



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO

STUDIJŲ PROGRAMOS
ANGLŲ KALBOTYRA (valstybinis kodas - 621Q10001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ENGLISH LINGUISTICS (state code - 621Q10001)
STUDY PROGRAMME

at VILNIUS UNIVERSITY

1. **Doc. dr. Nebojša Vasic (team leader)** *academic,*
2. **Prof. dr. Josef Schmied,** *academic,*
3. **Doc. dr. Minna Kristiina Nevala,** *academic,*
4. **Mrs. Tatjana Kriliuvienė,** *representative of social partners'*
5. **Ms. Liucija Sabulytė,** *students' representative.*

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Anglų kalbotyra</i>
Valstybinis kodas	621Q10001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Lingvistika
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	nuolatinė (2 metai)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Lingvistikos magistras
Studijų programos įregistravimo data	1997 m. gegužės 19 d.; Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>English Linguistics</i>
State code	621Q10001
Study area	Humanities
Study field	Linguistics
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master in Linguistics
Date of registration of the study programme	May 19, 1997; No. 565

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General	4
1.3. Background of the HEI/Faculty/Study field/ Additional information	4
1.4. The Review Team	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes	6
2.2. Curriculum design	7
2.3. Teaching staff	8
2.4. Facilities and learning resources	9
2.5. Study process and students' performance assessment	10
2.6. Programme management	12
III. RECOMMENDATIONS.....	14
IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*.....	15
V. SUMMARY	15
VI. GENERAL ASSESSMENT	17

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 (SER) 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

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

Kaunas Faculty of Humanities, as a unit of Vilnius university, provides higher education programmes based on the collaboration among scientists in the fields of humanities, social and physical sciences. The unique characteristic of the faculty structure is defined by its mutual study programmes and interdisciplinary approach which should ensure high quality of education. According to The Statute of Vilnius University which was approved on April 23, 2002, the highest institution of university self-government is the Senate. The university is Studijų kokybės vertinimo centras

governed by the Rector. The faculty is governed by the Council and the Dean. The Council is the supreme body of the faculty self-government. Its resolutions are mandatory to the faculty staff and students. The structure of Vilnius University Kaunas Faculty of Humanities (hereafter VU KHF) is the following: 7 departments (chairs) and a Centre for Socio-Cultural Research. The administration of the faculty consists of the Dean and four Vice-deans. The departments are academic subdivisions executing and developing study programmes and purposeful scientific work while the Centre for Socio-Cultural Research focuses on scientific work and publishing. In 2013, KHF carried out the admission into 9 BA and 10 MA study programmes. Prior to 2012, the Department of Germanic Philology had been implementing the BA study programmes of *English Philology* and *German Philology*, and in 2012 these two programmes were replaced by a new BA study programme *Audiovisual Translation*. At present, the first and second year groups of students are being trained and while only the third and fourth year groups of students represent the programme of *English Philology*. In the second cycle studies (MA), only the study programme *English Linguistics* is being delivered. The analyzed master study programme *English Linguistics* was registered in the Study and Academic Curriculum Register according to the regulations set by the Ministry of Education and Science, Order No. 1093 of June 14, 2002. In 2008, an external evaluation of this programme was carried out by an international committee led by prof. W. Kühlwein and members prof. K. Aijmer, prof. J. L. Gonzalez Escribano, prof. J. Fisiak, prof. M. Rissanen, prof. D. Škara and assoc. prof. J. Šliogerienė. The conclusions of the evaluation were positive: the programme was ACCREDITED WITHOUT CONDITIONS. The previous external evaluation of the programme was strongly positive as the programme was observed to be sound as well as successful whereas its weaknesses were mostly of technical character and their elimination lay to a large extent beyond the powers of the Department of Germanic Philology.

