



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
PRANCŪZŲ FILOLOGIJOS PROGRAMOS (612R10001)
VERTINIMO IŠVADOS

EVALUATION REPORT OF
FRENCH PHILOLOGY (612R10001)
STUDY PROGRAMME
AT VILNIUS UNIVERSITY

Grupės vadovas: Jean-Luc Lamboley
Team Leader:

Grupės nariai: Elżbieta Skibińska-Cieńska
Team members:
Ulla Tuomarla
Jolita Butkienė
Rūta Syrovatskaja
Mindaugas Grajauskas

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Prancūzų filologija
Valstybinis kodas	612R10001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Prancūzų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Prancūzų filologijos bakalauras
Studijų programos įregistravimo data	1997 05 19 Nr. 565

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	French Philology
State code	612R10001
Study area	Humanities
Study field	French philology
Kind of the study programme	University studies
Level of studies	First cycle
Study mode (length in years)	Full time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of French Philology
Date of registration of the study programme	19/05/1997 n° 565

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I. INTRODUCTION

The first cycle study program of French Philology is run by the Department of French Philology of the Faculty of Philology, pursuant to all the legal acts of the country, to the regulations of the study programs of Vilnius University, and also to the cultural priorities defined in the European policies. It has been self evaluated by a team composed by five teachers and one student of the department, and one social partner from "Alma Littera" (publishing house). 34 teachers are involved in this study program (2 professors, 11 associate professors, 14 assistant-professors, 7 lecturers). The tasks of the evaluation are clearly defined, and the report (55 p.) is very precise and comprehensive. It shows a good student centred approach; especially, the programs are well adapted to the two categories of students: those who have already acquired some knowledge in French language and literature, and beginners.

One difficulty of the evaluation is due to the fact that the study program has been partially changed first in 2010 with the introduction of compulsory general education study modules, and then in 2011 with the possibility for the students to choose minor subjects. So time is not sufficient to measure the results and the impacts of these changes; for instance all the alumni who have been auditioned have been trained in the old system, and could not comment about these innovations. As a consequence this report cannot deal with this aspect of the study program. It can be only observed that the choice of minor subjects enlarges the possibilities of employment; for instance students who complete the program of minor studies in pedagogy may work as teachers of French in secondary schools or other educational institutions.

If some particular aspects may be yet improved, the general impression is that this Bachelor program in French philology responds to the main criteria of high quality, and contributes to the reputation of Vilnius University. This positive assessment does not mean that there is nothing else to do; quality assurance is a dynamic process which implies continuous efforts.

II. PROGRAM ANALYSIS

1. Program aims and learning outcomes

French philology is one of the pillars of Humanities. The study program targets to form responsible and creative personality who will be able to get a job both in national and international context, and to train highly qualified specialists who will be able to continue in Master studies in the same subject area or related areas. So, these objectives match correctly with those of the Bologna process as far as they aim to train and educate creative, tolerant, open-

mindful European citizens, aware of the different challenges posed by globalization. The ability of defining cultural identities and developing humanitarian and civil culture is a very important social need in our materialistic and consumer societies.

The learning outcomes are divided into knowledge, cognitive abilities, practical abilities and transferable abilities. Table 1 of the self evaluation report is very clear and shows a good balance between specific and generic competences. The content of the learning outcomes cover all the subject area: linguistics, phonetics, grammar, lexicology, stylistics, old and modern French literature, French history and civilization, translation. The comparative approach with other languages is an excellent method, and courses of Ancient Greek and Latin are welcome, especially as they create bridges with the programs of classical philology that is another pillar of Humanities.

Table 2 links very accurately all the learning outcomes listed in table 1 with each subject taught during the four years. So it is easy to check that the design curriculum is based on a student centered approach, and that the different courses are organized according to the map of the learning outcomes. These two tables show a very serious and efficient reflection from the staff of the Department and constitute an excellent example of good practice of the Bologna process tools. However, the difference between „learning outcomes and competences“ (§23) and „objectives of the study program“ (§24) is not very clear and introduces some confusion. The two paragraphs should be put together or organized in a different way.

