STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
**STUDIJŲ PROGRAMOS *PRANCŪZŲ FILOLOGIJA (valstybinis kodas – 612R10002)*
VERTINIMO IŠVADOS**
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**EVALUATION REPORT
OF *FRENCH PHILOLOGY* (*state code - 612R10002*)
STUDY PROGRAMME**
at Vytautas Magnus University

**Experts' team:**

1. **Dr. Ulla Susanna Tuomarla (team leader),** *academic,*

2. **Prof. Dr. Elżbieta Skibińska-Cieńska,** *academic,*

3. **Prof. Dr. Jean-Luc Lamboley,** *academic,*

4. **Dr. Carmen Caro Dugo,** *academic,*

5. **Mr. Martin Galevski,** *students' representative*.


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

Išvados parengtos anglų kalba
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

| | |
|---|---|
| Studijų programos pavadinimas | ***Prancūzų filologija*** |
| Valstybinis kodas | 612R10002 |
| Studijų sritis | Humanitariniai mokslai |
| Studijų kryptis | Prancūzų filologija |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | Pirmoji |
| Studijų forma (trukmė metais) | Nuolatinė (4) |
| Studijų programos apimtis kreditais | 240 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Prancūzų filologijos bakalauras |
| Studijų programos įregistravimo data | 1996 |

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## INFORMATION ON EVALUATED STUDY PROGRAMME

| | |
|---|---|
| Title of the study programme | ***French Philology*** |
| State code | 612R10002 |
| Study area | Humanities |
| Study field | French Philology |
| Type of the study programme | University studies |
| Study cycle | First |
| Study mode (length in years) | Full-time (4) |
| Volume of the study programme in credits | 240 |
| Degree and (or) professional qualifications awarded | Bachelor of French Philology |
| Date of registration of the study programme | 1996 |

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# I. INTRODUCTION

### I.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

### I.2. General

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

| No. | Name of the document |
|-----|----------------------|
|     | No additional documents beyond the annexes to the SER were provided during/before/after the visit |

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

The French Philology first-cycle study programme was designed and is being carried out at the Department of German and Romance Philology of the Faculty of Humanities of the Vytautas Magnus University (VMU). VMU is a state higher education institution that offers university studies and develops scientific and artistic activity. VMU presents a classical type of university, re-established in 1989 and that continues *artes liberales* - tradition of Lithuanian University that was originally founded in 1922. VMU is currently ranked among the TOP 800 Universities in the world (cf. QS World University Rankings).

### I.4. The Review Team

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

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

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

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The study programme aims to provide higher education and qualified competences in French philology for persons who want to relate their professional career with Humanities, especially in business, culture and touristic enterprises in Lithuania or in EU, translation agencies and publishing houses. These aims are clear and well defined. The programme is based on a good survey of the labour market (§ 18-22 in the SER) which shows that France is considered to be one of the most important Lithuanian trade and business partners, and is grounded on Lithuania's progress strategy. However, it must be underlined that this statement is contradictory with the fact that French is less and less taught in the secondary schools in Lithuania. At the same time the programme meets traditional academic requirements, by ensuring a broad profile, training people to think independently and critically in a multicultural approach.

The study programme is described with 8 expected learning outcomes which show a good balance between linguistics, literature, culture and translation subjects. It is consistent and coherent with the aims, and students acquire both special knowledge and skills and generic/transferable skills, especially intercultural communication skills. However, the formulation of these learning outcomes does not show immediately that the programme is consistent with the level of qualification required for bachelor studies. It could be recommended to use the terminology of the Dublin descriptors corresponding to level 6 of the European Qualification framework. According to the SER, they are publicly accessible on the website of the university (www.VMU.lt/lt/studies/program/105), and on AIKOS (www.aikos.smm.lt/aikos/lang.do?language=en), but the first link does not work and the second should be

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It is recommended to check that this type of very useful information indicated in the SER is correct.

In the list of the course description (annex 3.1) it is possible to check that each course aims correspond exactly with the aims of the whole programme, and that the 8 intended learning outcomes of the programme are actually present; they correlate to more specific course outcomes and the link between course outcomes and contents is also clearly indicated as well as the assessment method. The situation has been actually improved compared to the last evaluation and most recommendations have been taken into consideration, especially the link between learning outcomes, teaching and assessment methods is more evident and there is a better estimation of student workload. It is worth pointing out that there is a short course annotation both in French and English, which gives a clear overview of the course aims and outcomes. From this point of view, the written presentation of the SER is good. One ECTS corresponds to more or less 25-30 hours which fits the European standards, but the Bachelor's thesis actually seems a bit underestimated, even though it complies with the legal requirements (12 ECTS), because it should represent more than 300 hours of student workload. The students who have been questioned during the visit have all agreed that they used at least one trimester to write the paper. In this case, the distribution of the ECTS seems to be done more according to mathematical division than on the base of a good estimation of the student workload. The compliance between programme aims, expected study outcomes and subjects (modules) is well exposed.