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 3/October/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

The SER of MA study programme English Linguistics (which underlines the significance of intercultural communication) claims that the aim of the study is *to prepare a competent specialist possessing the MA Degree who holds adequate knowledge of linguistics, is familiar with the most up-to-date theories, methods and technologies in the field and knows how to apply all this in practice, is able to carry out an independent research, creatively applying already known methods of analysis, knows the method application scope and limits, can foresee the results, identify their reliability, critically evaluate and apply theoretical and practical innovations.*

In table 1. (SER) learning outcomes of the programme are well defined and connected with five generic competences (critical thinking, cooperative skills, planning and organizing skills, learning skills, commitment to general and professional ethics and seven subject-specific competences (linguistic knowledge, creative and re-creative skills, analytical skills, academic writing skills, intercultural and translation skills, communicative linguistic skills and computational skills). The selection of terms used to define learning outcomes is in concordance with higher stages of Bloom's taxonomy which are harmonized with MA study level requests. The following examples from table 1. serve as illustration that learning outcomes are adequately defined and coherent with profound levels of knowledge: to draw conclusions, apply independently created or adapted methods in context, holistic thinking, interdisciplinary competence, critical evaluation, self-supervision, re-assessment, writing reviews, thoughtful responses, upgrade ability, identify and create communication models etc.

SER, Table 2. precisely correlate between general academic learning outcomes of English Linguistics study programme and its subjects. Definitions of learning outcomes (in tables 1 and 2) are not burdened by unnecessary amplifications and perplexing ambiguity.

During the site-visit MA students confirmed that they are familiar with the aims and learning outcomes of the programme due to teachers' effort to clarify the essential competences related to the MA level of education. Particular stress is on the scientific research skills and students' ability to proceed on with their individual research in the field of linguistics. At the beginning of each course, apart from the content and the curriculum, teachers highlight the significance of the aims and competences of the programme which orients students towards holistic thinking, critical evaluation and interdisciplinary competence.

According to the SER the profile of the study programme provides students with education conforming to European standards comprising the field of linguistic studies and intercultural communication in which the students could expend their specialization and academic skills. Analyses of SER and findings during the site-visit confirm the solid foundation of the above-mentioned concept of the study programme related to substantial theoretical background and intensive scientific research. After graduation (as it was confirmed to Expert Team (ET)) his

study programme enables students to commence doctoral studies of humanities in the field of linguistics or to work in various fields of science, culture and media.

After analysing SER and study-visit the ET confirms that programmes aims and learning outcomes are consistent with the type and level of qualification offered. The same positive conclusion refers to the compatibility between the name programme, its learning outcomes, content and the qualifications offered.

2.2. Curriculum design

Minister for Education and Science of the Republic of Lithuania ordered Legal requirements for MA study programme *Approval of the General Requirements for master Degree Study Programmes* (No V-826 of 3 June 2010) according to which all MA study programmes in Lithuania are organized. The above-mentioned document (legal requirements for MA study programme) is taken into consideration by the ET.

On the basis of comparisons between specified legal requirements and findings in SER the ET deduce the following:

The plan for MA study *English Linguistics* (provided in table 5, SER) comprises subjects and resources allocated to particular subjects (per semesters). All subjects are divided into three groups: theoretical foundation of linguistics, intercultural discourse and research. Such division is justifiable because of the pragmatic link between communication and language, namely the aim to intensify communicative competence on the basis of academic linguistic knowledge. The orientation of the study programme towards applicability is in harmony with contemporary educational trends and the needs of labour-market. The third group of research subjects is introduced in the second semester (Academic Research 1) as the preparation for MA thesis, while the fourth semester is devoted solely to the work on MA thesis.

Table 5 (SER) the correspondence of the MA study programme *English Linguistics* to the general study programme requirements proves that the curriculum design (and content) meets legal requirements:

The scope of the programme is 120 credits which is within legal requirements (between 90 and 120 study credits). 120 credits are allocated to main direction subjects (which legal requirement is at least 60 credits). 8 credits for optional subjects meets the requirement (30 credit is maximum legal requirement). Students suggested that the scope of elective subjects and allocated credits could be higher to allow more opportunities for student's interests (which is in harmony with the principal aims and learning outcomes of the MA study programme).

46 credits are planned for the preparation of the final thesis and defence (30 credits is at least according to legal requirements). The ET suggests that the amount of credits for the final thesis could be reduced and allocated to either translation (with preference to be more practical than merely academic subject) or additional elective subjects (to foster student's participation in designing the programme).

There are no repetitions of the respective study fields between the first cycle and the second cycle study subjects. The average volume of self-study is 64,75% (ranges from 38,32% and 95,57%) which is in concordance with the legal requirement (student's self-study time is at least 30% of each subject).

