



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LCC TARPTAUTINIO UNIVERSITETO  
**STUDIJŲ PROGRAMOS *ANGLŲ KALBA IR LITERATŪRA***  
*(valstybinis kodas – 612Q30005)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *ENGLISH LANGUAGE AND LITERATURE***  
*(state code – 612Q30005)*  
**STUDY PROGRAMME**

at LCC INTERNATIONAL UNIVERSITY

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Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų kalba ir literatūra
Valstybinis kodas	612Q30005
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Unviersitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos bakalauras
Studijų programos įregistravimo data	2000-08-30

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	English Language and Literature
State code	612Q30005
Study area	Humanities
Study field	English Philology
Type of the study programme	University studies
Study cycle	First cycle
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of English Philology
Date of registration of the study programme	2000-08-30

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# CONTENTS

<b>I. INTRODUCTION .....</b>	<b>Klaida! Žymelė neapibrėžta.</b>
1.1. Background of the evaluation process.....	<b>Klaida! Žymelė neapibrėžta.</b>
1.2. General.....	<b>Klaida! Žymelė neapibrėžta.</b>
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team.....	<b>Klaida! Žymelė neapibrėžta.</b>
<b>II. PROGRAMME ANALYSIS .....</b>	<b>6</b>
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design .....	8
2.3. Teaching staff .....	9
2.4. Facilities and learning resources .....	11
2.5. Study process and students' performance assessment.....	13
2.6. Programme management .....	14
<b>III. RECOMMENDATIONS.....</b>	<b>1 Klaida! Žymelė neapibrėžta.</b>
<b>IV. EXAMPLES OF EXCELLENCE * .....</b>	<b>17</b>
<b>V. SUMMARY .....</b>	<b>17</b>
<b>VI. GENERAL ASSESSMENT .....</b>	<b>20</b>
<b>16</b>	

## I. INTRODUCTION

### 1.1. Background of the evaluation process

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

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

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

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

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

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

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

### 1.2. General

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

No.	Name of the document
1.	LCC handbooks facilitating the writing of BA papers.
2.	During the visit the Team was provided with students’ final papers and internship reports.
3.	Data of graduates’ performance in the labour market and this information reveals that 87% of the graduates have jobs in a few months after graduation.

### ***1.3. Background of the HEI/Faculty/Study field/ Additional information***

Being the first private institution of higher education in Lithuania, LCC International University (further on LCC) is a Christian liberal arts university located in Klaipeda. The University started its activities as a Bachelor's degree granting university in 2000. At present the institution has approximately 600 students and more than 1400 graduates.

The first Master's degree program began in 2008 (Master of Arts in Teaching English to Speakers of Other Languages).

As a university LCC is committed to a liberal arts model of education. LCC is a Christian university that emphasizes a values-based approach. However, students are not required to affiliate with any particular faith position or religious tradition. Over 60% of LCC instructors are visiting lecturers and students from 25 countries comprise approximately 50% of LCC's student population, creating a diversity of culture, intellectual backgrounds and faith traditions. LCC is a North American style educational institution.

### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. S-1545 12.08.2014 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *1<sup>st</sup> October 2014*.

- 1. Prof. dr. Jānis Sīlis (team leader)**, *Professor of Faculty of Translation Studies, Ventspils University College, Chairman of the Board of Applied Linguistics Research Center, Latvia.*
- 2. Prof. dr. Srebren Dizdar**, *Professor of Faculty of Humanities and Social Sciences, Sarajevo University, Head of Second Language Acquisition Centre, Bosnia and Herzegovina.*
- 3. Prof. dr. Leiv Egil Breivik**, *Professor Emeritus, Head of Foreign Languages Institute (till 2014.07.01), Bergen University, Norway.*
- 4. Doc. dr. Linas Selmistraitis**, *Associate Professor, Head of English Philology dep., Lithuanian University of Educational Sciences, Lithuania.*
- 5. Ina Rosenaitė**, *freelance English-Lithuanian translator and interpreter, Lithuania.*
- 6. Alisa Stunžaitė**, *graduate student of Lithuanian University of Educational Sciences Master study programme English Philology.*

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

There have been positive tendencies in the programme improvement during the period of the last 6 years: the programme's size (amount of credits) now conforms to the standards, the programme has also been restructured and subject area modules have been created – this has made the programme much more efficient. The possible combinations of modules have made the programme more flexible. (The SER material shows that the Translation/Interpreting Extended Module is the most popular one among the students, but the Basic Modules of Literature and Translation/Interpreting are not so much in demand).

An overall formulation of the programme's aims and learning outcomes is clear and well-defined and can be found in the SER under the heading "LCC educational model and distinctives" (SER, p. 1). Meeting the administration representatives, the SER group, academic staff, students, graduates and social partners/employers the Evaluation Team found out that aims and learning outcomes are understood and supported by all the mentioned groups. This level of awareness means that both aims and learning outcomes are publicly accessible.

