STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto

ANGLŲ FILOLOGIJOS **STUDIJŲ PROGRAMOS**

(612Q30002)

VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *ENGLISH PHILOLOGY* (612Q30002)
STUDY PROGRAMME
at Vilnius university

Grupės vadovas:
Team leader:

Prof. dr. Minna Palander-Collin

Grupės nariai:
Team members:

Prof. Zaiga Ikere

Prof. Nikolas Gisborne

Dr. Nijolė Merkienė

Simonas Valionis

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

Studijų programos pavadinimas	***Anglų filologija***
Valstybinis kodas	612Q30002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 m.)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos bakalauras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 1997 m. gegužės 19 d. įsakymu, Nr. 565

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***English Philology***
State code	612Q30002
Study area	Humanities
Study field	English philology
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time, 4 years
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of English Philology
Date of registration of the study programme	19 of May 1997, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. 565

Studijų kokybės vertinimo centras

CONTENTS

I. INTRODUCTION

This Report presents the results of the external Evaluation of the Bachelor (BA) study programme English Philology offered by the English Philology Department at the Faculty of Philology, Vilnius University. The English Department is the largest department of the Faculty. During 2008–2012, 64–77 new students were admitted to the BA programme each year.

The evaluation process of the study programme English Philology was initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external Evaluation Team of Experts formed by the team leader, professor Minna Palander-Collin (University of Helsinki, Finland), professor Zaiga Ikere (Daugavpils University, Latvia), professor Nikolas Gisborne (University of Edinburgh, UK), Dr. Nijolė Merkienė (Lithuania) and student representative Simonas Valionis (Lithuania).

For the evaluation, the following documents have been considered:

1. Law on Higher Education and Research of Republic of Lithuania;

2. General Requirements of the First Degree and Integrated Study Programmes;

3. Methodology for Evaluation of Higher Education Study Programmes;

The Evaluation is based on the Self-Evaluation Report (SER) and its annexes prepared in October 2013 and the site visit on 25 February 2014. During the visit the expert team met all the required groups including senior administrative staff, staff responsible for the preparation of the SER, teaching staff, students, graduates and social partners. The Team also examined students' course papers and BA theses and visited auditoriums, libraries, and other facilities. After the Expert Team discussions and additional preparations of conclusions, general remarks of the visit were presented. After the visit, the group met to discuss and agree the content of the Report, which represents the Expert Team's consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The BA programme English Philology provides a comprehensive approach to the study of English Philology and aims to offer philological competences in the areas of English language, linguistics and literature as well as generic competences. The learning outcomes of the programme are further specified in terms of eight generic competences and eleven subject-specific competences that run through the compulsory and optional courses; they are well defined and clear. Tables given in SER have been developed to show which competences are learned in each course. The students should attain the CEFR levels C1-C2 in their English communication skills. According to the SER, learning outcomes can be found on various university websites but the students nevertheless felt that they should be reminded more often of the learning outcomes of the courses although fourth-year students had developed an understanding of their competences and programme aims. The Expert Team would nevertheless encourage further discussion in the department on how to ensure that programme learning objectives are achieved in a modular degree as this discussion seems to have been absent.

The programme aims and learning outcomes are based on high academic requirements. During the site visit students, graduates and social partners praised the high quality of the teachers' expertise in linguistics and literature, and students and graduates who had experience of Erasmus exchange or Master (MA) studies in foreign universities felt that the BA programme in English Philology had equipped them with excellent English writing, presentation and other academic skills in comparison to students from other countries. The social partners were highly satisfied with the English language and analytic skills of the graduates they had employed as teachers in their institutions.

In total, Expert Team would like to declare that the learning objectives of the programme are consistent with the type and level of studies; the qualifications and the name of the programme are compatible with the learning objectives and the content of the programme.