Study subjects are spread evenly (4 mandatory subjects in the first, second and third semester). After analysing the content of the curriculum the ET confirms that their topics and themes are not repetitive. The content of the subjects is consistent with the type and level of the study. One of weaknesses of the curriculum is the status of elective subjects. During the visit students confirmed to ET that they must “choose” one subject which is unjustifiably labeled as an “elective”. Thus students are not in position to decide between at least two offered elective subjects and utilize their preferences. The ET suggests reconsideration of the status of elective subjects adding more options which will be truly elective instead of mandatory – as it is now the case in this study programme.

Another important point of the study programme is the number of state-funded students which is decreased from nine to six (SER p.14). Having in mind that six is minimum number which allows divisions into two groups and normal academic work, so the study programme is literally on the verge of existence. The reduced number of state-funded students is directly reflected in the curriculum and implementation of the study programme. Instead of attending lectures on regular basis students of the second year have only two monthly consultations with their teachers which is the outcome of small number of state-funded students. The reduction of state-funded students is one of major challenges of this study programme. The ET suggests more intensive public promotion of the study programme but it is up to the management and the council of the study programme to precisely define necessary measures which will promote the relevance and the quality of the study programme among potential entrants. The ET understands that financial restrictions are not responsibility of the study programme but it must be underlined that the small number of entrants (less than six) puts into jeopardy the future of MA programme – in spite of its well-defined study aims and competences and the needs of the labour market.

The content of the curriculum is consistent with the type and level of the study programme. During the site-visit students and alumni were satisfied with consultations and teachers’ willingness to support their students whenever needed. Both students and alumni had no complaints regarding teachers’ readiness to monitor and facilitate their progress. Furthermore, the scope of the programme is sufficient to ensure learning outcomes and the content of the programme reflects the latest achievements in science, art and technologies.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements and their numbers and their qualifications are adequate to ensure learning outcomes: According to the SER, “12 individuals among whom there are 4 professors (prof. Droessiger, prof. Krūminienė, prof. Solomonik-Pankrašova and prof. Ulvydienė) of whom prof. Droessiger has completed the Habilitation procedure. In addition, there are six doctors associate professors, namely, assoc. prof. Aloševičienė, assoc. prof. Kerevičienė, assoc. prof. Mickienė, assoc. prof. Pasvenskienė, assoc. prof. Rumšienė and assoc. prof. Satkauskaitė. Finally, there are two doctors lecturers who are not yet eligible for the status of the associate professor due to their short working experience at the University. The age average of the lecturing staff is quite low, namely 43.5.” This is a very good basis in terms of quantity and quality, age-structure and research specialisation. The teaching staff turnover ensures a good future for the programme. However, this was also achieved because the well-qualified section of German philology was successfully integrated

into the department and because the department took up the challenge to provide a convincing “interlinguistic”, typological spectrum Lithuanian - German - English, which is academically interesting and job-related. Of course, the reorientation of the staff cannot occur over night, but it is on the way and the teaching in English has to be increased (in some subjects or modules it is only 50 %) to give students more practice and work-related confidence. The moves from traditional philology to inter-cultural communication, cinema translation and translation memory systems (like TRADOS) indicate promising attempts to integrate the new technologies available - teachers can be encouraged to use them even more.

With the new library facilities, audio-visual lab and consultation rooms, the staff is convinced that the higher education institution creates conditions for their professional development necessary for the provision of the programme. In fact, teachers were very satisfied with their working conditions, but in total their teaching load is quite high. Alumni praised their teachers who had treated them “like colleagues” or “like family” and remembered vividly special teaching event like conference organisation and web page design - of course, even more such creative elements could be integrated in the curriculum. Teachers also reacted directly about teaching complaints (traditional style, reading) in the past, students reported; this proves that the collaborative family spirit works well in a small crisis.

Several tables in the SER demonstrate the staff’s willingness and experience to collaborate in international projects and exchanges, which could all be expanded into further research activities and publications. Although the teaching staff of the programme is involved in research directly related to the study programme being reviewed, teachers feel they could do even more if their teaching load would be reduced. The department could achieve good research and publication results, if individual research commitment could be rewarded in personal “target agreements” (also to ensure a fair distribution of work). The good relations of the staff to social partners must also be used to secure more students for this interesting, modernising study programme.