Because the majority of the entrants to the programme did not learn French in the schools (since 2010/2011 they are admitted), intensive French language learning is provided during the first two years, so that students can reach level B2. At the end of the four years they are able to reach level C1-C2 which complies with the European standards. It is not clear whether these courses are also provided to the students who have already learnt French, or if special courses are reserved for this category of advanced students. Anyway the programme has been reviewed and renewed several times (last in September 2014) by the programme committee to take into consideration the new context and to adapt the courses to the aims of the programme. The subject content and teaching-learning methods allow achieving the expected learning outcomes and the related qualification, and are consistent with the aims and the name of the programme.

A special attention is paid to the students' final thesis. Specific requirements on the paper are available on web page in compliance with the general order on final thesis preparation and defence approved by the VMU Vice-rector for studies which guarantees that the latest achievements in sciences and art are reflected. The learning outcomes are clearly indicated: ability to work independently (self-sufficiency), ability to use research tools and methods, ability to write in correct French language.  The criteria of assessment are also clearly indicated, and the subject of the thesis must be in relation with the three main components of the programme (linguistic, literature and translation). The thesis that could be read during the visit showed a good level of written academic French.

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In conclusion, it can be said that the learning outcomes comply with the Tuning methodology, with all the orders of the Minister of Education and science of the Republic of Lithuania, and with the internal regulation of the VMU regulation. They are periodically revised, but it is not clear if this revision involves the students (for instance, on the base of feedback from questionnaires) and stakeholders from the labour market. It would be good to integrate an external stakeholder in the SER group.

## *2.2. Curriculum design*

The general presentation p. 10-14 of the SER is complex because of the presence of many groups and consequently not always clear. Fortunately, the table of annex 3.5 is more explicit and gives a better view. This curriculum design has been implemented from 1996; it has been renewed in autumn 2009, and the last time in June 2014. It fully meets the current national academic requirements: it lasts four years or **240 ECTS** (which is compliant with the European standard) and is divided in two main blocks:

1. General university education part, divided into group A compulsory subjects 24 ECTS and group B and D optional subjects 32 ECTS = **56 ECTS, 23,3%**
2. Study field subjects part divided in group C1 = compulsory subjects 93 credits, group C2 = professional subjects 63 credits, and group C3 = thesis and professional practice 28 credit. Total: **184 ECTS = 76,7%**

There is a good balance between general university education (56 ECTS = 23,3%) and programme study field subject (184 ECTS = 76,7%) There is also a good balance between the theoretical and practical courses, and fair attention is paid to the transversal skills. The lectures are not repetitive but progressive, and subjects are spread evenly. So, it can be said that the curriculum design is consistent and coherent with the aims of the programme. It is a pity that the study subject descriptions do not indicate which courses are taught in French. It seems to be the case for all the courses of Study field part C1, but what is the situation for courses of part C2 and C3? In the syllabus, the teaching and learning methods are clearly described and seem appropriate for the achievement of learning outcomes which are consistent with the type and level of first cycle studies and fit the scope of the programme.

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

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The rational of the curriculum is clearly explained p. 10 sq in the SER. The fundamental part study (group C1) consists of theoretical and practical subjects that provide basic knowledge and skills. The special study programme (group C2) with special education and professional subjects provide more comprehensive knowledge and is more oriented to practical skills. The first and second year are devoted to intensive French language teaching, the third year students start with practical activities, but they also continue to study French language and literature. During the last year the students have to prepare and defend their final thesis, but they have also courses in translation and interpreting. This progression ensures not only that students acquire a good training in French philology, but also that they develop creative thinking and independent scientific research skills. A good attention is paid to practices which are granted 16 ECTS; by this way students are more competitive in the future labour market. The list of final thesis shows a good balance between linguistics and literature. The titles should be given in French, not in English, though. Anyway, research skills are well assessed and this is the guarantee that the latest achievements in science are present.

