



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO
STUDIJŲ PROGRAMOS
ANGLŲ FILOLOGIJA (valstybinis kodas - 612X13008)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ENGLISH PHILOLOGY (state code - 612X13008)
STUDY PROGRAMME
at LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Anglų filologija</i>
Valstybinis kodas	612X13008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	nuolatinė (4 metai); iššęstinė (5,5 metai)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalyko pedagogikos, anglų filologijos bakalauras, pedagogo kvalifikacija
Studijų programos įregistravimo data	2002 m. birželio 14 d. įsakymo Nr. 1093

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>English Philology</i>
State code	612X13008
Study area	Social sciences
Study field	Pedagogy
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years); part-time (5,5 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor Degree in Subject Didactics, English Philology, teacher's qualification
Date of registration of the study programme	14 of June 2002, Order No. 1093

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The Centre for Quality Assessment in Higher Education

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ACKNOWLEDGEMENT

This evaluation is conducted in accordance with the Law on Higher Education and Research of the Republic of Lithuania (30 April 2009 No XI-242) which established the “principles of quality assurance in higher education and research” and in accordance with the “Procedure for the External Evaluation and Accreditation of Study Programmes” approved by Order No ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania (*Official Gazette*, 2009, No 96-4083). It takes due cognisance of the Order of the Minister for Education and Science approving the general requirements of the first degree and integrated study programmes (9 April 2010 No V-501) pursuant to Articles 47.8, 48.3 and 48.7 of the Law on Research and Higher Education of the Republic of Lithuania (*Official Gazette*, 2009, No. 54-2140) and also takes due account of the Order of the Minister of Education and Science “Concerning Approval of the Pedagogues’ Training Regulations” No. V-54 of 8 January 2010 and subsequent amendments (12 December 2012 No. V-1742).

An External Evaluation Team (hereinafter EET) has conducted an Evaluation of English Philology Study Programme (state code 612X13008) at Lithuanian University of Educational Sciences (LEU). In conducting their evaluation of the Study Programme, EET have acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education) as well as being guided by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

This report does not paraphrase or re-present the range of information presented in the Report of the Self-Evaluation Group (hereinafter SEG). Instead, it focuses on issues raised in the Self-Evaluation Report (hereinafter SER) as well as raising some issues not addressed in the SER but which came to the attention of EET during the course of the Team’s time in Lithuania, and, specifically, during the course of the field visit.

In addition to its examination of the SER, EET collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means.

We would like to express our appreciation to the authorities of LEU for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came in contact at the University.

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.	Changes in the Programme since autumn 2013
2.	The areas of activities of the Centre of Academic Quality of LEU
3.	The template of a questionnaire for graduates about satisfaction with studies in general.
4.	The template of a questionnaire for social stakeholders about demand for the study programme.
5.	The template of a questionnaire for heads of schools about teachers’ competences.
6.	The template of a questionnaire for teachers about specifics of their work.
7.	The template of a questionnaire for 1 st year students about the reasons for choosing LEU.
8.	The template of a questionnaire for students about the quality of studies provided by teachers.
9.	The template of a questionnaire for graduates about their post-studies work.

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

As the Self-Evaluation Report (hereinafter SER) states the document analyses the Bachelor Degree Study Programme of English Philology (hereinafter the Programme) which is implemented in two study forms, i.e. full-time studies and part-time studies, which are identical in aims, learning outcomes, teaching staff, academic support, management, study subjects (but differing in duration of studies), subject layout requirements across semesters, the ratio of contact and individual work hours and implementation of the study process.

The Study Programme of English Philology is implemented by the Department of English Didactics and the Department of English Philology of the Faculty of Philology of Lithuanian University of Educational Sciences (formerly – Vilnius Pedagogical University). The former name *Vilnius Pedagogical University* was changed to Lithuanian University of Educational Sciences by the Resolution of the Parliament of the Republic of Lithuania on 20 October 2011. In the SER, the Self-Evaluation Team use only the current name of the University – Lithuanian University of Educational Sciences (hereinafter – LEU).

The study programme to be evaluated is not the only study programme on English Philology at the University. The Faculty of Philology offers an additional BA study programme in English. It is a new programme which was registered on 2 December 2010 and has been implemented since 1 September 2011. The BA study programme of *English Philology and a Second Foreign Language (French, German, or Russian)* (study field: philology; state code of the programme 612Q30007; accredited on 2 July 2013 till 22 of July 2016) aims at training bachelors in English philology who are equipped with solid grounding in general and subject-specific competences comprising communication skills in English and the second foreign language, fundamentals in linguistics, literary theory, understanding of culture and literature as well as research skills. The Faculty of Philology also implements the MA study programme of *English Philology* which is offered and carried out in the DEP in close co-operation with DED. The last assessment of the Programme of English Philology was conducted in accordance with *the Law on Higher Education and Research of the Republic of Lithuania* (Official Gazette, 2009, No. 54-2140) and the Order of the Director of Centre for Quality Assessment in Higher Education (CQAHE) *On the Approval of the Methodology for Evaluation of Higher Education Study Programmes* (20 December 2010, No. 1-01-162).

