



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD of TRANSLATION
AT MYKOLAS ROMERIS UNIVERSITY

Expert panel:

1. Prof. dr. Andrew Goodspeed, (panel chairperson), member of academic community;
2. Associate Professor dr. Simo Määttä, *member of academic community*;
3. Lecturer Dr. Callum Walker, *member of academic community*;
4. Lecturer Andrejus Račkovskis, *member of academic community*;
5. Ms. Jurgita Mikutytė, *representative of social partners*;
6. Ms. Renata Rachmanovaitė, *students' representative*.

Evaluation coordinator – Dr. Ona Šakalienė

Report language – English

© Centre for Quality Assessment in Higher Education

Vilnius
2022

Study Field Data*

Title of the study programme	Translation and Editing
State code	6121NX054
Type of studies	University studies
Cycle of studies	First cycle (undergraduate)
Mode of study and duration (in years)	Full time, 3,5-year studies
Credit volume	210
Qualification degree and (or) professional qualification	Bachelor in humanities
Language of instruction	Lithuanian, English
Minimum education required	Secondary education
Registration date of the study programme	19/04/2012

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

CONTENTS

I. INTRODUCTION	4
1.1. BACKGROUND OF THE EVALUATION PROCESS	4
1.2. EXPERT PANEL	4
1.3. GENERAL INFORMATION	5
1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI	5
II. GENERAL ASSESSMENT	7
III. STUDY FIELD ANALYSIS	8
3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM	8
3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES	15
3.3. STUDENT ADMISSION AND SUPPORT	17
3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT	21
3.5. TEACHING STAFF	27
3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION	32
IV. EXAMPLES OF EXCELLENCE	37
V. RECOMMENDATIONS*	38
VI. SUMMARY.....	39

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 19th of November, 2021. The visit was organised online using video-conferencing tool (Zoom).

Prof. dr. Andrew Goodspeed, professor at South East European University (Macedonia);
Associate Professor dr. Simo Määttä, associate professor at the University of Helsinki (Finland);

Lecturer Dr. Callum Walker, lecturer University of Leeds (United Kingdom);

Lecturer Andrejus Račkovskis, lecturer Vilnius Business College - University of Applied Sciences (Lithuania);

Ms Jurgita Mikutytė, Assistant to the Ambassador of the Republic of Lithuania in Germany (Lithuania);

Ms Renata Rachmanovaitė, doctoral student of the Joint Doctoral Program in History at Klaipeda 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

Mykolas Romeris University (often referred to in this report as MRU) was founded in 2004, but derives its origins through a series of precedent universities, the first of which was the Lithuanian Police Academy, founded in 1990. Presently it offers degree study programmes in all three cycles to approximately 7500 students, and employs roughly 650 academics and administrators. (SER, 4) The institution is organised in four faculties: the Faculty of Human and Social Studies; the Law School; the Faculty of Public Governance and Business; and the Public Security Academy. The University is governed by the University Council, the University Senate, and the Rector (MRU Statute, Article 17).

The study programme herein assessed is the 1st cycle programme in ‘Translation and Editing.’ It is a 3.5 year, 210 ECTS programme leading to the conferral of the degree ‘Bachelor of Humanities.’ It was first accredited by SKVC in 2012, and was also accredited by the German EVALAG Evaluationsagentur in 2015, for six years.

The programme aims broadly to build linguistic competence in the English and Lithuanian languages, with the expectation that most programme graduates will be employed either as translators (freelance, employed in translation bureaux, or employed as translators in companies), or as workers in companies or institutions where linguistic skills—and translation ability—provide added value to job positions that may not be primarily translation-based. For this reason, the programme is structured to emphasise practical applications of translations and language skill building.

Although the two main languages engaged in this programme are English and Lithuanian, there is an additional component of the ‘second foreign language,’ which allows students to choose one of six additional languages for study: Chinese, French, German, Korean, Norwegian, or Spanish. The 36 ECTS credits available through this additional language offering thus represent six semesters of ‘second foreign language’ study, which should build sufficient linguistic and cultural knowledge to accentuate the skills profile and employability of programme graduates; and, be it noted, it no less importantly serves to gratify student curiosity about other languages and cultures.

The second distinctive design feature of this programme is the inclusion of a focus upon editing. The programme is intended to emphasise practical challenges and tasks involving the editing of texts, particularly as encountered by translators. This programme element is not, therefore, strictly intended to produce editors in the strict journalistic sense, but rather to augment the technical capability and sophistication with which translators approach, and generate, texts.

The student's degree curriculum concludes with the design, research, writing, and defense of a final thesis, which is evaluated by a commission consisting of both internal and external participants.

The programme structure is such that successful graduates should be able either to enter the workforce immediately—with the needed skills or learning habits to justify employment—or to pursue additional study in a 2nd cycle programme in translation studies, or perhaps other philological fields.

The importance of the programme, to the University and to society, lies in the growing necessity for culturally sensitive, linguistically capable, individuals. Businesses, cultural organisations, and social advocacy groups increasingly find themselves needing multilingual employees or volunteers. Additionally, the relatively small linguistic profile of the Lithuanian language worldwide makes it desirable to have a competent body of individuals capable of translation between Lithuanian and (primarily) English, as well as with other European or Asian languages (particularly Chinese and Korean, both languages with an ever-expanding cultural and commercial footprint).

II. GENERAL ASSESSMENT

Translation study field and first cycle at **Mykolas Romeris University** is given **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

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

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

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

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

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

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

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

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

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

(1) Factual situation

The study programme ‘Translation and Editing,’ offered by Mykolas Romeris University, is designed to be a 210 ECTS, 3.5 year undergraduate course of study resulting, for successful graduates, in the title Bachelor of Humanities.

The primary orientation of the programme is to produce employment-ready translators who possess a solid command of both English and Lithuanian, as well as high communicative capability in a ‘second foreign language.’ The main emphasis of these potential translators’ experience will be in texts relating to the humanities and social sciences (SER, Annex 1). The University’s representatives clarified during the team’s site visit, however, that the study programme work is considerably more diverse than these two main fields, and that graduates will have had experience of a wide body of different texts to translate.

The main employment profiles anticipated for graduates are: translators–working for themselves, in translation bureaux, or in corporations; publishers, or working for publishers (physical or digital media); and workers in governmental, non-governmental, and cultural institutions where diverse language skills are necessary (SER, Annex 1). It might additionally be presumed, for example, that programme graduates might also enter other linguistically-inclined professions, such as writing, poetry, or editorial work, despite the lack of specific emphases on creative writing or journalism. Graduate employability and labour market suitability are monitored by a Career Management Information System (a component of Kajera.lt), as well as the University’s own MRU Career Centre (SER, 25).

The team notes that the overall structure of the study programme seems well designed and realistically calibrated to produce the intended learning outcomes. There is a strong English component, with multiple courses in building language skills, as well as addressing allied phenomena (such as cultural studies, either through analysis of Anglophone literary texts, or through culture-based courses such as ‘UK and USA Country Studies’). Additionally, the ‘second foreign language’ offering is an important attribute of the study programme—one which was praised by multiple students during the team’s site visit discussions—which offers the student (potentially) 36 ECTS credits of instruction in her choice among: Chinese, French, German, Korean, Norwegian, and Spanish. This is laudably extensive and, whilst it will not produce fluency in this third language, should provide a strong foundation for future language study and cultural diversification.

Indeed, the study programme ‘Translation and Editing’ appears admirably conceived and appropriately structured, with perhaps more emphasis on translation than on editing. This is not intended as a criticism, but is rather the observation of an imbalance. The University itself

notes that this study programme is 'distinctive among other translation programmes in Lithuania since it emphasises editing as the key part of the curriculum' (SER, 5), but of the mandatory courses on the curriculum, only three ('Editing of Translated Texts,' 'Editing Practise'—both in the third year—and Qualification Translation and Editing Practice—fourth year—amounting to a total of 21 ECTS credits) are clearly devoted to editing. When queried about this by the team, the programme representatives noted that principles of editing, and practical editing assignments, are liberally embedded in the curriculum's other courses. The team accepts this, as it would indeed be a useful way of engaging both the fields of translation and editing. Yet the team cannot forbear to note that a student who wanted to become an editor might well conclude her studies having taken 36 ECTS credits from courses devoted to (say) Korean, and only 21 from courses devoted to editing—a field that the University itself considers 'the key part' of this study programme.

The general appropriateness of the graduate profile seems to be shaped by the high labour market employability of MRU graduates (discussed later in this report), and in particular by close cooperation between the study programme academic staff and employers/social partners, the latter group of whom affirmed that they are consulted about the curriculum, host interns from the programme, and participate in thesis defence commissions.