It is worth underlining that the learning outcomes listed in the boxes of each module fit perfectly with the competences listed in table 2. That proves the perfect coherence and consistency of the whole curriculum, even though it is not always clear if all teachers have collaborated together to define the outcomes of the program ; the method seems more based on a top →down approach, and not combined with a bottom→up one.

The learning outcomes show that the progression from the first to fourth year is high and corresponds to the ambition of the program which aims to integrate students who have not learnt French during the secondary studies, and to give them a level compatible with the continuation in second cycle studies. For beginners, the student workload seems very hard during the two first years, but at the end, they have the same level than the “advanced” students. Only one learning outcome should be more evident: the ability (and the desire...) at the end of the curriculum to read the whole of a French work and not only excerpts of texts. Auditioned students said that they did it, especially when preparing the final paper, but it could be more explicit in the leaning outcomes of the program.

The validity of learning outcomes is guaranteed by consulting employers and other social stakeholders, and is verified through inquiries of colleagues from foreign universities who

receive the Lithuanian students. It is not clear if French teachers or universities are consulted, which should be recommended. The attainability of the learning outcomes depends also on the estimated student workload; this aspect is less evident in the self-evaluation report, and should be more taken into consideration: how is the student workload calculated, and how the pedagogical team may be sure that the estimation is right and fits with the capacities of the student? In this case feedback from student is necessary. The presence of both beginners and „advanced“ students makes this exigency difficult but crucial. Sometimes it seems that the independent study hours result only from the difference between the total amount of credits and the contact hours.

French philology is a traditional subject whose subject specific learning outcomes do not need to be updated like in technological studies, but the knowledge of French scientific literature is necessary. The bibliography present in most of the final thesis shows that student are able to read some French papers related to their subject area, and this is a good prerequisite for those who want to continue in master study programs.

2. Curriculum design

The French Philology study Program design complies with the general requirements of the principal legal acts governing studies - the Law on Higher Education and Research of the Republic of Lithuania. From 2011 second year students are given a possibility to choose minor subjects and acquire a double Bachelor degree or select deeper specialist studies. For the first four semesters the principal Study Program has two options: one for advanced students and one for beginners. From the fifth semester all students have a common program.

The French Philology program is student oriented: it takes into consideration the competences defined by the needs of social and personal development as well as the labour market. The main objective of the Program is clearly formulated as student's gaining competences according to their study Program and getting ready for further studies or work in the chosen field.

The strong point of the Program design is the organization in modules which are designed in logical sequences. The content of subjects taught is in line with the learning outcomes. Another strong point is the specific curriculum for beginners with a larger number of credits given to Modern French. From the fifth semester onwards the number of subjects is the same in both programs for beginners and advanced students. The final Bachelor's Thesis is allocated 20 credits and the subjects are in correspondence with Studies in Philology.

Very appreciated by students is the Internship in the 8th semester, with 15 credits allocated. The duration of the practical work at the Faculty of Philology is 8 weeks. During the

practical work period, students participate in chosen seminars: translation, teaching or French as a foreign language or corpus linguistics. Internships take place in companies or institutions that employ graduates of the Department.

3. Staff

The number and qualifications of the staff seem to meet applicable legal requirements. The French Philology program is taught by 12 permanent teachers of the Department of French Philology (DFP) and a French language intern seconded by the French Institute in Vilnius; 25 teachers of optional subjects come from other Departments in the Faculty of Philology and other Faculties. Teaching is also contributed to by visiting professors who come for one year from foreign universities. Some natural turnover of the teaching staff of the Department has been observable in the past several years (retirement; leaving the department for the Department of Translation and Interpreting Studies; arrival of young, creative and motivated teachers, mostly VU alumni, who took over a part of the practical and theoretical courses).