Only one thing is missing or at least not visible in the curriculum design: the possibility for students to go abroad (mobility window). During the visit, it was clear that mobility could be improved; students have the possibility to go abroad, especially during the third year, but they do not seem motivated. It could be easier for them if the possibility was clearly indicated – and encouraged - in the curriculum design.

### 2.3. Teaching staff

The staff for the implementation of the French Philology first-cycle study programme meets legal requirements (hired in compliance with qualification requirements for positions as defined in "VMU Statute"). The programme is implemented by 9 lecturers: 8 qualified full-time VMU lecturers (1 professor, 3 assistant professors, 2 lecturers with PhD, 2 lecturers) and 1 part-time professor, in close cooperation with other Departments of the Faculty of Humanities or Institutes of VMU. The qualifications and number of staff are adequate to ensure learning outcomes. A French speaking trainee, François Le Corre, MA student in French as Foreign language, has taught different courses in cooperation with Dr. Loïc Boizou. This fact has contributed to improve the team work and the situation as regards oral practice.

The meeting the Administration showed that the number of native speakers is satisfactory, as well as the cooperation from other departments. The students are satisfied with the quality of the teaching and with the number of courses taught in French. Beginners would even like to have more contact hours for grammar, and they would prefer a better distribution of grammar lectures throughout their degree. Lecturers are committed and competent. However, the question of a large number of subjects taught by one or two French speaking lecturers seems to remain. It would be good to continue to rely on young French trainees so that the permanent staff has more time for research and other activities.

As for the quality of final BA papers, the topics of final theses listed in Annex 3.4 seem to be quite specific and well-focused. It is still a priority to ensure that lecturers have time to assess students properly. It might be useful to consider the possibility of starting to write the BA thesis during the fall semester, so that both students and supervisors have more time. As some lecturers

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supervise and review a considerable number of course papers and BA final theses, their workload in the spring semester might be too big and the quality of supervision might suffer.

Erasmus mobility program possibilities have not been used by VMU staff more efficiently, but lecturers from other universities have been invited to deliver public lectures and seminars. In the period of 24 March 2014– 25 March 2014 lectures of linguistics were given by prof. Henri Boyer (Université de Montpelier III, France) and associate professor Carmen Alén Garabato (Université de Montpelier III, France); in 24 March 2015 lecture of culture and politics were given by the journalist Patrick Boitet (creator of the programme "Un œil sur la Planète" broadcasted on France 2); in 6 May 2015 lectures of linguistics and translation were given by prof. Tomáš Hoskovec (Masaryk University, Czech Republic; President of Cercle Linguistique de Prague) under Socrates/Erasmus exchange program.

As for the teaching staff turnover, there has been a significant change with regards to the previous assessment (2003-2012). From 2012 to the end of spring semester 2015 the new lecturers accounted for 31 % of the teaching staff. However, continuity is guaranteed because the main composition of the staff remains constant. In particular, lecturers with a solid teaching experience (Prof. Dr. Aurelija Leonavičienė, lecturer Dr. Inga Litvinavičienė, lecturer Dr. Loïc Boizou).

In spite of their big workload, the members of staff involved in the programme are active researchers (a substantial number of articles, monographs, teaching methods and textbooks have been produced during the period of assessment) and constantly raise their professional qualification by participating in courses, seminars. In most cases, the content of the courses taught relates to lecturers' research fields and interests. The institution is keen on creating conditions to facilitate the professional development of the teaching staff, because the purpose of the French Philology bachelor study programme is consistent with the strategic plan of VMU. For instance, the study programme is organized to support research activities, as well as the experimental and project work specified in the strategic plan: in order to involve students in the activities of scientific research groups, the topics of course papers and bachelor's theses should be related to those of the existing research groups (Research of Multilingual Competence Development, Connections between Texts of Literature and Cultural Processes, and Applied Research of Intercultural Communication and Translation Problems).

### 2.4. Facilities and learning resources

Facilities and learning resources have significantly improved since 2012 (year of the last evaluation) and are sufficient and adequate for the aims of the programme.

The administrative premises and staff room (shared between German and Romance Philology) are equipped with computers, printers, photocopiers etc., and have Internet connection.

Teachers can use also several special workplaces with computers in the the V. Biržiška reading room, completely renovated and offering modern technological equipment and means.

The premises for studies (auditoriums of various sizes) can hold 980 students of VMU Faculty of Humanities; they are all equipped with computers with multimedia programs, and the special

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Equipment Service Office provides teachers with tape recorders, TV with a video recorder or DVD player, and multimedia projector.