2. Curriculum design

This is a very good programme in the area of English Philology, which provides students with a full knowledge base and a range of skills which are relevant to the subject. The Expert Team thinks that the degree meets its objectives and the students should be able to achieve their learning outcomes specified in SER. The degree is well structured and well organised.

The content of the subjects is consistent with the type and level of the studies. There is an appropriate degree of research–led teaching, and a commendable possibility in the degree programme is the availability of Individual Study Programmes. The subjects studied and modules are appropriate for a degree in English Philology. To take a single example, the succession of courses in English Grammar shows appropriate and clear progression. It was nice to note that the department was proud of their students. The BA theses ET saw were excellent, and showed that the students had been very well trained. There was excellent feedback on these theses, and the marking managed to be both fair and exacting. The courses are of a high quality, and the teachers treat their students as colleagues and are open minded and receptive. These points were appreciated by the students. So, there are no doubts that the scope of the programme is sufficient to ensure learning outcomes.

There are few minor elements that still could be developed in the future. The information about the programme and possible progression paths through the degree could be made clearer to the students. It would help if the department was to publish handbooks explaining the different options to students, and it would help if there were an academic member of staff with the formal role within the department of 'Department Tutor'.

On the whole, the curriculum design meets the legal requirements, the study subjects and modules are spread evenly and the themes are not repetitive. The contents are up-to-date and reflect the research strengths of the department. ET agrees that the content and methods of the subjects are appropriate for the achievement of the intended learning outcomes.

3. Staff

The English Philology study programme is provided in accordance with the relevant legal acts of the Republic of Lithuania. The programme is run by 44 teachers: 22 teachers of the Department who teach courses of the English Philology, and 22 teachers from other departments and faculties (3 of them teach compulsory subjects and 19 teach foreign languages and other optional subjects). The academic staff of the English Philology Department includes 2 professors, 5

associate professors, and 8 lecturers with a doctor's degree. What is important in the studies of foreign philology and which is a great asset to the programme is the fact that there are three native speakers of English who are involved in the programme. Visiting native speaker teachers are also engaged thanks to the Fulbright scholarship programme testifying to good collaboration between the relevant USA institutions in Lithuania and the present programme designers or faculty administration. All in all, there is enough qualified teaching staff to ensure learning outcomes.

As can be judged from the SER, the English Philology Department has a growing research potential (p. 28). During 2011–2013 ten doctoral students have defended their dissertations, which is a remarkable achievement. The situation with the recruitment of junior staff, however, could be developed as the current average age of academic staff is 43 years (SER, p. 26), but this would require systematic measures by the Faculty rather than just the study programme.

There is an established system of teaching staff evaluation according to various criteria. Every five years all academic staff participates in a re-evaluation process for academic positions. This process was approved by the VU Senate Committee on 23 February 2010. The document envisages several steps to evaluate the applicants' academic and research activities. Besides the minimal requirement of a MA degree, for higher positions various requirements are taken into account including 1) the number and quality of publications (articles, monographs, etc.), 2) participation in international and national research conferences, 3) supervision of doctoral thesis, 4) teaching load, 5) teaching materials and other publications, 6) applied research, and 7) participation in projects.

Teachers' workload management is approved at a University level. The discussions with the teaching staff, however, revealed the fact, that for assistants and lecturers, with 576–620 hours of teaching, to achieve the required research results and academic development in this respect is a tough job requiring sacrifices of one's free time and vacations. This fact does not make an academic career at higher educational establishments appealing for the younger generation in general and for those working in English philology in particular. As indicated in the SER (p. 28) the turnover of the personnel working in the programme is not high.

The Department has a strong research potential that is commendable.The teaching staff publishes their research findings in monographs, Lithuanian and foreign scientific journals, participate in international and national conferences and research projects. The scientific maturity of the staff is manifested in the fact that the most outstanding members of the staff (Dr.habil. A. Usonienė, Dr. R. Rudaitytė and Dr. Šeškauskienė) besides their significant scholarly contributions are also editors-in-chief of philological journals that are well known in Baltic States and elsewhere. So, there is no doubt that teaching staff is highly involved in research directly related to English Philology.