The SER was prepared following all requirements, based on critical thinking, therefore, it is quite logical and clear.

EET express its pleasure that the SEG has analysed and listed the changes that have been made to the programme since the last assessment. This indicates the ability to take the societal changes into account when developing the programme. It also shows the willingness to learn from the given feedback.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *29/September/2014*.

- 1. Doc. dr. Nebojša Vasic (team leader)**, *lecturer of Zenica University, Faculty of Philosophy, Department of English language and literature, Bosnia and Herzegovina.*
- 2. Prof. dr. Josef Schmied**, *the Chair of Chemnitz university of Technology, Department English language and linguistics, Germany.*
- 3. Doc.dr. Minna Kristiina Nevala**, *senior lecturer of University of Helsinki, Department of Modern Languages, Finland.*
- 4. Mrs. Tatjana Kriliuvienė**, *Teacher of English Language at Kuršėnai Laurynas Ivinskis gymnasium, Lietuva*
- 5. Ms. Liucija Sabulytė**, *student of Kaunas University of Technology, study programme Translation and editing of technical texts.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

2.1.1 In the SER (p. 6.), the aims of the English Philology study programme are defined as follows: In view of the prospects of the development of the state and the region, under the circumstances of furthering economic and cultural links between the Republic of Lithuania (hereinafter RL) and other states of the European Union, the programme focuses on achieving the following complex aims: to educate students in the Bachelor of English Philology programme with communication skills in English C1.2 and a Professional Teacher of the foreign language as a well-rounded specialist in philology equipped with solid grounding in general and subject-specific competences and to be able to successfully operate in the fast-changing society, knowledgeable of the abilities and skills obtained and professionally active in educational institutions of varying types as well as in different contexts of international co-operation.

The ET thinks that the aims of the programme are well designed and clear. It was also confirmed during the meetings that the learning outcomes indicated in SER are well known by all the parts of the programme stakeholders.

2.1.2 According to the SER the above-mentioned complex aims are related to the needs of country's labour market, employers' demands as well as students' preferences what is substantially confirmed by alumni and students. The programme aims are oriented towards development of students' primarily linguistic, sociolinguistic, sociocultural, and pragmatic competences which encapsulates students' individual study skills and strategies. Students praised teachers' flexibility, cooperation and diversity of teaching methods thus confirming the previous statement from SER. Having in mind the increasing need for translation experts in nowadays fast-changing society BA aims should stronger accentuate, apart from philological expertise and English language teaching skills, specific translators skills without losing the "substance" of being primarily oriented towards teaching profession. It is understandable that the wide range of aims are not easily achievable at undergraduate level which implies necessity for further specialization (MA study programme) in basically two fields – teaching and translation. To put in succinctly, although the gist of this BA programme is in the field of education, it seems reasonable to pay more attention to translation skills, especially, as students during the visit meeting expressed the need for more translation practice hours. Also, the site-visit supported tendency that students after graduation often work as translators (in spite of being primarily educated as teachers) which is rather compelling argument for specifying basic translation skills as one of learning outcomes. Furthermore, that additional competence, which is achievable if the word basic is used in front of translation skills, will be appealing for potential entrants.

2.1.3. On the basis of specified ambitious and complex aims SER the most relevant learning outcomes are being targeted towards; acquiring academic knowledge and essentials of research of the English language, mastering skills of logical thinking, becoming initiative, creative and selective in the sense of "the principled eclecticism" ("to choose the most appropriate methods"), generating independent study and research skills, fostering social skills etc.). EET thinks that it is not utterly justifiable to itemize "professional co-operation within national and international settings", as one of major competencies, without sufficient student's mobility (which is

confirmed during the site-visit to be at rather low level). The list of principal aims and learning outcomes is not wishful thinking but the set of clearly defined and reachable objectives. Therefore “professional co-operation in international setting” sounds as mere expansion of the list of learning instead of being in the realm of truly achievable competences. The ET thinks that “professional cooperation within international settings” requires higher students’ mobility and offers reconsidering this competence. Table 2. (SER) contains the relationship between general and specific competences and leaning outcomes of the Programme; seven general competences (analytical and critical thinking, knowledge and understanding, quality orientation, learner autonomy, interpersonal skills and teamwork, ability to communicate in the state language and ability to use information and communication technologies). Apart from general competences eight specific competences are linked with intended learning outcomes. Although the list of specific competences provides solid foundation for well-rounded linguistic specialists it could be expanded by one additional “translation competence” (application of underlying assumptions of theoretical and practical features of translation skills).