2.4. Facilities and learning resources

The lecturers and students of the programme can use the facilities and equipment in the Kaunas Faculty of Humanities. At present, there are eight classrooms in frequent use by the programme, most of which are equipped with multimedia and Internet access. In addition, there are separate computer classrooms (209 working spaces) which provide enough room for both students and lecturers to work, meet and organize workshops (SER). The Master students of English Linguistics also have a study room of their own (AKMA) at their disposal for individual work, consultations and discussions with lecturers. According to the students, the AKMA room is not, however, equipped at all, which could be done in the future to be able to fully use the benefit of the room.

The facilities for the lecturers are also somewhat insufficient but teachers do not complain: half of the teaching staff has their own offices, half of them do not. Instead, they use communal rooms and classrooms when preparing for lectures and consulting students. There are also separate consulting rooms which teachers can use for both consulting and preparing lectures. ET understands that the university’s facilities are limited, but in order to improve working conditions some arrangements could be reconsidered.

The lab space arranged for the audiovisual translation programme can also be used by the English Linguistics students, alongside with a computerized video-conference room and a technical room. The AVL (audiovisual lab) is furnished with the latest computer and audiovisual equipment. All the classrooms provide the English students with enough room and facilities for the study process. New workstations with Internet access and printing and copying facilities have been set up since the last accreditation, which is good. Also, in the Faculty, there are 144 computers for students' use, both network and WiFi accessible. All the computers and lecture rooms are equipped with latest software, and therefore adequate for the students of English linguistics. The students told ET that computers at the library might not always be available, although the computers themselves are fine and new. ET also heard that the Master's students have been promised rooms with functioning computer equipment, which would partly solve problems related to the shortage of computerized workplaces.

The students of VU KHF can use the resources of KUT (Kaunas University of Technology) library and the Kaunas County Public Library. In addition to local access, students can use the national e-library services and databases, which are extensive enough for the programme's purposes. The library resources are constantly expanded. In recent years, the Ministry of Education and the EU funding have enabled the growth of the methodical resources of English Linguistics and Audiovisual Translation from c. 15,000 LTL to almost 280,000 LTL (according to SER). In addition to the library's own funds to acquire research literature, the departments allocate funds annually for the purchase of new literature. In general, the students were content with the library services, and ET was also shown the expanded library resources and new, computerized premises, which were impressive.

The number of course books seems to be sufficient, and whenever printed material appears to be inadequate, lecturers provide teaching materials in an electronic form on the VU KHF server. In addition, the teaching staff of the Germanic philology has created their own private library, available for all students at the department also in an electronic form on the server. The students do, however, point out that copying at their own expense is costly, and therefore it would be preferred to add more recent course literature on English Linguistics to the library resources. ET understands that acquiring enough literature to suit every student's needs is costly, and so the teaching staff is encouraged to share literature via the server and Moodle.

2.5. Study process and students' performance assessment

As it is written in SER the applicants who have no less than a Bachelor degree in Philology could apply to the Master degree programme in English Linguistics. In this case, the admission grade is a sum of weighted average of marks from diploma supplement plus final grade of the thesis and additional points are added for participation in conferences and publishing research articles. The admission grade of applicants who graduated their Bachelor degree studies in other fields than Philology is calculated on the basis of the weight average of marks from diploma supplement and the evaluation of entry exam, which covers a range of linguistics courses obligatory for the Bachelor degree studies. This system allows admitting students who have an appropriate amount of knowledge as well as motivation to study Master degree. The regulations

of the admission procedures are available online in University website. It is said in SER that during last 5 years the number of state-funded and non-state funded positions was decreasing, and in 2013 only 6 persons started studies in this study field. All of them were state-funded and occupied all state-funded available places. There weren't students who study in non-state funded positions. Low numbers of state funded places attract only few students because usually they do not want to pay for the studies (it was explained to ET).

About 67% of students' graduate studies and the main discontinuation of studies usually takes place during the first semester. The main reasons of discontinuation: the inappropriate choice, family problems, possibilities to live and study abroad, academic leave (SER).

The low number of admission and discontinuation of studies can result that only 5 students continue studying in a group, and in this case according to regulations of the University. Students do not have academic lectures, only consultations every second week. This should be taken into consideration by the University's management. ET thinks that University should make efforts to attract more students, because students who do not have academic lectures do not consider programme management as very positive. On the other hand, as most of students have jobs and/or families, they describe study process as comfortable. But ET thinks that it can be questionable if this organization of study process fully ensures the achieving of learning outcomes.

