



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto didžiojo universiteto
STUDIJŲ PROGRAMOS TAIKOMOJI ANGLŲ KALBOTYRA
(valstybinis kodas - 621Q30002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF APPLIED ENGLISH LINGUISTICS *(state code - 621Q30002)*
STUDY PROGRAMME
at Vytautas Magnus University

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Taikomoji anglų kalbotyra
Valstybinis kodas	621Q30002
Studijų sritis	Humanitarinių mokslų studijų sritis
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antrosios pakopos studijos
Studijų forma (trukmė metais)	Nuolatinė, 2 metai
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos magistras
Studijų programos įregistravimo data	1997 gegužės 19, Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Applied English Linguistics</i>
State code	621Q30002
Study area	Humanities
Study field	English Philology
Type of the study programme	University studies
Study cycle	Graduate (2nd)
Study mode (length in years)	Full-time studies (2 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of English Philology (MA)
Date of registration of the study programme	19 May 1997; No. 565

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The Centre for Quality Assessment in Higher Education

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

Vytautas Magnus University (hereinafter - VMU) is a state HEI which provides university studies (1st, 2nd and 3rd cycles) and carries out scientific research and artistic activities. The study programmes at VMU are organized by faculties and departments. In 2016, 10 faculties and 2 institutes are active at VMU.

VMU is a full member of the European University Association (EUA), The European Association of International Education (EAIA), the Baltic Sea Region University Network (BSRUN), the Association for the Advancement of the Baltic Studies (AABS), and the European Distance and E-learning Network (EDEN). VMU is currently collaborating with over 120 universities in 40 countries around the world as determined by bilateral agreements, has 250 Erasmus+ partners in 30 European countries, and is a member of the “Campus Europae” university network. VMU provides 53 first-cycle programmes, 59 second-cycle programmes, integrated law studies and third-cycle study programmes.

The Faculty of Humanities is the largest VMU faculty having Departments of Cultural Studies and Ethnology, English Philology, German and Romance, History, Department of Lithuanian Language, Department of Lithuanian Literature, and Department of Philosophy. The faculty offers studies in humanities at the Bachelor's, Master's or doctoral level in such areas as history, ethnology, philosophy, Lithuanian, English, German and French philology, as well as Italian studies and Romance languages, Baltic region cultures and East Asian cultures and languages.

The Department of English Philology (DEP) of the Faculty of Humanities implements a university undergraduate level (bachelor studies) programme *English Philology* and one graduate level (master studies) programme, *Applied English Linguistics*. After the evaluation of the programme in April 2010 by the External Review Team, SKVC issued accreditation for a period of 6 years.

1.3. 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 9/03/2016.

1. **Prof. dr. Janis Silis (team leader)** *Dpt. of English (Professor), Faculty of Translation Studies (Leading Researcher), position, Ventspils University College, Latvia.*
2. **Prof. dr. Danica Škara**, *University of Split, full professor, Bologna expert, Croatia.*
3. **Prof. dr. Josef Schmied**, *Chair English Language & Linguistics, Chemnitz University of Technology, Germany.*
4. **Ms Jolita Butkienė**, *ISM University of management and Economics, Quality department, Director, Lithuania.*
5. **Ms Kamilia Puncevič**, *MA student in English Philology at Lithuania University of Educational Sciences, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are clearly formulated and are publicly accessible (only in Lithuanian) in the VMU website <http://www.vdu.lt/lt/study/program/show/91/>. Information of programme was also found on the website "AIKOS" of Ministry of Education and Science.

It is obvious that the goals of the study process match the need to train multi-profile experts in the following directions of national and EU (verbal/textual) information management: organisation, translation and editing. As the study programme's profile is applied English linguistics dealing with

theoretical and practical issues of language teaching, the fourth direction is English Language Teaching (hereinafter - ELT) that is accompanied by mastering comparative, contrastive and intercultural aspects of English and Lithuanian languages (SER, p. 8).

When examining the comprehensive table of curriculum design it can be noticed that three directions are supported by an appropriate choice of study courses (SER, p. 10). The necessary knowledge and skills for doctoral studies, translators/interpreters and text editors is easily detected in the SER and in the discussions with the Faculty and Department management, as well as with the SER Team. These three specializations of the programme are expressed in the formulation of the programme's aims (SER, p.9) and bound to corresponding learning outcomes (SER, p. 9).

The aims based on the rationale of programme demand and are set to 1) educate highly qualified specialists having comparative knowledge, as well as interlinguistic and intercultural assessment skills, 2) educate highly qualified translators having acquired knowledge of principles of text production and editing and are able to use modern term-search and automated translation memory systems, 3) train students for doctoral studies.

These three aims are expected to shape specialists being capable to apply theoretical and practical aspects of Translation Studies in translating English and Lithuanian texts of different functional styles and genres, and by doing this they are ready to appropriately and professionally use Computer-aided Translation (hereinafter - CAT) tools and software, as well as corpus lexicography. These specialists are ready to analyse data for intercultural communication, especially in European (or other transnational) projects, to position themselves as reliable partners in common projects with various educational and other institutions of Lithuania and other EU countries. They also are capable to apply the acquired research skills in translation, English and Lithuanian philology, ELT and cultural studies.

