offerings might serve a valuable function in ensuring the highest quality of Lithuanian language usage is attained.

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

(1) Factual situation

The learning outcomes, course delivery and assessment, intended graduate profile, and academic integrity policies seem to be in compliance with the Lithuanian requirements as the team understands them.

As is multiply affirmed in this report, the team evaluates these programmes as being consistent with the general structure and intention of comparable programmes at an international level. We detected no outstanding structural or formal error or deviance from accepted standards, such as incorrect ECTS calculations, tolerance of academic dishonesty, or other similar problems.

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

(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 teaching and learning methods seem appropriately aligned. Students in the beginning of their programmes take more general overview courses, then advance to more specific or precise material as they progress through the curriculum. The learning outcomes correspondingly develop. The team is unaware of any inappropriate assessment methodologies being applied.

The team notes, more in curiosity than concern, the deliberate avoidance of literary translation. Although many students may find fewer opportunities to be literary translators than in 'technical' translation, literary translation is often popular and can build different translation skills. Again, it is by no means the intention of the team to imply that programme restructuring is necessary; yet the inclusion of one or two literary translation offerings, perhaps as electives, would make these programmes more closely comparable with similar programmes in the European Higher Education Area.

The team also observes that the language offerings of the B.A. programme are a compelling and sensible element of this programme, particularly in the number of 'second foreign

languages' available (French, German, Italian, Russian, Spanish and Swedish). What is unclear is how well integrated, or collaborative, these second foreign languages are with the main emphases on Lithuanian and English. If these are truly integrated into the broad curriculum, this is indeed desirable; but if they are essentially appendices to a curriculum devoted to Lithuanian and English, their study will be of a diminished contribution to the study programme.

One additional observation may be advanced: the team was unable to establish how many of the programme instructors are native speakers of English. While there is certainly no staffing need to bring in a native speaker of English just to have such a person on staff, the strong English emphasis of these programmes would make native English-speaking guest lecturers desirable, even if delivered online.

(2) Expert judgement/indicator analysis

The team therefore assesses that the compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes is of a compelling level. The study aims, and teaching/learning methods, seem balanced and creatively designed. The programmes are not aberrant from standards and norms of structure, except perhaps in quietly passing over literary translation. Taken as complete programmes, however, they seem well designed and delivered, and a diligent student should find no difficulty in building her or his skills, knowledge, and abilities.

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

The main credit weight of these programmes is on the core elements: that is, on the mandatory courses. In this sense it is most appropriate to evaluate what the required courses will do, and how effectively. In both programmes, there seems to be a rational structure to their structural development. Individual courses may have a more humanistic than professional value (to name one example without judgement, 'Introduction to Logic' would appear to have less professional application than, say, 'Translation Technologies,' without having less intellectual merit). On the whole, however, the courses required as mandatory make professional and pedagogical sense. The subjects are evidently appropriate, are well varied for diversity of student experience in each term, and build skills amidst developing thematic complexity.

As noted previously, the team also believes that the elective options are a strong element of the programmes, allowing the first cycle students to develop additional language competences, and second cycle students to develop business or management capability and knowledge. The team is slightly concerned that these elective offerings may, in practice, be difficult to coordinate with the main body of the programmes' mandatory classes (i.e. a teacher of first year Swedish may not commonly be able to compare exercises and syllabi with

a mandatory course instructor). This is perhaps unavoidable, but the more coordination that can be established between 'mandatory' and 'elective' instructors, the better.

One function of these reports is not merely to identify weakness, but to commend success. As the team has learned, much of the translation work available in Lithuania is self-employed or freelance work. Because this requires a knowledge of business practises and the ability to represent oneself in a negotiation, we note with approval that there is ample business instruction available to the MA students as electives. This seems both professionally valuable and humanly decent, as graduates working for themselves will need such knowledge.

(2) Expert judgement/indicator analysis

The team therefore assesses that the totality of the field and cycle study programme subjects/modules, which ensures the consistent development of competences of students is sufficient. With the strong core course offerings, and the general personalization of study available through the electives, a diligent student should possess skills and abilities appropriate for the labour market and for effective collaboration with other highly trained professionals.

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

It is unusual to find strong elements of personalization in programmes that feature large numbers of mandatory courses, yet the elective offerings are—as noted multiply in this report—apparently effective.

The main option for personalization of the first cycle curriculum is in the selection of a second foreign language. The selection and variety of available languages makes this an attractive element of the curriculum, permitting the student to build or expand linguistic capability to her or his own interests. The team could not determine whether or not there is provision for students who do not want to pursue a second foreign language; it may be conceivable to allow such students to select more of the thematic elective offerings.

The main option for personalization of the second cycle curriculum is in the selection of 'competence' electives. These offer an admirably broad selection of linguistic, business, and managerial options, which would theoretically allow a student either to 'specialise' in some area (say, for example, supply chain management), or else take a more generalist approach, taking a series of unrelated courses to build general knowledge.

The end of programme research projects (theses) are also elements of student personalization. For the first cycle students the selection of the subject matter is an opportunity to pursue in depth knowledge (likely) encountered in the curriculum, and which he or she wished to explore more deeply. For a second cycle student, the choice of M.A. thesis subject may well lead to an academic research profile, or a professional specialisation.

It is perhaps here appropriate that the selection 'field expert' seems unpopular, or at least under-supported. The team has no opinion about this other than to note that the choice 'interdisciplinary expert' is persistently preferred by the students to the 'field expert' choice (2017: 13/1; 2018: 8/1; 2019: 9/3; 2020: 6/3) (SER, p.24).

(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 appropriate. This is somewhat surprising, given the heavy emphases in both programmes on mandatory courses, yet the elective offerings offer genuine choices to the students, as does the freedom (within academic limits) of thesis topic selection.

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

(1) Factual situation

As noted immediately above in this report, the final thesis topic selection opportunity builds a personal element into curricula that are heavily weighted towards mandatory courses.

The theses submitted to the team as being representative seemed appropriate in research depth and academic assurance with other comparable degree theses at the similar cycle level elsewhere. As has been observed, it is the team's feeling that theses in Lithuanian would also be desirable and linguistically justifiable, and the team would welcome the news that several students per graduating cohort submitted and defended their translation theses in Lithuanian. This would also be consistent with KUT's mission to support and advance national scholarship.

The defence procedure is governed by centralised KUT policies and guidelines, notably the Guidelines for the Preparation and Defence of Final Degree Projects of Kaunas University of Technology. The topics are proposed by academics within their professional fields, evaluated for appropriateness by the Study Programme Committee, and presented to the students. After deliberation and consultation, the student chooses a topic and is allocated an appropriate mentor. After the work is completed, it is checked for plagiarism through the 'Turnitin' system, after which it is defended publically before a commission including, when possible, an external member (SER, p.25). This is a process recognizable throughout reputable higher education.