The programme's generally formulated aims and learning outcomes, based on several general groups of skills, abilities and competences (cross-and inter-disciplinary knowledge and its application, critical thinking and communications skills, research skills, special abilities, career abilities, social abilities and personal abilities) are further detailed in the majority of course descriptions. This shows a successful blend of the mentioned general issues with discipline-specific educational content.

The programme aims pertaining to TESOL, translation/interpreting and literature subspecialisations are grouped around the central goal – command of English. Meetings with the graduates and employers/social partners during the evaluation visit have proved that the level of the English language proficiency of the graduates is so high (as in the international study environment the students are using English not only in lectures and classes, but also in the remaining part of the day) that it facilitates the graduates' adaptation to the realities of the local labour market where the demand of translation and interpreting, as well as English language teaching and administrative use of English prevails. The graduates also are well prepared for jobs needed on the international labour market. A documented survey of data of graduates' performance in the labour market information reveals that 87% of the graduates have jobs in a few months after graduation.

Notwithstanding the fact that LCC was built on differing principles compared with the rest of the Lithuania's HEIs, the aims and learning outcomes of the programme of the satisfy relevant legal acts.

The command of English which helps the graduates to build successful careers in both private and public sectors in Lithuania, the EU and around the globe. These aims sound ambitious for an undergraduate-level programme, but are in tune with the belief of the University administration and programme management that all people can be leaders in their respective fields. Therefore the Evaluation Team has arrived at the following conclusion: the aims suggest that the result produces highly skilled professionals in the area of practical application, which in future should be combined with appropriate research skills that at present are somewhat modest although still in conformity with the undergraduate level.

The programme aims and learning outcomes somewhat exceed the type and level of studies and the level of qualifications offered (this pertains to the assertion that the programme graduates are prepared for global-level jobs).

The name of the programme, its learning outcomes, content and the qualifications offered are relatively compatible with each other, because a substantial number of graduates have teaching jobs, but the right to issue a pedagogical certificate still has to be obtained by the University.

**Weaknesses:**

The right to issue a pedagogical certificate still has to be obtained by the University – LCC has set it as the task to be completed in the nearest future.

**Strengths:**

The programme's size in credits now conforms to the standards, the programme has also been restructured and subject area modules have been created – this has made the programme much more efficient. The possible combinations of modules have made the programme more flexible. Meeting the administration representatives, the SER group, academic staff, students, graduates and social partners/employers the Evaluation Team found out that aims and learning outcomes are understood and supported by all the mentioned groups. This level of awareness means that both aims and learning outcomes are publicly accessible.

This shows a successful blend of the mentioned general issues with discipline-specific educational content. The aims and learning outcomes of the programme satisfy relevant legal acts. The name of the programme, its learning outcomes, content and the qualifications offered are relatively compatible with each other, because a substantial number of graduates have teaching jobs.

## **2.2. Curriculum Design**

The curriculum design of the *English Study* programme is consistent with legal requirements.

LCC is a Christian, liberal arts university, and this is reflected in the *English Study* programme. The curriculum is divided into three components: (1) LCC core curriculum, (2) English Study programme core, and (3) general electives.

According to the SER (p. 11), “[t]he curriculum mapping process ensures that the program moves from foundational/theoretical courses to applied and research courses.” The evaluation team agrees with this statement; the division between the three components is well balanced. The core curriculum places *English Study* programme in a wider perspective, providing an overview of such disciplines as economics, history and theology. The core component of the programme includes introductory courses that lay the foundation for more specialised courses in the fields of English literature and language. Finally, in connection with their liberal arts degree, all students at LCC can choose four courses (general electives) outside their major area of study (e.g. “International Business communications”, “Economics”, “Lithuanian Studies”, and “Applied Psychology”).

There is no overlap between the themes of the courses in the programme, and the content of the courses is consistent with the type and level of studies. As an example of this, one could mention the two related courses “Introduction to Linguistics” and “The Structure of Language”. The first course provides an introduction to formal (e.g. phonetic and morphological), psycholinguistic and sociolinguistic aspects of language study. This course is a prerequisite for the second course, which goes deeper into some of the core areas of language structure and is designed for students of translation, language teaching and second language acquisition.

By and large, the content of the programme reflects recent research in the relevant fields. However, as far as courses in linguistics are concerned, the programme development group should consider paying more attention to some recent developments, notably in pragmatics.

### **Weaknesses:**

There are no major negative aspects. A minor quibble is that there is perhaps too much emphasis on traditional disciplines like syntax, semantics and phonology, at the expense of areas that have come to the forefront of linguistic research in the past few decades (e.g. pragmatics).