(2) Expert judgement/indicator analysis

The study programme addresses the very real cultural and economic need of Lithuania to produce translation-capable individuals, particularly those with excellent English. The study programme 'Translation and Editing' does that, with the added benefit of including the 'second foreign language' provision, allowing a student to develop her or his third language for purposes of professional development or intellectual gratification.

The team assesses that the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market is adequate.

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

The Statute of Mykolas Romeris University notes that, among the educative goals of the institution, a high importance is placed upon developing 'a thoroughly educated, ethically responsible, creative and entrepreneurial person' who contributes to developing 'a society receptive to education, sciences, arts and culture' (MRU Statute, 2012, Article 11, subsections 1 & 4). The intentions and outcomes of the Translation and Editing programme are consistent with these aims. The emphasis on languages, translation, and cultural study is designed to bridge cultures and to promote international and intercultural communication. The provision of 'second foreign language' instruction accentuates these communicative characteristics, particularly with the distant cultures of China and South Korea. In the context of social mission and international communication, however, it may be worth considering that the curriculum offers few formal opportunities to deepen even native-level knowledge of Lithuanian language and culture. The University Statute notes that 'priority for Lithuanian studies' is of institutional importance (MRU Statute, Article 13, subsection 3). Of course, numerous courses are delivered in Lithuanian, for purposes of instruction. Yet given that translation is an art requiring constant enhancement of both one's second language and one's first language, an additional elective course for refining one's native Lithuanian, or examining

challenging areas of Lithuanian culture or history, might be worthy of inclusion in the curriculum for those students who identify inadequacy in their use of their native tongue or in their cultural awareness.

The international mobility of staff and, particularly, of students, is an area that should be an object of attention. Indeed, it is so identified in the SER, where 'outgoing international mobility of students' is identified as an 'Area for Improvement' (SER, 22). The team agrees with this, to a partial extent. Mobility is one of the most advantageous elements of contemporary European higher education, and staff and students almost invariably benefit from such programmes. Yet the team also recognizes that the Lithuanian language element of the Translation and Editing study programme makes incoming mobility difficult for non-Lithuanian students, and may not permit Lithuanian students to go abroad and find courses relevant to a specialisation in English-Lithuanian translation. The team therefore notes, without criticism and purely for the diversification of student experience, that it encourages the programme managers and instructors to seek ways to improve incoming and outgoing mobility, particularly for students, but also to seek to increase incoming mobility for academic staff.

It may also perhaps be observed that the teaching staff appears to have collegial relations with academics in numerous foreign countries. As the teaching staff confirmed in discussion, there is growing comfort among both the students and academics with online and hybrid teaching methods. It might therefore be worth encouraging the Translation and Editing teachers to utilise their international colleagues for online guest lectures several times per semester, thereby enacting a form of virtual mobility for students who cannot go abroad (because of cost, family obligations, or health precautions).

(2) Expert judgement/indicator analysis

This study programme is well designed to produce high-level competence in Lithuanian and English translation, and seems appropriately structured to do that. The team is slightly concerned, as noted above, that there appear to be few curricular areas by which to improve or refine the students' native Lithuanian, as Lithuanian language skills seem largely to be presumed of students.

The team assesses that the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI is adequate.

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

(1) Factual situation

The Translation and Editing study programme is in compliance with the legal requirements of Lithuania, as the team understands those requirements.

The programme is consistent with level 6 (bachelor) of the Lithuanian Qualifications Framework. The programme appears to meet all relevant criteria regarding autonomy, complexity, and variability; and it is comparable with reasonably similar programmes in the European Union and North America.

The team therefore affirms that, to the best of our understanding, this study programme is legally compliant; and the team additionally affirms that we are unaware of any breach of legal compliance.

(2) Expert judgement/indicator analysis

The team assesses that the study programme meets all the necessary legal requirements, as the team understands 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

In the Translation and Editing study programme, the teaching and learning methods seem largely to be appropriate to the level of instruction, complexity of the assignment, and difficulty of the skills being built or tested. These may be observed in exhaustive detail in the 540 pages of SER Appendix 3, where the classroom activities, assessment methodologies, and learning outcomes for every course on the curriculum are detailed.

This report repeatedly documents that there is an admirable and appropriate variety of activities and assessment methodologies throughout the curriculum. It would be futile to address even a representative proportion of them individually here, but in general terms the learning outcomes are clearly defined; there is a reasonable balance between theoretical and practical knowledge; and the teaching and assessment methodologies cohere with the intended learning outcomes. It was, however, noted by students and alumni that there is a strong inclination towards literary texts as subjects for translation, which might be an area of material selection worth diversifying. The team notes with approbation the participation of alumni and social partners in thesis evaluation processes.

The team also notes that, while informed that the editing component of the study programme is embedded in activities throughout the curriculum, the team was unable to verify this practically. This comment should not be misunderstood: throughout the programme there is evident thought and manifest deliberation in making the teaching and learning methods congruent with the intended learning outcomes. Yet the team again notes the apparent slight imbalance between the strong emphasis on translation, and the slightly lesser emphasis on editing.

It is also observed later in this report that translation technologies are potentially underutilised in achieving certain learning outcomes (see 3.4.1 [2]).

(2) Expert judgement/indicator analysis

This study programme is a well-designed and effectively structured programme, aiming to build multiple skills in the students as they progress through the curriculum. The learning outcomes seem appropriate with the level of study and intended graduate profile. In terms of producing translators, the study programme appears estimable and effective.

In practice, the team notes that there is still perhaps room for improvement in addressing the refinement of the Lithuanian language skills of the students; and to incorporate more formal engagement of editing theories, exercises, and skills.

The team assesses that the compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes is adequate.

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 curriculum of the Translation and Editing programme is separable into three components: general University subjects; study field subjects; and elective subjects. The general University subjects—such as ‘Philosophy’—appear primarily intended to be broad introductory courses, accessible to students with different interests. They seem designed more to build transferrable skills and intellectual depth than in teaching subject specific knowledge for specialists.

The majority of credits accrued through the study programme come from the (mandatory) study field subjects, and the self-selected elective subjects. In the Translation and Editing programme, this means in practice that most semesters have five subjects, of which four are programme specific and mandatory, and one (the ‘second foreign language’) is elective. It would perhaps be clarifying to exemplify this structure. In the third semester, students of this study programme would be required to take the four courses ‘Translation Technologies,’ ‘English for Specific Purposes and Translation (Humanities),’ ‘Discourse Analysis,’ and ‘Basics of Literary Analysis’ (6 ECTS credits each, totaling 24). This hypothetical student would then obtain the remaining 6 ECTS credits of the term from her choice of the foreign languages available as ‘second foreign language’ offerings; in reality, there is likely little real choice in this language selection after a ‘second foreign language’ is chosen in the first semester, as it would be counterproductive to switch languages in, say, semester three.

As has been noted previously in this report, there is a good general alignment among the courses being offered, the teaching methods, and intended learning outcomes. Courses early in the curriculum are clearly more basic than courses later in the curriculum, which involve more complexity and specialisation. The final thesis requires an appropriate amount of student research autonomy, without requiring the substantial intellectual independence expected of a 2nd Cycle researcher. The breadth and scope of the curriculum are appropriate to the field, and are suitable to a 1st Cycle degree.

(2) Expert judgement/indicator analysis

This study programme is appropriate for the degree-level, the learning outcomes, and the expected graduate profile. It seems to build admirable English language competence, includes the ‘second foreign language’ option, and includes numerous opportunities to develop and analyse translation skills. As noted previously, however, the team believes that editing may be more prominently addressed in the programme, and that opportunities to refine Lithuanian language skills would be beneficial.

The team assesses that the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students is adequate.

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

Personalization of studies may be something of a drawback of this programme, although this observation must be understood in context. The incoming first-year student has an impressive variety of significant choices to make: the selection of the study programme itself is paramount, but she also then must choose her desired 'second foreign language,' which will occupy almost one fifth of her academic time.

Those choices having been made, however, the team doubts how much additional choice or personalization there may be. Of course, the choice of location for an internship is certainly one element of later personalization. The selection of the thesis topic too is an act of personalization. Yet whilst the courses in the curriculum appear well-designed and appropriate, they are also overwhelmingly mandatory. The team understands that the one variable in the course selection is the 'second foreign language,' but changing languages after a year would not be an advisable path for anyone who was not absolutely lost in her first choice of 'second foreign language.' Thus, somewhat paradoxically, one of the great assets of the programme—the 'second foreign language'—in a certain sense diminishes the element of personalization, once that selection of a 'second foreign language' has been made.

It may be worth the consideration of the programme managers and instructors to offer one non-foreign-language elective offering per semester, for students who may not desire a 'second foreign language,' or who find themselves sufficiently challenged by Lithuanian and English alone.