The university Library has 462 working places, 135 out of them computerised and with Internet connections; the use of personal laptop is also possible (with a wireless Internet connection). There are also individual/group study spaces, a relaxation space and ergonomic tables and chairs for disabled persons and equipment for visually impaired. Unfortunately, the upper floor is inaccessible for the disabled as there is no lift. The working hours service in the Central Reading Room has been prolonged to 13 hours on working days and 9 hours on Saturdays; the schedule of other library units is as flexible as possible to meet the students' needs. Students clearly expressed their satisfaction about the way the Library helps them in their work.

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

The books and other resources necessary in French are purchased with university funds (e.g.: since 2012 the Faculty decided to subscribe to prestigious French publications: "Les Temps Modernes" and "La Revue d'histoire littéraire de la France"), but also with external means (e.g. French Embassy donation); the acquisition of resources for French Philology study programme in 2014 consists of 1164 traditional books and 12 085 electronic documents. It should be noticed however that a big part of this acquisition comes from donations by retired professors and may not meet the needs of nowadays university training.

French Philology students are also readers of Robert Schuman's French Culture Centre library and Kaunas city libraries.

An electronic library has been created, which holds all the library e-resources and e-services. It includes licensed databases, library catalogues, and databases with information search system, library website, World Wide Web 2 technology application, digitalisation of University research works, and other resources (46 licensed and more than 40 trialled databases per year; lists of the licensed databases are posted on the Library website http://biblioteka.vdu.lt/en/databases. These databases can be used at the University premises and elsewhere, using remote access (via the EZproxy server or the VMU FirstClass system). Students are encouraged to use it and the expert team's examination of the diploma thesis, especially their bibliography, has shown that most students really make use of these means.

Students of the French Philology programme can have their programme practices ("French Philology Qualification Practice II") at the Centre of Computational Linguistics which seems an appropriate place for developing their skills.

The material resources and university facilities seem adequate and accessible to all the participants of the study programme. However, a better use of these resources is strongly recommended: (a) the analysis of syllabi has shown that for some subjects the list of recommended literature contains still obsolete or outdated items whereas the new, obtainable in the library, were absent; (b) some diploma theses show the lack of new works and those which are cited are outdated. Also, the very frequent use of photocopies of chapters of books

(distributed by teachers in the Moodle or in paper form) should be limited and the question of copy rights should be taken into account.

## 2.5. Study process and students' performance assessment

The admission of students is conducted in accordance with the national regulatory documents. The admission requirements are clearly defined and students can access details about the programme on the university website. Students are formally introduced to the programme requirements at the beginning of the first year. Information about each individual course is accessible on the Moodle platform. Enrolment rates are considered a challenge as the total number of students has decreased in the past few years (from 18 in 2010 to 9 in 2014), despite a change in the admission criteria that now allow entrants without previous knowledge of the French language. The different starting points in language competence among newly accepted students present a challenge. Student drop-out is another concern that needs to be addressed in the future given that 22% of the students dropped out in the last three years.

The students that the expert team had a chance to interview spoke about the programme as a rewarding and encouraging place of study and showed high appreciation for the work and commitment of their lecturers. Students participate in the decision-making of the programme through a student representative in the Study Committee, but very few students knew who this representative was. Most students were aware only of the use of informal channels to address a problem or ask for academic support (e.g. approaching a teacher). The expert team would recommend the establishment of more formal procedures that could have a further positive impact on the effectiveness of quality assurance within the programme. Students provide online feedback after each course, however, the validity of this feedback is somewhat questionable given that response rate is often low. In the future, given the small number of students enrolled, the programme could also introduce more discursive methods of feedback (e.g. focus groups) to enhance the existing ones.

The programme has established bilateral agreements with several foreign universities and students have a number of opportunities available to study abroad. The large majority of students on mobility programs studied mainly at two institutions - the University of West Brittany and the University of South Brittany. Student mobility is not exploited to its full potential. There is a need for greater institutional encouragement and support for student mobility. The majority of students that the expert team met felt insecure and doubtful about the possibility of studying abroad. Consideration should also be given to the increase of incoming international exchange students. An international 'flavour' of the programme will help develop a multicultural and diverse student learning community.