2.1.4 EET is pleased to state that the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The aims and goals of the programme are well defined, based on academic requirements and consistent with the type and level of the study programme.

2.2 Curriculum design

2.2.1 The following excerpt from SER is vital for further analyses: The SER analyzed the Programme in the years 2008–2013, i.e. after the last external evaluation organized by CQAHE in 2008. Since 2008 every year the Programme implementation has been renewed due to new documents approved by Ministry of Education and Science (hereinafter – MES) (indicated below) and taking into consideration the results of surveys and suggestions provided by students, teaching staff, the Committee of the Study Programme and social partners:

- 1) The Order The Description of the General Requirements for First Level and Integrated Study Programmes Granting the Degree was approved by MES 9 April 2010. After the Regulations of Teacher Training were approved by MES on 8 January 2010, (renewed on 12 December 2012) changes in structure and content of pedagogical studies were introduced. It resulted in the revision and renewal of the Programme: 30 credits were allotted to teaching practice, 3 credits were allocated to the Final Paper of Pedagogical Studies and 12 to the Bachelor Degree Thesis, the structure and content of study subjects that make up the study programme were corrected;
- 2) The Programme was revised due to the transfer of the volume of the study subjects into ECTS (the new curriculum was discussed and approved in the Council of the Faculty, 16 May 2011).

2.2.2 The study plan of the Programme (240 ECTS credits) is designed in accordance with the requirements indicated in the aforementioned documents approved by MES: at least 15 ECTS credits have to be allocated to the study subjects of general university education; at least 165 ECTS credits have to be allocated to the study subjects in the study field; not more than 60 ECTS credits have to be allocated to the study subjects established by the university or the study subjects chosen by a student. Since LEU trains teachers, this part of the Programme is allotted to the block of pedagogical study subjects. This block has been prepared on the basis of the Regulations of Teacher Training, which provides the following structure: a theoretical part,

whereof volume does not exceed 30 ECTS credits (this part embraces subjects of pedagogy and psychology and the Final Paper of Pedagogical Studies); teaching practice with a volume of at least 30 ECTS credits.

2.2.3 As the SER states the programmes of study subjects (aims, learning outcomes, topics, literature, etc.) are annually reviewed and re-accredited every three-four years. Relevance of the topics of studies and relation of methods to learning outcomes is also seen in the descriptions of study subjects. According to the report, study subjects seem to be spread evenly, their themes are not repetitive. EET draws the conclusion that the content of the subjects is consistent with the type and level of the studies. The distribution of the Programme subjects meets the above-mentioned requirements. The structure of the full-time Programme is presented in Table 3 (SER, page 12) and the structure of the part-time Programme is presented in Annex 6. However, the meetings with both - students and graduates, revealed the necessity to include Andragogy as the additional subject for studies either as module or integrated in other subjects.

2.2.4 The above-mentioned modifications meet the legal requirements with specified ECTS credit systems allocated to the following study fields; the study subjects of general university education, the study subjects in the study field English Philology and the study subjects of pedagogical studies. The SER states that the Programme corresponds to the requirements of legal acts according to all parameters. The Programme is updated in accordance with European and national, institutional documents. Therefore, the conclusion would be that the curriculum design meets legal requirements.

2.2.5 The SER and teacher staff gave evidence during the site visit that the methods differ from work with research literature, debates, narrative, discussion, role-playing (dialogues), presentation, self-study assignments, work in pairs and in groups, to involving lecture, brainstorm, individual and group work, frontal laboratory work, individual consultations, use of virtual environments and seminar, case analysis, work with information resources. It was obvious after meetings with students and alumni that such diversity of methods are appropriate for the achievement of the intended learning outcomes.

The EET is pleased to note that the reaction to changes made in the programme according to demand gives a positive effect and is proved by employers' surveys, assessing graduates as employees of this area: prepared students can perfectly perform the functions ascribed to them both in Lithuania but also in other countries, is marked as a strength of the area. After thorough analyses of SER and the site-visit the EET positively assess the curriculum design of the study programme. Furthermore, according to the ET findings, the scope of the programme is sufficient to ensure learning outcomes indicated in the SER. The curriculum reflects new achievements in science, technologies and art which is one of the strengths of the study programme.

2.3. Teaching staff

2.3.1 The list of teachers indicating the existing pedagogical and academic degree, pedagogical work experience, fields of research interests, practical work experience in the area of taught subject and taught subjects is presented in the SER. The study programme is provided by the

staff meeting legal requirements and their numbers and qualifications are adequate to ensure learning outcomes:

2.3.2 According to the SER, “the Programme is implemented by 38 teachers, 24 of them hold PhD degrees in the fields of Philology and Educational Sciences (6 professors and 18 associate professors)”. In addition, “the Programme is carried out by 11 lecturers (5 of them are pursuing PhD degrees) and 3 assistant lecturers”, so that the necessary turn-over and the future of the programme is secured. A particular advantage of the programme is that “the average age of academic staff is 47”, which is relatively good, and that “the average number of years in teaching is 21, and the average number of years in research is 16”, again, this is a good basis.