### **Strengths:**

The division between the three components of the *English Study* programme is well balanced. The core curriculum places the *English Study* programme in a wider perspective, providing an overview of such disciplines as economics, history and theology. The core

component of the programme includes introductory courses that lay the foundation for more specialised courses in the fields of English literature and language. There is no overlap between the themes of the courses in the programme, and the content of the courses is consistent with the type and level of studies. By and large, the content of the programme reflects recent research in the relevant fields.

### **2.3. Teaching staff**

The teaching staff working in the study programme *English Language and Literature* at LCC International University has a unique structure. Its uniqueness is determined by the way the teaching staff is involved in the programme: 1) the members of the teaching staff working on a full-time basis only in the programme *English Language and Literature*; 2) the members of the teaching staff working in the study programme of *English Language and Literature* and other departments' study programmes; 3) the members of the teaching staff working on a part-time basis and realising their career at other university, i.e. combining two positions; 4) the teaching staff coming to work in the programme for a short period of time as visiting foreign professors; 5) the members of the staff from foreign countries coming for 2-4 years period as full time professors. The way the teaching staff is described in the SER did not allow the Team to distinguish between permanent teachers who are the core of the programme and those teachers who come only for a short period: all the teachers of the programme are described as equal in terms of their input into the academic process, research carried out by the Department, the way of professional development, etc. It was quite confusing to understand the real numbers of teachers, their role in the programme and the share of their responsibility. The SER did not provide the exact numbers of incoming and outgoing teaching staff as well as numbers of publications which belong to permanent teachers and teachers who come for a short period of time.

The Appendix No. 3 of the SER *Faculty CV* contains 36 CVs. In seven CVs teachers do not indicate their work experience at LCC. 11 teachers are the members of the faculty who worked just for a short period or were visiting professors and no longer are involved in academic activity of LCC. The CVs of the SER show that the majority of the visiting teachers worked in the programme till 2011.

However, during the meetings with administration of LCC International University and teaching staff the real situation of teaching staff in terms of its composition and input in the study process and research at the University was explained in detail and clarified. At LCC International University the Team had discussion with 10 visiting professors who are working currently at

LCC. Several visiting professors have a longer than one year experience at the University. Thus, the worries of the Team that the programme had no longer a big number of visiting professors from abroad and the main workload went to those teachers who resided in Lithuania were eliminated. Such an international visiting team is undoubtedly an advantage for the programme given visiting professors' professional qualifications are held in high esteem and they are highly qualified specialists in relevant areas of studies.

The Team had doubts concerning a huge turnover of the staff every year which was caused by a big number of visiting professors and it could be impediment to ensure the integrity of academic work in achieving the programme outcomes, forming strategies, and continuous stream of improvements and enhancements. However, during the meeting, the administration explained that foreign teachers are instructed well in advance in terms of programme aims and learning outcomes, curriculum design, study process and other issues related to the programmes itself and management of the programme. During the meeting with the teaching staff it was proved that teachers who were going to teach at LCC University had intensive correspondence with the administration even as long as one year to get ready for the visit.

The academic qualifications and research of long term visiting professors is adequate to ensure aims and learning outcomes of the programme. Students expressed their satisfaction with teaching staff and praised such an international team which brings new ideas, new style of teaching and knowledge of the latest achievements in particular study subjects. Students pointed out not only the high level of knowledge they gain but also a possibility to develop critical and independent way of thinking which is a merit brought by incoming teachers. Students also were very pleased with the attitude of teachers towards students, teachers' dedication and academic support.

11 teachers of the programme permanently reside in Lithuania and form the core of the teaching staff who is able to insure integrity of the programme and monitor implementation of the aims and learning outcomes of the programme: 6 teachers of the programme are part-time teachers and 5 teachers work full time in primary posts at the Department. 4 members of the faculty hold the research degree.

Thus, the academic qualifications of the teaching staff of LCC International University meet the requirements of the Lithuanian legal document "Description of the general requirements for the first-cycle and integrated study programs awarding a degree (Order No V- 01, April 2010) which states that not less than half of the volume of study programs must be taught by scientists. Taking into consideration visiting professors and teaching staff working on a regular base it does meet this requirement. Teaching experience of the staff ranges from 5 to more than 30 years.

The teacher/student ratio in the programme is 1:13. This allows the Department to learn about the educational needs of every student and to ensure teaching/learning quality.

Appendix 6.3 of the SER provides an extensive list of publications which reflects the high research potential of teaching staff. However, some of the members of teaching staff working on permanent base and residing in Lithuania have a low profile of publications which minimise the research index of the Department.

The members of the academic staff of the Department regularly upgrade their qualification at different courses, seminars and make presentations at conferences.

**Weaknesses:**

The number of publications and participation at the conferences of permanent teaching staff is quite low.

**Strengths:**

There is a big number of visiting professors from European countries and especially from the USA universities and teaching staff of LCC also show international academic experience of teachers. Highly qualified teaching staff is able to ensure aims and learning outcomes of the programme. International context is brought by visiting professors within which students are studying. Collaboration and good relationships between teachers and students high research profile of visiting professors. There is a strong sense of teachers' individual and corporate responsibility, willingness and ability to develop not only students' knowledge and academic skills but independent and critical way of thinking and individual worldview.