Teachers involved in the study programme develop their academic and didactic qualifications during study visits, by participating in the Erasmus staff exchange programme, research summer schools, projects, conferences, and publications. As to conference participation, it has to be noted that the academic staff is financially granted the possibility to present the research achievements at local and international conferences. The financial support is ensured by the Research Council (Faculty and University). It amounts to 500 Lt for conferences in Lithuania and up to 5000 Lt for international conferences abroad. It has to be noted that during the site visit there were no complaints from the teaching staff about cases of having been denied this support by the Faculty Research Council.

In discussions with the teachers during the site visit and also judging from SER (p. 27), it can be concluded that the existing teaching workload somewhat prevents the academic staff from engaging even more consistently in research activities, which are necessary in order to qualify for higher academic degrees. Although the research commitment and results of the staff are clear, the Faculty should more clearly and systematically support research activities. There should be a plan of action at the Faculty level that would encourage also junior academic staff to progress in their academic careers.

On the whole, the teaching staff of the programme is involved in research and research projects directly related to the study programme. Also, staff widens their international contacts through visits to foreign universities and by participating in the ERASMUS exchange programme.

4. Facilities and learning resources

The study process takes place in the old buildings of Vilnius University on the premises of the Faculty of Philology, the part of VU architectural ensemble of great historical value. Due to the major renovation in the Faculty in 2010-2012 the situation improved considerably, 12 classrooms were renovated, new furniture was acquired, wireless internet connection was installed together with multimedia equipment. Lectures and seminars for students of English are held in different classrooms and in the English Philology Department. However, the accessibility of classrooms for disabled people is limited in these historic premises.

There is a study information system in VU comprising databases and software for studies, written assignments, computerised examination system, electronic search for plagiarism, admission to first and second level studies (VUSIS). VUSIS users are given authorised access to relevant programs and databases. However, the system is slow a bit and not very flexible. Maybe this is the reason why only few teachers use this service actively for their courses.

In the programme attention is paid to the independent work of students and this is supported by the fact that there are good library resources with computer facilities.

The teachers use PowerPoint presentations, internet sources, publicly available corpora and computer software. The English Philology Department has some office equipment, but teachers and students usually use their own personal laptops.

There is enough study materials for students: the VU libraries have a lot of reading material for studies, including electronic resources and databases. The library of the Department has a lot of publications in English, receives new books from participants of academic exchange programmes, seminars and conferences. Since 2008, the academic staff has written 5 textbooks and books for studies. Material basis of the Faculty is improving. However, there are problems with the place for increased number of consultations. The premises of the Department are used for consultations which interfere with the normal functions of the Department and teachers' rest. Moreover, there is an open access to publications in different languages (literary theory, folklore, linguistics, dictionaries, reference books, encyclopaedias, periodicals in the field of Philology), including many fundamental and modern works in English Studies. Both students and teachers can use databases subscribed to by the VU Library, and many databases are available from teachers' workplaces.

Even though the students of this programme have their internship period at the end of their studies, they indicated that it is not enough time for them to successfully gain practical skills. They expressed a wish to organise the internship period a bit earlier in the study process as well as to establish stronger links between businesses and the Department.

All in all, the Expert Team thought that the programme makes good use of the premises and resources it has. For example, it is highly commendable that students have access to computers which they can use for corpus studies.

5. Study process and student assessment

The admission is organised on a competitive basis according to the Procedure for Competitive Admission (May 2012) and VU Admission Rules (June 2012) confirmed by the VU Senate Committee. Information about admission requirements is published in VU booklets, the media and the internet. The admission requirements are well-founded. Candidates to be enrolled in the English Philology programme must have completed secondary education. Three marks for maturity examinations (English, Lithuanian and history, the second foreign language or native language for those candidates whose mother tongue is other than Lithuanian) are added up to make the entrance score.