The ratio of the teachers and students (14-15 students of the first cycle per one full time employee of the Department of French Philology) is good: it makes it possible to understand the needs of each individual student and can be seen as satisfactory from this point of view. However, as stressed in the self-assessment report, in many cases the number of teaching hours of an individual teacher exceeds the established norms. Because of a large number of hours allocated to teachers of the DFP (c. 14,5 hours per week on average) there is a gap between research work in the Faculty and teaching activity. Interestingly, the authors of the self-assessment report perceived such workload to be an internal obstacle to staff professional development, but this statement was not confirmed in the meetings with the staff.

Members of the DFP are highly qualified teachers. The recruiting process and the academic career are well defined (the first employment contract concluded for a year, after which a competition held for a three-year contract and then – for a five-year contract; at the end of each term, the suitability of the candidate for a position is voted on by the Attestation Board and the Council of the Faculty of Philology). They are also very active researchers publishing in prestigious, peer-reviewed research journals and books. Some are also authors of textbooks for students and translators of fiction or research and educational literature into and from Lithuanian and French. The professors working in the DFP successfully supervise doctoral students and participate in doctoral thesis defence committees.

The DFP participates in various projects together with other Faculties, Departments and Universities. Some of these are practical projects, financed by European Structural Funds, while

other ones are research projects. Thanks to the aid provided by the Vilnius University Research Promotion Fund and the French Institute, teachers of the Department participate in international conferences; they can also enhance their teaching abilities in foreign universities and research centres, traineeships, professional courses abroad, etc. Nevertheless, the self-assessment report deplores the lack of a system which would allow each lecturer in the Faculty of Philology go on a sabbatical to do research or devote time to methodological issues. Due to their workloads teachers are also often unable to use the possibilities offered by the Erasmus exchange program.

The research carried out by the teachers (on different issues of the French language and literature, teaching foreign languages and the like) is reflected in the students' final BA works and their quality is, in general, very good, as can be seen in the topics selected, methods chosen and up to date bibliographies.

Lastly, the publications of the DFP members are mostly in Lithuanian; it would be interesting for them to make a more extensive use of the possibilities offered by the international research community (e.g.: the Fabula website - www.fabula.org).

4. Facilities and learning resources

Since the last evaluation in 2003, the premises of VU have undergone major renovation work. According to the Dean of the Faculty of Philology, almost 10 million Lithuanian litas have been invested in infrastructure. Most classrooms contain modern furnishing and up to date technical equipment. As the students and teachers of French Philology work in old buildings that are historical monuments and part of cultural heritage, radical changes cannot be allowed. Yet it should be extremely beneficial for the staff (including the PhD students) to have their own working space, where they could regularly meet, share and collaborate, prepare for teaching and meet the students. At the moment, the so-called teachers' room is often used as a lecture room because there is a shortage of lecture rooms. It has been also observed that the sanitary services of the building seem insufficient. Indeed, some of the internal communication problems that have been noticed could be avoided by establishing this space for staff to work in. Naturally, good working conditions for teachers have also a major impact on the quality of teaching, administration and on the productivity of the personnel in terms of research. The lack of this type of social space for teachers may also influence negatively the integration of international visiting professors.

As to the latest technology, the teaching staff seemed very satisfied and the faculty has recruited two computer specialists to ensure that the teachers cope with occasional technical

problems and learn to use the equipment in the class room as well as the brand new language laboratory.

What comes to the students' facilities, the state of affair is better in regard to classrooms, and probably as good as it can get, taken into account the historical character of the premises. Nevertheless, some students complained about not having the necessary books (manuals) at their disposal. The library of the Vilnius university provides the students and staff the access to the electronic databases that could be increasingly replacing the (to some extent missing) books in paper form, if put into more efficient use. After all, the language manuals should only be used for higher education students at the very beginning of their study of a foreign language, for improving language skills. Later on more analytical and research oriented material should replace introductory books and language manuals. Luckily the presence of the French Institute (next to the university) where one can find many language manuals and other learning material and even working space is a great advantage to VU in this regard.

5. Study process and student assessment

The overall impression is that the study process and student assessment are on good level. The self-evaluation report and the meeting with the students confirm that the admission requirements to French Philology study program are clear and transparent; there is provision of social, informational and financial support for students provided by the university and faculty administration staff.