#### ***2.4. Facilities and learning resources***

All the premises for studies are compactly located within the territory of the University campus. These facilities include DeFehr Centre (containing the Library), Neufeld Auditorium, Michaelsen Centre, the gymnasium seats, Neumann Hall, Enns Hall etc. They are fully suited for the study process and free time.

The access to the internet/online resources in the campus territory is very good. The library subscribes to EBSCO Publishing databases, and also a wide range of predominantly North American, but also some European, databases (e.g., Academic Search Complete, ERIC, Oxford Reference Online, Sage Journals Online, Taylor and Francis Journals etc.) are available at the Library.

LCC provides textbooks for all students in each class that for any HEI in Lithuania and Europe is a very good example to follow. However, the choice of specialised books matching the

programme's profile could be wider and updating of the library resources should acquire a regular character.

There is only one interpreting booth available at present; this is a positive development, but the number of booths should be increased to allow simultaneous interpreting from and to wider range of languages during the same event. More interpreting booths could regularly be used during the interpreting classes and thus diminish the anxiety of the would-be interpreters.

For the training of up-to-date translators of non-literary texts, CAT tool skills must be taught, therefore the University should purchase some popular translation software, e.g., a *Trados* tools set. Still, as this is a programme in philology and not in translation, use of CAT tools is only a mild suggestion not diminishing the very good quality level of this evaluation area.

All LCC classes are in Moodle; class lists are published for all classes and sections. This gives faculty and students access to valuable tools, whether it is a classroom lecture or an online lecture. Computer equipment in a number of specialised classrooms is suitable for a number of study courses related to language and linguistics, as well as literary studies.

Twelve (12) classrooms have recently been upgraded with permanent sound systems, smart boards, and desktop computers with DVD players.

A Web-based portal gives faculty access to information, including a directory of staff and students, calendars, teaching schedules, class schedules, class lists, student grades, and advising information. Grades are submitted through the portal.

**Weaknesses:**

Some deficiencies (e.g., not wide enough choice of books, etc.) are minor and do not constitute an obstacle for the successful implementation of the programme.

**Strengths:**

The fact that the premises for studies are rather compactly located within the territory of the University campus can be positively evaluated. The access to the internet/online resources in the campus territory is very good. LCC provides textbooks for all students in each class.

All LCC classes are in Moodle; class lists are published for all classes and sections. Computer equipment in specialised classrooms is suitable for a number of study courses related to language and linguistics, as well as literary studies. A Web-based portal gives faculty access to information.

## **2.5. Study process and students' performance assessment**

The University organises admission in accordance with the Lithuanian legal requirements provided for in the Law No. V-2486 of the Ministry of Education and Science. Upon admissions all applicants must take English language assessment followed by the interview organized by the admissions committee. An average selectivity rate is around 50 %.

During the visit, it was learned that the students of this study programme have a clear understanding of the programme aims and learning outcomes. They are able to choose one of three areas: linguistics, TESOL and literature. Feedback from students was that the strength of this programme was very qualified international faculty, excellent facilities and learning resources as well as strong community.

Students are satisfied with the arrangements of the study programme. In this English programme students take more credits than required by Lithuanian authorities and therefore the university is able to accommodate more academic disciplines. Students participate in all institutional bodies. They stated that their opinion is always taken into consideration when making decisions regarding development of the study programme and that such contribution to improvement of the programme is very much appreciated.

Students are encouraged to participate in research and mobility programmes. Most of them spend at least one semester abroad. Students attend scientific conferences organised by the LCC and other institutions.

The University provides excellent academic support. Teachers are available for consultations; their schedules are well organised and clear. Individual consultation options are available with all members of the academic staff. Students emphasised that communication between the faculty and students is very friendly; teachers are very dedicated, easily approachable and helpful. Moodle is widely used.

The University has developed a very strong feeling of a community; many students live on a campus and are encouraged to do so, especially in their 1<sup>st</sup> year. Various activities are organized to involve students in the university life: sport teams, musical bands, gym and other activities. Counseling, if necessary, is also available. Students are offered the Student Handbook for easy reference to important information and also have an on-line access to it. Computer classes and libraries are open until 20.00 in work days and Saturdays.

University has two more useful institutions – Career Development Center, which offers individual career planning consultations and Success Centre that helps students in developing their language and learning skills. The university also provides working places for the students at the university campus.

The assessment system of students' performance is clear, adequate and publicly available. The assessment of each module is introduced at the beginning of a semester.

Social partners were very positive about this programme and are looking forward to work with the graduates. They were of the opinion that these graduates are popular in labour market. They were willing to offer the students some work experience opportunities and offer employment. Students carry out their practices at schools, teach English at labour exchange and do translations for the translation agencies. All social partners emphasized excellent English language skills, general knowledge and abilities of both students and graduates.