(2) Expert judgement/indicator analysis

The team therefore assesses that compliance of final theses with the field and cycle requirements is satisfactory. The thesis requirements, procedure, and defence seem to meet the accepted levels of thoroughness and attainment that would be expected of comparable cycle requirements elsewhere. It may be beneficial to eliminate the proposal of topics to students, and simply proceed to encouraging them to identify their own research topic: but this is a suggestion made more from a sense of order than from procedural concern.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Both programmes are well-structured and capable of producing labour market-entry level professionals.
2. The variety of options available for the 'second foreign language' is strong.
3. The European Master's in Translation (EMT) status of the 'Translation and Localization of Technical Texts' is a good indicator of both quality attained and upheld.
4. The availability of business related electives, specifically in the second-cycle, is helpful for people who may be interested to work for themselves.

(2) Weaknesses:

1. Lithuanian language refinement and maintenance seems developable. (1st cycle)

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

The general goal of the research conducted at the University is to promote sustainable growth and sustainable socio-cultural development, and this objective characterises the research activities of the Faculty of Social Sciences, Arts, and Humanities as well. Since 2017, five research groups operate within the Faculty: *Digital Culture, Communication and Media, Translation and Language Research, Educational Research, Public Governance Research, and Civil Society and Sustainability*. A research group working on *Language and Technologies* was added in 2020. In concordance with the interdisciplinary nature of the field, the translation studies staff are members of various research groups, which undoubtedly contributes to the visibility of the programmes within the Faculty. The core areas of research include the following: translator training, localisation, audio-visual translation, terminology, translation of formulaic language, specialised translation, translation of news, culture-specific items, historiography, cultural identity, design thinking in teaching translation, and eye-tracking technologies. These fields demonstrate a strong focus on some of the most innovative areas of contemporary translation studies scholarship, encompassing both qualitative and quantitative approaches.

During the assessed period (2018 to 2020), the publications by the staff of the Faculty included seven peer-reviewed "philology research-related articles" in Scopus with SNIP and 13 articles indexed in the Web of Science or Scopus without Impact Factor or SNIP. The publications related to translation studies include texts on the quality assessment of machine translation, self and other-revision in translator training, design thinking in translator training, language and translation policies in Lithuania, and figures of speech in audio-visual

translation. The Faculty also hosts their own journal, *Studies about Languages*, which accepts publications in Lithuanian, English, Russian, German, and French. Many translation studies staff members contribute to this journal as editors, reviewers, or authors. In addition, several instructors contribute to other journals and publishing houses as members of scientific committees and reviewers of manuscripts. The translation staff are also active in various scientific associations, including the European Society for Translation Studies, the European Association of Machine Translation, and the Terminology forum of the EU and Lithuanian institutions. Many staff members are also active in disseminating their research beyond Academia, demonstrating a significant societal impact.

The staff collaborate with international partners and participate in various projects, two of which have a particular relevance in terms of translation studies. Thus, Professor Huber chairs a working group focusing on the pedagogy of media accessibility within the COST action CA19142 (Leading Platform for European Citizens, Industries, Academia and Policymakers in Media Accessibility). Professor Liubinienė participates in a project on digital multiliteracies, coordinated by Örebro University (Sweden). In addition, the staff have actively sought funding from the Research Council of Lithuania, European Commission, and other funding bodies. These include a project on the societal impact of AI-powered machine translation, the role of translation and translators in modern state building processes, and the socio-cultural integration of migrants.

(2) Expert judgement/indicator analysis

Since the last evaluation, the staff of the translation studies programmes have increasingly participated in international mobility schemes and sought to publish jointly with scholars from other countries. Visiting professor Yves Gambier, who is one of the most cited translation studies scholars worldwide and a leading expert in audio-visual translation, brings an important contribution to the internationalisation of the programmes' research profile. Envisioned research projects present a strong potential for future publications in relation to the role of translation policy in state-building processes and the integration of migrants.

To exploit the full potential of the staff's expertise, the extensive editing and language revision resources provided by the University could be used more extensively to seek publication opportunities in prestigious journals and collected volumes published by renowned publishing houses. In addition, the close links with the working life could be exploited by envisioning research projects related to translation processes, the working life of in-house and freelance translators and interpreters, and the transition from the university to the working life.

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

(1) Factual situation

Most research activities of the staff are clearly linked to the content of the studies. The fact that a large proportion of research conducted among the staff focuses on information technologies and other contemporary topics in translation studies, such as digital transformations, is particularly beneficial to the studies. At the same time, the staff's expertise in the linguistic aspect of translation provides a solid foundation for analysis, and cooperation with social partners, alumni, and international collaborators keeps the teaching in tune with both the latest developments in the market and the current trends in research.

The self-evaluation report provides details about several courses in which the links with current research are particularly obvious, both in terms of the themes and the methods. Examples include familiarisation with contemporary research in the introductory course to translation studies, application of analytical skills in a course dedicated to linguistic analysis, collaboration with the Kaunas National Drama Theatre and application of national standards related to translation in the module on translation technologies, and the innovative aspects incorporated in the course on language ecologies. The curriculum also includes several courses specifically addressing research methods, such as *Research Design*, part of which is taught by Yves Gambier, *Intercultural Communication Research Project*, *Translation and Localisation Research Project*, *Intercultural Communication Research Project*, *Technical Language Translation and Project Management*, and different courses on localisation.

In several courses, students participate in international webinars and workshops together with their instructors. These enable them to interact for example with internationally acclaimed scholars and officials responsible for the EU's multilingual policies. MOOC courses constitute another form of international cooperation in the field of research-based teaching.

The interdisciplinary nature of the programmes and the links with contemporary topics in translation studies are also reflected by the final theses produced by the students. The topics cover varied datasets (film and other audio-visual settings, legal texts, websites, etc.) and range from more traditional themes, such as phraseology, metaphors, or technical terms, to more recent phenomena, such as localisation, crowdsourcing, or machine translation.

(2) Expert judgement/indicator analysis

The links between the contents of the translation studies programmes and the latest developments in translation studies scholarship and practice are strong and solid, and the future research projects will widen the scope of research activities considerably (provided that funding is secured). The strong connections with the working life could also allow the incorporation of the sociological aspects of translation and interpreting into the curriculum.

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 fact that many instructors are actively involved in research and incorporate research activities in their teaching creates a favourable environment of student participation in such endeavours. Up to 40% of the M.A. students are involved in research activities, whereas 5% of the B.A. students show interest in such activities. Students are actively encouraged to take part in research activities by participating in conferences, co-authoring research papers with their instructors, and providing support services in research projects. Student involvement is efficiently promoted by a research mentoring programme allowing the students to benefit from the guidance and supervision of an instructor who is also a researcher. Through this programme, students have participated in conferences, benefitted from counselling to transfer from the BA to the MA level, written research papers, and applied for funding. Many students also work as interns for the Faculty's journal *Studies about Languages*, performing mostly editorial activities.