Consultations for students are relevant in the second, third and fourth year of study (time of writing a term paper or a BA paper). However, it is a problem in the calculation of the teachers' work load, because BA paper supervision is given only 8 hours per academic year per student. In reality teachers claimed it takes much more time.

Lectures given on linguistic or literary courses (e.g. Introduction to Linguistics, English Lexicology and Lexicography) are combined with seminars. In this way, the course teachers get instant feedback; they can apply reliable assessment procedures. On the other hand, the teaching/learning process is to an extent dependent on the motivation of the students because the amount of time for self-study is significantly higher than classroom time. It seemed to the Expert Team that the system of independent study works in this context as for instance the BA thesis are generally very good.

The students have a good background for participation in research, which can be seen from term paper writing and from BA theses. Students' research conferences are very popular among English Philology students (2013 – 68 presenters; 2012 – 58; 2011 – 42; 2010 – 48; 2009 – 39; 2008 – 43). The most talented students have the possibility to present their research projects at international conferences. Two students carried out their research practice under the Student Research Practice (SRP) project working in the language corpus laboratory (2008). In 2010, the third and fourth year students assisted the staff of the Department responsible for organizing the 43rd Annual Meeting of Societas Linguistica Europea (SLE). In 2010-2011, the third year students were involved in the compilation of the LINDSEI-LT spoken corpus of learner English. LINDSEI-LT and the LICLE corpus of written Lithuanian learner language are used for writing BA and MA thesis on language acquisition.

Students appreciated the different opportunities they have to be engaged in cultural, sport and other activities offered by VU Cultural Centre and Health and Sports Centre, Student Representative Office (faculty and central) and others.

Students of the Department are also active in the ERASMUS exchange programme and spend on average 5 months studying at universities in Belgium, Bosnia and Herzegovina, China, Croatia, Cyprus, Finland, France, Germany, Holland, Ireland, Italy, Latvia, Norway, Poland, South Korea, Spain, Sweden and Switzerland. From 2012 students increasingly get interested in Erasmus work placements (8 students). Their experience from foreign visits is very positive.

The system of VU social support includes incentive grants, social grants, special grants, nomination grants, loans for tuition fees, dormitories.

Regarding the academic support, the Faculty of Philology prepares an Information Package which presents descriptions of all types of courses. It is also available on the website of VU. Students are guided, assisted and advised by the teachers; individual tutorials are most often arranged to assist the students in the process of BA paper or term paper writing. First and second year students have a coordinator on Contemporary English Course. Overall, the students were not very well aware of the progress of their studies so the practice of academic support could perhaps be developed further.

During the first lecture, teachers present the course outline, assessment requirements for the students. Examination can be oral or written, usually together with cumulative assessment. When the course involves a combination of different aspects taught by different teachers and is given one final mark, the team of the teachers delivering the course in each year prepare an assessment grid which is announced to the students at the beginning of the semester. The grid presents a break-down of proportions of the final mark for each aspect of the course. One member of the team coordinates the assessment of the course. This assessment system receives response from the students for its objectivity and clarity. The Expert Team thought that the system is clear and it is publicly available to all students.

Different measures are used to ensure honest studies at VU. Teachers introduce students to the Code of Academic Ethics (CAE) and Study Provisions (SP). Students have to upload their graduation papers into VUSIS where they are checked by Electronic Plagiarism Detection System (EPDS).

Students of this programme who continue to study at MA programmes have solid writing and presentation skills and broad knowledge of English linguistic and literature. Professional activities are often related to teaching English as a foreign language and translation. Graduates work as translators and interpreters for translation companies, various European Union institutions, Ministry of Foreign Affairs, embassies residing in Vilnius, at Lithuanian and/or foreign universities etc. The graduates are well-employed and their degree clearly provides them with a solid basis for finding their place in Lithuanian society.