Even though the Department is participating in the Erasmus student exchange programme and creates conditions for students to go, the students are not very interested in mobility programmes. This is because the majority of students work during their studies. It is also presented in SER that only one foreign student visited the Department for philological internship.

Students get all information about the study process, the description of subjects, evaluation methods, a list of compulsory and optional reading, learning outcomes of each course unit, the dates and procedures of examination, the academic staff within the department at the beginning of semester or each module. Also students can consult with Students Representative Board, which have Master students representatives. Students are satisfied with their representative.

Students are active in their scholarly and artistic activities, they actively participate in various kinds of seminars, conferences, projects and etc. Since 2002 students publish an academic publication "Respectus Philologicus". Since 2012 at least one scientific conference per year is held in a Kaunas Faculty of Humanities. In 2012 students also was involved in educational project "Theatre Online" and other short term projects. ET commends these activities and efforts but encourages having more long-term activities for students' participation.

The students of Vilnius University are provided with the following types of financial assistance: promotional scholarship, social scholarship, one-time social scholarship, one-time purposive scholarship, nominal scholarship, international student scholarship, doctoral scholarship, clinician scholarship, and state loans. But due to the small number of non-stated students there are not enough resources to shape the scholarships. So students are not supported financially and this needs to be taken into consideration. ET thinks that one of opportunities is to support students financially from University or Faculty recourses or search for social partners who can contribute to students' financial support.

Students mentioned that the students' assessment is based on the rules of respect and good will, as well as on professionalism, transparency, fairness, objectiveness and reliability. As it is common in Lithuania, subjects are evaluated by grade on scale from 1 to 10. Students are familiar with the assessment procedures and during the visit they described them as appropriate. Vilnius University has a common plagiarism system, so the final thesis is always checked before public defense.

ET heard that the majority of graduates apply their study knowledge in their jobs. Most of graduates work in a field related to their knowledge of languages. Part of students starts their professional career during the studies because of a flexible schedule it is not so hard to combine studies with a work. Some of graduates choose to pursue scientific career and become doctoral students, so, in total, probably this programme meets the programme providers' expectations.

2.6. Programme management

In the chapter concerning the management of the project (86), SER provides the clear structure of the management units: the Study Programme Committee, the Department of Germanic Philology implementing the programme, the Dean of the Faculty, the Faculty Council and the University Study Committee. The Study Programme Committee, which consists of the Head and four members, has been projected and approved. It comprises 3 scholars, a social partner and a student representative who are supposed to collectively consider issues and implement ideas. During the meeting with the Self Evaluation Group (SEG), a former student in the SER confirmed the collaborative work in the programme.

The meetings of the Study Programme Committee are held on demand, at least once a semester which was confirmed by a social partner, a member of the Committee during the visit meeting both with teachers and SER group. Moreover, one social partner noted that, sometimes, the meetings are held even more often if there is a demand.

Though the SER states and visits with different target groups confirmed that the responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated, ET has a doubt about the quality of management, in general, and the choice of elective subjects and students' load during the studies in particular. The meeting with the students revealed that in spite of information about the elective subjects they could not choose any (it was allocated on the programme decision). ET can only guess that the students' load in semester 4 (only academic research and Master thesis) was adjusted to the number of students. Due to having only 5 students in a group (2014) the programme does not provide contact hours (SER table 5), only consultations twice a month which might sound not to be fully sufficient. However, during the site meeting nobody complained about this. ET admits that the programme is limited by the legal frames and states the need for the number of students' admission to be revised. The conclusion could be driven that the management of the study programme should look for ways to provide more regular lectures and more contact hours for the second-year students.

The implemented study programme is assessed during the process of annual self-evaluations. ET is satisfied with the given in the SER explanation of the process ("... the evaluation of students' achievements, students' progress, the causes of students' "drop-out", students' surveys on the content and quality of the programme courses, lecturers' suggestions for the improvement of the study programme and the evaluation of the quality of the overall study programme by the Studijų kokybės vertinimo centras

graduates of the programme.”). According to the SER, the data of the implementation of the programme is regularly collected and analyzed. The results of the internal and external evaluation of the programme are taken into consideration for the sake of the improvement of the study programme. For example, the number of full time professors has increased up to 4 since 2008. Also, the students’ demand to shift informatics subject from the fourth semester to the third was met. Unfortunately, some examples of not being able to change the situation which didn’t depend on the local powers were provided both in the SER and during the meeting with the SEG. As the example, the number of state funded places regulated by financial restrictions was mentioned.