Several students have participated in national and international conferences. In addition, two BA students and nine MA students of the translation studies programmes gave presentations in the student conference organised by the Faculty in 2020. The papers will be published, and four students have submitted their papers to this publication. Papers published by the students in international peer-reviewed journals and collected volumes provide a particularly striking example of the ways in which students are encouraged to take part in research activities.

(2) Expert judgement/indicator analysis

Student involvement in research activities is very impressive. In the future, should the envisioned research projects be funded, this involvement is likely to increase even more.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Very active student involvement in research activities.
2. Sustained efforts to solidify international networks.
3. Proactive approach to seek external funding for research projects representing varied themes.

(2) Weaknesses:

1. The focus of the publication efforts could be shifted slightly toward more prestigious and well-known international journals and publishing houses.
2. 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.

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

Detailed information about the admission to both degree programmes are published on the University's website and in the KTU study publication about studies. The admission procedure is described on the website in both Lithuanian and English. It is easy to find all the information. The process is conducted by LAMA BPO (Association of Lithuanian Higher Education Institution). Admission to the 'Translation of Technical Texts' programme follows common KTU General Admission. This is undertaken in accordance with the regulations approved by the KTU Senate.

Applicants to the MA programme prove their eligibility for consideration by possessing a first cycle degree in the humanities; a bachelor's degree in translation itself; or a bachelor's degree in other field studies, supplemented by 12 credit humanities group study fields, It is also possible to apply with a different prior profile, provided that one has demonstrable practical experience in translation. A motivation interview is required for admittance into MA studies. Applicants must also demonstrate a B2 or higher level of English, according to the Common European Framework of Reference for Languages.

In practical terms, these programmes seem to exert a steady attraction to students, so that the first cycle programme retains entrants ranging from 13 to 24 students. The enrollment to the second cycle programme is slightly less stable: 2017 brought 16 students; 2018 brought 7 students, all of whom were state funded; 2019 brought 11 students, state funded; and 2020 saw a decrease to 9 students.

(2) Expert judgement/indicator analysis

The website of KTU is very informative and accessible. The admission procedures are transparent and well-grounded.

SP Translation of Technical Texts study programme retains a steady number of entrants. The enrollment to the SP Translation and Localization of Technical Texts slightly fluctuated. More efforts could be taken to market the MA programme.

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

The SER states on page 41 that KTU has procedures for the academic recognition of education and qualifications related to higher education gain in foreign countries and international organisations. 'The study modules of the student, who wants the learning outcomes of his/her previous formal education to be included, are included after the evaluation of their compliance with the formal requirements of the study programme and the subject

requirements. A maximum of 75% of the scope of the study programme can be included. The included modules can be of lower study cycle or type of studies in comparison to the study programme but their scope cannot exceed 50% of the study programme of the first cycle studies or 25% of the study programme of the second cycle studies. The student's optional modules are included without limitations and the final degree project is not included' (SER, p.41). Upon request, consideration can also be given to attaching credit to non-standard learning, skills-building community service (volunteering), and other exceptional achievements that may have had a positively educative value.

The Faculty tends to recognise the learning outcomes of a course when a student has taken the course in a foreign higher education institution during their partial studies and when the student has taken the course in other higher education institution in Lithuania (during the year 2017-2018 was 51, in 2018-2019 - 38 and in 2019-2020 - 39) .

(2) Expert judgement/indicator analysis

The procedure for recognition is via the KTU procedures. During the period under evaluation, the students of the field SPs did not apply for the recognition of qualifications acquired abroad or competences acquired through non-formal and informal learning.

The Faculty recognised the learning outcomes of a course during the period under evaluation was 80 modules recognised, when a student has taken the course in a foreign higher education institution during their partial studies and 128 modules recognised, when student has taken the course in another higher education institution in Lithuania.

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

(1) Factual situation

Partial studies are available through the "Erasmus+" programme, in all the EU states and countries from the list of partners. The university has agreements with more than 30 universities. The students must commit to a stay of at least three months. As noted in the SER, "The students can also complete the exchange studies of 1–2 semesters or summer/winter programmes abroad under the bilateral cooperation and student exchange agreements signed between KTU and the university partners [...] KTU students can also complete the exchange studies under the NORDTEK, State Scholarships and other programmes. The University has registered the brand "KTU DISCOVERed International Student Exchange" that is used for publicity of various mobility opportunities for KTU students' (SER, p.42).

Because both of the programmes are offered in Lithuanian and English, there is interest in students abroad for participation in incoming mobility programmes. Most of these students took foreign language modules, or else took courses related to linguistics and technology. It seems that something akin to 'Beginning Lithuanian' does not exist; this might be worth creating for precisely these types of students.

(2) Expert judgement/indicator analysis

The basic international orientation of these programmes is indisputable; as will be noted, the staff on these programmes are clearly committed to international mobility. The University should consider how to increase the number of outgoing students. Undergraduate numbers are reasonable, but there seems to be little interest among MA students (given their familial and employment opportunities). Yet it would be advisable, once the pandemic is over, to seek ways of encouraging outgoing mobility, and supporting incoming mobility with Lithuanian language and culture instruction.

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

Information about any help for students is provided at KTU Student Information and Service Centre and on KTU website, at the Faculty's Study Centre, and through other various media and locations. 'KTU provides complex academic support to students: GUIDed Mentorship Programme, GIFTed Talent Academy, bridging courses of basic study modules for the first year students of the first cycle, individual consultations by lecturers, etc.' (SER, p.44). The mentorship programmes seem particularly notable, being available to students in both cycles, and providing academic, research, or career guidance and support.

The University makes available, among other incentives, three types of scholarship: 1) the University's talent scholarships are exactly as they sound: they are intended to incentivize and recognize meritorious achievement inside or outside the classroom; 2) 'the nominal Patron's (Sponsor's) scholarships and the scholarships by enterprises are awarded to the University's students who achieve high academic results and are actively involved (SER, p.45; and 3) the individual, one-time 'incentive' scholarships, which are intended to promote participation in extracurricular activities. In addition to these, tuition waivers are available in case of demonstrable need. Finally, students with disabilities have the possibility for special support and assistance, when needed.

The University offers comprehensive psychological and personal support for those students who need it. Psychological and academic counselling is available. Pastoral care is also provided for those with spiritual or religious questions. Peer mentoring is also available for those with more bureaucratic or logistical concerns than may be covered by psychological or pastoral support.

(2) Expert judgement/indicator analysis

The University provides extensive, broad-based, student support for students encountering financial difficulty, personal crises, or psychological distress. Crucially, it also incentivizes high achievement and rewards extracurricular accomplishment, making student support not

merely need-based but also merit-based. During the visit students said that they also felt very well supported by the teaching staff.

3.3.5 Evaluation of the sufficiency of study information and student counselling

(1) Factual situation

The KTU website is informative and easy to navigate, with specific student-related information being gathered under a convenient tab, 'For students.' A comparable tab 'Admissions,' provides information for applicants or potential applicants.