6. Programme management

The responsibilities for decisions and monitoring of the implementation of the programme are allocated to the Study Programme Committee consisting of five staff members, one student and one social partner. Feedback on the programme is regularly collected and analysed through the survey of the Quality Management Centre, but according to the SER very few students fill in the questionnaire (4–5 out of 50–60 each year). During the site visit students said that they do not have opportunities to give specific feedback on the study programme as the survey is fairly general and also students do not hear afterwards whether their suggestions are being considered. However, during the site visit the students seemed to be very committed to the programme and formulated their understanding of the programme in a very coherent manner; similarly, the teaching staff is highly qualified, dedicated and competent. It thus seems to the Expert Team that students and staff would need a regular forum to discuss feedback related to the study programme in order for the programme management to fully employ the ideas of both staff and students for the future benefit of the programme.

It is commendable that outcomes of internal and external evaluations of the programme are used for the improvement of the programme. For example, graduation thesis credits were increased and the period of professional practice was extended from one month to the whole semester in

response to the students' wishes. It thus seems to the Expert Team that the programme is quite willing and eager to develop and adjust to new requirements.

The programme has cooperation with social partners working especially in the area of teaching. A broader scope of social partners representing also other sectors of working life like translation, international affairs or business and more specific career advice would further help students find their place in Lithuanian society. It would be beneficial to the students to introduce careers advice, and possible internships (which need not take place as part of the degree) early on in their programme.

All in all, the Expert Team agrees that communication and managing change are a weaker point at the University of Vilnius more generally. A practical way of enhancing communication with 'stakeholders' and students as well as prospective applicants would be to develop a comprehensive student handbook[1] to clarify e.g. the programme structure and aims, student progression through the programme, and career options and requirements for qualifications (e.g. teacher). The department could also nominate one of the teachers as Student Tutor who could serve as the curriculum counsellor for the students.

III. RECOMMENDATIONS

1. The department could organise systematic discussions on programme learning objectives and methods of ensuring that they are achieved in a modular degree.

2. It is recommended that the programme management develop a student handbook to clarify the programme structure and aims, student progression through the programme, and career options and requirements for qualifications (e.g. teacher).It would be helpful for student academic and professional development and progress. It would also clarify the programme aims and goals for prospective applicants and social partners.

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[1] *A Student Handbook could include the following sections: 1) An introduction from the programme leader welcoming the students to the programme, and introducing him- or herself.*
2) Names of all staff involved, their contact details and their office hours.
3) General information (about where the 'welcome' meeting is taking place, information about the staff-student liaison committee, who students should approach with their enquiries in the first instance).
4) A table of the structure of the degree, showing students how they can/should put their programme together from the different modules, including information about core and optional courses.
5) A summary of the regulation information about progression from first to second year, and into the dissertation (marks required, etc.).
6) Some basic information about the dissertation (credits, course and structure, length, the nature of research, deadlines)
7) Course and assessment information (a list of individual modules, their assessment methods and deadlines, their relationship to the programme learning outcomes, a brief description of their contents and recommended reading, name of the teacher, contact information for the teacher, a link to more detailed information on the university's webpages).
8) The programme timetable.
9) Advice on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments. (This could be held more centrally as a separate document for the Faculty.)
10) Notes on the writing, presentation and submission of essays and dissertation.
11) Notes on feedback: how the staff give their feedback to students, and what the students should expect from the different teachers on the course in terms of academic feedback.
12) An explicit statement of the marking scheme (what qualities does work have to have to get a particular grade?).

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3. The department should find ways of improving its communication both among the staff and with the students.

4. The electronic system VUSIS could be more actively used by the staff members of the Department in order to create their websites and place teaching materials there.

5. Improve office equipment; provide students with more computer working places, if possible.

6. Introduce a bit more practice time for the students and establish stronger links between a wider scope of social partners and the Department.