The staff is also aware of the problem of decreasing student numbers and discusses openly the options of a new study programme with English plus another language from next year on; the department’s good experience with social partners can be taken into consideration here.

2.3.3 The number of the teaching staff is adequate to ensure learning outcomes (see above).

2.3.4 EET found it clear that during the assessed period changes in teaching staff in this Programme did not have a critical influence for study quality. Therefore, teaching staff turnover seems to be able to ensure an adequate provision of the programme.

2.3.5 The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme. In the internal discussion, teachers also mentioned the new seminars in the Centre for Quality Assurance, which should be a good starting point for new methodologies in theory and practice. Teachers and students confirmed that the Moodle platform was used well regularly, mainly to upload teaching materials and to submit student papers/assignments, but that is again a good basis for different activities (including student discussions) in the future. Students reported about positive learning experiences like group discussions, filming, and public performances. Thus the problems mentioned in the last Programme Evaluation (2008), which suggested to „identify courses which may indeed be behind as to teaching method and help teachers update materials, class activities, etc.“ (p. 17), seem to have been solved. The problems with textbooks and journals will also decrease when the new library will be opened - the plans outlined briefly by the chief librarian seem to provide a good international standard for teaching and research.

2.3.6 A further strong feature of the Programme staff is the international involvement demonstrated in study visits (to the UK, Poland, Germany, Hungary, Turkey, Russia, Slovenia, and even India) and international projects. Equally important are the staff activities of different national and international associations. All this is based on a solid number of ERASMUS co-operations, from which students and staff can profit. The SER reports: „*Every academic year approximately 10 teachers (about 12 visits every year) of the Programme go abroad to deliver lectures under ERASMUS programme or on short-term study visits to universities-bilateral agreement partners. 4–5 visiting lecturers from foreign universities come for visit in the Programme.*“

In view of these qualifications and international activities the research output of the staff is surprisingly limited, although the research carried out in the Faculty of Philology can be related to three areas (as stated in the SER):

- “1) comparative and contrastive research in foreign languages and Lithuanian from the synchronic and diachronic point of view;
- 2) interdisciplinary linguistic and literary links in the text;
- 3) development of communicative, intercultural, and technological competences of foreign language teachers.”

Thus although the teaching staff of the programme is involved in research directly related to the study programme being reviewed, it can be encouraged to dedicate more time to the production of research papers (not only conference reports), not only in journals in the Baltic region but also beyond. In the discussion with the EET, staff members pointed out that the new arrangement of 400 h dedicated to research would make it possible to aim for one research article per year. They also confirmed that the finances were not a major problem to attend conferences beyond the Baltic region, such as Italy and Slovenia, which can also be seen as a basis for increasing publication output.

Interestingly from an international perspective, the teachers did not complain about individual offices for their work or consultations with their students. They are convinced that the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme.

To sum up, the teachers working in the Programme are highly qualified, young teachers are available to be integrated. Despite some good international exchange opportunities, international cooperation could be increased and international research publications have to be increased.

2.4. Facilities and learning resources

2.4.1. The premises at LEU consist of 40 rooms in the Faculty of Philology, most of which are equipped with multimedia equipment. The number of rooms and seats seems adequate for teaching and seminar activities; however, the fact that teachers do not have any office space of their own seems to be a concern among both students and teachers themselves. According to the administration, premises and equipment are allocated on the basis of annual discussions with departments and staff committees, and any requests are always taken into account in general plans. Teachers are, however, accustomed to meeting students not only in the staff room, but also outside university premises, which, according to students, causes difficulties particularly at the stage when they are working on their theses. EET would therefore recommend that more office space is allocated to the teachers for consultation and preparation of teaching.

2.4.2 The teachers and students have access to the wireless network, Academic Information System, and Moodle during the study process. In addition, a separate reading room is available for the use of scientific literature (25 seats, 9 computers). All the departments have adequate access to both the hardware and the software needed to implement the programme. Teachers are proficient, and prolific, in using web-based platforms, such as wikis, blogs, and even Facebook on their courses, in addition to Moodle. Moreover, audiovisual aids, e.g. recordings for pronunciation class, are used. So, there seems to be enough of teaching equipment and material.