Newly entered students have an orientation 'Welcome Week,' (matched by a second cycle analogue, 'InfoEvening') to provide basic institutional information, and to acquaint students with their programme—as well as the broader institution.

Academic counselling is available formally, through the programme hierarchy, but in practice most academic advice appears to come in individual exchanges with the instructors. During the site visit, it was noted multiple times that students felt comfortable approaching their instructors for advice, and they received helpful and effective counsel. The teachers too expressed their readiness to assist in resolving student confusions.

Although the graduate employment is monitored via LinkedIn (SER, p.51), it does not appear that there is a specific career's advice office specific to the programmes. While it may be unlikely that a new office could be established, it may prove beneficial to follow graduate careers, and to provide programme-specific career guidance, through a more formalised process than LinkedIn.

The psychological, pastoral, and other counselling perhaps needed by students has been detailed immediately above.

(2) Expert judgement/indicator analysis

The University provides an adequate level of information for students. The KTU 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 for first and second cycles.
3. SP Translation of Technical Texts study programme retains steady numbers of entrants.
4. The support for students are well served, as are those of students with disabilities for both first and second cycle students.

(2) Weaknesses:

- 1.The enrollment to the SP Translation and Localization of Technical Texts slightly fluctuated.
- 2.The SER does not note any policy specifically addressing the needs or protecting the right of LGBT students.

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 two programmes are offered in both full-time and part-time modes, and incorporate a variety of teaching formats (lectures, practicals, tutorials, visits, etc.) and a mixture of in-person and remote/online studies. To cater for the needs of certain students, many classes on the MA programme are scheduled after 5pm. Within the broader contextual settings of teaching, the class content is structured around diverse pedagogical learning methods such as case studies, problem-based learning, role play, discussion, and individual and team projects, with most modules combining various approaches in the taught methods. The SER and site visit also highlighted the role of design thinking methods in the taught provision, with 12 lecturers trained as design thinking trainers and incorporating this method into various modules on the two programmes. Assessments take the form of oral and written examinations, project reports, portfolios, reflections and self-assessment. Methodological Guidelines for the Students Achievements Assessment Methods and Feedback (SER p. 48) are also used to support assessment of study outcomes and monitor student progress.

The programmes incorporate accumulative assessment systems made up of intermediate assessments and final assessments with various weightings chosen by the module coordinators. The SER also notes that some modules incorporate an “Evaluation of the Student’s Activity” component (<10%) to assess students’ preparation for classes. Assessments are graded according to various criteria depending on the task. Translations, for instance, are based on “compliance of the translated text with translation standards and quality requirements” (SER p. 49); others focus on reflective tasks, portfolios and reports to link project activities to learning outcomes. It was also noted in the SER that the programmes, more generally, are structured around the requirements set out in ISO 17100:2015 and corresponding ISO standards on post-editing, highlighting the clear links between the programmes’ taught content and learning outcomes with respect to employability in future.

It was also highlighted during the site visit meetings with programme management that meetings are held between the Dean of the Faculty and the Students’ Association, in addition

to roundtable discussions with students, to collect student feedback on the study programmes. Surveys are also circulated to gauge student satisfaction and it was reported that most surveys tend to average around 8.5-8.9 out of 10, with some cases of scores in excess of 9. These surveys tend to be circulated mid-way through the teaching term and at the end of the semester so that the data can feed back into course design midway through the teaching year and into the design of teaching in the next academic year, respectively. Module coordinators receive these responses and can therefore make prompt decisions on redesigning/improving the curriculum as needed.

(2) Expert judgement/indicator analysis

The two study programmes offer a wide variety of teaching settings and class activities to encourage good levels of engagement with course learning outcomes. Responsibility for study progress is also instilled in students in various ways through independent and group projects and various student-led learning activities. Assessments are also varied, taking into account the specific nature of relevant modules. It became clear from the site visits that the teaching staff and programme management also make significant efforts to seek student feedback on teaching to determine their needs at various points in the teaching year and build this back into the design of in-class activities. Overall, the teaching and learning process is monitored effectively and student needs are considered carefully in the context of the programmes' design, so that the intended learning outcomes can be met.

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

(1) Factual situation

The SER reports (p. 49) that an Equal Opportunities and Diversity Policy is in effect at KTU to ensure that the varied circumstances of staff and students are respected and valued in all aspects of university life. Students with special needs (broadly defined) are well supported by the KTU Student Information and Service Centre and a social welfare coordinator in the Department of Student Affairs works in collaboration with relevant students to support any adaptations to study conditions, liaise on financial support, and offer guidance on studies more generally.

Assessments are suitably adapted to those with special needs. For example, examinations can be prepared with increased font sizes, extended durations, and different forms of lighting and accessibility considerations. Likewise, the location of classes and timing of assessments are discussed between the Study Centre and lecturers to ensure that the programme is suitably adapted to students' needs.

A survey is always available via the KTU website to report any personal needs and signal adjustments that might be required to study provision. Staff also receive regular training on disabilities, ethics, and accessibility, and events are organised jointly with the KTU Students' Association on equal opportunities.

Suitable infrastructure and facilities are also available at the university to ensure that students with special needs are not disadvantaged relative to other students.

(2) Expert judgement/indicator analysis

On both a policy level and implementation level, it is clear from the SER and site visit that KTU has made significant strides to ensure the accessibility of its taught programmes and premises, so that students with special needs are not disadvantaged. Adaptations to infrastructure and facilities have also been made to support access to study for such students.

Despite KTU's strengths in terms of supporting students with special needs, there is considerably less information in the SER on support for socially vulnerable groups. Financial support is mentioned in passing, as well as references to gender, race and other potential sources of discrimination. It would be beneficial to see a stronger set of measures to welcome such socially vulnerable groups into the university and to support them in succeeding on their university programme (both financially, if required, and in terms of mentoring, guidance and counselling, as appropriate).

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

Study progress is monitored systematically on a central level by the Department of Academic Affairs, via a report showing student progress, repeat examinations, evaluations on new study quality measures, data on the reasons for termination and interruption of studies, attendance, and other related information. On a local level, grade point averages are monitored, as well as data on intermediate and final assessments, and attendance. The programme management also encourages informal feedback and communication between teaching staff and students. From the SER, considerable emphasis seems to be placed on student attendance in class (p. 50), but the data are also correlated with assessment outcomes, and termination/interruption of studies in order to support students throughout their study. The SER also refers to bridging courses to cover certain basic subjects and support study success in general terms.

During studies, feedback is provided in various forms. Tutorials and office hours are used for feedback (including online forms of consultation during lockdowns), and supervisors monitor project progress throughout the process according to a timetable agreed between the supervisor and student. Mentorship is also available to students to support the development of broader transferable skills in an academic context.