7. Ensure the possibility for the staff to employ sabbaticals, embracing a greater number of the staff, including junior members. At present this opportunity is limited due to the considerable teaching load.

IV. SUMMARY

The BA programme English Philology provides a comprehensive approach to the study of English Philology and aims to offer philological competences in the areas of English language, linguistics and literature as well as generic competences. The programme aims and learning outcomes are based on high academic requirements. For example, the social partners were highly satisfied with the English language and analytic skills of the graduates they had employed as teachers in their institutions.

Overall, the degree is well structured and well organised. There is an appropriate degree of research–led teaching, and the quality of BA papers is high, students are given good academic feedback and they can participate in various research activities in the department. One area that could be developed concerns communication in the department as there has been no discussion in the department about how to ensure that programme learning objectives are achieved in a modular degree. There is in general a lack of communication with the students—and among the staff—about the overall curriculum and what the department aims to achieve. Similarly, students are not very well-informed of their career possibilities and professional requirements. The department could find ways of improving its communication and offer more systematic guidance to the students.

The academic staff of the English Philology Department is highly qualified and includes native speakers of English as well as visiting Fulbright teachers. Although the teachers are actively involved in research as much as they can, it can be concluded that the current teaching workload somewhat prevents the academic staff from engaging more consistently in research activities, which are necessary in order to qualify for higher academic degrees. There should be a plan of action at the Faculty level that would also encourage junior academic staff to progress in their academic careers.

The students of the programme have good opportunities to participate in research activities. They have for example been involved in the compilation of the LINDSEI-LT spoken corpus of learner English, and students' research conferences are very popular among the English Philology students. The most talented ones may even present their research projects at international conferences. More attention should nevertheless be paid to career possibilities. Although the students of this programme have an internship at the end of their studies, they would like to organise the internship period a bit earlier in the study process as well as to establish stronger links between businesses and the Department. All in all, the students as well as graduates of the programme were satisfied with their education. They were especially proud of their teachers who encourage students to express their ideas, treat them as colleagues and prepare well for the classes. Moreover, social partners considered the students of the programme as the best in Lithuania: "they have the best English language and analytical skills, they are real experts".

V. GENERAL ASSESSMENT

The study programme English Philology (state code –612Q30002) at Vilnius university is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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.

Grupės vadovas:
Team leader: Prof. dr. Minna Palander-Collin

Grupės nariai:
Team members: Prof. Zaiga Ikere

                 Prof. Nikolas Gisborne

                 Dr. Nijolė Merkienė

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VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ANGLŲ FILOLOGIJA* (VALSTYBINIS KODAS – 612Q30002) 2014-08-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-429 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Anglų filologija* (valstybinis kodas – 612Q30002) 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 ištekliai	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

Bakalauro studijų programoje *Anglų filologija* laikomasi visapusiško požiūrio į anglų filologijos studijas ir siekiama lavinti filologines anglų kalbos, lingvistikos ir literatūros kompetencijas bei bendrąjį kompetentingumą. Studijų programos tikslai ir studijų rezultatai grindžiami aukštais akademiniais reikalavimais. Pavyzdžiui, socialiniai partneriai buvo itin patenkinti absolventų, kurie dirbo jų mokyklose mokytojais, anglų kalbos ir analitiniais gebėjimais.

Apskritai studijų programos struktūra – gera ir ji gerai organizuota. Dėstant pakankamas dėmesys skiriamas tyrimais pagrįstoms studijoms, o bakalauro darbai – aukštos kokybės. Studentai gauna gerą akademinį įvertinimą ir gali dalyvauti įvairioje mokslo veikloje Katedroje. Sritis, kurią būtų galima tobulinti, – bendravimas Katedroje, nes joje nevyksta diskusijos apie tai, kaip užtikrinti, kad studijų programos studijų rezultatai pasiekiami modulinėje laipsnį suteikiančioje studijų programoje. Apskritai, trūksta bendravimo su studentais ir tarp darbuotojų apie bendrą studijų programos turinį ir tai, ko siekia Katedra. Studentai taip pat nėra labai gerai informuoti apie karjeros galimybes ir profesinius reikalavimus. Katedra galėtų rasti būdų, kaip gerinti bendravimą ir studentams sistemingiau pateikti informaciją.