**Strengths:**

The university has established a very strong relationship with the students. Students have all rights to participate in the institutional university bodies and are welcome to alter the programme. Student handbook is a great tool for the students to get familiar with the university requirements.

**2.6. Programme management**

LCC has developed perhaps too structured and diverse sets of documents that comply with attributing responsibilities to different segments of the institutions. The Department has been entrusted with running the programme on a daily basis, and it plays a minor role on a larger scale, as the result of the current size of LCC and somewhat more centralised approach to quality assurance that allocates this function primarily to the President's cabinet. However, due to the rather dynamic interaction between the Department members and the higher levels of decision-making levels such a division of responsibilities creates a favourable programme management environment, where the monitoring and implementation of the programme is of utmost importance to all parties concerned. Despite the frequent turnover of academic staff, there is a timely and transparent procedure that prepares the incoming teachers for their future tasks through a thorough correspondence in advance, as well as to involving them from the moment they actually join LCC and start fulfilling their respective tasks in this segment of programme management.

There are numerous indicators and data collected at LCC, which is in line with the similar practice in USA. Different types and pieces of information are gathered each semester, starting from students who have just enrolled the LCC (freshmen) and continuing throughout the whole period of studies. Samples offered in self-assessment report are good indicators of responses and a solid starting point for a comparison with senior year survey. Alumni survey can serve as a possible balance of comparison and they open up possibilities for similar activities with other

external stakeholders in this segment. This is a particularly well-structured and executed set of inter-related activities that serve as highly important indicators for a quick and effective response to almost any situation that might occur in running programme management activities on a micro and macro level.

All kinds of evaluations have been duly used for diverse activities aimed at the improvement of the programme. They are a positive feedback that influences the measures taken to correct some bottlenecks, especially those that had been labelled as ‘overambitious’ by the external assessment in 2008. However, the programme still seems to suffer from a clear inclination towards more practical-oriented courses, where the emphasis has been less on theoretical considerations and more on skills acquired for future professions within the actual scope of English Philology programme. It seems that especially the more permanent academic staff is highly aware of this situation and would like to both stabilise and widen and deepen the programme current boundaries, so the set of measures related to this issue is strongly advised to be discussed, agreed upon the Department, and, afterwards, implemented, together with the full participation of the higher levels of decision-makers. It is, perhaps, high time that the programme gains more in its academic strength, as perceived from the EHEA (European Higher Education Area) point of view, and to become more distinctive in comparison to the, more traditionally-oriented, similar programmes, not only within Lithuania and the neighbouring countries, but also in terms of larger impact within this part of Europe.

Stakeholders are quite involved in all segments of evaluation and improvement of programme, which seems to be one of its strongest features. They come from a varied background and have not been limited to English teachers or administration in schools, but with an array of interested specialists that can provide diverse types of input, which has been a regular practice at LCC. Their opinions, comments and suggestions have been taken into consideration with utmost respect, particularly in terms of excellence of academic programmes and the role of LCC within the local community and somewhat on a larger scale within the country. However, some kinds of institutional collaboration with similar departments can also be suggested, since they currently remain firmly outside LCC activities, with the possible exceptions on a purely individual basis that fill in certain gaps in courses not covered by LCC staff.

It seems that the quality assurance measures have become in the meantime more structured and diversified as compared to 2008 external assessment, when they had been simply described as ‘sufficient’. Different areas have been considered and developed, making programme management more viable than before, which is an asset worth mentioning in the final positive evaluation of LCC in this segment. Again, some of these features should be more initiated from

the academic staff at the Programme and Department levels, with a mild suggestion to include readily available studies and recommendations from diverse sources, but, primarily, from those that had been duly developed in the last ten or so years within the European Qualifications Framework, and, notably, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) that have been produced by ENQA. Attending international gatherings that deal with these issues should also be considered as a possibility for LCC and implementing certain recommendations that can only improve the current situation in this segment of activities is a reasonable possibility.

#### **Strengths and weaknesses:**

The department members and the higher LCC management bodies, together with their stakeholders are quite involved in all segments of evaluation and improvement of programme, which seems to be one of its strongest features. A rather dynamic interaction between the LCC Department members and the higher levels of decision-making levels creates a favourable programme management environment in terms of a division of responsibilities, where the monitoring and implementation of the programme is of utmost importance to all parties concerned. It made the diverse programme management issues more viable than before, which can be taken as the most positive aspect of their dedicated efforts. However, such a dynamic attitude could be complemented by a more diverse and active involvement of Department members at international gatherings that deal with these issues within EHEA and on the regional level.

### **III. RECOMMENDATIONS**

#### Area of programme aims and learning outcomes:

1. Training highly skilled professionals in the area of practical application in future should be combined with appropriate research skills that at present are somewhat modest.