It was encouraging to see that students have lots of opportunities to participate in Erasmus mobility program and that they really use these possibilities. The outgoing mobility rate is quite good. Of course, even though this mobility rate is good at the moment, the administration should keep the focus on creating more possibilities for students and encouraging students to participate in it even more.

As there is no entrance barrier for students with no French background, there are two different levels during the two first years; so some students can start from very beginning with French language, while others can continue on a different level with the background that they already have. Moreover, students can choose which level they would like to take.

Students, the teachers and administration staff have all underlined that there are surveys which are made after every semester on study quality. However, during the meeting with the students, it appeared that some students did not know how their feedback was used in order to improve the study quality, teachers' performance and whole study program. In fact, students

admitted that they did not know about their possibility to participate into the designing or improving the program at the Study Committee through students' representatives.

Other concern is on teaching methods. Students confirmed that some teachers, especially from older generation, used the old pedagogy, and students expressed their wish to have more and various teaching methods. However, students admitted that there are also cases of young teachers using new teaching methods, and they could be as examples for the rest of the staff. Some students lamented the distance that some teachers maintain in front of the students during their studies. Some highly qualified professors seem unapproachable and it is hard for the students to communicate with them on the topic of specific courses. Administration should draw the attention on this issue during the teachers' accreditation process.

It seems also that students miss professional orientation during their studies. Administration should put more focus on this issue, to ensure that the students get all informational and other kind of support in order to design their future carrier. Students expressed also the fact that, sometimes, there is a lack of information on some optional courses they can take. Students explained that they don't get enough information on specific courses' contents, and consequently they choose according to the name of the courses or the teachers that are in charge of those courses. Moreover, there are cases where the description of the course does not fit the real content of the course; students mentioned that during this course they didn't find what was expected in the description of the course. Lastly it appears that students ask for more use of French language in the study process. It should be good to increase the possibilities for using French language (formal and non-formal); the suggestion could be to apply different teaching methods, so students could use more oral French language with each other, visiting French professors and Erasmus students or stakeholders.

6. Programme management

In relation to responsibilities for decisions and monitoring of the implementation of the program, the Self Assessment Report states that the Quality of the program is assured in line with the quality assurance policies and processes defined by the Quality Centre which is an institutional level body. On the program level, the Study program is supervised by the Program Committee consisting of 5 faculty members, a student, and an employer representative. The program Committee is responsible for the program update, defining the learning outcomes, and description of courses. The management of the program is also shared with the Faculty's Academic Commission and the Council of the Faculty. The Head of the Program Committee is a

member of the Academic Commission of the Faculty. Once per year Program Committee report to the Council of the Faculty on the implementation of the study programs.

The validity of the learning outcomes is verified through inquiries of colleagues from foreign universities about knowledge and skills of the Program students studying abroad and through consultation with the social partners. In the future the program management intends to launch more detailed surveys of students and the analysis of the competences and learning outcomes achieved. This project fits the standards of the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area, which recommends that institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs of study and other activities. (ESG: Part 1: 1.6 Information systems).

In relation to the extent to which information and data on the implementation of the program are regularly collected and analysed, The SAR states that students' opinions are surveyed on a regular basis. Program improvement issues are discussed on a regular basis at the end of the semester, and at the end of each academic year. The information on the purposes of the study program quality assessment, the applied methods and measures, the received evaluation results are discussed during the Department meetings, in the *ad-hoc* groups set up for addressing specific tasks, at meetings of the Council of the Faculty, and published on the website of the Faculty.

The SAR states that there is a continuous liaison with the alumni; however no systematic tracking of the graduates' careers is in place.

The Methodological Guidelines ask whether the outcomes of internal and external evaluations of the program are used for the improvement of the program, and whether the internal quality assurance measures are effective and efficient. The SAR states that students' opinions, their proposals on the improvement of learning environment, have been taken into consideration - learning facilities are being or have already been improved. However, during the meeting with the expert team, the students admitted that they would appreciate a better communication of the survey results. They also pointed out that their concerns regarding teaching methods in some of the disciplines have not been considered. Thus, it should be useful to improve the communication of the feedback to the students on what can or cannot be changed.