(2) Expert judgement/indicator analysis

The SER offers convincing evidence of progress monitoring, and the reliance on a variety of different datapoints (i.e. attendance, assessment scores, average grade points, drop-out rates) is encouraging. It was not clear, however, from the SER what the prevalence of drop-out rates

was on the two programmes under review, but the site visit confirmed that there had been no drop-outs on the BA or MA programme for a number of years, which is an encouraging sign for these programmes and their quality and sustainability.

The SER is also relatively light on detail in terms of the feedback provided to students. If such practises do not already take place, it would be strongly advised to ensure that all modules on the two study programmes incorporate elements of both formative and summative assessments and corresponding feedback. The timing of such assessments and feedback needs to be carefully managed so that students can maximally benefit from suggested areas for improvement in previous feedback. It would also be advisable to incorporate diverse forms of feedback beyond one-to-one verbal feedback in tutorials and office hours. Such feedback could take the form of (conventional) written feedback, of course, but could also draw on diverse forms of peer feedback such as forums, discussion boards, and peer-marking of work. Approaches such as this can help to foster independent critical abilities as well as promoting skills that are highly sought after in the professional translation industry (where revision, and related roles, are commonplace).

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

(1) Factual situation

The site visit meeting with staff highlighted that graduates work across many different fields and leave the university with a versatile set of skills and competences. It was reported that many graduates work as freelance translators, in-house translators, and translators in various international institutions, and strong links with social partners provide good opportunities for students to take up employment immediately upon graduation. BA graduates tend to be more focused on translation specifically (freelance, in-house at language service-providers, etc.), while MA graduates see wider variety in the contexts in which they find work (including project management). It was also reported that some companies approach the programme management before they publicise job opportunities, seeking recommendations for project manager positions, to cite one example given, highlighting the strong desire on the part of social partners to recruit graduates from these programmes.

The diverse array of second languages that can be studied at KTU is also a unique selling point of the programme, with strong demand for Swedish and German, further supported by strong employment in these languages. Employability also features prominently in certain modules such as *Introduction to Translation Studies*, where career opportunities and paths that students could follow are broached quite early on to offer students a good sense of direction in their future work. Practical translation and project management modules also incorporate realistic project-based work on a variety of in-demand domains and workflow areas (legal translation, localisation, etc.), all of which is underpinned by a strong emphasis on technology, which is crucial to success in the industry nowadays. The industry focus was also apparent from the site visit meeting with current students, who stressed, in particular, the up-to-date design of the MA programme and its relevance to current industry practises, as well as the comprehensive coverage of translation technologies and diversity of software covered. These

sentiments were also echoed by the site visit meetings with alumni and social partners who stressed the strong technology focus and coverage of project management software such as Plunet and XTRF.

Graduate employability is monitored in various ways both centrally (i.e. by the government) and by the programme management. Data are also collected from professionally-oriented social media such as LinkedIn. The SER provides a comprehensive list of job roles and businesses where graduates are now employed. The employability rate cited in the SER (p. 52) was 47.1% in 2018 and 50% in 2019, which seems low, even for a BA programme, but a logical rationale is offered in the SER. For the MA programme, the figures rise to 75% in 2018 and 72.7% in 2019, which are much stronger and reflect the strong career-oriented focus of the MA programme. Self-employment data do not seem to be included in these figures. The programme management also organised a focus group on employability with social partners, alumni, teaching staff and students (December 2020), which highlighted the excellent correlation between programme learning outcomes and the skills in demand in the industry. Other initiatives are also mentioned in the SER (WANTED programme and WANTED Career Days, p. 52), showing a promising commitment to graduate employment skills and employability.

(2) Expert judgement/indicator analysis

It is abundantly clear from the SER and site visit that the study programmes are both designed in such a way as to promote graduate employment as much as possible and to satisfy industry demand for highly skilled graduates with an intimate knowledge of translation technology, translation workflows, and translation skills more generally. The range of employment types and destinations for graduates of both the BA and MA programmes provides strong evidence in support of the well thought-out programme design and the far-reaching skills that students will have acquired upon completion. The official employment data are not as encouraging as the other employment information in the SER and during the site visit meetings seems to suggest, but this may be down to the fact that self-employment is not fully factored into the official figures. It would be advisable to find a more systematic way to collect data on self-employment from graduates to offer a more reflective employability metric for the BA and MA programmes. That notwithstanding, graduates of these two programmes leave the university with strong profiles and their employment prospects appear to be very encouraging.

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

(1) Factual situation

The SER provides details on various policies and internal by-laws relating to employment relationships and academic ethics, and specifically states that any member of the university community can report an academic violation to the Board of Academic Ethics. On enrolling at the university, students sign a learning agreement and declaration of academic integrity, promoting a sense of responsibility for their academic work and compliance with university

regulations. Assessment of student work is based on the principles of integrity, transparency and quality, and measures are in place to detect problems relating to academic integrity in all assessments. Students are required to provide personal identity cards for examinations, invigilators are used during examinations, examinations are revised every year, and lecturers receive training on assessment design with a view to upholding academic integrity.

Students' work is checked for plagiarism using Turnitin, which is integrated within the Moodle VLE. Other electronic tools and manual searches are also used to supplement this system. If a case of academic violation is identified, a decision is reached by the Dean of the Faculty or the Commission for Settlement of Academic Violations. For first offences, various penalties can be imposed (strict reprimand, reprimand or notification). For second offences, students are expelled from the university. One case of plagiarism was detected in a BA thesis in 2019. The student returned to resubmit the thesis in the following year. No plagiarism cases were detected on the MA programme during the self-evaluation period.

KTU operates an Equal Opportunities and Diversity Policy to protect all employees, students and other stakeholders in the university. It guarantees equal treatment irrespective of gender, nationality, political opinion, sexual orientation, social background, etc. No complaints of this kind arose from these programmes during the self-evaluation period.

(2) Expert judgement/indicator analysis

The details on policies to ensure academic integrity, tolerance and non-discrimination, as provided in the SER, show a strong commitment to upholding the best possible standards of academic integrity and equality of opportunities. Adequate policies and measures are in place to report both academic violations and cases of discrimination and reasonable outcomes are laid down to review and handle such issues. The low number of academic violations and lack of complaints concerning discrimination and/or tolerance issues bears testament to the strength of KTU's endeavours in this respect.

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

Appeals can be submitted to the university in response to a decision relating to violation of academic ethics, procedures and technical errors; complaints can be submitted in relation to violations of students' rights and interests caused by actions/omissions on the part of university employees, other students or university bodies. Documentation on such processes is freely available to students and students are free to consult relevant members of the university management to attempt to resolve the issue prior to lodging a formal appeal or complaint. Appeals and complaints are forwarded to the head of the relevant area and reviewed by an interim board or commission (comprising at least 3 members, including a student representative). Cases involving a violation of academic ethics are referred to the chairman of the Board of Academic Ethics. The appeal or complaint is reviewed within 10

days of receiving it, and the relevant body makes a decision within this time frame and notifies the relevant individuals. If the student disagrees with the decision, he or she may apply to the University's Dispute Settlement Commission within 10 days.