#### Area of curriculum development:

1. The programme development group should consider paying more attention to some recent developments in linguistics, notably in pragmatics.

#### Area of teaching staff:

1. To increase the number of publications of teaching staff working on a permanent base;
2. To participate at international scientific conferences with the dissemination of research results.

#### Area of facilities and learning resources:

1. For the training of up-to-date translators of non-literary texts, CAT tool skills ought to be taught; therefore the University should purchase some popular translation software.

Area of study process and students' performance assessment:

1. The format for the BA papers should be more adapted to the requirements for the BA papers at other Lithuanian universities.
2. Students should be encouraged to participate more in the academic research.

Area of programme management:

1. Since the programme still seems to suffer from a clear inclination towards more practical-oriented courses, where the emphasis has been less on theoretical considerations and more on skills acquired for future professions within the actual scope of English Philology programme, there is a definite need to achieve a more balanced ratio between these two aspects of courses of instruction. This can be, perhaps, achieved if the consolidation of academic staff hired on a more permanent basis creates a favourable environment to implement such desired changes in a near future, with the full support of LCC management structures.
2. It is quite important for the academic staff to comply readily with issues related to writing and publishing of their papers in a number of internationally recognised journals or monograph editions in order to fulfil the requirements for their proper recognition within the academic structures of EHEA (European Higher Education Area). In such a way, their academic promotion will become more appropriate within the European Qualifications Framework, and, notably, in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) that have been produced by ENQA.

#### **IV. EXAMPLES OF EXCELLENCE\***

\* if there are any to be shared as a good practice

#### **V. SUMMARY**

##### **Main positive quality aspects of each programme evaluation area:**

Area of programme aims and learning outcomes:

The programme's size in credits now conforms to the standards, the programme has also been restructured and subject area modules have been created – this has made the programme much more efficient. The possible combinations of modules have made the programme more flexible. Meeting the administration representatives, the SER group, academic staff, students,

graduates and social partners/employers the Evaluation Team found out that aims and learning outcomes are understood and supported by all the mentioned groups. This level of awareness means that both aims and learning outcomes are publicly accessible.

This shows a successful blend of the mentioned general issues with discipline-specific educational content. The aims and learning outcomes of the programme satisfy relevant legal acts. The name of the programme, its learning outcomes, content and the qualifications offered are relatively compatible with each other, because a substantial number of graduates have teaching jobs.

#### Area of curriculum development:

The division between the three components of the programme is well balanced. The core curriculum places the programme in a wider perspective, providing an overview of such disciplines as economics, history and theology. The core component of the programme includes introductory courses that lay the foundation for more specialised courses in the fields of English literature and language. There is no overlap between the themes of the courses in the programme, and the content of the courses is consistent with the type and level of studies. By and large, the content of the programme reflects recent research in the relevant fields.

#### Area of teaching staff:

There is a big number of visiting professors from European countries and especially from the USA universities and teaching staff of LCC also show international academic experience of teachers. Highly qualified teaching staff is able to ensure aims and learning outcomes of the programme. International context is brought by visiting professors within which students are studying. Collaboration and good relationships between teachers and students high research profile of visiting professors. There is a strong sense of teachers' individual and corporate responsibility, willingness and ability to develop not only students' knowledge and academic skills but independent and critical way of thinking and individual worldview.

#### Area of facilities and learning resources:

The fact that the premises for studies are rather compactly located within the territory of the University campus can be positively evaluated. The access to the internet/online resources in the campus territory is very good. LCC provides textbooks for all students in each class.

All LCC classes are in Moodle; class lists are published for all classes and sections. Computer equipment in specialised classrooms is suitable for a number of study courses related to language and linguistics, as well as literary studies. A Web-based portal gives faculty access to information.

#### Area of study process and students' performance assessment:

The university has established a very strong relationship with the students. Students have all rights to participate in the institutional university bodies and are welcome to alter the programme. Student handbook is a great tool for the students to get familiar with the university requirements.

Area of programme management:

The department members and the higher LCC management bodies, together with their stakeholders are quite involved in all segments of evaluation and improvement of programme, which seems to be one of its strongest features. A rather dynamic interaction between the LCC Department members and the higher levels of decision-making levels creates a favourable programme management environment in terms of a division of responsibilities, where the monitoring and implementation of the programme is of utmost importance to all parties concerned. It made the diverse programme management issues more viable than before, which can be taken as the most positive aspect of their dedicated efforts.

**Some less qualitative aspects of each programme evaluation area:**

Area of programme aims and learning outcomes:

Training of research skills of students at present is somewhat modest. Also, the right to issue a pedagogical certificate still has to be obtained by the University – LCC has set it as the task to be completed in the nearest future.

Area of curriculum development:

The content of the programme reflects the relatively recent achievements in linguistics, but the topical trends relevant to the programme's profile – e.g., linguistic pragmatics, are missing.