About the question whether the internal quality assurance measures are effective and efficient, it may be considered that the system is in place, and works well ; however it could be further improved by using the feedback to the students and developing an alumni tracking system.

III. RECOMMENDATIONS

1. Improve internal communication, by reinforcing the complementarity between top→down and bottom→up approaches. Sometimes information appears segmented, and pedagogical actions are more based on individual initiative and personal contacts than on collegial consultation and overarching strategy.
2. Staff Erasmus mobility should be increased; the potential of the different Erasmus programs is not fully exploited for teaching mobility. More free time should be given for teachers to go abroad.
3. Encourage students to use data bases; the technical equipment seems up dated and sufficient, but students need some training for using the e. resources with benefit, and this training could be integrated in the curriculum design.
4. More contacts should be established, at the institutional level, with external stakeholders so that students get more up to date information about the different possibilities on the work market ; for instance, it could be suggested that sometimes the faculty organizes an “humanities open day” for companies and other social partners, with direct contact and forum between employers, students and staff.
5. Improve the work environment and material facilities for teachers; even though the building is ancient and cannot be renewed because of patrimonial laws, more spacious and comfortable rooms should be appreciated, and it would enhance the collegial activities.

IV. SUMMARY

The overall impression is quite positive. This Bachelor in French Philology fits the main standards of excellence, and contributes to the international reputation of the University which is on move and able to adapt to the new demands and needs of a globalized world. The students auditioned during the visit took part in the discussion in a very active way, and appeared open minded, critical, and exigent, which is the mark of a successful academic training. Moreover, all the social partners confirmed that they could trust the competences of the students they employed.

The aims of the program are clearly announced ; they targets to form responsible citizens who will be able to get a job both in national and international context, and to train the highest qualified specialists in French Philology. The learning outcomes show that the progression from the first to fourth year is high and corresponds to the ambition of the program which aims to integrate students who have not learnt French during the secondary studies, and to give them a level compatible with the continuation in second cycle studies. The validity and attainability of learning outcomes are guaranteed by consulting employers and other social stakeholders, and are verified through inquiries of colleagues from foreign universities who receive the Lithuanian students.

The curriculum complies with the general requirements of the principal legal acts governing studies- the Law on Higher Education and Research of the Republic of Lithuania. It is well designed in logical sequences, modularized, and places the student at the center ; it allows an excellent integration of the beginners in French language, and the content of subjects taught is in line with the learning outcomes. The final Bachelor's thesis is allocated 20 credits, and the topics are in correspondence with studies in Philology ; the level of the final papers is high and shows that research skills are really developed (for instance recent publications are known and used). There is a good feedback from the teachers who also supervise the students well.

The staff is highly qualified with many professors who publish papers in French in international reviews. Some students complained that some professors are not easy to meet and discuss with because they are a bit stand offish and take liberties with the contents of the courses, but on the whole the climate is good and convivial. Thanks to young teachers- who should be encouraged and rewarded- new teaching methods are applied, and the quality process is stimulated in spite of the conservatism of ancient humanistic traditions.

Despite the smallness of the rooms and the fact that the facilities are not always in a good state, the learning resources are correct: most classrooms contain modern furnishing and up to date technical equipment. As to the latest technology, the teaching staff seemed very

satisfied and the faculty has recruited two computer specialists to ensure that the teachers learn how to use the equipment. Nevertheless, some students complained about not having the necessary manuals at their disposal; the library provides the students and staff the access to the electronic databases that could be increasingly replace the (to some extent missing) books in paper form, if put into more efficient use. Moreover, it should be extremely beneficial for the staff (including the PhD students) to have their own working space, where they could regularly meet, share and collaborate, prepare for teaching and meet the students.