(2) Expert judgement/indicator analysis

The main elements of personalization in this study programme are significant elements indeed: the selection of the study programme itself, the choice of the 'second foreign language,' and the determination of the final thesis topic. All of this is appropriate and valuable. Yet, as noted above, the team feels that additional non-language 'elective' offerings would be of benefit to those students who are struggling with—or simply do not want—a 'second foreign language.'

The team assesses that opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes is adequate.

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

(1) Factual situation

The process by which students prepare their final theses is regulated by the MRU 'Procedure for the Assessment of Learning Outcomes at MRU' (SER, 9). The general system is consistent with common practises throughout the European Union and North America for bachelor's theses: the student consults with her instructors, identifies a topic of interest, and proposes it to the Study Programme Committee; if approved by the SPC, a subject-relevant supervisor is appointed and the student begins her work according to a plan agreed between the student and supervisor; when the work is finished, and plagiarism has not been detected, a commission is established for examining the thesis, usually led by an external professor or social partner; and the commission determines a final mark based upon both thesis quality and strength of defence.

The team had the opportunity to read ten representative theses, ranging in length from 44 to 62 pages. None of the comments in this report should be considered to be an academic judgement on any of those individual theses; they were provided, and read, as illustrative examples only.

The team commends the study programme on having an established and well-understood process for the students and supervisors to follow. Secondly, the team also welcomes the inclusion of external professors and social partners in the thesis evaluation commissions, which provides excellent opportunities for the defending student to obtain fresh views on her work.

If the team has any reservations about the thesis process, they would be these two: 1) all theses seem to be written in English. It is unclear whether or not this is a rigid requirement, but the team feels that flexibility in the language of the thesis would be advisable, given the strong involvement of Lithuanian language elements in theses about translation; and 2) the team identified no theses primarily about editing, or the technical problems faced by editors. This again is not intended as a criticism, but renews the team's observation that 'the key part' of the study programme is, in practical terms, somewhat subsidiary to translation.

(2) Expert judgement/indicator analysis

The final thesis process for this study programme is appropriate for the level of the study and the research capability expected. It also represents an important element of student personalisation within the programme. The involvement of external stakeholders in this process also introduces a valuable, outside perspective to the academic evaluation.

As noted above, the team would encourage more theses involving—or examining—problems of editing; and would support the possibility for students to write their final theses in Lithuanian, when appropriate.

The team assesses that the compliance of final theses with the field and cycle requirements is adequate.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The 'second foreign language' offering is a significant advantage to the curriculum, and should build skills that will prove useful after graduation.
2. There is a strong commitment to building English language skills, as is evident in the curriculum, and was demonstrated during the team's conversation with the students.
3. The final thesis process is well-understood, and allows students both to personalise their studies, as well as to demonstrate their research capabilities.

(2) Weaknesses:

1. Editing seems underrepresented, when compared to Translation.
2. There seems to be little formal opportunity to refine or improve one's native Lithuanian language in this curriculum.
3. A diversification of materials selected for translation exercises may be productive.

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

From 2018 to 2020, the instructors and researchers at the Institute of Humanities published 103 research articles, 16 of which are indexed in WoS and Scopus databases. Most publications were related to teaching and learning languages for special purposes, although quite a few articles and book chapters dealt with translation studies topics, such as terminology, pedagogical translation, cross-cultural translation, and literary translation. The majority of the publications were in English, and pedagogical, literary, lexical, and terminological phenomena were particularly well represented. One staff member, Professor Čiužauskaitė, was very active as an editor: she edited 54 publications during the assessment period. In addition, the Institute produced three doctoral dissertations during this period, and two staff members were involved in doctoral studies and two in postdoctoral studies.

The translation study programme also benefits from cooperation with several professional and scholarly associations and other actors in the field of translation studies, including *The Association of Lithuanian Translation Companies*, *The Lithuanian Literary Translators' Association*, various publishing houses, the *Forum of Lithuanian Terminology (FLT)*, EU translators and terminologists, and lawyer-linguists of the EU Court of Justice. This cooperation takes various forms, ranging from training, study visits, seminars, and the development of future cooperation schemes. The forms of academic cooperation include the development of a project on bilingual automatic terminology extraction funded by the Research Council of Lithuania in cooperation with *Vytautas Magnus University*, membership in the *National Consortium on Language Resources and Technologies CLARIN-LT*, and cooperation with European networks of Korean studies. The teaching staff are members of several professional and scholarly associations in the field.

The Faculty is a partner in several COST actions, including *Structuring Discourse in Multilingual Europe* (this action ended in 2018), *European Network for Web-centred Linguistic Data Science*, *Multi3Generation: Multi-task, Multilingual, Multi-modal Language Generation (Multi3Generation)* and *LeadMe* (collection, creation, sharing, and dissemination of innovative technologies and solutions to promote media accessibility). The Institute participates also in the ELEXIS (*European Lexicographic Infrastructure: Opening up dictionaries and lexicographic resources*) project as an observer. Envisioned future research includes strengthening project cooperation related to translator education, machine translation, corpus-driven analysis of terminology, automatic terminology extraction, audio-visual translation, and translation of literary texts. In Autumn 2021, the Institute hosted a virtual international webinar on *Translated Narratives of Western and Eastern Cultures*, and a student conference was organised in Spring 2021. Future projects include an international project on the digital ecology of translation in Europe. The research activities are supported by funds allocated by the project and Research Promotion Fund of the University.

(2) Expert judgement/indicator analysis

The research involvement of the teaching staff of the programme is solid: most publications are directed toward an international audience and the Institute is involved in several COST actions and other cooperation schemes. The translation studies component of the cooperation schemes could be strengthened. In both publications and projects, a key component of the programme, namely editing, appears to be largely absent. For example, one would expect to see research related to editing and the special features of the (written form of) the Lithuanian language in different genres and text types. In addition, while editing implicitly refers to the translation process, research on such topics is missing.

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

(1) Factual situation

The research conducted by the faculty is clearly linked to the contents of the curriculum. The teachers include their research input in the list of recommended reading for each course, and the texts are typically quoted by the students in their final theses. In translation pedagogy, monolingual and multilingual corpora and other applications of lexicology, such as research on neologisms, constitute a particularly relevant tool of pedagogy and learning. In addition to a strong focus on lexicology and terminology, other linguistic topics, such as syntax, contrastive cognitive linguistics, and discourse analysis are part of the curriculum. Literary studies and digital media are represented in various courses as well. Regarding translation studies topics, in addition to translation technologies, focus is strongly on the linguistic and literary aspects of translation.

The various cooperation schemes are equally beneficial to the studies. For example, the cooperation with EU terminologists and translators is reflected in the topics of term papers and BA theses.

(2) Expert judgement/indicator analysis

The staff's expertise in their various areas of specialisation is adequately reflected in the contents of the studies. As editing is a key component of the programme, the lack of research specifically supporting editing (with the exception of post-editing) and the history, description, and applications of the norms of the students' first language, namely Lithuanian, is somewhat surprising.

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

Regarding student involvement in research, the self-evaluation report strongly emphasises the fact that the students demonstrate their research skills in their term papers and final theses. The BA theses produced during the assessment period cover a wide range of topics, including contrastive analyses of terms and concepts, neologisms, collocations, semantic and grammatical equivalence, culture-specific items, and automatic term extraction. EU and other legal texts, as well as literary texts, are some of the most popular datasets.

A student conference has been organised since 2015. In addition, the students have participated in several practical translation projects, and some students have pursued their career as researchers.

(2) Expert judgement/indicator analysis

Student involvement in projects appears to be minimal and reflects perhaps the fact that most projects are technology-oriented or not directly linked to translation studies per se. This situation is expected to change with future projects specifically focusing on translation studies. Taking into account the specific focus on editing in this programme, one would expect the students to be involved in research related to editing and the special features of the (written) norm of the Lithuanian language in different genres and text types, for example in their BA theses. In addition, while editing implicitly refers to the translation process, research on such topics is missing.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Active research profile.
2. Experience and sustained activity of seeking external funding within the faculty.
3. Solid basis in technological, terminological, linguistic, and contrastive approaches to translation.

(2) Weaknesses:

1. Student involvement in translation studies research could be developed further, and this could be combined by strengthening the translation studies dimension of the publications and research projects.
2. Editing is almost totally absent from research activities, which is quite surprising with regard to the scope of the programme, where editing is a major component. Incorporating editing (not just post-editing) would also imply research on the historical background, current situation, and applications of the norms of the Lithuanian language (in written genres, registers, and text types), as well as research focusing on translation process and perhaps also the sociological aspect of translation work.

3.3. STUDENT ADMISSION AND SUPPORT

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

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

(1) Factual situation

The admission procedure is described on the MRU website in both Lithuanian and English. It is easy to find all the information. The admission of Lithuanian citizens for the first-cycle study programmes is centralised and takes place during the national admission period. The process is conducted by LAMA BPO (Association of Lithuanian Higher Education Institution).