2.4.3. Students can use the facilities of the LEU library, including the Learning Resource Centre, which provides access to the Internet and other information resources, printing, scanning, and document binding. The number of seats in the LEU library seems to be adequate (259, of which 34 computerised), since also wireless Internet is provided in all library rooms. Students can order and renew loans by using the Internet, which improves access to the library services. In addition to the main facilities of the LEU library, the Humanities library also has a separate space for group work. Students of English Philology have their own library room; however, some students raised the issue of limited library space for studying, since they find accessing the library resources by Internet at home difficult and time-consuming.

2.4.4. The access to the published resources seems well sufficient with over 628,000 copies of scientific publications at the LEU library. In addition, students have access to the collections of the Centre of Teaching and Learning Resources of the Faculty of Philology. Also 38 electronic databases are made available by the LEU library, offering access to over 100,000 scientific publications. However, more publications particularly in English would be required for students'

use. Both former and present students complained that for most books there is only one copy available, and making additional copies is expensive. The availability of the electronic resources is better than that of the printed ones, but students seem to need more training in accessing them. Also, the new library premises have been under construction for an extensive period of time, and should be finished as soon as possible in order for the students to have better facilities for using the library resources *in situ*. EET also thinks that arrangements for student practice are adequate. It was confirmed during the visit by the students and graduates as they have teaching practices at schools and gymnasiums also students and teachers actively participate in annual conferences, seminars, and lectures held by Lithuanian Association of English Teachers, where teacher training problems are discussed, linguistic, and cultural horizon are broadened.

2.5. Study process and students' performance assessment

2.5.1 As the SER states, since 2009, students' admission is centralized and run by the Association of Lithuanian Higher Schools (LAMA BPO), which determines enrolment conditions and order. The admission of students is based on the candidates' performance during final exams in school; the students are selected through competition. Individuals are admitted to the Bachelor Study program of English Philology according to *The Regulations for Admission to Lithuanian University of Educational*, which is approved by Rector of the University. During the last 5 years the admission regulations changed and now the biggest attention (0.4 of weighted coefficient) is given to first foreign language. Since 2010 a great attention is given to individual admission of the students, every new entrant of pedagogical studies must take a test to show his/her motivation. The test is compulsory for entrants to state-financed place. On the other hand, students who pay for their studies on their own do not have to take a test of motivation, so there is a chance for students with lack of motivation to be admitted. In 2013 the highest competitive point was 19,42 and the lowest – 10,68. The average difference of the entrants competitive point is about 8,5, EET thinks that such a big gap between students with highest and lowest results can affect the study quality. During the visits students, teachers and administration of Faculty confirmed that admission to this study programme is one of the weaknesses and it is needed to be taken into consideration. Also, since 2008 the number of students admitted to English Philology is strongly decreasing, for example in 2009 there were 151 student admitted to the programme, and in 2013 – only 42. EET was convinced that it could be affected by part-time studies which were introduced in 2009 and the demographic situation in Lithuania. EET draws the conclusion that the admission requirements are well-founded, though changes concerning admission would be appreciated.

2.5.2 It seems to EET from both the SER and visit meetings, that the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Students are assessed in ten-point criteria-based scale. Their final mark depends on their performance during the semester and exam session, so students should learn during all semester, not only in the exam session. The drop-out rate (55 % in a periodo of 2008-2012) can be associated with the system of general admission, because not for all students this study programme was the first priority and some students are not motivated. In first semester students are introduced to structural pattern of studies, specializations, peculiarities of university studies, forms of assessment and deadlines and other important information. Also, first year students can turn to their tutor on regular basis.

EET analysed the final thesis which students have to write to graduate from the Programme. EET was satisfied with the depth and volume of research in the papers. Research methods are quite sufficient and foreign references are provided.

2.5.3 EET also paid attention how students are encouraged to participate in research, artistic and applied research activities. Judging from the SER and the meeting with students EET was assured that the situation in this area is completely sufficient.

2.5.4 All information about mobility programmes is provided for students on the University website. Students can also consult about different mobility programmes with their teachers. EET states that the number of students participating in various mobility programmes is relatively small, so it could be bigger (2012-2013 study year 9 went to study). Moreover, students can take an international teaching practice at schools, but this opportunity is used not so often because of the financial reasons (in 2012-2013 – 6 went for practice). The most popular countries for mobility programmes are Italy, Hungary, Czech Republic, Spain, Germany.

2.5.5 In order to assist students through their years of study there is academic and social support. Students in the Programme can get academic and methodological support from their teachers. Teachers are available to students for consultations. Students confirmed that relationship between them and teachers is one of the strengths of the Programme. As well as this, the use of the Moodle is useful for students to bridge the gap between the in-class activities and independent study. EET was pleased to state that the University provides psychological assistance for students who have difficulties related to adaptation and learning, also, personal life issues. In addition, there are special courses to students who participate in the mobility programmes. The provided financial support is as follows: social, incentive, and onetime scholarships. EET was convinced that students who come from other cities are provided with a place in the students' dormitory.