As far as the study process and program management, many aspects are positive: the admission criteria are well communicated and transparent, the support needed for the students is provided, students have their representatives in the study committee and the Council of the faculty, the use of Erasmus mobility program is high enough, and surveys are regularly made to ensure the quality of the studies. However, three weaknesses have been identified: 1. Practice oral French language during the studies seems no sufficient, especially and paradoxically for students who have already a background in French. 2. There is no career orientation provided for students. Developing alumni tracking system could be a solution. 3. It should be useful to improve the communication about the student feedback and communicate about what can or cannot be changed. Some students did not know how their feedback on study quality, teachers' performance and whole study program were processed, and could not measure the impact of the questionnaires.

V. GENERAL ASSESSMENT

The study program *French Philology* (state code – 612R10001) at Vilnius University is given a positive evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	20

*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.

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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Prancūzų filologija* (valstybinis kodas – 612R10001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji išteklių	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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)

IV. SANTRAUKA

Bendras įspūdis yra gana teigiamas. Ši prancūzų filologijos bakalauro programa atitinka pagrindinius kompetencijos standartus ir prisideda prie universiteto tarptautinės reputacijos, kuri yra gerinama ir gali prisitaikyti prie globalizuoto pasaulio naujų reikalavimų ir poreikių. Vizito metu išklaustyti studentai labai aktyviai dalyvavo diskusijose ir pasirodė atviri, kritiškai ir reiklūs, kas yra sėkmingo akademinio ugdymo ženklas. Be to, visi socialiniai partneriai patvirtino, kad jie gali pasitikėti pas juos dirbančių studentų kompetencija.

Programos tikslai yra aiškiai išdėstyti, jais siekiama išugdyti atsakingus piliečius, kurie galės gauti darbą tiek savo šalyje, tiek tarptautinėje arenoje, ir siekiama parengti aukščiausios kvalifikacijos prancūzų filologijos specialistus. Studijų rezultatai rodo, kad pažanga nuo pirmųjų iki ketvirtų metų yra didelė ir atitinka programos siekius, kurios tikslas - integruoti studentus,

kurie nesimokė prancūzų vidurinėje mokykloje, ir pasiekti lygį, kad jie galėtų tęsti antros pakopos studijas. Studijų rezultatų pagrįstumas ir pasiekiamumas garantuojamas konsultuojantis su darbdaviais ir kitais socialiniais partneriais, tai patvirtina ir kolegų iš užsienio universitetų, į kuriuos atvyksta Lietuvos studentai, apklausa.

Studijų turinys atitinka bendruosius pagrindinių aukštojo mokslo teisės aktų, kurie reglamentuoja studijas, t. y. Lietuvos Respublikos aukštojo mokslo ir studijų įstatymo, reikalavimus. Jis yra tinkamai sudarytas pagal loginę seką, suskirstytas į modulius, o į centrą iškeliamas studentas. Jis puikiai leidžia integruoti prancūzų kalbos pradedančiuosius, o dėstomų dalykų turinys atitinka studijų rezultatus. Baigiamajam bakalauro darbui yra skiriama 20 kreditų, o temos atitinka Filologijos studijas; baigiamųjų rašto darbų lygis yra aukštas ir rodo, kad mokslinių tyrimų įgūdžiai yra tikrai išugdyti (pavyzdžiui, yra žinomos ir naudojamos naujausios mokslinės publikacijos). Geras grįžtamasis ryšys iš dėstytojų, kurie taip pat gerai vadovauja studentams rengiant baigiamuosius darbus.

Dirba aukštos kvalifikacijos specialistai, daug profesorių, kurie skelbia savo darbus prancūzų kalba tarptautinėse apžvalgose. Kai kurie studentai skundėsi, kad su kai kuriais profesoriais nėra lengva susisiekti ir diskutuoti, nes jie yra šiek tiek oficialūs ir leidžia sau elgtis laivai su kursų turiniu, bet apskritai klimatas yra geras ir nuotaikingas. Jaunų dėstytojų, kuriuos reikėtų skatinti ir apdovanoti, dėka yra taikomi nauji mokymo metodai, o kokybės procesas yra skatinamas nepaisant senųjų humanistinių tradicijų konservatyvumo.