The SER reports (p. 55) that no appeals were submitted during the self-evaluation period on either of the two study programmes.

(2) Expert judgement/indicator analysis

The appeals procedure is well documented and accessible to students. The time frames are appropriate to allow sufficient time to lodge appeals and to receive a response within a relatively short period of time. The inclusion of a student representative on the interim board or commission is also a welcome inclusion to ensure that students are duly represented in the decision-making in such cases.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Teaching and assessment methods are well designed and generally well thought out with a view to meeting the specified learning outcomes of the study programme.
2. Academic integrity, mutual respect, and a healthy attitude to learning more generally seem to be instilled strongly in students on this study programme, as shown by the low numbers of academic violations and complaints, low drop-out numbers, and the encouraging focus on independent and group learning exercises throughout the study programme.

(2) Weaknesses:

1. Employment data are collected, but it is currently difficult to determine employment figures for self-employed graduates. Given the nature of the translation industry, it would be advantageous to find a more systematic way to collect such data in order to properly reflect the strong employment focus of the programme.

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 is delivered by a team of researchers and practitioners meeting national legal requirements (the Law on Higher Education and Research) and KTU requirements (Description of Certification and Competitions for Teachers and Researchers). In academic year 2020-2021, there were 29 teachers involved in the implementation of both

first- and second-cycle study programmes in the field of translation, of whom 22 have been regularly working at KTU (at least half of the full-time equivalent) for a minimum of 3 years.

The modules of the first-cycle study programme (*Translation of Technical Texts*) are taught by 26 teachers, of which 20 have worked full-time or part-time (minimum 0.5 of FTE) for at least 3 years. The other 6 are teachers invited to satisfy the increasing demand for second foreign languages. The modules of the second-cycle study programme (*Translation and Localization of Technical Texts*) are taught by 14 teachers, of which 12 have worked full-time or part-time (minimum 0.5 of FTE) for at least 3 years. In the first cycle, there are 4 professors (15%), 5 associate professors (19%) and 17 lecturers (66%), of whom 10 lecturers teach only second foreign languages. In the second cycle, there are 7 professors (50%), 3 associate professors (21%) and 4 lecturers (29%) who mainly teach practical translation modules. Business representatives, practitioners and teachers from other higher education institutions are also invited to share their experience and deliver lectures.

(2) Expert judgement/indicator analysis

In the first cycle, at least half of the course units in the study field should be taught by researchers; this percentage of the teaching staff in the field of translation studies (50%) complies with the general requirements for first-cycle studies as 10 of 17 lecturers (38% of all teaching staff in the study field) teach second foreign languages who are invited to teach as the number of students who choose second languages increases. In the second cycle, no less than 80% of the teaching staff must have a research degree; the current percentage of the teaching staff in the field of translation studies (85%) complies with the general requirements for second-cycle studies. Three other lecturers are currently studying for a PhD, which should ensure the integration of the latest theory of translation and comparative research into the study process.

It should be pointed out that the majority of the teaching staff work in other study fields (linguistics, communication, information technology, etc.) or teach general subjects of university studies attended by students of other study programmes, which makes it hard to calculate the employment of each teacher in the study programmes in the translation field accurately. Nonetheless, considering the peculiarities of the study programmes in the field, the number of teachers and their ratio to the number of students seem appropriate to achieve the desired learning outcomes.

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

Before the pandemic, about 50% of the total number of the teaching staff working in the programmes went on exchange and training visits (17 teachers in AY 2017/2018 and 14 in AY 2018/2019); the number and quality of incoming teachers during the analysed period was also impressive. The teaching staff visited foreign higher education and other institutions and business enterprises (e.g., a translation technology company), and have used the acquired

knowledge in the teaching programmes of the study field. Unfortunately, some of the planned visits for 2020 were cancelled due to the COVID pandemic.

Scholars from foreign universities are invited to deliver lectures and practical seminars on translation, writing, linguistics, localization, intercultural communication, etc. Cooperation with foreign colleagues and institutions also includes joint publications, conference reports and project applications.

After the study programme *Translation and Localization of Technical Texts* joined the EMT network, the Faculty has made efforts to establish closer professional relations with partner universities of the network. 30 agreements were renewed with partners (higher education institutions) in 2017-2020 to enable further cooperation.

(2) Expert judgement/indicator analysis

KTU encourages the use of Erasmus+ mobility for teaching and training programmes to ensure cooperation with research and study institutions around the world. The teaching staff of the study programmes under evaluation have actively used the opportunities provided by exchange, training and support programmes.

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

(1) Factual situation

KTU fosters the implementation of high-level research activities and the development of teachers' professional and didactic competences. According to the KTU teacher assessment procedure, teachers must improve their competences at least once in every 5 years. Teachers are offered opportunities to attend seminars, training courses and internships of various lengths. The University has approved the Procedure for Improving Teachers' Didactic Competences, which defines the conditions and methods for improving didactic competencies. The development of didactic competencies of KTU teachers is ensured by the Edu_Lab Teaching and Learning Competence Centre, which has been operating for five years.

The majority (about 75%) of the teaching staff of the study programmes improved their competences by participating in training sessions for basic didactic competence development and innovative study methods, such as design thinking, problem-based and project-based learning, using case studies in teaching, virtual e-learning tools, public speaking, assessment, teamwork, etc. Teachers can continue improving their teaching of the study modules in the follow-up programme offered by Edu_Lab experts. The teaching staff also improve their didactic competencies in other Lithuanian and foreign institutions; as a result, five different teaching aids have been developed and published.

All the teachers of the study programmes regularly improve their research competences by attending training events and seminars, participating in scientific and practical conferences in Lithuania and abroad. The teachers are encouraged to participate in various professional associations in order to improve their competencies and to enrich the study process with the latest knowledge in the field.

One of the teachers leads a team of 12 certified design thinking trainers, who apply the methodology in teaching certain study modules in the programmes and share their experience with secondary school teachers, teachers of other higher education institutions in Lithuania and abroad, and develop solutions to enterprises.

(2) Expert judgement/indicator analysis

The University and the Faculty ensure good conditions for developing competences, using both Erasmus+ mobility and other internal and external opportunities. The competences of the teaching staff working in the study programmes of the field are well balanced and meet the requirements set by legal acts.

A recommendation to “strengthen collaboration among teaching staff within the program renewal/improvement processes” offered by the expert team of previous external evaluation has been fulfilled. An example provided by the SER group during the virtual visit shows that meetings of the teaching staff and different working groups are organised regularly, and there is continuous cooperation among the coordinators and teachers of translation modules, who develop study modules and prepare study materials together.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Teachers participate in international exchange programmes and training visits, use internal and external training opportunities.
2. The teaching staff are actively involved in research, attend scientific conferences and publish research papers.
3. The teachers of the second-cycle study programme are actively involved in the activities of various working groups of the European Master’s in Translation (EMT) network.
4. The results of teaching staff mobility, training and research are used to update and improve the study programmes of the field.