However, the Review Team was unable to detect training of programme's students for ELT-related skills, although acquisition of these skills is reflected in the formulation of learning outcomes. Harmonization of programme's aim in the ELT sphere and learning outcomes should be achieved in the nearest future and in closer cooperation with corresponding pedagogical institutions.

Graduates' employment table (SER, p. 8) shows the period of 2011 to 2015 with market demand-dictated dynamic employment changes in the domains of translation and text editing where growth from 29% to 40% has been observed. Growth is detected also in the fields of project coordination, administration, management, project work and different forms and fields of intercultural communication (from 14% to 33%). Less and less graduates have chosen the employment in the sphere of ELT and drastic decline from 57% to 27% has been observed. In future, these tendencies should lead to restructuring of the programme in favour of translator training and enhancement of skills in the fields of intercultural forms of managerial skills,

demanding the ability to make business decisions and lead subordinates within a company, the ability to interact and motivate, as well as the ability to understand concepts, develop ideas and implement strategies (R). Very important here will become subjects enhancing communication ability, response behavior and negotiation tactics.

Although aims and learning outcomes in 2015-2016 are more vocational, the negative tendencies in recruitment process detected by the Review Team in 2010 are still traced in 2016 and can be explained by the small number of state-funded vacancies; this statement is backed by the fact that in 2013-2015 there was a large number of BA programme graduates considering to continue their studies in the AEL Master programme, but were unable to do so because of vacancy limits. In the present-day situation the programme's aims and learning outcomes have more successfully taken into consideration the market demand which is reflection of public needs (reflected also in the master students' surveys conducted by the SER team) of specialists in the fields needing translation, editing and educational skills (SER, p. 9). They also meet the needs of the University, formulated in VMU Strategy for 2012 – 2020, by having modernized the curriculum design and having enhanced the development of research skills.

After the examination of the SER it can be assumed that the aims and learning outcomes of the study programme generally match the type and level of studies as it has been defined by relevant legislative acts and other legal documents of the Republic of Lithuania (see Point 35 of SER, p. 11), as well as correspond to the officially recognized level of qualifications. The evaluation team can confirm that compatibility of programme's title, learning outcomes and qualifications has been proved. The weak points of the evaluation area are that the Review Team could not find the formulation of programme's aims and learning outcomes on the website of VMU in English, the Team was also unable to detect training of programme's students for ELT-related skills, although acquisition of these skills is reflected in the formulation of learning outcomes. Adjustment of learning outcomes and programme's aim in the ELT sphere should be achieved in the nearest future and in closer cooperation with corresponding pedagogical institutions.

2.2. Curriculum design

The curriculum meets the legal requirements, learning outcomes are in line with the *State Education Strategy 2013-2022*. The design of the Programme is formally correct: a typical 2-year MA with 120 ECTS credit points; it is consistent with the type and level of the studies, i.e. four semesters spreading over two consecutive years with 30 credits each. The Programme for the first 3 semesters consists of 9 compulsory and 3 out of 9 elective courses. The study subjects and modules are spread evenly, their themes are not repetitive, students gain knowledge in the key areas first and specialise according to their talents and needs afterwards. The last semester is devoted entirely to

the research and writing of master thesis (with 30 credits), which should be feasible, especially if students develop this thesis on the basis of the 3 Research Papers in Semester 1 to 3 before (SEP p. 12) and follow the *Schedule for Writing a MA Thesis*. The list of final MA papers 2011-14 (Annex 3.4) is convincing and compatible to similar standards in similar institutions in Europe.

In the detailed description, enough modern and job-related elements are included related for the graduates' employment (SER p. 8); the emphasis on translation is obvious. Particularly valuable seem to be the various teaching methods (including project work and individual and group consultations), the participation of students in academic conferences (and possibly publications) and in the *Annual Translation Contest*, the use of *Moodle* as discussion and exchange platform, etc. - so little can be suggested to improve it. The SER summary of strengths and weaknesses (p. 12f) seems reasonable.

The recommendations mentioned in the previous Evaluation Report of 2010 were dealt with appropriately (Annex 3.5): the obligatory course *Innovative Language Teaching Strategies* was introduced in 2011, the recruitment efforts are laudable. Now the scope of the Programme is sufficient to ensure learning outcomes for the whole spectrum of language services, not only in translation, but also teaching and international and cultural cooperation. The curriculum reflects the latest achievements in science. It offers many opportunities - and it depends on students to make full use of them. Students were happy with the curriculum, also because courses start in the afternoon after their part-time work.