Nepaisant auditorijų mažumo ir tai, kad priemonės yra ne visada geros būklės, mokymosi išteklių yra geri: dauguma auditorijų yra šiuolaikiškai įrengtos, jose yra naujausia techninė įranga. Kalbant apie naujausias technologijas reikia pažymėti, kad akademinis personalas atrodo labai patenkintas, fakultete dirba du kompiuterių specialistai, kurie užtikrina, kad dėstytojais mokėtų, kaip naudotis įranga. Nepaisant to, kai kurie studentai skundėsi, kad patys neturi reikiamų vadovėlių. Bibliotekoje studentams ir personalui suteikiama prieiga prie elektroninių duomenų bazių, kurios galėtų vis dažniau pakeisti knygas popierinėje formoje (tam tikru mastu trūkstamas), jos galėtų būti dar efektyviau naudojamos. Be to, turėtų būti labai naudinga darbuotojams (įskaitant doktorantus) turėti savo darbo vietas, kur jie galėtų reguliariai susitikti, dalintis ir bendradarbiauti, ruoštis paskaitoms ir susitikti su studentais.

Kalbant apie studijų procesą ir programos vadybą reikia pasakyti, kad daugelis aspektų yra teigiami: priėmimo kriterijai yra aiškūs ir skaidrūs, teikiama reikiama parama studentams, studentai turi savo atstovus studijų komitete ir fakulteto taryboje, Erasmus mobilumo programos naudojimas yra pakankamai aukštas, nuolat atliekami tyrimai studijų kokybei užtikrinti. Tačiau buvo nustatyti trys trūkumai: 1) prancūzų kalbos praktika žodžiu studijų metu, atrodo, nėra pakankama, ypač, nors ir paradoksalu, tų studentų, kurie jau turi prancūzų kalbos pagrindus; 2)

studentai neorientuojami siekti karjeros. Galimas sprendimas - sukurti absolventų stebėjimo sistemą; 3) turėtų būti naudinga pagerinti studentų informavimą apie jų grįžtamąjį ryšį ir informuoti, ką būtų galima arba ko negalima pakeisti. Kai kurie studentai nežinojo, kaip buvo apdorojami jų atsiliepimai apie studijų kokybę, dėstytojų darbą ir visą studijų programą, todėl negali įvertinti klausimynų poveikio.

III. REKOMENDACIJOS

1. Pagerinti vidinę komunikaciją papildant metodus iš viršaus → į apačią ir iš apačios → į viršų vieną kitu. Kartais informacija atrodo suskirstyta į segmentus, o pedagoginiai veiksmai daugiau grindžiami individualia iniciatyva ir asmeniniais kontaktais, o ne kolegialiomis konsultacijomis ir bendra strategija.
2. Reikėtų padidinti dėstytojų Erasmus mobilumą; nėra pilnai išnaudojamas įvairių Erasmus programų potencialas mokymo mobilumui. Dėstytojams reikia skirti daugiau laisvo laiko išvykti į užsienį.
3. Studentus skatinti naudoti duomenų bazines; techninė įranga atrodo yra atnaujinta ir pakankama, tačiau studentams reikia mokymų, kaip naudingai pasinaudoti el. ištekliais. Šiuos mokymus galima įtraukti į programos sandarą.
4. Užmegzti daugiau kontaktų instituciniame lygmenyje su socialiniais partneriais, kad studentai gautų naujesnę informaciją apie įvairias galimybes darbo rinkoje, pavyzdžiui, galima pasiūlyti, kad fakultetas kartais suorganizuotų „humanitarinių mokslų atvirų durų dieną“ įmonėms ir kitiems socialiniams partneriams užmezgant tiesioginius kontaktus ir organizuojant forumus tarp darbdavių, studentų ir akademinio personalo.
5. Gerinti dėstytojų darbo aplinką ir materialinę bazę. Nors pastatas yra senovinis ir negalima jo atnaujinti dėl paveldo įstatymų, būtų malonu turėti erdvesnes ir patogesnes patalpas, o tai skatintų kolegialią veiklą.

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