Applicants for state-funded places must pass state 'maturity' exams in Lithuanian language and culture, English, and mathematics. Additional points are available to applicants with distinguished records of external accomplishment, such as participation in olympiads,

significant voluntarism, military service to Lithuania, and other similar achievements or social contributions.

Admissions (measured by signed agreements) to the TESP have declined somewhat during the period under review, but this decline appears explicable. The study programme signed contracts with 20 students in 2018, 20 students in 2019, but only 10 in 2020. (SER, p. 18) The team does not, however, regard this slight dip with undue alarm. The interest in the programme remains relatively high (of first priority applicants: 22-2018; 17-2019; 15-2020), and the COVID pandemic depressed academic applications throughout the world. Indeed, the data suggest that the main 'loss' of students arises from declining numbers of students accepting—or being financially able to accept—'non-state funded places' (17-2018; 13-2019; 3-2020: SER, p. 18). This suggests that, when possible, it would benefit study programme management to identify ways in which to assist students who would like to follow the curriculum, but who cannot themselves cover the costs of a non-state funded position.

(2) Expert judgement/indicator analysis

The website of MRU is very informative and accessible. The admission procedures are transparent and well-grounded. The number of signed agreements to state funded places has increased, but the number of students admitted to non-state funded places has visibly decreased. The decline in the number of admissions in 2020 may possibly be related to the fact that the total number of students in Lithuania's general education and higher education schools dropped (the data provided by LAMA BPO). More efforts could be taken to market the study programme to attract more students in the future.

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 18 that 'MRU recognizes learning achievements acquired in the non-formal adult education system after their assessment, regulated by the Order of the Ministry of Education and Science of the Republic of Lithuania;' the Study Procedure of MRU, and the Procedure of MRU for the Recognition of Study Credits. There are therefore complementary and overlapping institutional mechanisms by which to assess, recognise, and credit informal or non-traditional learning achievements of applicant students.

Academic credits obtained in a foreign university—either through enrolled study, or through a mobility exchange determined by the terms of a learning agreement—are recognised on an individual basis, but through well-established institutional MRU policies and procedures.

Rather unfortunately, as reported in the SER, 'In the study field of Translation there were no applications submitted with request[s] to recognise foreign qualification or prior/other learning' (SER, p. 18-19).

(2) Expert judgement/indicator analysis

The procedure for recognition is via the MRU procedures as approved by the Senate. This is done on an individual basis to ensure their prior qualifications are consistent with the aims, and outcomes of training at MRU.

It is commendable that procedures for recognition exist: but they should be better promoted and publicised, with the aim of making the recognition of non-formal and (or) informal learning of qualifications more accessible and transparent to the potential students.

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

(1) Factual situation

MRU students can freely participate in the Erasmus + mobility programme, and in other international exchange programmes. There are also international mobility opportunities available to students via the provisions of projects in which MRU participates (e.g. NordPlus). Information about mobility opportunities is distributed in multiple fora—direct suggestions by instructors; posters and other public notices; the MRU website; direct emails; social media postings and notifications; and informative presentations by representatives of the International Office.

Unfortunately, during the period of this review, no external students took the opportunity to participate full-time as incoming mobility students for this study programme. The team accepts the determination by the study programme managers that this lack of incoming mobility may lie in the particular focus of the programme on English and Lithuanian translating and editing, and few external students would possess the requisite Lithuanian ability to participate effectively.

Incoming mobility students in other study programmes do, however, sometimes select TESP courses delivered in English: in AY 2020/2021, 6 Erasmus + students took such courses (SER, p. 19)

Outgoing mobility from this study programme is also relatively low: 2021 saw 5 TESP students go on Erasmus + mobility programmes (SER, p. 19). The reasons for these depressed numbers seem strikingly similar to those impacting incoming mobility: difficulty of calibrating different curricula regarding translation and editing; the logistical problem of incorporating Lithuanian language coursework into programmes at universities outside Lithuania; the financial difficulties of living abroad for as long as an academic term; and, of recent significance, the diminished possibility and reduced allure of international travel during the COVID pandemic.

(2) Expert judgement/indicator analysis

Given the high value placed on international mobility by universities throughout the European Higher Education Area, the low numbers of both incoming and outgoing mobility students for this study programme is lamentable. Yet this does not appear to be the fault of MRU, or of the programme structure: a series of complications—financial and linguistic—make both incoming and outgoing mobility challenging.

Nevertheless, without imputing any blame to MRU, the study programme management, or the programme staff, the team gently urges MRU at all levels to seek ways to promote and increase student participation in mobility exchanges.

There is an encouraging development. As reported in the SER, 'At the institutional level MRU is currently developing an Internationalisation Action Plan to strengthen the international/intercultural dimension of all fields of study at the University' (SER, p. 19).

Maybe this can expand student mobility but, if not, the Faculty is strongly encouraged to find another way to promote mobility and assist students to take that opportunity.

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

MRU has multiple services and bodies for assisting students with problems they may be experiencing, be they academic, social, financial, or psychological. Most of these services appear to be central and not programme-specific; it is almost universal that such counselling services or other pastoral support systems are institutional.

During the team's visit students affirmed that help, if it is necessary for them, is freely accessible.

Sporting facilities are available for those who wish to exercise alone or play a sport; and social clubs exist for enthusiasts (i.e. dancing, singing, acting, etc.).

Several different forms of scholarship exist at MRU. Merit-based (or 'Incentive') scholarships are awarded based upon academic performance. In regard to this specific study programme, the SER notes that 'the best performing students of TESP were awarded incentive scholarships for outstanding study results: in 2018/2019 - 2 scholarships, in 2019-2020 - 3 scholarships, in 2020-2021 - 1 scholarship' (SER, p.21).

Need-based (or 'Social') scholarships are available for students in financial difficulties, those experiencing the death of a close relative, those who have experienced a significant misfortune (e.g., a house fire), and other similar adversity. In regard to this specific study programme, the SER notes that 'social scholarships awarded to TESP students: in 2017-2018 academic year - 3 scholarships, in 2018-2019 academic year - 1 scholarship, in 2019-2020 academic year - 3 scholarships, in 2020-2021 - 1 scholarship' (SER, p. 21).

It is also within the authority of the Rector to reduce or waive the tuition of a student, on an individual basis, should exceptional circumstances compel and justify that decision.

(2) Expert judgement/indicator analysis

The support for students' academic, mental and physical health is multi-layered and appears effective. The SER asserts that 'there is a constant and close cooperation between students and teachers ensuring academic support' (SER, p. 19), and the team has no cause to doubt that assertion. During the visit of the team, students said that they also felt very well supported by the teaching staff. Several scholarship opportunities are available to students.

3.3.5 Evaluation of the sufficiency of study information and student counselling

(1) Factual situation

New students participate in an introductory orientation week, which introduces them to the University, their study programme, and various institutional resources.

In general terms, relevant study information is available from teaching staff and programme administrators, as well as on the MRU website. Career and employment advice is also widely available from different perspectives, although the main MRU body tasked with the provision of employment assistance is the Career Centre of MRU.

The main burden of advising and assisting students falls, quite rightly, on the study programme instructors and administrators. They appear to fulfil this obligation capably. Individual instructors provide information about their own courses and the programme in general, and the administrators provide practical advice and assistance.

It is the impression of the team that the students are satisfied with the sufficiency of study information and student counselling provided.

(2) Expert judgement/indicator analysis

The University provides an adequate level of information for students. The MRU 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. Transparent and clear students admission procedures.
2. The MRU website is very informative and easily accessible.
3. The support for students' academic, mental and physical health needs are well served for students.

(2) Weaknesses:

1. The number of students going on an Erasmus+ studies abroad is comparatively low.
2. The number of students admitted to non-state funded places has visibly decreased.

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 design of the study programme is strongly centred around individual responsibility for learning outcomes on the part of the student, with subjects/ modules encouraging strong critical thinking and metacognition skills, in addition to student autonomy. Group sizes are small and students are offered extensive opportunities to collaborate and to seek guidance from lecturers and peers via the VLE and other digital systems.

The pedagogical delivery of different subjects/ modules is suitably adapted to the nature of the learning outcomes, with theoretical subjects adopting more lecture-based and seminar-

based analytical and written exercises, while practical translation and editing subjects/modules draw to a degree on technology in the translation and editing process. Internships are also on offer during the programme, which is a significant selling point in a professionally-oriented programme such as this. The internships component was very highly commended by students during the site visit.

