

# OVERVIEW REPORT FOR TRANSLATION STUDY FIELD

2015.

## INTRODUCTION

This report is based on the external quality evaluation of the following study programmes in the study field of translation in Lithuanian Higher Education Institutions: at Kaunas College - Business English; at Kolping College – Business English; Kaunas University of Technology – Translation and Localization of Technical Texts; Vilnius University – Audiovisual Translation and at Vilnius University – Translation.

The external evaluation (-s) was/were organised by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC).

The external evaluations were performed according to the evaluation areas and criteria: (1) Programme aims and learning outcomes, (2) Curriculum design, (3) Teaching staff, (4) Facilities and learning resources, (5) Study process and students' performance assessment, and (6) Programme management.

Comprehensive external evaluation reports including strengths and weaknesses and concluding with some recommendations were prepared for each evaluated programme and included evaluation marks. This overview focuses on the main findings of the external evaluation of the translation field from a general point of view.

Four (4) programmes received positive evaluation while one (1) study programme received negative evaluation.

## **OVERVIEW BY EVALUATION AREAS**

### **(1) Programme aims and learning outcomes**

Programme aims and learning outcomes are mostly well-defined, clear and publicly accessible, based on the academic and professional requirements, public needs and the needs of the labour market. Regarding four (4) study programmes which received positive evaluation programme aims and learning outcomes are consistent with the type and level of studies (comprising the level of qualification offered). One of the study programmes which received negative evaluation does not meet the previous criteria to satisfactory level. Finally, the name of the programme, its learning outcomes and the qualifications offered are (mostly) compatible with each other. In one of the study programmes which received negative evaluation the curriculum of the professional BA in Translation does not show a coherent organization to achieve stated learning outcomes.

### **(2) Curriculum design**

The curriculum design meets legal requirements without major deficiencies in the arrangements of modules. In four (4) study programmes which received positive evaluation the content of the subjects and modules is consistent with the type and level of the studies. The same positive evaluation (apart from one study programme which received negative evaluation) is referred to the content and methods and their relationship towards achievement of the intended learning outcomes. The scope of the programme in all positively evaluated study programmes is sufficient to ensure learning outcomes. There are no major deficiencies related to the latest achievement in science, art and technology reflected in the content of the programme.

### **(3) Teaching staff**

The first criteria (the study programme is provided by the staff meeting legal requirements) is at satisfactory level (needless to say; study programmes differ in all aspects of evaluation – from unsatisfactory to excellency.) One of the major criteria is the adequate qualifications of the teaching staff needed to ensure learning outcomes. Certain substantial differences among study programmes are reflected in grades of the study programmes. The number of the teaching staff meets legal requirements although it varies from legally accepted minimum to much higher levels. It is evident that all study programmes invest effort to create conditions for the professional development of the teaching staff necessary for the provision of the programme. The intensity of research related to the study programme differs among study programmes.

#### **(4) Facilities and learning resources**

The premises for studies are mostly adequate both in size and quantity. It is evident that all study programmes invest a lot in the teaching and learning equipment (laboratory and computer equipment, consumables etc.) There are no substantial deficiencies related to adequate arrangements for students' practice. The same predominantly positive remark refers to teaching materials (textbooks, periodical publications, books, database etc.)

#### **(5) Study process and students' performance assessment**

In all study programmes the admission requirements are well founded. In four (4) study programmes which received positive evaluation it is confirmed that the organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Students are encouraged to participate in research activities but their participation (in research activities) is rather low and it should be intensified. Although students have opportunities to participate in student mobility programmes their participation (with additional effort) could be increased. All study programmes ensure an adequate level of academic and social support; teachers are available and willing to support students (apart from regular lectures etc.) In four (4) positively evaluated programmes professional activities of the majority of graduates meets the programme providers' expectations.

#### **(6) Programme management**

In most of the study programmes responsibilities for decisions and monitoring of the implementation of the study programme are clearly allocated. Furthermore, information and data on the implementation of the programme are regularly collected and analysed. The outcomes of the internal and external evaluations of the programme are used for the improvement of the programme. The evaluation and improvement processes should be encouraged by stakeholders which is not always the case. Among study programmes the effectiveness and efficiency of the internal quality assurance differs a lot.

## **MAIN STRATEGIC RECOMMENDATIONS FOR THE IMPROVEMENT OF STUDY PROGRAMMES IN TRANSLATION STUDY FIELD**

➤ **Strategic recommendations at institutional level (for Higher Education Institutions):**

More attention should be paid to designing programme aims and learning outcomes which must be fully harmonized and reflected in the curriculum content. The process of designing programme aims and learning outcomes requires an adequate content (modules etc.) which is sometimes neglected and marginalized.

Having in mind that translation field requires highly competent professional it is necessary to provide the adequate number of experts (in the field of translation) - if possible above legal minimum. Apart from minimum numerical standards (number of phd's in the field of translation) translation field should be intensified in both theoretical and practical aspects. It happens that certain study programmes find their focal point more in linguistics than in the field of translation. Translation study encapsulates intensive translation practice (in written and oral form). It seems that most of the study programmes in the field of translation underestimate the essential pragmatic aspect needed for achievement stated programme aims and learning outcomes. Certain reductions (less linguistics, general and elective subjects) will provide more space for the development of principal competencies in the field of translation.

➤ **Strategic recommendations at national level (for the Ministry of Education and Science):**

It seems that certain study programmes in the field of translation are not fully justifiable in spite of well-designed programme aims and learning outcomes. The number of entries is one of decisive factors which confirm or refute the need of the study programme. Certain study programmes have rather low number of students which could be the outcome of unnecessary duplication of translation study programmes in the same area (city, etc.) Having in mind insufficient number of experts in the field of translation (with adequate academic degree and experience) the approval of the translation study programme should be stricter.

**Fast transition from linguistics to translation study could lead to marginalization of translation on behalf of linguistics. The quality of education in the field of translation studies could be increased if experts are focused in main educational institutions – rather than dispersed in small faculties.**