(2) Weaknesses:

None.

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

13 classrooms (over 500 seats) and 4 laboratories at the Faculty of Social Sciences, Arts and Humanities, which are used for the provision of the study programmes in the field of translation, contain new computers, multimedia projectors, audio and video equipment, and 5

interactive whiteboards. All classrooms at the Faculty have modern equipment enabling lecturers to record lectures and seminars as well as to deliver virtual classes. The faculty also has a 200-seat hall for events and large gatherings and a modern design thinking laboratory, which is used to foster teaching innovations.

The students and academic staff of the study programmes in the field of translation have access to 81 desktop computers and 75 laptops and a self-service copy machine on the premises of the Faculty. There is also a room with Sanako Study 1200 software installed for language teaching and learning. In order to introduce students to computer-assisted translation (CAT) tools and software, 25 licences of *SDL Trados Studio 2021 Professional (Network SN)*, 15 licences of *SDL Passolo 2018 Professional Edition (Network SN)*, 2 licences of *DejaVu*, unlimited access (10000 users) *Plunet*, and 30 licences of *XTRF* have been purchased. Each student of the translation programmes is also given a 1-year *MemoQ* licence. Downloadable and interactive study materials are available for students via *Moodle*.

In 2020-2021, in response to the need for remote and distance learning due to Covid-19, a number of additional *Zoom* software licences were purchased. Since the beginning of the global pandemic, students have received support and instructions on how to install and use distance learning software and tools. They also have access (via KTU Moodle) to video tutorials on using *Zoom*, *Microsoft Teams*, *Adobe Connect* and other video conferencing platforms. All rooms of the Faculty have video cameras and microphones for online and blended tuition.

Part of the study modules are delivered in the computer labs of the Faculty of Informatics (192 computerised workplaces, wireless Internet access, video and audio equipment) and on the premises of the KTU School of Economics and Business. In addition to the computer labs of the Faculty of Social Sciences, Arts and Humanities, students have access to 120 shared computerised workplaces at the University's Central Library with up-to-date licensed software, including *IBM SPSS Statistics 23* and *MAXQDA* and *STATA IC/15v* for data analysis. Students can print, scan and copy documents necessary for their studies in the library. In their free time, students make use of the Faculty's recording studio, a few other rooms for meetings and self-study, and comfortable leisure areas. Wireless internet is available at all locations.

University premises are tailored to the needs of people with special needs. There are docks, lifts, special toilets, special parking spaces, adjustable tables and chairs, special computer mice and keyboards for people with mobility impairment. Visually impaired students can use *SARA CE* reading devices for scanning and reading texts, image enhancement software (*SuperNova* magnifier & screen reader) and equipment (*Topaz XL XD 24'* magnifier), a Braille printer, and special keyboards. Students with hearing impairment can use a radio wave transmitter/receiver and participate in lectures with the help of a sign language interpreter.

(2) Expert judgement/indicator analysis

KTU and the Faculty of Social Sciences, Arts and Humanities ensure that students have access to modern learning facilities, up-to-date software and equipment necessary for the successful delivery of the study programmes in the field of translation. The premises are renovated and

renewed when necessary; sufficient funding is provided to improve the Faculty's learning facilities and, as a result, the quality of the study process. The number of available classrooms, equipment and software fully satisfies the needs of both study programmes in the field of translation. It is particularly encouraging to see such a wide range of CAT software on offer to students, as well as two widely used pieces of project management software (an aspect that is commonly overlooked on many other translation programmes around the world).

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

(1) Factual situation

Both the University and the Faculty make a point of constantly updating their premises, equipment, specialised software and library resources. The premises of the Faculty were renovated in 2015, and have been renewed when necessary. New equipment is purchased, sufficient funding is provided to ensure and improve the quality of the study process; table 15 on p. 66 of SER shows that between 2018 and 2020 over 137 000 EUR were allocated to update and improve the Faculty's infrastructure.

(2) Expert judgement/indicator analysis

There is evidence in the SER that resources needed to carry out the study programmes of the field are constantly updated to suit the needs of the teachers and students. They are adequate and easily accessible. However, most of the numbers provided relate only to the period under evaluation and do not reflect forward planning. There should be more strategic forward planning and upgrading of the facilities and resources needed to carry out the field studies.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The students and academic staff have access to modern premises, quality hardware, up-to-date software, CAT tools and project management software, and learning resources necessary for the delivery of the study programmes in the field of translation.
2. A variety of modes of learning and delivery of the study programmes (face-to-face, blended and distance) are ensured using special equipment, software and tools. Both the academic staff and students receive timely advice and support necessary to adapt to the requirements of distance learning.
3. University premises are well suited to the needs of people with different disabilities.

(2) Weaknesses:

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

KTU quality assurance policies and procedures are largely centrally governed, being an institutional commitment. The main regulative documents regarding quality assurance are the university Statute, the Code of Academic Ethics, the relevant Lithuanian laws, and an adherence to the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

In practice, much of the work of quality assurance is undertaken, and analysed, at lower administrative and academic levels—particularly at the Faculty and Departmental level. Here decisions are taken about such crucial quality assurance questions as the modification of curricula, offering new initiatives, hiring and promotion-in-title considerations, and some questions of resource need and resource allocation are addressed.

Final theses are checked against the Turnitin database; this service is widely popular for plagiarism detection (and, by its mere existence, presumably plagiarism suppression), and is used by universities throughout the world.

In regard to these specific programmes, the main human mechanisms for maintaining quality of teaching and learning seem to be the regular meetings of staff with the students, and the semesterly student surveys. Such anonymous surveys are common good practice in higher education, allowing the students to comment on successes, failures, suggestions, and complaints. The meetings—described as roundtables—undoubtedly serve a useful function for common discussion and deliberation about uncontroversial topics. Yet the value of the anonymous surveys lies precisely in the belief of the student that what is written will be considered without being associated with any individual commenter.

The team was pleased to learn that collaboration with alumni and social partners is also strong. This has an element of quality assurance to it, as alumni and social partners can—and apparently do—advise and comment upon the necessity of new skills, the possibility of new offerings and even propose topics of final research papers. While this report has already advocated dropping the step whereby academic staff propose research topics to students, if it is maintained, this report also recommends including social partners even more in topic proposals, defence commissions, and any potentially instructive internship opportunities.

(2) Expert judgement/indicator analysis

The team believes that the effectiveness of the internal quality assurance system of the studies is adequate. The utility of the ‘roundtable’ meetings and student surveys was attested by both the students and the staff. The teaching staff believe that Turnitin is a useful system for the programmes to employ.

The general quality assurance mechanisms are consistent with—or identical to—what one encounters in many universities around the world.