The internal evaluation (students’ surveys in particular) is conducted on three levels, the SER states. They are as follows - *University* (the Quality Management Centre of Vilnius University annually pursues student surveys on studies at VU and the courses taken during their previous semester of studies), *Faculty* (both the Programme Committee and the lecturers analyze the survey results while the Vice-Dean for studies presents the generalized survey results of the quality of the programmes implemented by an individual department to the heads of the departments), and *Department* (during the meetings of the Department and the Study Programme Committee) levels. The questionnaires are to be filled on the VU information system and are processed centrally. In addition, according to the SER, both on the faculty and department levels, students’ surveys are conducted by the Student Association (unified for all University surveys are conducted online) and teachers’ (mostly oral during the discussions). During the visit meeting with teaching staff ET was assured that the system does work and students’ feedback for teachers is of great importance. The systematic discussions are very useful for teachers’ development and, according to the staff, it is sometimes enough to get a remark during or after the lecture to implement improvement element in the teaching content, style or form. It cannot be doubted after the visit that the relationship between teachers and students are close, friendly, supportive and useful.

The SER states that “the students closely cooperate with lecturers and administration; therefore, the needs of the students are frequently revealed during face-to-face discussions”. Also, a critical review of the study programme can be initiated by a sufficiently large group of students in the form of a written request.

The SER reveals that the assessment is also focused on the analysis of market in the form of the questionnaires filled in by companies which have employed the university graduates and the point of view of social partners. This enables to increase the integrity of science and practice and general quality of the studies. The representative of local municipality (a social partner) confirmed the fact. So, it can be stated that the evaluation and improvement processes involve stakeholders.

Also, the SER states that social partners have an impact on the quality of the study programme by participating in the activities initiated by the Programme Committee and by chairing the scientific board of the final Master theses defence. During the visit meeting with social partners, ET found out that 6 of 8 people present in the meeting confirmed having participated at the public defense.

ET has witnessed the close relationships with the social partners and their impact on the programme during the meeting with the SER group as a social partner participated in the conversation and expressed her strong willingness to improve the programme. The representative of local municipality noted that her advice for more time for independent work hours, more practical skill development in translation was taken into consideration. As SER group and teachers assured ET, the contact hours have been reduced from 35% to 24 % but working hours of the teaching staff have increased (unfortunately, because of the teachers' involvement in BA programme).

Chapter 3, paragraph 16 in the SER deals with the internal quality assurance measures. After the discussion held in the spring of 2013 with the undergraduates and graduates of *English Linguistics*, lecturers and members of the Study Programme Committee, some alterations of the programme improvement have been made. Therefore, ET comes to the conclusions that internal quality assurance measures are quite effective and efficient.

III. RECOMMENDATIONS

1. The ET understands that financial restrictions are not responsibility of the study programme but it must be underlined that the small number of entrants (less than six), in spite of its well-defined study aims and competences and the needs of the labour market, puts into jeopardy the future of MA programme. It is recommended to enlarge the admission of state-funded students.
2. The ET suggests more intensive public promotion of the study programme but it is up to the management and the council of the study programme to precisely define necessary measures which will promote the relevance and the quality of the study programme among potential entrants.
3. One weakness of the curriculum which can be easily eliminated is the status of elective subjects. Students confirmed that only one subject is offered which is unjustifiably labeled as an "elective". The ET suggests urgent reconsideration of the status of elective subjects adding more options which will be truly elective instead of mandatory (as it is now the case in the study programme).
4. The reduced number of students is directly reflected in the curriculum and implementation of the study programme. Instead of attending lectures on regular basis students of the second year have only two monthly consultations with their teachers which is the outcome of small number of students. In spite of legal restrictions the management of the study programme should find ways to provide more regular lectures and more contact hours for the second-year students.
5. Although the teaching staff of the programme is involved in research directly related to the study programme, teachers feel they could do even more if their teaching load would

be reduced. The council of the study programme should reconsider teachers' load to allow more time for scientific-research work.