Learning outcomes are also monitored via a variety of formative (diagnostic) assessment approaches including portfolios, written assignments, and individual and group projects. Oral assessment methods (e.g. presentations) are also integrated alongside conventional written assessments for summative assessments, showing strong diversity in learning and assessment practices which are suitably adapted to the learning outcomes. Learning outcomes, assessment criteria and study materials in a wide array of modalities are regularly reviewed and updated and made accessible to students via the VLE.

Study progress is monitored to reduce dropout rates, which, while generally decreasing in recent years, are still relatively high as a proportion of the small cohort size (36.8% in 2018, 20% in 2019, and 25% in 2020). Evidently, some of these figures were impacted by the coronavirus pandemic, but in a small study cohort, there is some concern over programme sustainability if this trend is not addressed. It is however clear from the SER that MRU undertakes a number of steps with students considering leaving the study programme to understand the motives and to offer various forms of support in the form of an individual study plan.

Discussions with student representatives during the study visit highlighted the fact that students are pleased with the programme and felt that it satisfied or – in some cases – exceeded their expectations. There were however some areas where students identified specific areas for improvement. In particular, students suggested that more translation technology classes are needed, as the current time dedicated to CAT tools, in particular, was insufficient to truly master them for work in the industry. It was not clear whether such feedback had been shared with the programme management. If so, this suggests that a response had not been provided to students; if not, it would indicate that feedback mechanisms are not adequately capturing the full extent of suggestions from students to improve or change the programme.

(2) Expert judgement/indicator analysis

This is a programme that offers an innovative study component ('editing') in comparison with similar programmes at other Lithuanian universities. Having identified this gap in the market, the design of the programme is, on the whole, well thought out and seems to offer far-reaching opportunities for students to explore multiple facets of the translation and editing profession, alongside opportunities to study foreign languages. The SER and site visit both highlighted a strong commitment to fostering independent, critically-minded students who are capable of entering the job market after graduation. It was apparent, however, from the site visit in particular that translation technology is not harnessed to the fullest possible degree in terms of helping students to achieve intended learning outcomes, and this opinion was widely reported among student representatives during the site visit. Given the professional orientation of the programme, and given the fairly unanimous reporting of this shortcoming, it suggests that feedback mechanisms do not adequately collect opinions from students (and alumni) to feed into the redesign of the study programme. It would be advisable to collect more targeted feedback among current and former students on the unique selling points of this programme in particular – translation, editing and the related area of translation

technology – to ensure that the programme is delivering on students’ needs and adequately preparing them to achieve intended learning outcomes and secure gainful employment in the translation and editing industry in future.

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

(1) Factual situation

The facilities at MRU are well adapted to people with mobility and visual impairments and incorporate various aids to support movement around buildings and between floors, as well as to support working at adapted workstations. Specialist toilets with more space are available on every floor, and during the planning of timetables each semester, classes are scheduled such that disabled students remain close to the lifts and tend to stay in a similar area of the building, to reduce the need to move around as much.

The library has specialist software to support visual and motor impairments (e.g. screen magnifiers, text-to-speech software, adapted keyboards and mice, braille display) and the VLE offers various forms of support such as high-contrast text and text magnifiers. Students complete questionnaires to determine their specific needs, and, based on this assessment, appropriate support is provided in terms of facilities and/or equipment. During the site visit it was also noted that there are plans underway to adapt first floor rooms for students with mobility problems.

Various forms of support for socially vulnerable groups of students are also available according to the students’ needs (e.g. study counselling, remote access, distance learning). Financial support is also available to certain groups in the form of social scholarships and tuition fee reductions. State support for such students is also available.

(2) Expert judgement/indicator analysis

MRU invests significant resources in catering for the needs of students with special needs, and this is evident from the large amount of financial investment in facilities and equipment. It is clear also that the needs of such students rank highly among the university’s priorities, as shown by its dedication to the timetabling of classes to minimise movement around university buildings. The financial support on offer is also very encouraging to see.

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

From a learning perspective, feedback is provided throughout the learning process to measure students’ knowledge and skills and identify strengths and weaknesses. Formative feedback is provided with the aim of bolstering students’ knowledge of their strengths and weaknesses, while also motivating students to take a more direct personal interest in their own success.

Discussions with the teaching staff and students during the site visit confirmed that feedback is offered extensively throughout the programme, but there was little information in the SER or during the site visits on the different forms that this might take.

(2) Expert judgement/indicator analysis

Overall, student feedback during the site visit suggested that there were no issues in terms of timely feedback being provided to students during the programme with a view to monitoring their own progress on the various subjects/ modules studied. However, the SER was rather sparse on details in this regard, especially in terms of the various forms in which feedback might be given. Evidently, there are no serious problems in this regard or it would be expected that students (and alumni) would have commented on this during the site visit. Nevertheless, some thought should be given to providing feedback in different formats to further promote self-assessment. For instance, the use of informal methods such as blogs and discussion boards allow for diagnostic feedback to be given on smaller, more regular discovery tasks; written annotations and narrative feedback on written assignments (e.g. translations or edits on a translation) are a traditional approach used on programmes such as this and are already probably widely used by teaching staff; group feedback in the form of a presentation to students (e.g. for a group project) can provide an alternative to individual feedback and prompt greater self-reflection among the students in the group; and peer-feedback has certain advantages in terms of encouraging students to reflect on mark criteria and how to be critical of others' work in a constructive and professional manner (a skill which is of course highly useful in the translation industry).

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

(1) Factual situation

MRU uses the karjera.lt career management information system to monitor graduate career paths. Data are collected on graduates' employability at 6 months and 3 years after graduation, alongside questionnaires sent at 6 months, 12 months and 3 years after graduation, covering employability, satisfaction with the study programme, and impact on employability. These approaches are however plagued by poor response rates, leading to other initiatives to track graduates' careers on a local level (e.g. e-mail communication, social media, meetings at alumni events, etc.). Employability rates for the university as a whole are however good, with MRU graduates ranked first among Lithuanian HEIs in 2018 for employability 6 months after graduation (77.6%, dropping to 73.1% in 2019).

Employment data in the SER show that graduates go on to work in translation agencies and as freelance translators, as well as undertaking work in international and national companies, schools, universities and colleagues (often in communications-related areas). MRU is ranked second in Lithuania for graduate salaries 12 months after graduation from the Translation and Editing programme (SER p. 26), demonstrating the strong employability of MRU Translation and Editing graduates. The quoted post-graduation survey also highlights favourable responses in terms of the programme preparing graduates for the job market and organisation of the training.

The SER also reports (p. 23) that on completion of the first-cycle Translation and Editing programme, graduates are well prepared to continue their studies on second-cycle MA programmes elsewhere in Lithuania and abroad. In 2020, for instance, out of 7 graduates

surveyed, 6 continued on to second-cycle study in Lithuania and 1 student pursued second-cycle study abroad.

Site visit meetings with alumni and social partners revealed that the programme set up graduates well for employment in the labour market, and there appear to be strong links between employers, social partners and the university in terms of recruiting graduates and engaging in collaboration between the profession and the university to promote employability and career knowledge. The meeting also highlighted interactions between publishers and students, with a number of students being credited for their translations of published books, and the unique nature of the editing component of the programme was highlighted on numerous occasions during meetings with students, alumni, social partners and employers.

(2) Expert judgement/indicator analysis

While data on the employability of MRU graduates from the Translation and Editing programme is patchy, from the information provided in the SER and conversations with alumni and employers during the site visit, it is clear that this programme provides a unique pedagogical offering through the integration of editing into the programme. The course design seems to equip students with diverse skills in translation and editing involving the various languages covered on the programme, and it is evident that the teaching staff and programme management are taking positive strides to promote the employability of their graduates as much as possible. Enhanced graduate career tracking, using a more systematic approach to alumni relations (i.e. not reliant on e-mails, social media, etc.), would be beneficial to have a more direct insight into employability on the back of this programme, and more systematic collection of data on the specific skills that have been beneficial in careers and areas that were found to be lacking would then help to feed back into course design to ensure that graduates leave the programme with a set of skills that adequately meets industry requirements. As noted in Section 3.4.1, this may, in future, include incorporating a stronger focus on translation and editing technology on the programme to address some of the comments made by students during the site visit about this aspect of the programme.

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

(1) Factual situation

The SER stresses the emphasis on academic integrity, which is enshrined in a Code of Academic Ethics (adopted in 2015). This document sets out the university's position on not tolerating academic dishonesty of any form. Students who are found to violate these principles regarding academic dishonesty are expelled from MRU and barred from re-enrolment for up to five years. Students have access to information and training on academic integrity. The teaching staff have access to plagiarism software via the VLE and were directly involved in trialling software to detect plagiarism. Students are informed of these systems and made aware of how they operate.

Only one case of academic dishonesty was reported in the SER over the last 3 years (p. 27) in relation to cheating during an examination; a severe reprimand was issued to the student.