2.5.6 The SER notes that the university applies summative assessment system. Assessment of students' learning outcomes and achievements during the semester is performed periodically and systematically. It is written in SER that assessment of Programme students' achievements is grounded on modern didactics, corresponding to learning needs and orientated to learning outcomes. Therefore, the EET was confirmed that the assessment system of students' performance seems to be clear and adequate.

2.5.7 As from the SER and meetings with stakeholders, professional activities of the majority of graduates meet the programme providers' expectations. It is written in SER, that about 75 students graduate from the study programme every year, the percentage of graduates' employment is about 85%. Graduates work in fields of education, service and trade. 45% of graduates are employed according to the profession obtained. Even though 65% of graduates work not according to their profession, the knowledge of English is important in their jobs. It was told to EET that the majority of students started working during their studies or a year and University collaborates with social partners who constantly inform the University about workplaces offered. Most of graduates work in the field of languages of teaching. On the other hand, EET heard many graduates' work as translators. Therefore, the demand for more practice hours of translating would be beneficial for students, as it was stated by the students during the meeting with EET.

2.6. Programme management

2.6.1. As the SER states and both the administrative staff and SEG confirmed during the visit meetings, currently Programme management is carried out at two levels: University and Faculty (if in detail, the Committee of the Study Programme, the Board of the Faculty, the Committee for Studies of the Senate, the Rector, and, finally, the Senate). According to the SER, the Committee of the Study Programme is responsible for monitoring, implementation and decision making.

The document provides the list of the Committee which consists of the Chairperson, four members and a social partner. The responsibilities of the Committee are clearly defined as organising and implementation of the self-assessment of the Programme, improving the Programme and ensuring its quality. The management is implemented as follows: having coordinated the suggestions with the Committee of the Study Programme, the Board of the Faculty submits them to the Committee for Studies of the Senate and the latter submits the considered proposals to the Rector for approval and to the Senate for confirmation. The quality decision making is clearly reflected in Scheme 1, SER. The responsibilities of the implementers of the Programme are defined in the following documents and seem to be clear: Statute of LEU, the Study Regulations of LEU, and Functions Conducted by the Committees of the Study Programmes.

As it is stated in the SER teachers and students have a possibility for initiating changes in the Programme. Representatives of teachers and students (the representative of the Faculty Student Association) are on the Board of the Faculty of Philology and they have direct possibilities to submit their proposals at the Board meetings.

2.6.2. According to the SER, information and data on the implementation of the programme are regularly collected and analysed by the Committee of the Study Programme and teachers of the DED (the Department of English Didactics) and DEP (the Department of English Philology). The focus is “study programme aims, intended learning outcomes, content, selected teaching methods, forms of work and assessment comply with each other and what prerequisites are established for implementation of the intended learning outcomes”. Students are also involved in the process of ensuring the quality of the Programme. Formal and informal discussions are being held at the end of the academic year both with students and teaching staff. The SEG claimed that once a month teachers' staff discuss the process of various minor changes in the programme, like teaching forms, relationship with students, etc. EET got evidence that democratic atmosphere prevails in the meetings, as the teachers' staff confirmed the fact. The highest and lowest evaluations are being identified and the reasons for the situation are being searched for improvement, for example, the content of the study subject, teaching methods, relationships with a teacher, teachers' requirements and expectations or other circumstances can become the object to be changed.

2.6.3. The internal quality assurance is regulated by *the Statute of LEU* and *the Study Regulations of LEU*. According to the SER, the results of assessment and accreditation of the implemented study programmes are periodically reviewed on the department websites. However, during the meeting with SEG it was found out that the documents revealing the results of assessment are available only on the University, not Department websites, which EET does not find as great difference. The EET was assured by the administration that the students' voice is heard first in the study programme committee, and if the questions are of higher level, they may apply to all levels up to Senate.

2.6.4. As it is stated in the SER, the Faculty regularly carries out surveys about different aspects of studies, and in 2013, the Board of the Faculty adopted unified forms of surveys. However, as it was stated during the meeting with the administrative staff 2/3 of the questions are common for the whole University, the rest may be specified, adapted to the local (department) needs.

All questionnaires concerning students' expectations, self-reflection and the quality of the subject taught are anonymous. Every year at the end of their studies, students fill in an online survey about the overall quality of the Study Programme and its implementation. In May 2013, a comprehensive online survey was conducted where majority (52-94 percent) students evaluated the implementation of the programme positively with strong emphasis on the teacher's

professionalism. As a strong side, EET was provided the examples of the template of a questionnaire for social stakeholders about demand for the study programme. As EET was assured during the meeting with the SER, the questionnaires for stakeholders are also completed regularly, which might affect the quality of the programme.