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

(1) Factual situation

Both by their own affirmation, and that of the academic staff, alumni and social partners are actively engaged in the processes of these programmes. These collaborations seem largely to be based upon individual interactions between academics and their colleagues in the field (say, owners of a translation bureau), and it might be worth formalising such relationships. It is particularly the impression of the team that alumni might be better contributors to the programmes if more effective efforts were made to formalise relations with programme alumni. The team could not determine how effective the official Alumni Association is facilitating active alumni engagement in programmes currently running.

This aside, in site visit discussions with both academic staff and social stakeholders, the team learned that social partners assist by offering internships to promising programme students, or giving guest lectures, or by contributing to a thesis proposal or defence, or in the most encouraging cases, offering employment to recent programme graduates. This is all heartening, and commendable; and an increase in such interaction between programme students and social partners is to be encouraged.

During site visit discussions, the social partners also identified areas of concern that the team relates here, because the observations are consistent with some of our own concerns. The social partners noted that there is still a common problem with inadequate translation in Lithuania, and that English to Lithuanian translation is commonly worse than translations from Lithuanian to English. Whilst the team in no sense wishes to imply a general problem throughout Lithuanian translation culture, it remains our belief that translators' output may be significantly refined by offering more classroom opportunities to explore subtleties and difficulties of the Lithuanian language.

(2) Expert judgement/indicator analysis

The team believes that the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance is adequate. There appears to be strong, volitional cooperation between social partners and the programme deliverers, producing results beneficial to the programme.

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 mentioned previously, the main programme information on studies and their evaluation comes through the regular student survey mechanism. These results are shared with programme management and individual instructors, but seem otherwise treated with general confidentiality. It might be useful for academics to receive the programme information from these surveys in aggregated, anonymized form—which may already occur. If it does, the team commends it; if it does not, the team recommends it.

In general, information about the programmes seems well presented and widely available online via the KTU website. As previously mentioned in this report, the student specific information available on the institutional website is also strong, with multiple areas of student concern ('finance,' 'accommodation,' 'emotional and physical wellbeing') being clearly labelled, and resources stated.

During the site visit discussions, programme communication was not mentioned by any collocutors as being problematic. The team was not informed of any situation in which a student was hindered in her or his work by an inability to locate appropriate information, or resources.

(2) Expert judgement/indicator analysis

The team assesses the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes is adequate. The University seems to be making good faith efforts to be transparent about their policies and procedures, and to promote communicative interaction among students, staff, and administrators.

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 multiple times in this report, one of the main quality assurance mechanisms—at both the programme level and at the 'macro', management level is the student survey. This procedure need not be readdressed here, except again to commend the seriousness of the process.

We note again the 'roundtable' meetings, which seem to have a positive effect; if nothing else, they convey the idea that a student with a problem, opinion, suggestion, or criticism may raise it and be heard.

One area of some slight concern is that there seems to be no effective mechanism for surveying programme alumni, except through social contacts maintained by personal friendship. This removes from the programme a significant source of insight and experience, as the programme graduates are precisely the people best positioned to suggest

improvements, or to recognize challenges, and to identify potential solutions. Additionally, alumni can advise student researchers in writing; give guest lectures, share job seeking advice, and provide other useful services. But there seems—to the team, at least—a missed opportunity to survey programme graduates in a formal and regular manner. Graduates may lose student status, but their graduation will always tie them to their programmes, and they often understand the curriculum from both a student and a professional perspective.

(2) Expert judgement/indicator analysis

The team assesses that 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 is adequate. The institution- and programme-level managers make clear efforts to solicit, and attend to, student opinions and voices. The team suggests, however, that a more active and formal approach be taken to eliciting the opinions and insights of former students, the programme alumni.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Clear commitment to soliciting, and attending to, student opinion.
2. Good collaboration with social partners.
3. Both programmes have clearly available information online.

(2) Weaknesses:

1. Closer, more formal consultation with programme alumni is recommended.

IV. EXAMPLES OF EXCELLENCE

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

The team wishes to recognize and commend the following points of excellence. They are listed in no specific seriation or order of importance:

- EMT membership is, in and by itself, a recognised indication of excellence.
- The learning facilities are of a high order, with particular excellence in translation and project management software.
- The 'second foreign language' offering is beneficial to skills development and was cited by multiple students as a reason compelling their selection of these programmes.
- The academic staff (before the pandemic) showed strong interest and capability to participate in international mobility opportunities.
- There is regularised-but extensive-recognition of credits obtained in other higher education institutions, indicating a broad compatibility of programmes with other eminent universities.
- The teaching staff are clearly committed, and maintain high professional standards.

V. RECOMMENDATIONS*

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ul style="list-style-type: none"> -Allow and encourage elective offerings for refining one's native Lithuanian language ability. -Maintain European Master's in Translation (EMT) standards and retain formal recognition.
Links between science (art) and studies	-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.
Student admission and support	-Identify possible means of support for students who do not receive state-funded positions, but who are attracted to the programmes.
Teaching and learning, student performance and graduate employment	-It is currently difficult to determine employment figures for self-employed graduates. Given the nature of the translation industry, it would be advantageous to find a more systematic way to collect such data in order to properly reflect the strong employment focus of the programmes.
Teaching staff	-Attract-in person or online-more native speaking staff of the languages being taught, particularly English.
Learning facilities and resources	-Maintain strong commitment; KTU is doing a splendid job with the learning facilities and resources.
Study quality management and public information	-Increase formal contact with programme alumni, and build a programme-specific alumni group affiliated with the programme, not with the Alumni Association.

*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 of Translation at Kaunas University of Technology:

It was evident to the team, and it is hoped will be evident to the reader of this report, that the translation studies programmes at KTU are serious programmes run by serious people. The team has concerns and suggestions that appear throughout the report, but on the whole, the team feels strongly that the following are the main positive and negative aspects to be noted. These, again, are not seriated:

Positive:

- Both programmes offer academically challenging curricula, with a strong emphasis on mandatory courses, but with variability and personalisation possible through elective courses.
- The M.A. programme in particular is strong, and is highly commended for attaining EMT recognition.
- The teaching staff seem to meet all relevant requirements for their positions, and demonstrate high professional standards, particularly in commitment to internationalisation.
- The learning facilities—particularly the translation and project management software—are of a high standard.
- The ‘second foreign language’ provision is popular, and intellectually stimulating.

Negative:

- It is the team’s recommendation that Lithuanian language opportunities can and should be augmented. This may be undertaken by providing Lithuanian refinement classes in the elective sections; promoting more theses to be submitted in Lithuanian; and designing courses to address specifically high-level Lithuanian rhetorical and linguistic dilemmas.
- The thematic variety of both cycles of theses could be broadened. The team would particularly welcome theses on specific editing and translating questions posed by the Lithuanian language.
- Students seem to have little hope of pursuing either programme if denied a state funded place. Perhaps sponsored positions paid for by social partners, or associated alumni, could fund a student or two: thus providing a potentially life-changing opportunity for the student who benefits.
- It is the feeling of the team that more exposure to native speakers of English would benefit the students of these programmes.

Expert panel chairperson

Prof. dr. Andrew Goodspeed