The organization of the study process is satisfactory and ensures the achievement of the relevant learning outcomes. In regards to course assessment, test examinations and individual assignments are the most common methods in use. Alternative means of assessment are not sufficiently put into use. Hence, it should be considered to incorporate new and innovative ways of assessment of learning. Students end their studies with the preparation and defence of a final thesis - which represents the main opportunity for students to get engaged in research. As a good practice, students are familiarized with the thesis requirements during pre-diploma sessions. The length of time between the submission of the thesis and the final defence is rather short (10 days)

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and reviewers are expected to provide feedback in a very tight time frame. The process should therefore be extended to allow fair time for preparation of both the reviewers and the student.

According to the information in the self-evaluation report, the aim of the French Philology programme is to prepare students for a broad range of careers (e.g. linguists, translators, language teachers, etc.). The courses on offer seem to reflect this multifunctional nature of the programme. Students can receive advice on career development in the Career and Competence Centre, however, this support seems to be one of a more general nature, while career guidance geared towards the needs of the individual tend to be rare. The monitoring of career outcomes is not systematically followed. As a result, there is no reliable information that signals how well the degree programme corresponds to the world of work. Therefore, careful consideration should be given to the introduction of a graduate employment survey as a natural part of the data collection process.

### 2.6. Programme management

Judging by the self-evaluation report, the programme management seems like a well organised whole. Since 2010, it seems that there are more and more quality assessment related actions organized centrally and not only on unit level. Various types of data are being collected regularly, for instance student survey data, self-assessment data on the basis of which the renewal of the programme takes place. The central organ responsible for the French Philology first-cycle study programme and its renewal is the Study Programme Committee that functions in compliance with the VMU Study Regulations. This Committee consists of 7 members that also include a VMU alumnus, a social partner and a student representative. The programme is renewed every 2 years. This revision is based on an internal programme self-assessment data. In 2014, the programme in question was updated up to 15 %, mainly concerning the programme structure as described in the self-evaluation report in 2.2.1.2.

VMU is currently working on the implementation of an electronic system of teaching quality assessment. This new system is part of study programme quality assurance and the survey covers the whole university. This system is functioning already. This feedback has an effect also on a particular teacher's salary. Each year, Committee of French Philology studies programme organizes a student's survey. It was last conducted in May 2015. The result of the survey was that students hope to practice more and thus to improve their oral communication skills in French. Also, social partners and alumni give suggestions on how to improve the study programme. As the programme aims to educate a broad range of professionals, it is important to follow the career outcomes in a systematic way and to offer career counselling during the studies.

The public rankings of subjects (by the results in the Express questioning survey) are an interesting idea and may contribute to positive competition among subjects.

Beside the formal feedback, there is plenty of face-to-face occasions for teachers and students to give and discuss feedback as the programme is pretty small. In most cases though, it should be better to offer also an anonymous channel of feedback for the student. The student representative (who was not known by most of the students) could have been more informed about how the

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Study Programme Committee works and how often there are meetings. It also seemed that feedback from potential employers has not yet been organized in a systematic process.

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## III. RECOMMENDATIONS

1. Use possibly the Dublin descriptors when describing the learning outcomes to show immediately that they fit the 6th EQF level.

2. Make the students use the possibility of international mobility.

3. Calculate the number of credits for the final thesis on the basis of a correct and right estimation of the student workload. It seems underestimated now.

4. The new library resources should be used by all students; some BA thesis bibliographies relied on outdated sources even though there was updated material at hand.

5. Make sure that one teacher is not supervising too many final theses and that there is enough time between the thesis submission and defence.

6. Create more variety in what comes to assessment of learning outcomes (e.g. oral exams).

7. Monitor career outcomes of alumni more systematically.


## IV. SUMMARY

The expert group was happy to notice that some improvement had taken place since the previous evaluation in 2012. The students seem very enthusiastic which helps in attaining the learning goals. Nowadays most students who begin their studies in this programme have no previous knowledge of French. Therefore the earlier situation where there was two categories of students (beginners / non beginners), has become less problematic but individual cases still occur and they should be offered more individual a path in the programme based on their existing language skills.

The renovated library is very impressive and offers a very nice environment for studying. The team also found that there was a good offer of materials for learning and research even.

The expert team recommends that more attention is paid to career guidance within the Programme.

The staff of the programme seems competent and well-motivated; the general impression was that students were happy with the programme.

The expert team also recommends that there could be more variation in the way learning is being assessed; oral exams could be an option. The time period between thesis submission and defence should perhaps be longer (currently 10 days only).

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Judging by the BA thesis, the level of French is a little irregular; some students may need more practice in linguistic skills. This could be helped by making exchange to a French speaking country compulsory for students. Student mobility problem is still not solved in a satisfactory way.