6. In order teachers not to use communal rooms and classrooms when preparing for lectures and consulting students ET suggests further efforts for providing more offices for teachers and equipping the AKMA room if possible.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

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

V. SUMMARY

Programmes aims and learning outcomes are well-defined and consistent with the type and level of qualification offered. The same positive conclusion refers to the compatibility between the name programme, its learning outcomes, content and the qualifications offered. The link between the study programme and alumni is highly positive. Alumni and social partners are supportive and aware of the relevance of the study programme.

The audiovisual lab is furnished with the latest computer and audiovisual equipment. All the classrooms provide the English students with enough room and facilities for the study process. New workstations with Internet access and printing and copying facilities have been set up since the last accreditation. The library resources are constantly expanded. In recent years, the Ministry of Education and the EU funding have enabled the growth of the methodical resources of English Linguistics and Audiovisual Translation from c. 15,000 LTL to almost 280,000 LTL. In addition to the library's own funds to acquire research literature, the departments allocate funds annually for the purchase of new literature.

The data of the implementation of the programme is regularly collected and analyzed. The results of the internal and external evaluation of the programme are taken into consideration for the sake of the improvement of the study programme. One of positive changes - The choice of the thesis topic: students are allowed to choose the topic of the thesis not during the first year.

The students closely cooperate with lecturers and administration; therefore, the needs of the students are frequently revealed during face-to-face discussions. Alumni praised their teachers who had treated them "like colleagues" or "like family" and remembered vividly special teaching events like conference organisation and web page design.

ET could hear the willingness of both management and the council of the study programme to initiate contemporary methods of teaching and modify the content of the curriculum in order to meet justifiable students' demands and demanding aims (learning outcomes) of the programme. The major weakness of the study programme is related to financial restrictions and reduced number of state-funded places which is beyond control of the study programme. The inevitable consequence of small number of state-funded places is related to reduced number of contact hours and regular lectures. The ET believes that above-mentioned major weaknesses could be solved in a reasonably short period of time with more intensive promotion of the programme and Studijų kokybės vertinimo centras

certain modifications regarding the policy of potential entrants. Also, it would be good to improve AKMA rooms and teachers' offices situation.

VI. GENERAL ASSESSMENT

The study programme ENGLISH LINGUISTICS (state code – 621Q10001) at VILNIUS UNIVERSITY 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

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
ANGLŲ KALBOTYRA (VALSTYBINIS KODAS – 621Q10001) 2014-12-15
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-607 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

VILNIAUS UNIVERSITETO studijų programa ANGLŲ KALBOTYRA (valstybinis kodas – 621Q10001) 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

Programos tikslai ir numatomi programos studijų rezultatai yra aiškiai apibrėžti ir atitinka siūlomos kvalifikacijos rūšį ir lygį. Tos pačios teigiamos išvados pasakytinos ir apie programos pavadinimo dermę su numatomais studijų rezultatais, turiniu bei suteikiamomis kvalifikacijomis. Itin teigiamai vertintinas absolventų dalyvavimas gerinant studijų programą. Tiek absolventai, tiek socialiniai partneriai studijų programos svarbą supranta ir ją remia.

Audiovizualinė laboratorija aprūpinta moderniausia kompiuterine ir audiovizualine įranga. Visose anglų kalbos studentams skirtose auditorijose pakanka įrangos ir vietos studijoms. Po paskutinės akreditacijos įsteigta dar daugiau prieigą prie interneto turinčių bei spausdinimo ir kopijavimo įranga aprūpintų darbo vietų. Nuolat plečiami bibliotekos ištekliai. Pastaraisiais metais dėl Švietimo ir mokslo ministerijos bei Europos Sąjungos finansavimo nuo 15 000 Lt iki beveik 280 000 Lt padidėjo Anglų kalbotyros ir Audiovizualinio vertimo programų metodiniai ištekliai. Be mokslinei literatūrai įsigyti skirtų bibliotekos fondų, papildomų lėšų naujai literatūrai pirkti kasmet skiria ir katedros.

Studijų kokybės vertinimo centras

Duomenys apie programos įgyvendinimą nuolat renkami ir analizuojami. Gerinant studijų programos kokybę, atsižvelgiama į išorinio ir vidinio studijų programos kokybės vertinimo rezultatus. Vienas iš teigiamų pokyčių siejamas su baigiamojo darbo temos pasirinkimu – studentams leidžiama rinktis baigiamojo darbo temą ne pirmaisiais studijų metais.

