



LANGUAGE PROGRAMMES EVALUATIONS MARCH 2016

This report refers to the external assessment of four language study programmes at the Klaipeda University BA and MA programmes), LCC International University and Lithuanian University of Educational Science (Vilnius) in Lithuania by an international assessment team in March 14– 18, 2016.

Evaluation Team:

1. Prof. dr. Nebojša Vasic (Chair of the Panel; Bosnia and Herzegovina);
2. Prof. dr. Minna Palander-Collin (Finland);
3. Prof. dr. emeritus Philip Shaw (Sweden);
4. Dr. Loic Boizou (Lithuania);
5. Ms Laura Jonušaitė (students' representative, Lithuania).

Programmes Evaluated:

<i>English and German / French languages</i>	612Q10003	BA	Klaipėda University
<i>English and Another Foreign Language (German or French) and Business Communication</i>	621Q10010	MA	Klaipėda University
<i>MA in TESOL</i>	621Q31001	MA	LCC International University
<i>English philology and another (French/Russian/German) language</i>	612Q30007	BA	Lithuanian University Of Educational Sciences

The evaluations were organized by the Centre for Quality Assessment in Higher Education (SKVC).

The institutions undertook internal evaluations of the programmes and submitted Self Evaluation Reports (SERs) and related documentation. The evaluation teams had the opportunity to study this documentation and subsequently conducted site visits to the institutions, and then discussed each study programme and arrived at final decisions.

The evaluations were conducted according to the following main areas:

- Programme Aims and Learning Outcomes
- Curriculum Design
- Teaching staff
- Facilities and Learning Resources
- Study Process and Student Assessment
- Programme Management.

Programme Aims and Learning Outcomes

Teaching English to Speakers of Other Languages (TESOL), MA in English philology, LCC International University Programme aims and learning outcomes are exceptionally good.

English Philology and the Second Foreign Language (French, German, Russian), Bachelor's Degree in English Philology, Lithuanian University of Educational Sciences

The fields develop systematically, has distinctive features. There are no major deficiencies.

English and German / French Languages (Bachelor of Linguistics - at Klaipeda University)

Meets the established minimum requirements, needs improvement. The name of the programme, its learning outcomes and the qualifications offered are not compatible with each other. It offers English and French **or** German language, however the French language was not available for the prospective students to choose. Having in mind that there are no graduates of the study programme and consequently no adequate feedback to verify the quality and attainability of the intended learning outcomes more comprehensive evaluation is not fully possible.

English and Another Foreign Language (German or French) and Business Communication (MA in Linguistics – at Klaipeda University) Meets the established minimum requirements, needs improvement. The name of the programme, its learning outcome, content and qualification offered are not fully compatible with each other which is visible in the curriculum design section. The programme management did not offer French language as a possible second language: only German was provided so far, so that the denomination of the programme can mislead students.

Curriculum Design

Teaching English to Speakers of Other Languages (TESOL), MA in English philology, LCC International University

English Philology and the Second Foreign Language (French, German, Russian), Bachelor's Degree in English Philology, Lithuanian University of Educational Sciences

In both study programmes the curriculum design is well defined in accordance to the legal requirements.

English and German / French Languages (Bachelor of Linguistics - at Klaipeda University)

The curriculum design meets legal requirements but the scope of the programme is not sufficient to ensure learning outcome C3 “to master translation and interpretation techniques, to apply the procedures of translation and interpretation in practice”. This aim is set out more modestly as ‘the basics of translation’, but if in fact translation is the likeliest career outcome perhaps there should be more and earlier modules oriented to this skill.

English and Another Foreign Language (German or French) and Business Communication (MA in Linguistics – at Klaipeda University)

The course is at a very early stage and evaluation is difficult. The content of the modules is not fully consistent with the type and level of the studies and is somewhat reminiscent of traditional language-code-based philology. Extra translation practice and tuition could at least take the form of translation exercises within Business English /German Discourse.

Teaching staff

Teaching English to Speakers of Other Languages (TESOL), MA in English philology, LCC International University

The fields develop systematically, has distinctive features. There are no major deficiencies.

English Philology and the Second Foreign Language (French, German, Russian), Bachelor's Degree in English Philology, Lithuanian University of Educational Sciences

Exceptionally good apart from the wider international activity which should further be encouraged.

English and German / French Languages (Bachelor of Linguistics - at Klaipeda University)

The fields develop systematically, has distinctive features. The area for improvement is related to the scientific research which should be more encouraged and supported.

English and Another Foreign Language (German or French) and Business Communication (MA in Linguistics – at Klaipeda University)

The fields develop systematically, has distinctive features, but research is not sufficiently supported.

Facilities and Learning Resources

All four study programmes develop systematically, has distinctive features. There are no major deficiencies.

Study Process and Student Assessment

Teaching English to Speakers of Other Languages (TESOL), MA in English philology, LCC International University

Exceptionally good.

English Philology and the Second Foreign Language (French, German, Russian), Bachelor's Degree in English Philology, Lithuanian University of Educational Sciences

The fields develop systematically, has distinctive features apart from the attrition rate which is rather high.

English and German / French Languages (Bachelor of Linguistics - at Klaipeda University)

The fields develop systematically, has distinctive features. There are no major deficiencies.

English and Another Foreign Language (German or French) and Business Communication (MA in Linguistics – at Klaipeda University)

The fields develop systematically, has distinctive features. There are no major deficiencies.

Programme Management

Teaching English to Speakers of Other Languages (TESOL), MA in English philology, LCC International University

The field is exceptionally good.

English Philology and the Second Foreign Language (French, German, Russian), Bachelor's Degree in English Philology, Lithuanian University of Educational Sciences

English and German / French Languages (Bachelor of Linguistics - at Klaipeda University)

In both study programmes the fields develop systematically, has distinctive features. There are no major deficiencies.

English and Another Foreign Language (German or French) and Business Communication (MA in Linguistics – at Klaipeda University)

Functions of the Study Programme Committee are not clearly described by the SER - this committee seems almost absent from the programme management. Although some essential components are mentioned, the process of programme enhancement is only shortly described. Furthermore, the management of the MA programme at the university level is insufficiently inclusive and opaque. The reason to stop a similar MA programme and to relaunch it as a new programme with minor changes remained partly ungrounded. Discussions with KU alumni, social partners, in particular employers, and partner universities are also taken into account in order to improve programmes. Nevertheless, during the meeting with social partners, only one academic partner, LCC university, was included as a social partner for the MA (other stakeholder are active only with the BA programme). There were no representative of the business community, what appears especially negative considering the business orientation of the MA.

Recommendations for SKVC or Ministry of Education and Science

1. Study programmes which have just be launched (the first academic year) should not be evaluated – It is hard to get objective facts about the programme in its initial stage.
2. The Ministry of Education and Science should reconsider study programmes with just few enlisted students. The prospective of such study programmes are hardly to be bright; having in mind a low interest for the particular study programme, attrition rate etc. It seems that potentials for some study programmes are not seriously confirmed before its opening.
3. Study programmes involved in the translation theory and practice should pay more attention to practicum.

Zenica,
20. XI 2016.

Prof. Dr. Nebojša Vasić (team leader)