MRU also has a study and research policy which protects against discrimination and promotes gender equality.

The SER also provides details on a number of initiatives undertaken at MRU including a congress on ethics and values in higher education (2010), membership of the International Academic Integrity Centre (2011), and organisation of the International Transparency School, among others. These events, which are strong signals of intent on a national and international level, highlight the commitment of MRU to academic integrity across the various levels of study and research.

(2) Expert judgement/indicator analysis

It was clear from the site visit meeting with teaching staff that a lot of emphasis is placed on trust and that academic integrity is important to the university's ethos. On discussing the case of plagiarism during the site visit, it was evident that this was an unusual case. However, there seemed to be a latitude of mercy between the official university policy on cases of academic dishonesty (namely, expulsion) and the punishment handed down in this particular case (a severe reprimand). We concur that expulsion for a first-time offence may be excessive in many cases, but note that there does appear to be some discrepancy of outcomes between the official policy and the actual outcome in this case. It would therefore be advisable to clarify implementation of this policy and any exclusions to the seemingly blanket expulsion rule. In all other respects, appropriate codes of conduct appear to be in place to protect against discrimination and to ensure fair and equitable conditions for academic work. The international initiatives undertaken by MRU also highlight the university's commitment to being a beacon of academic integrity both nationally and internationally, and should be commended.

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

MRU has a clear set of appeal regulations which allow for appeals on admissions to the university, examination procedures, assessment of results, defence procedures, conferral of degrees, and external assessments. An Appeal Commission reviews the appeal within 15 days of submission (the appeal itself must be submitted within 5 days of the relevant event in most cases) and makes a decision based on verbal testimonies, written work, and other evidence. The SER reports that no appeals had been submitted within the field of Translation Studies.

(2) Expert judgement/indicator analysis

The appeal regulations set out clear rules and are in the public domain, allowing students and other interested parties to review the rules and understand the process with full transparency. It is clear that students (both newly enrolling or looking to enter the university, as well as those at the end of their study programme) have ample opportunities to submit appeals on various grounds and to submit various forms of evidence and testimony in support.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Strong initiatives are on-going and have been undertaken in the past to promote academic integrity within the university and in collaboration with other higher education institutions internationally.

2. The unique 'editing' aspect of the programme was commended highly by students, alumni, social partners, and employers.

(2) Weaknesses:

1. Limited systematic attempts to collect employability data for Translation and Editing graduates, including employer opinions on the quality of graduates leaving the programme and entering the workplace.
2. More could be done to maximise use of translation (and related) technologies and software on the programme, to better prepare students for their future professional employment.

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 MRU requirements. In academic year 2020-2021, there were 22 teachers involved in the implementation of the SP, of whom 16 (73%) hold a scientific degree in the relevant fields, 6 teachers (27%) are native speakers of various foreign languages taught in the SP, and 19 teachers (86%) deliver study field subjects in the study program. The share of the permanent teaching staff is 15 teachers, which accounts for 79% of the teaching staff delivering field subjects in the program under evaluation. 80% of the permanent teaching staff hold a doctoral degree; there are 5 professors, 3 associate professors and 7 lecturers. Two members of the team also hold administrative positions at the Institute of Humanities.

In 2018-2021, the number of the teaching staff involved in the implementation of the SP ranged between 20 and 25 teachers. During the period under evaluation, there were no significant changes in the teaching staff delivering the key course units in the SPs. The changes in the composition of the teaching staff were mainly related to expired employment contracts, changes in the teachers' academic rank or degree, or new contracts signed.

(2) Expert judgement/indicator analysis

The number of the teaching staff is adequate to ensure the learning outcomes, an adequate provision of the programme is not endangered. The student – teaching staff ratio in the evaluated SPs is very favourable for student-centred studies and has changed only insignificantly. Statistically, in the academic year 2020-2021 there were 2.2 students per one member of the teaching staff.

The qualifications of the teaching staff are more than adequate to achieve the learning outcomes; the staff are highly qualified and experienced; most have high academic degrees. The staff expertise was described in the SER and confirmed during the virtual visit. Over the period under evaluation, the permanent teaching staff improved their professional and academic credentials, which is a sign of increasing research capacity and academic development in the field. Recent PhD graduates are also encouraged to enroll in postdoctoral studies to pursue further research in their field.

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

There is broad cooperation with other institutions in Lithuania and abroad, including EU institutions, helping to bridge the gap between theory and practice. The lecturers of the field under evaluation demonstrate personal mobility and also have opportunities to learn from and share experience with experts working at foreign universities. The teaching staff of the SP visit foreign countries either within the framework of Erasmus+ agreements or other programmes, e.g. research projects funded by the Research Council of Lithuania, DAAD funding, etc. In the period under evaluation, the total number of outgoing visits amounted to 103. During the COVID pandemic, the teaching staff and researchers of the Institute have been participating in the online Erasmus+ mobility programme.

The teaching staff of the SP also participate in various activities related to the field of Translation in Lithuania and abroad, for example, seminars on legal English carried out by lawyers-linguists of the EU Court of Justice, conferences and workshops organised by the Association of Translation Bureaus.

(2) Expert judgement/indicator analysis

Despite the pandemic and the workload, the academic staff use mobility opportunities extensively, mainly for research, participation in conferences on translation and interpreting, cooperation and contribution to the international dimension of research activities. Exchange visits in the framework of academic and project-based activities create conditions for the teaching staff to strengthen their competences, follow and participate in the developments in translation research and teaching of literature and ESP, which helps to enrich the teaching of the SP course units to students. However, details provided in Annex 13 do not include the purpose of each outgoing visit, therefore it is not very clear what impact the results of the exchange visits had on the improvement of the competences of the relevant teaching staff and the quality of the SP in question. It is also worth noting that in 2020 the opportunities of *the online Erasmus+ mobility program* were not used to attract more incoming teachers.

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

(1) Factual situation

As it was discussed during the virtual visit, MRU creates conditions for the professional development of the teaching staff necessary for the provision of the SPs. For example, a total of 74 training sessions took place across the University in the spring semester of 2020. The central administration of the University is committed to developing the competences of the teaching staff by providing internal training courses, training sessions organised by the MRU library, as well as encouraging teachers' involvement and use of external opportunities to improve their scientific, pedagogical and professional competences. Relations with international networks, universities and organisations around the world help to achieve this goal. The system of developing teachers' competences also focuses on innovative pedagogical methods, including the improvement of teachers' ICT competences, focused on the improvement of blended learning opportunities, and the implementation of distance learning and assessment in order to create favourable study conditions for students working and living

in other regions. The Distance-work Assistance Group has been created to review the quality of virtual delivery of subjects, make recommendations and provide regular individual consultations. A number of training activities are regularly organised for new members of the teaching staff. Attention to the continuous development of teachers' pedagogical competences is also part of MRU's strategy for 2021-2023.

(2) Expert judgement/indicator analysis

MRU and IOH have created very good conditions for the professional development of the teaching staff necessary for the provision of the programme. The teaching staff are generally involved in research directly related to the study programmes being reviewed. The scope and variety of professional development programmes and training events offered is more than sufficient.

The expert group would like to point out that the SER claims (see point 74 on p. 31) that “MRU pays a lot of attention to the development of teachers’ competences” and “conditions of teacher recruitment tenders have been updated several times, their qualitative and quantitative parameters have increased.” Recruiting teaching staff with higher competences does not necessarily mean that the University itself creates better conditions to improve the competences of the teaching staff.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The teaching staff are continuously improving their professional and academic credentials, which increases the research capacity and academic development in the study field of the study program.
2. The student – teaching staff ratio in the evaluated SPs is very favourable for student-centred studies.
3. Outgoing international mobility of the teaching staff of the study program.
4. There is broad cooperation with other institutions in Lithuania and abroad, including EU institutions, helping to bridge the gap between theory and practice.

(2) Weaknesses:

1. The opportunities of *the online Erasmus+ mobility program* have not been used sufficiently in order to attract more incoming teachers from foreign countries.

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

MRU students and staff currently use more than 1,100 stationary and mobile workstation computers, over 200 printers and scanners. All workstations are connected to a computer network; laptops can be connected to a wireless computer network in almost any MRU building.

All classrooms used for the instruction of the students of the SP have either computers or language/translation laboratory equipment in them. The computerised teacher's workplace consists of a computer, a projector, audio equipment, data transfer and commutating equipment, plus high-definition web cameras and eye-tracking cameras starting from this year.³ dedicated members of technical staff (mobile phone numbers can be found in all rooms) are available for quick problem-solving; there is also a helpdesk where one can report a problem.