2.6.5. Previously, the programme has undergone an external assessment. As stated in the SER, the following measures were taken in the Programme after the 2008 external assessment. In the area of the curriculum of the Programme the 2008 grouping of the study subjects was reconsidered into 1) subjects of fundamentals of study field and 2) subjects of specialist education of study field and in 2010 changed it into 1) *study subject in the study field* and 2) *study subjects of pedagogical studies*. Also, the English language teaching competences of the graduate programme were strengthened by introducing to students 4 teaching practices at schools in 2010–2013. *Observational School Practice* teaching practice was eliminated and, therefore, the structure of practice has been changed. The content and literature of all study subjects in the Programme were renewed as well. During the site meetings with the SER, teachers' staff and students, the EET found out that the elimination of the observational practice the process of students' practice turned to be more efficient without any waste of time.

The SER states that the Programme aims and intended learning outcomes have been also changed since last external assessment. New grouping of subjects resulted in reconsidering *programme competences and intended learning outcomes/results*. According to the SER, some changes in the titles of the academic staff have occurred as well: a native speaker is employed on a full time regular base. There are 2 teachers in the programme with the title of a full professor, 5 – an associate professor, and 5 lecturers entered doctoral studies. EET was pleased to meet the native speaker Assoc. Prof. Dr. T. McCarthy in person to witness the positive sides of employing her on regular basis. The meeting with students also mirrored the effectiveness of the changes in the titles of teachers' staff. The students were completely satisfied with the type of communication and collaboration with their teachers, especially with the native speaker mentioned above.

Facilities and learning resources have been enriched as well. The majority of the rooms are equipped with multimedia. The USA Embassy opened Ernest Hemingway Room. The LEU Library invested in purchasing new books in English. Unfortunately, due to the lack of financing, the new premises of the library is still under construction.

As SER states, implementation of the Study Process and Student Assessment and programme management have undergone some improvement as well: the obligatory Bachelor Degree Thesis writing was introduced instead of the Final examination of the English Language and Didactics, the obligatory Final Paper of Pedagogical Studies was introduced, the number of students in class is reduced, IT use is enhanced. All the changes of the Study Process and Student Assessment and programme management were positively approved by the SER, teachers' staff and students during the visit meetings. In the area of management the Board of the Faculty approved standardised questionnaires on teachers' assessment and programme quality assessment, regular feedback about the Programme is collected from graduates and undergraduates of the programme using the Internet, and, finally, new quality monitoring bodies were established: The Study Committee of the Programme, the Centre of Academic Quality of LEU. The EET was provided with the list of templates of questionnaires for different target groups, which made it easier to build the overall impression of directed management of the programme.

III. RECOMMENDATIONS

1. The admission procedure should be reconsidered.
2. An additional area of studies like Andragogy could be included into the content of the curriculum either as module or integrated in other subjects.
3. EET would recommend that more office space is allocated to the teachers for consultation and preparation of teaching if possible.
4. EET encourage increasing wider International cooperation with foreign educational institutions to enlarge the number of international research publications. In addition, the programme management could look for more ways to increase the student's mobility.
5. EET finds it valuable to introduce more practice hours of translation which would be beneficial for students in their future work.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

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

V. SUMMARY

The EET is pleased to note that the general overwhelming impression of the analysis of the SER and from the meetings with all target groups during the field visit is positive.

The SER is well prepared and well structured. EET is satisfied with the provided deep analysis of the programme.

The analysis of SER and the field visit experiences of EET indicate that the programme is constantly and seriously developed. It was also indicated that the external evaluation feedback has been heard and the recommendations have been put into practice.

The programme aims and learning outcomes are well designed. The curriculum design meets legal requirements.

The learning resources for implementing the programme's activities are quite good. It is clear the programme has a clear vision where it wants to go: it is very clearly focused on English Philology. The programme also has an international dimension that is implemented in the aim of improving the international mobility and research collaboration. The international dimension is seen in the students' dissertations and their references, too.

EET was pleased to notice that the students really seem to achieve the learning outcomes. This became evident especially in the discussions with the social partners and employers. Multiple examples were given concerning the professional competencies the graduates have brought to workplaces. Obviously, the programme is enhancing the career of the students and it is very clear for the social partners and employers that this is happening in the wide area.

EET noticed that the communication between the staff, students and social partners is extremely good. The positive atmosphere prevails. The staff members also seem to work as a community when reflecting and developing the teaching and research practices. The programme seems to be an important part of a larger network developing education in the whole country. The teachers' professionalism is very high indicating their very high competences.

EET would like to present some issues the staff should elaborate further. Firstly, andragogy should be included into the content either as module or integrated in other subjects. Furthermore, as it was noted in the meeting with teachers' staff, the admission procedure should be reconsidered. Also, EET would recommend that more office space is allocated to the teachers for consultation and preparation of teaching. Also, international cooperation could be increased and international research publications have to be increased.