Area of teaching staff:

The number of publications and participation at the conferences of permanent teaching staff is quite low.

Area of facilities and learning resources:

Some deficiencies (e.g., not wide enough choice of books, etc.) are minor and do not constitute an obstacle for the successful implementation of the programme.

Area of programme management:

A dynamic attitude to programme development could be complemented by a more diverse and active involvement of Department members at international gatherings that deal with these issues within EHEA and on the regional level.

## **VI. GENERAL ASSESSMENT**

The study programme English Language and Literature (state code – 612Q30005) at LCC International university is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an area in points</b>
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	3
	<b>Total:</b>	<b>21</b>

\*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.

Grupēs vadovas:  
Team leader:

Prof. dr. Jānis Sīlis

Grupēs nariai:  
Team members:

Prof. dr. Srebren Dizdar

Prof. dr. Leiv Egil Breivik

Doc. dr. Linas Selmistraitis

Ina Rosenaitē

Alisa Stunžaitē

**LCC TARPTAUTINIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS ANGLŲ KALBA IR LITERATŪRA (VALSTYBINIS KODAS – 612Q30005)  
2014-11-24 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-561 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

LCC tarptautinio universiteto studijų programa *Anglų kalba ir literatūra* (valstybinis kodas – 612Q30005) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>21</b>

\* 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)

<...>

**V. SANTRAUKA**

**Pagrindinės teigiamos programos savybės pagal vertinimo sritis:**

Programos tikslų ir numatomų studijų rezultatų sritis:

Programos apimtis kreditais šiuo metu atitinka standartus, be to, programa peržiūrėta ir pakeista, sukurti studijų srities moduliai. Tai lėmė didesnę programos veiksmingumą. Dėl galimų modulių

derinių programa tapo lankstesnė. Per susitikimus su administracijos atstovais, savianalizės suvestinės rengimo grupė, dėstytojais, studentais, absolventais ir socialiniais partneriais/darbdaviais vertinimo grupė sužinojo, kad visos šios grupės yra susipažinusios su tikslais bei numatomais studijų rezultatais ir jiems pritaria. Vadinasi, ir tikslai, ir numatomi studijų rezultatai yra viešai prieinami.

Tai rodo, kad minėti bendrieji klausimai yra sėkmingai susieti su dalykų mokymo turiniu. Programos tikslai ir numatomi studijų rezultatai atitinka susijusių teisės aktų reikalavimus. Programos pavadinimas, numatomi studijų rezultatai, turinys ir suteikiama kvalifikacija dera tarpusavyje, nes didelė absolventų dalis dirba pedagogais.

#### Programos sandaros sritis:

Visos trys programos dalys yra gerai subalansuotos. Pagrindinis studijų turinys, apimantis tokius dalykus kaip ekonomika, istorija ir teologija, suteikia programai didesnių galimybių. Svarbiausią programos dalį sudaro įvadiniai dalykai, padedantys pagrindą labiau specializuotiems anglų kalbos ir literatūros krypties dalykams. Programos studijų dalykų temos nesikartoja, dalykų turinys atitinka studijų rūšį ir (kvalifikacijų) lygį. Apskritai, programos turinyje atsispindi naujausi susijusių sričių moksliniai tyrimai.

#### Personalo sritis:

Universitete yra daug atvykstančių dėstytojų iš Europos šalių, ypač iš JAV universitetų, o LCC dėstytojai taip pat turi tarptautinės akademinės patirties. Kvalifikuoti dėstytojai sugeba užtikrinti, kad būtų pasiekti šios programos tikslai ir numatomi studijų rezultatai. Atvykstantys dėstytojai užtikrina tarptautinį kontekstą, kuriame studentai studijuoja. Dėstytojai ir studentai bendradarbiauja ir palaiko gerus santykius; atvykstantys dėstytojai turi didelę mokslinių tyrimų patirtį. Dėstytojai turi stiprų asmeninės ir kolektyvinės atsakomybės jausmą, jie nori ir sugeba ne tik ugdyti studentų žinių įsisavinimo bei akademinis įgūdžius, bet ir moko savarankiškai bei kritiškai mąstyti ir kurti savo pasaulėžiūrą.

#### Materialiųjų išteklių sritis:

Tai, kad studijoms skirtos patalpos universiteto teritorijoje išsidėsčiusios gana kompaktiškai, galima vertinti teigiamai. Internetinių išteklių prieiga studentų miestelio teritorijoje labai gera. LCC aprūpina vadovėliais visus visų kursų studentus.

Visos LCC paskaitos įtrauktos į „Moodle“; skelbiami visų paskaitų ir modulių sąrašai. Specialiuose kabinetuose esanti kompiuterinė įranga yra pritaikyta daugeliui su kalba, kalbotyra, taip pat ir literatūra susijusiems dalykams studijuoti.

Internetinis portalas užtikrina fakulteto informacijos prieinamumą.