Rooms for teaching foreign languages are adequate in size. There are 4 rooms with 64 computerised workplaces for teaching/learning foreign languages. IOH has specific technological tools necessary to train students in translation and editing skills. CAT tools (*Trados* - an older local version and a new cloud-based one) are installed in two specialized classrooms (each with 15 computers). Open access tools (Sketch Engine platform, AntConc software, PDTB annotation) are also used for terminology and discourse analysis studies; these can be accessed from either the university premises or home.

MRU Library is one of the most up-to-date academic libraries in Europe. Most of the library's electronic resources can be accessed through the local area network, and the members of the academic community also have remote access to subscription-based library resources. There are over 600 publications on a variety of topics relevant to the field of Translation studies. The teaching staff and students can also use resources available in the reading rooms at the main MRU library.

Acquisition of electronic sources is a priority to the library. 42 multidisciplinary international and national databases are subscribed to. These can be accessed from outside the University via an Easy Proxy connection. Subject librarians assigned to faculties; librarians are invited to train students in using databases as part of the Academic Writing course. Teachers can consult the Information Resources Acquisition group. Students can suggest purchasing books necessary for their studies or research (teacher's approval needed).

MRU infrastructure is well adapted for people with mobility and visual impairments. In addition to the numerous examples provided in the SER, evidence collected during the virtual visit includes audiobooks for visually impaired students, computer screen reading software, a computer screen magnifier, Moodle high-contrast text and magnifiers, specialized computerized workplaces in the library, and adjustable desks and keyboards that can also be taken to students' homes if necessary. The entrances to the central building and the Science and Innovation Centre are adapted to facilitate the movement of students with limited mobility. There is also an adapted transition between different parts of the central building and toilets for people with special needs. To improve the study environment and adapt to the needs of students with disabilities, a special questionnaire is used to assess their special needs. Based on the indicated needs, a student is provided with a study environment that meets their needs.

(2) Expert judgement/indicator analysis

The scope and number of publications and teaching material are appropriate for studies and research. The resources are constantly updated to reflect the needs of the students and teachers of the SP. Extensive efforts are made to create equal study opportunities for people with special needs.

The provision of CAT tools could be expanded to incorporate more accessible forms of CAT tools, such as MateCat and OmegaT. While basic in some functionalities, these are free to use and allow students to install/use the software on their own computers, as well as offering an

additional outlet for practical training and independent learning. It would also be advisable to contact developers of popular CAT software like memoQ, who offer attractive educational offerings (often at no charge) and also provide licences for students to use on their own computers in addition to computers at the university itself. Diversifying the offering of CAT software (accompanied, ideally, by an increase in time dedicated to CAT tool teaching) would improve students' employability and adaptability in the translation marketplace.

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

(1) Factual situation

Departments responsible for material and information resources take care of their maintenance, collect and analyse quantitative and qualitative information, update and supplement resources and submit annual public procurement plans to the management of MRU with a view to maintaining the quality of studies. A budget is approved for the infrastructure improvement and energy sustainability plan for 2021-2025. In 2021, 18 000 Euro are planned for printed resources and 64 000 Euro for the subscription of databases. MRU is committed to updating ICT equipment and software every 5 years.

The Library expresses the needs for printed books and electronic databases at the beginning of every calendar year. Books published by foreign publishers are selected by the academic staff of the study field, who fill in the form on the Library webpage or email a list of books needed to the Information Resource Acquisition Group. The received orders are gathered and applications for public procurement are formed 2 or 3 times a year.

Starting from 2021, it is planned to differentiate the budget for study materials by faculty/institute and study fields, making the purchase of new materials more flexible and effective.

(2) Expert judgement/indicator analysis

Study and research resources are formed in a targeted way, considering the study fields and programmes, fields of scientific research and the needs of the academic community. The latest scientific literature is acquired regularly, and the most important databases are subscribed to.

The resources are constantly updated to suit the needs of the teachers and students. They are adequate and easily accessible. A dedicated librarian assigned to the faculty is a great asset who provides high quality services to the teaching staff and students.

The SP would benefit from entering into agreements with additional developers of translation software (e.g. memoQ), allowing the programme management to diversify teaching and independent learning opportunities, and better prepare students for the work environment.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Study resources are constantly updated to reflect the needs of the academic community, and the students and teachers of the SP under evaluation.
2. There is consistent management of planning and upgrading resources.
3. MRU infrastructure is well adapted for people with special needs.

(2) Weaknesses:

1. None

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

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

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

(1) Factual situation

Quality Assurance at Mykolas Romeris University is implemented according to the MRU Internal Quality Assurance System of Studies, which coheres with other institutional commitments, such as the affirmation of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, and other governing or institution-level documents. The MRU Statute formally acknowledges the overarching responsibility for maintaining quality in teaching, learning, and research: ‘The University shall have a science and study quality assurance system, approved by the Senate and based on the study quality assurance provisions of the European Space for Higher Education, and the Strategy for the Improvement of the Quality of University Activities, which envisages actions and measures ensuring the quality of science and studies provided by the University’ (MRU Statute, Article 9).

Although these quality assurance authorities are located in central institutional bodies or executive positions—the Senate, the Vice-Rector for Academic Affairs, the Academic Affairs Centre—in implementation they are more practically devolved to study programme management and to the Study Programme Committee. This is likely the most logistically reasonable approach to implementing QA policies, given the need for study programme-specific knowledge for appropriate QA analysis (e.g. a methodological change in a given course will likely be much more clearly understood by an SPC teacher in the field than by, perhaps, a Senate member from a radically different field). The team did not detect any tension between general institutional QA authority and lower, study programme-level analysis and implementation.

Among the general QA responsibilities of the SPC are: the structure, delivery, monitoring, and modification of the study programme; assigning and evaluating subject-competent teaching staff and (generally) overseeing their course delivery; assessing needs for material change, replacement, or improvement based upon pedagogical need; and soliciting and implementing stakeholder advice and suggestions, particularly from the social partners and students. The SER affirms that the SPC meets annually for the formal reviews of larger study programme QA compliance (SER, p. 36), but there are more regular meetings of the SPC at which more granular reports and data may be analysed.

As is common practice throughout the European Higher Education Area, one of the main QA mechanisms utilised by MRU is the student survey. This policy is consistent with the student rights guaranteed in the Statute, specifically Article 111, subsection 4: ‘Students shall have the right to assess the quality of lecturing and material resources of studies.’ (MRU Statute) In practice, this assessment takes the form of satisfaction surveys administered at the end of every term, for each course taken. Both students and instructors verified that these surveys occur, and are considered by both groups to be an important metric for evaluating teaching and study programme effectiveness. This process is also anecdotally augmented by informal, conversational surveys by the instructors of their students (made possible by the relatively small size of the study programme), and additionally by ‘oral satisfaction surveys’ of the

students by the SPC (SER, p.37). All of these are valuable tools for building a responsive, student-centred study programme. The team was unable to determine how—formally—the results of student comments (through questionnaires or discussion) impact the teaching assignments, need for training, and promotional processes for the teaching staff. The team does not imply that such a connection is absent; we merely assert that it remains unclear what professional development training might result from student concerns about (say) old-fashioned teaching methodologies.

(2) Expert judgement/indicator analysis

The QA culture at MRU seems deeply embedded, effectively administered, and run to the general satisfaction of the students, teaching staff, and social partners. The institution's policy commitments are clear and, in regard to this study programme, seem efficiently managed and effectively implemented. The student surveys occur, and appear to be taken seriously by students, academics, and programme management. As noted immediately above, the team could not establish whether formal or informal action is taken in the event of a 'bad' student evaluation, yet the team also heard of no cases where student concerns were dismissed or ignored.

The team therefore finds that the quality assurance and quality maintenance mechanisms are appropriate and meet the requirements of the programmes.

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

(1) Factual situation

The involvement of social partners seems to the team to be a strong point of this study programme.

By institutional design, social partners participate in the study programme in a variety of ways, including curriculum advice, deliberation about skills needed by the labour market, representation on the SPC, hosting of programme interns, and participation in final thesis evaluation commissions. In addition to these formal roles, the teaching staff and social partners independently affirmed that the academic staff maintain close informal contacts with employers and professional organisations of translators (or translation-adjacent fields), thus enabling them to refine their understanding of expected changes in the labour market. The team is therefore convinced that external stakeholders have a genuine—not symbolic—presence in the study programme, and that both students and instructors benefit from this close collaboration.

It is slightly less evident how effectively study programme alumni are re-engaged with the programme after their graduation. Of course, some of the programme alumni fill multiple 'stakeholder' categories, being in turn programme graduates, working translators, and employers of younger graduates. This implies real commitment to the programme and to MRU. Yet it remains the impression of the team that study programme links with graduates are largely personal and informal; and this is laudable. It might, however, be of even greater benefit to the study programme to establish—or to stimulate—a Translation and Editing Alumni group, perhaps associated on social media, to provide advice, suggestions, support, and professional feedback. At present, as noted in the SER, these contacts are confined to the 'informal mode' (SER, p.37).