Studentai tampriai bendradarbiauja su dėstytojais ir administracija, todėl studentų poreikiai dažniausiai atskleidžiami betarpiškų diskusijų metu. Absolventai gyrė savo dėstytojus už tai, kad šie su jais elgiasi „kaip su kolegomis“ ar „šeimos nariais“, ir vaizdžiai prisiminė mokomuosius renginius, tokius kaip pasiruošimas konferencijai ar internetinio puslapio kūrimas.

Ekspertų grupė sužinojo apie vadovybės ir Studijų programos tarybos norą inicijuoti šiuolaikinius mokymo metodus bei modifikuoti programos turinį, siekiant patenkinti pagrįstus studentų reikalavimus ir įgyvendinti daug gebėjimų bei pastangų reikalaujančius programos tikslus (studijų siekinius). Didžiausia studijų programos silpnybė siejama su finansinių lėšų ribojimu bei valstybės finansuojamų vietų skaičiaus mažinimu, bet ši sritis nuo studijų programos nepriklauso. Nedidelis valstybės finansuojamų vietų skaičius yra neišvengiamai sietinas su sumažintu kontaktinių valandų ir reguliarių paskaitų skaičiumi. Ekspertų grupė įsitikinusi, kad anksčiau minėtos didžiausios šios programos silpnybės galėtų būti išspręstos per pakankamai trumpą laiką, jei programa būtų aktyviau propaguojama bei atliekami tam tikri su potencialiais stojančiaisiais susijusios strategijos pakeitimai. Taip pat būtų gerai pagerinti konsultacijoms skirtų kambarių ir dėstytojų darbo kabinetų situaciją.

<...>

III. REKOMENDACIJOS

1. Nors ekspertų grupė supranta, kad finansinių išteklių ribojimas su studijų programa nesusijęs, tačiau privalu pabrėžti, kad, nežiūrint į gerai pagrįstus studijų programos tikslus bei numatomus studijų rezultatus ir darbo rinkos poreikius, mažas stojančiųjų skaičius (mažiau negu šeši) magistrantūros studijų programai kelia rimtą pavojų. Todėl rekomenduojama padidinti priimamų valstybės finansuojamų studentų skaičių.
2. Ekspertai siūlo studijų programą propaguoti aktyviau, bet pati vadovybė ir studijų programos taryba turėtų tiksliau apibrėžti būtinas programos svarbos ir kokybės populiarinimo priemones tarp potencialių stojančiųjų.
3. Studijų programos silpnybė susijusi su laisvai pasirenkamais studijų dalykais gali būti lengvai išspręsta. Studentai patvirtino, kad programoje siūlomas tik vienas pasirenkamas dalykas, todėl „pasirenkamuju“ pavadintas nepagrįstai. Ekspertų grupė siūlo pasirenkamų dalykų klausimą skubiai apsvarstyti, papildyti dalykų sąrašą ir studentams suteikti tikrą galimybę rinktis (užuot paverčiant tą vienintelį pasirenkamąjį dalyką privalomu, kaip kad yra numatyta dabartinėje programoje).
4. Sumažėjęs studentų skaičius tiesiogiai atsispindi tiek programoje, tiek studijų programos įgyvendinimo priemonėse. Dėl mažo studijuojančiųjų skaičiaus antro kurso studentai vietoj reguliarių paskaitų turi tik dvi konsultacijas (su dėstytojais) per mėnesį. Nepaisant

teisinių apribojimų, studijų programos vadovybė privalo surasti būdų, kaip antro kurso studentams skirti daugiau reguliarių paskaitų bei kontaktinių valandų.

5. Nors programą įgyvendinantis dėstytojų personalas dalyvauja su studijų programa betarpiškai susijusioje mokslinėje tiriamojoje veikloje, dėstytojai mano, kad galėtų nuveikti kur kas daugiau, jei jų dėstymo krūvis būtų sumažintas. Studijų programos taryba turėtų iš naujo apvarstyti dėstytojų darbo krūvio apimtį ir suteikiant daugiau laiko mokslinei tiriamajai veiklai.
6. Siekiant, kad dėstytojai nesiruoštų paskaitoms ir nekonsultuotų studentų bendruose dėstytojų kambariuose ir auditorijose, ekspertų grupė siūlo dėti pastangas, kad dėstytojams būtų skirta daugiau kabinetų ir, jei įmanoma, kad būtų įrengtas konsultacijoms skirtas kambarys.

<...>

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)