VI. GENERAL ASSESSMENT

The study programme ENGLISH PHILOLOGY (state code – 612X13008) at LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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:	Doc. dr. Nebojša Vasic
Grupės nariai: Team members:	Prof. dr. Josef Schmied
	Doc. dr. Minna Kristiina Nevala
	Tatjana Kriliuvienė
	Liucija Sabulytė

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS ANGLŲ FILOLOGIJA (VALSTYBINIS KODAS – 612X13008) 2014-12-15
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-604 IŠRAŠAS**

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VI. APIBENDRINAMASIS ĮVERTINIMAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO studijų programa ANGLŲ FILOLOGIJA (valstybinis kodas – 612X13008) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Ekspertų grupė džiaugiasi, kad savianalizės suvestinės ir vizito metu vykusių susitikimų su visomis tikslinėmis grupėmis sudarytas bendras įspūdis yra teigiamas.

Savianalizės suvestinė parengta gerai, jos struktūra tinkama. Joje pateikta išsami programos analizė ekspertų grupę tenkina.

Savianalizės suvestinė ir apsilankymas universitete rodo, kad studijų programa yra nuolat atsakingai tobulinama. Į išorinio vertinimo išvadas atsižvelgiama, jose pateiktos rekomendacijos įgyvendinamos.

Programos tikslai ir numatomi studijų rezultatai parengti tinkamai. Programos sandara atitinka teisės aktų reikalavimus.

Programoje numatytų veiklų įgyvendinimui skirti mokymosi ištekliai pakankami. Akivaizdu, kad studijų programos vizija aiški ir kryptinga: visas dėmesys sutelktas į anglų filologiją. Programos

tarptautiškumą rodo ir priemonės, skirtos tarptautiniam judumui ir moksliniam bendradarbiavimui gerinti. Tarptautinis matmuo taip pat matomas studentų disertacijose ir jų nuorodose.

Ekspertų grupė džiaugiasi, kad studentams iš tikrųjų pavyksta pasiekti numatomų studijų rezultatų. Tai paaiškėjo diskusijų su socialiniais dalininkais ir darbdaviais metu. Buvo pateikta daug pavyzdžių apie profesinių kompetencijų bagažą, kuri absolventai atsinešė į darbovietes. Akivaizdu, kad ši studijų programa sustiprina studentų profesinės karjeros perspektyvas, be to, socialiniams dalininkams bei darbdaviams visiškai aišku, kad tai galioja įvairioms sritims.

Ekspertų grupė atkreipė dėmesį į ypač gerus personalo, studentų ir socialinių dalininkų tarpusavio ryšius. Čia vyrauja teigiama atmosfera. Skleisdami ir plėtodami pedagoginės bei mokslinės veiklos patirtis, personalo nariai dirba lyg nedaloma bendruomenė. Panašu, kad ši studijų programa yra svarbi didesnio, visos šalies švietimo plėtros tinklo sudedamoji dalis. Itin aukštas dėstytojų profesionalumas liudija labai dideles jų kompetencijas.

Ekspertų grupė norėtų paminėti keletą tobulintinų sričių. Visų pirma, į programą kaip atskiras modulis arba kaip sudėtinė kitų dalykų dalis turi būti įtraukta andragogika. Be to, kaip jau buvo pastebėta susitikimo su dėstytojais metu, reikėtų iš naujo apsvarstyti studentų priėmimo į studijas tvarką. Taip pat ekspertų grupė rekomenduotų personalo patalpoje kiekvienam dėstytojui suteikti daugiau atskiros, konsultacijoms ir pasiruošimui paskaitoms skirtos darbo erdvės. Reikėtų labiau plėtoti tarptautinį bendradarbiavimą, o mokslinės veiklos publikacijų tarptautiniuose leidiniuose skaičius turėtų būti didesnis.

<...>

III. REKOMENDACIJOS

1. Reikėtų iš naujo apsvarstyti studentų priėmimo tvarką.
2. Į programą kaip modulis arba kaip sudėtinė kitų dalykų dalis galėtų būti įtraukta papildoma studijų sritis, pavyzdžiui, andragogika.
3. Ekspertų grupė rekomenduotų, jei įmanoma, dėstytojams suteikti daugiau atskiros darbo erdvės, skirtos konsultacijoms ir pasiruošimui paskaitoms.
4. Siekiant padidinti galimybę mokslinius tyrimus publikuoti tarptautiniu mastu, ekspertų grupė ragina plėsti tarptautinį bendradarbiavimą su užsienio švietimo įstaigomis. Be to, programos vadovai galėtų rasti daugiau priemonių, skirtų studentų judumui didinti.
5. Atsižvelgdama į studentų būsimo darbo specifiką, ekspertų grupė mano, kad pravartu padidinti vertimo praktikos valandų skaičių.

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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)