Student involvement in the SPC, and the distribution and analysis of student surveys, have been noted already; here it need only be noted that the student participation in these QA policies or bodies seems to be regular and established.

(2) Expert judgement/indicator analysis

The involvement of social partners in the design, analysis, and refinement of the Translation and Editing study programme is enthusiastically attested to by both academics and social partners. This connection helps to integrate the students into the 'real world' labour market of their specialisation, whilst allowing employers or other professionals to meet promising students who may soon look to them for work.

As noted above, in particular reference to study programme alumni, there is perhaps room for improvement in these relationships by determining and agreeing more formal ties and mutually defined targets for interaction. There should be no misunderstanding: good relations and practical engagements exist that incorporate social partners and employers to the study programme; yet the effectiveness of these ties might be magnified if transformed from the 'informal mode' towards several formally agreed collaborations.

It is therefore the finding of the team that the student and stakeholder involvement is admirably realised and is a strength of the programmes worth both maintaining and deepening.

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

(1) Factual situation

It should perhaps be noted first of all that this study programme does not appear to have a formal publicising presentation on the English version of the MRU website (it is correctly titled on the Lithuanian language version). The team was later informed that this was deliberate, so as not to encourage international applicants into thinking that English skill–without Lithuanian skill–would enable participation in the programme.

In general terms, programme data seems well-monitored, within the expected parameters of confidentiality and student anonymity. Students mentioned being generally satisfied with communication with their instructors on a regular basis, and did not express any reservations about the anonymity or seriousness of the student survey processes. Instructors too seem satisfied with the individual communication methods they have with students, as well as with the survey evaluation process. As noted previously, however, the team could not determine what formal procedures for training or retardation of promotion may be triggered by 'bad' student survey results.

Social partners and employers expressed satisfaction with their engagement in the study programme, noted that they are consulted about the curriculum and the skills it needs to build, and did not articulate any dissatisfaction with the information they are provided for this involvement.

The programme-specific data reported in the SER (such as, for example, the student support data on SER p.21; the continuing studies [MA] data on SER p. 23; or the alumni feedback on SER p. 37) indicate that the Translation and Editing programme management and SPC have

useful, relevant, and precisely quantified information by which to evaluate the efficacy of the study programme.

Because this is an effective and attractive programme, it is the opinion of the team—and was noted in conversation by the stakeholders—that the programme would benefit from more publicity to attract students and to augment the institution's prestige.

(2) Expert judgement/indicator analysis

As noted immediately above, the Translation and Editing study programme appears to generate and analyse data throughout the student lifecycle, and continues to monitor future study and employability. During their undergraduate careers, the students are provided with multiple anonymous and in-person opportunities to reflect upon—or presumably to criticise—the instructors, the programme content, or the material and facilities resources provided by MRU. This information seems to be easily accessible by the relevant instructors, programme managers, SPC, and higher responsible bodies and individuals.

The team would support an augmentation of programme promotion, in order both to showcase the numerous merits of the programme (and presumably drive student recruitment), as well as to bring additional credit to MRU's reputation generally.

The team therefore finds that the collection, use, and publication of information on studies meets expected standards, and is appropriate to the study programmes.

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 this report has repeatedly noted, the student survey mechanism is the primary method by which student opinion is measured and analysed. The surveys are understood by both students and instructors, and it is the assessment of the team that they are an effective means of gauging student perceptions of their programme.

Students and staff also independently verified that informal discussions of assignments, material selection, etc. regularly occur, given the relatively small size of the programme.

There is also student representation on the SPC, allowing a student to comment upon any significant changes being considered in programme delivery, content, or restructuring.

Finally, on an institutional level, there exists the MRUSA, the Mykolas Romeris University Representative Body, which can advocate for students or advance student concerns.

(2) Expert judgement/indicator analysis

The team finds that there is ample evidence of regular, well-understood student commentary mechanisms, most notably the student surveys. Other, less formal, mechanisms also exist, such as informal discussions led by instructors on an individual or case-by-case basis. The team believes that sincere good faith efforts are made—both by programme management and teaching staff—to incorporate students into the processes of their programme, and to listen to the feedback the students provide.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Quality Assurance responsibilities and procedures seem well implemented and defined throughout the institutional levels.
2. There is strong and committed stakeholder engagement in the study programme.
3. The student survey process is undertaken regularly and is valued by both students and teachers as an effective feedback tool.

(2) Weaknesses:

1. It is unclear how student survey results—particularly negative results—formally impact teacher assignments, retraining, or other necessary actions to address the student feedback.
2. A special study programme-specific alumni group does not appear to exist; it would be beneficial to form one.

IV. EXAMPLES OF EXCELLENCE

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

If, according to the expert panel, there are no such exceptional characteristics demonstrated by the HEI in this particular study field, this section should be skipped / left empty.

—The ‘second foreign language’ element of this study programme is commendable for multiple reasons. It offers a substantial, curriculum-long commitment to this ‘second foreign language’; it was praised by students; it offers an element of curriculum personalisation; and it offers a broad selection of languages from which to select: notable particularly for the inclusion of Mandarin and Korean.

—The team believes that this study programme is unique in design and structure. Whilst the team advocates an augmentation of the formal elements of ‘editing’ in this study programme, the team also wishes to acknowledge the innovation, appropriateness, and intellectual validity in combining ‘translation’ and ‘editing’ into one comprehensive first cycle programme.

—The study programme benefits greatly from strong, committed, and motivated stakeholder engagement in the study programme.

V. RECOMMENDATIONS*

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ul style="list-style-type: none"> -Increase formal attention given to the 'Editing' elements of the study programme. -Increase opportunities for students to develop and refine their abilities to use Lithuanian for academic purposes.
Links between science (art) and studies	<ul style="list-style-type: none"> -Increase student involvement in research projects involving translation studies research. -Increase the editing elements of research undertaken by both students and academic staff.
Student admission and support	<ul style="list-style-type: none"> -Increase (where practicable) student participation in Erasmus + mobility opportunities. -As far as possible, attempt to assist students seeking non state funded positions in the study programme.
Teaching and learning, student performance and graduate employment	<ul style="list-style-type: none"> -Data on graduate profiles and employment data should be more systematically collected and collated. -More could be done to maximise use of translation (and related) technologies and software on the programme, to better prepare students for their future professional employment.
Teaching staff	<ul style="list-style-type: none"> -Attempt to increase incoming mobility for guest/visiting lecturers (particularly, when possible, native speakers of English).
Learning facilities and resources	<ul style="list-style-type: none"> -Enter into agreements with additional developers of translation software (e.g. memoQ and Memsource), allowing the programme management to diversify teaching and independent learning opportunities, and better prepare students for the work environment.
Study quality management and public information	<ul style="list-style-type: none"> -Clarify how student survey results—particularly negative results—formally impact teacher assignments, retraining, or other necessary actions to address the student feedback. -Create (or stimulate, if existing) a special study programme-specific alumni group.

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

VI. SUMMARY

Main positive and negative quality aspects of each evaluation area of the study field Translation at Mykolas Romeris University:

Mykolas Romeris University has established a market-orientated, thoughtfully-designed programme in ‘Translation and Editing,’ which is a combination both innovative and regionally distinctive. Although this report advocates a greater focus on editing be built into the curriculum, it is evident that this programme as it stands now is effective and engaging for the students.

It is the opinion of the team that an interested and diligent student would obtain an admirable education through this programme as it is presently delivered.

One particularly significant feature of this programme is the ‘second foreign language’ component. This was praised to the team by students and stakeholders alike. It offers linguistically capable students the opportunity to develop their language skills for additional intellectual and professional development, and is of sufficient duration within the curriculum to achieve genuine results.

The institutional commitment to the study programme is evident. The teaching staff are appropriately skilled and specialised, and maintain strong research profiles. There are multiple academic integrity procedures and policies that are appropriate for the international comparability of the programme. There is strong stakeholder support and alumni commitment to the programme. ‘Translation and Editing’ possesses, quite simply, numerous programme strengths.

Several addressable weaknesses exist. The team recommends that more formal and extensive consideration be given to the editing components of the programme. The team also feels that it would be desirable to include opportunities for students to analyse, develop, and refine their use of the Lithuanian language for academic purposes. The team would also approve of an increase in both incoming and outgoing student mobility, although the Lithuanian language requirements of this programme somewhat complicate the mobility process.

On the whole, however, the team believes that the ‘Translation and Editing’ programme at Mykolas Romeris University is strong, regionally-distinctive, and is delivered with seriousness and capability by the instructors.

Expert panel chairperson

Prof. dr. Andrew Goodspeed