#### Studijų eigos ir jos vertinimo sritis:

Universiteto ryšys su studentais yra labai stiprus. Studentai turi teisę dalyvauti universiteto (savivaldos) organuose, į jų nuomonę atsižvelgiama persvarstant ir keičiant programą. Yra išleistas studentams skirtas leidinukas, supažindinantis su universiteto reikalavimais.

#### Programos vadybos sritis:

Katedros darbuotojai ir aukštesnioji LCC vadovybė kartu su socialiniais dalininkais pakankamai aktyviai dalyvauja visuose šios programos vertinimo ir tobulinimo etapuose. Tai, tikriausiai, pati stipriausia šios programos ypatybė. LCC katedros darbuotojai bendrauja tarpusavyje, dalyvauja priimant sprendimus ir visi kartu prisiimama atsakomybę už programos vadybą. Dėl šios priežasties dabar daug lengviau spręsti įvairius programos vadybos klausimus, ir tai galima laikyti didžiausiu įdėtų pastangų rezultatu.

#### **Kai kurios mažiau teigiamos programos savybės pagal vertinimo sritis:**

##### Programos tikslų ir numatomų studijų rezultatų sritis:

Šiuo metu ne itin ugdomi studentų gebėjimai atlikti mokslinius tyrimus. Be to, universitetas vis dar turi siekti teisės išduoti pedagogo pažymėjimą – LCC užsibrėžė tai įgyvendinti netolimoje ateityje.

##### Programos sandaros sritis:

Šios programos turinyje atsispindi palyginti nauji lingvistikos pasiekimai, tačiau nėra su programa susijusių aktualių kryptių, pavyzdžiui, lingvistinės pragmatikos.

##### Personalo sritis:

Nuolat dirbančių dėstytojų publikacijų skelbimo ir dalyvavimo konferencijose lygis gana žemas.

##### Materialiųjų išteklių sritis:

Kai kurie trūkumai (pvz., nepakankamai platus knygų pasirinkimas) yra nelabai svarbūs ir netrukdo sėkmingai įgyvendinti šią programą.

#### Programos vadybos sritis:

Kintantį požiūrį į programos tobulinimą galėtų papildyti įvairesnis ir aktyvesnis katedros narių dalyvavimas tarptautiniuose renginiuose, kuriuose šie klausimai nagrinėjami EHEA ir regioniniu lygmeniu.

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### **III. REKOMENDACIJOS**

#### Programos tikslų ir numatomų studijų rezultatų sritis:

Aukštos kvalifikacijos specialistų rengimas darbui įvairiose praktinės veiklos srityse turėtų būti derinamas su gebėjimu atlikti tyrimus; šiuo metu tai daroma nepakankamai.

#### Programos sandaros sritis:

Programos tobulinimo grupė turėtų daugiau dėmesio skirti naujausiems lingvistikos pasiekimams, ypač pragmatikos.

#### Personalo sritis:

Didinti visu etatu dirbančių dėstytojų publikacijų skaičių.

Dalyvauti tarptautinėse mokslinėse konferencijose ir skleisti jose savo mokslinių tyrimų rezultatus.

#### Materialiųjų išteklių sritis:

Rengiant šiuolaikinius neliteratūrinių tekstų vertėjus, reikėtų suteikti studentams įgūdžių naudotis kompiuterizuoto vertimo programomis (*CAT*); todėl Universitetas turėtų įsigyti kai kurias populiarias vertimo programas.

#### Studijų eigos ir jos vertinimo sritis:

Bakalauro baigiamojo darbo reikalavimai turėtų būti tokie patys kaip kitų Lietuvos universitetų. Studentai turėtų būti raginami aktyviau dalyvauti moksliniuose tyrimuose.

#### Programos vadybos sritis:

Programa labiau orientuota į praktinius dalykus ir praktinių įgūdžių įgijimą. Per mažai dėmesio skiriama teorijai, kuri turėtų sudaryti programos pagrindą. Reikia siekti pusiausvyros tarp

praktinių ir teorinių dalykų. Čia svarbų vaidmenį turėtų atlikti nuolatiniai universiteto dėstytojai, kad pokyčiai įvyktų kuo greičiau. Tam reikia LCC valdymo struktūrų palaikymo.

Akademinis personalas turėtų skelbti daugiau mokslinių darbų ir monografijų tarptautiniuose žurnaluose, kad sulauktų tinkamo Europos aukštojo mokslo erdvės (angl. EHEA) akademinų struktūrų pripažinimo. Tai suteiktų akademiniam personalui galimybę siekti aukštesnio mokslinio laipsnio pagal Europos kvalifikacijų sandarą ir, svarbiausia, būtų laikomasi Europos aukštojo mokslo kokybės užtikrinimo nuostatų ir gairių, kurias parengė Europos aukštojo mokslo kokybės užtikrinimo asociacija (angl. ENQA).

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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