Anglų filologijos katedros akademinis personalas – aukštos kvalifikacijos ir čia dirba dėstytojai, kuriems anglų kalba gimtoji, bei pagal Fulbraito programą atvykę dėstytojai. Nors dėstytojai, kiek įstengia, aktyviai dalyvauja mokslo veikloje, galima daryti išvadą, kad dabartinis dėstymo

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krūvis šie tiek trukdo akademiniam personalui nuosekliau vykdyti mokslo veiklą, kuri būtina siekiant aukštesnio akademinio laipsnio. Reikėtų parengti Fakulteto veiksmų planą, kuris taip pat paskatintų jaunesnįjį akademinį personalą kilti akademinės karjeros laiptais.

Studijų programos studentai turi geras galimybes dalyvauti mokslo veikloje. Pavyzdžiui, jie dalyvavo sudarant sakytinės studentų anglų kalbos tekstyną LINDSEI-LT, o studentų mokslinės konferencijos labai populiarios tarp anglų filologijos studentų. Gabiausi studentai gali net pristatyti savo mokslo projektus tarptautinėse konferencijose. Vis dėl to daugiau dėmesio reikėtų skirti karjeros galimybėms. Nors studijų pabaigoje šios studijų programos studentai atlieka praktiką, jie norėtų, kad per studijas praktika būtų organizuojama šiek tiek anksčiau, taip pat, kad ryšiai tarp įmonių ir Katedros būtų glaudesni. Apskritai studijų programos studentai ir absolventai patenkinti švietimu. Jie ypač didžiavosi dėstytojais, kurie skatina studentus reikšti savo mintis, elgiasi su jais kaip su kolegomis ir gerai pasirengia paskaitoms. Be to, socialiniai partneriai laiko šios studijų programos studentus geriausiais Lietuvoje: „Jie turi geriausius anglų kalbos ir analitinius gebėjimus, jie – tikri ekspertai.“

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III. REKOMENDACIJOS

1. Katedra galėtų sistemingai rengti diskusijas apie studijų programos studijų tikslus ir metodus, kurie padėtų užtikrinti jų pasiekimą sistemoje.

2. Rekomenduojama, kad studijų programos vadybos grupė parengtų studento vadovą, kuriame būtų paaiškinta studijų programos struktūra ir tikslai, studentų studijų eiga studijų programoje ir karjeros galimybės bei kvalifikacijos reikalavimai (pavyzdžiui, mokytojo). Jis būtų naudingas studentų akademiniam ir profesiniam tobulėjimui bei pažangai. Jame taip pat būtų būsimiems kandidatams ir socialiniams partneriams paaiškinti studijų programos tikslai ir uždaviniai.

3. Katedra turėtų rasti būdų bendravimui tiek su personalu, tiek su studentais gerinti.

4. Katedros darbuotojai galėtų aktyviau naudoti elektroninę VUSIS sistemą savo interneto svetainėms kurti ir mokymo medžiagai pateikti.

5. Tobulinti biuro įrangą, jeigu įmanoma, suteikti studentams daugiau kompiuterizuotų darbo vietų.

6. Studentų praktikai skirti šiek tiek daugiau laiko ir užmegzti glaudesnius ryšius tarp įvairesnių socialinių partnerių ir Katedros.

7. Užtikrinti, kad personalas galėtų gauti akademines atostogas, kurios būtų suteikiamos daugiau darbuotojų, įskaitant jaunesniuosius darbuotojus. Šiuo metu ši galimybė ribota dėl gana didelio dėstymo krūvio.

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Studijų kokybės vertinimo centras

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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