## V. GENERAL ASSESSMENT

The study programme *French Philology* (state code – 612R10002) at Vytautas Magnus University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas*.

| No. | Evaluation Area | Evaluation of an area in points* |
|-----|-----------------|----------------------------------|
| 1. | Programme aims and learning outcomes | 3 |
| 2. | Curriculum design | 3 |
| 3. | Teaching staff | 3 |
| 4. | Facilities and learning resources | 3 |
| 5. | Study process and students' performance assessment | 3 |
| 6. | Programme management | 3 |
| | **Total:** | **18** |

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

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

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**VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *PRANCŪZŲ FILOLOGIJA* (VALSTYBINIS KODAS – 612R10002) 2016-01-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-34 IŠRAŠAS**

<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Prancūzų filologija* (valstybinis kodas – 612R10002) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|:---:|:---|:---:|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 3 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 3 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 3 |
| 6. | Programos vadyba | 3 |
| | Iš viso: | **18** |

\* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 – Labai gerai (sritis yra išskirtinė)

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## IV. SANTRAUKA

Ekspertų grupė džiaugėsi matydama, kad po ankstesnio studijų programos *Prancūzų filologija* vertinimo, atlikto 2012 m., padaryti kai kurie patobulinimai. Studentai yra labai entuziastingi, ir tai padeda jiems siekti studijų tikslų. Šiuo metu daugelis studentų, kurie pradeda studijuoti šią programą, anksčiau prancūzų kalbos nėra mokęsi. Todėl ankstesnė padėtis, kai buvo dviejų kategorijų studentai (pradedantieji ir (arba) *pažengusieji*), tapo mažiau problemiška, bet pavienių atvejų dar pasitaiko, tad pradedantiesiems, atsižvelgiant į jų kalbos įgūdžius, turėtų būti pasiūlytas individualus mokymosi šioje programoje būdas.

Renovuota biblioteka yra labai įspūdinga, ji užtikrina puikią studijų aplinką. Be to, ekspertai pastebėjo, kad yra pakankamai studijoms ir net moksliniams tyrimams skirtos medžiagos.

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Studijų kokybės vertinimo centras

Ekspertų grupė rekomenduoja daugiau dėmesio šioje programoje skirti konsultavimui karjeros klausimais.

Šios programos dėstytojai, atrodo, yra kompetentingi ir motyvuoti; bendras įspūdis tas, kad studentai yra patenkinti šia programa.

Ekspertų grupė dar rekomenduoja taikyti daugiau ir įvairesnių studijų rezultatų vertinimo būdų; tai gali būti ir žodinis egzaminas. Reikėtų pailginti laikotarpį nuo baigiamojo darbo pateikimo iki jo gynimo (dabar tik dešimt dienų).

Sprendžiant iš bakalauro baigiamųjų darbų, prancūzų kalbos mokėjimo lygis šiek tiek skiriasi; kai kuriems studentams reikėtų įgyti daugiau praktinių kalbos įgūdžių. Šią problemą padėtų išspręsti privalomas išvykimas į prancūziškai kalbančias šalis pagal mainų programą.

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## III. REKOMENDACIJOS

1. Apibūdindami numatomus studijų rezultatus kiek įmanoma naudokitės Dublino aprašais, kad būtų tiesiogiai matoma, jog jie atitinka Europos kvalifikacijų sąrangos 6 kvalifikacijų lygį.

2. Skatinkite studentus pasinaudoti tarptautinio judumo galimybe.

3. Baigiamiesiems darbams skiriamų kreditų skaičių apskaičiuokite remdamiesi tiksliai ir tinkamai įvertintu studentų darbo krūviu. Atrodo, kad šiuo metu baigiamieji darbai nepakankamai įvertinami.

4. Naujosios bibliotekos ištekliais turėtų naudotis visi studentai; kai kuri literatūra, kuria buvo naudojamasi rengiant baigiamuosius darbus, pagrįsta pasenusiais šaltiniais, nors buvo galimybė naudotis naujausia medžiaga.

5. Užtikrinkite, kad vienas dėstytojas nebūtų daugelio baigiamųjų darbų vadovas ir kad studentui pateikus baigiamąjį darbą jam būtų skirta pakankamai laiko pasirengti jo gynimui.

6. Nustatykite įvairesnių studijų rezultatų vertinimo būdų (pvz., žodinis egzaminas).

7. Reguliariau kontroliuokite alumnų pasiekimus karjeros srityje.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

Studijų kokybės vertinimo centras