The curriculum has been adapted to the latest requirements in teaching and academic research and reflects the particular strengths of VMU. The three Research Papers and the Schedule for Writing a MA Thesis prepare students well for their final MA Thesis. The ELT-related skills rely greatly on students' previous experience or internships, etc. But despite small possibilities for improvement (such as the obligatory consultation of research papers (so that even the best students know that they can always improve), and the obligatory expansion of Moodle usage in group work like forum discussions, etc. (not only for the down-load of papers and the up-load of assignments), the curriculum is a solid and good compromise - it develops the field systematically and has distinctive features that reflect the strengths of the Department.

2.3. Teaching staff

The composition of the teaching staff on the study programme Applied English Linguistics fully complies with the requirements set by Lithuanian regulations for the second cycle study programmes.

The list of the 15 lecturers (according to Annex 3.2-List of Teachers) who teach in the programme includes staff members with a Ph.D degree, 5 full-professors among them. The programme has two native speakers (Prof. Milda Danytė and Dr. Živilė Gimbutas), many teachers received one or more degrees outside Lithuania (Norway, Poland, Canada and the USA). Their presence enhances the multi-cultural environment that is a necessity for achieving the programme's aims.

The composition of the staff presents a strong advantage for the programme, as almost all of the lecturers have over 17 years in pedagogical/practical experience in fields that suit the programme's disciplines and provides a rich blend of ages, academic and contextual backgrounds. However, the programme would benefit from involvement of more visiting native speakers coming on Erasmus exchange or any other institutional exchange agreements who could co-teach with the Department staff.

The teachers' number suffices for student supervision, consultations and for teaching the courses of the programme. The ratio of students to staff for the 2014/15 academic year is less than 2.16 to 1 (according to SER calculations), an excellent ratio, however costly for the programme.

Since 1 February 2012, teaching workloads were regulated as follows: for professors - 275 academic hours (contact and non-contact hours); for associate professors (docents) - 300 academic hours (contact and non-contact hours); and lecturers with a doctorate degree – 325 academic hours (contact and non-contact hours). The distribution of the academic load (contact hours: lectures and seminars) is as follows: assoc. professors have the largest number of contact hours (1810hrs. (51%)); professors (both full-time and part-time) have 1130 hrs. (32%); lecturers with doctoral degrees have 600 hrs (17%). The teaching load seems rather high and might prevent teachers from research.

The staff composition is stable, the changes are only minor and do not significantly affect the programme, e.g., doctoral students of the department defended their doctoral dissertations and joined the programme, offering a fresh input.

Teachers' qualifications are assessed regularly through a public competition in compliance with qualification requirements for positions as defined in the VMU Statute. In compliance with the VMU Statute, academic staff is certified every five years by holding a public competition for full-time positions. The university system also regulates and promotes teachers' professional development through a system of bonuses, which depends on the professional teachers' achievements, such as publications, conferences, seminars and other academic activities. All the academic staff members lecturing in the programme's theoretical subjects are active scholars who publish the results of their academic research and give papers on literary studies, applied linguistics, ELT methodology and other topics at conferences, are members of advisory and/or editorial boards

of scholarly periodicals. During the period 2010-2015, the staff of the programme produced 6 monographs, 21 articles/chapters of books, 6 articles in the ISI Web of Science, 58 research papers in academic journals or books included in international databases, or publications published by internationally recognized publishers, 131 research papers in other edited academic journals or books, 34 papers in conference proceedings, reviews published by international publishers, 15 teaching guides, 13 translation of books (fiction and non-fiction). The research activity over the last years shows that individual members of staff have their own research interest and pursue research activities accordingly, thus fully satisfy staff requirements for the second cycle study programmes.

In short, the main strengths is a high level of ability of teaching and research by the programme staff. The areas of research are relevant to curriculum content and contribute to the development of the programme. However, the programme management might want to consider a further increase of the incoming staff to the programme to enrich students' experience.

2.4. Facilities and learning resources

The premises for studies are adequate both in size and in quality: the building has 980 classroom seats, and that seems sufficient for the programme students, taking into consideration the fact that there are other programmes' students at the Faculty of Humanities. The Library facilities with 465 workplaces and the main reading room with 170 workplaces increase the adequacy of study premises.

Academics still do not have individual offices, but the Department has a large Common Room, which is adequately equipped for work. The Review team were informed that in autumn of 2016 the Faculty will move to a new building (next to the present one) and there academic staff members will have their own rooms, old computers will be replaced by new ones. In order to make the study process fully accessible to all students, all the VMU buildings are adapted for the needs of disabled students.

The teaching and learning equipment are adequate both in size and quality, the main reading room has 54 computers with internet access The Department has 7 computers, 5 of these are for staff usage in the Teachers' room, the Department also owns 2 printers, 1 copying machine and 1 scanner, all software was renewed 2-3 years ago. The Department of English Philology still uses SANAKO language teaching laboratory equipped with linguaphonic software (30 seats). The language laboratory seats are equipped with the CAT programme *Trados*. The Library's main reading room has 54 computers with internet access Although the hardware and software of the Department of English Philology was last renewed in 2013-2014 (SER p. 25), according to the answer of the Faculty and Department administration to the Team's inquiry there still are computers

that are more than five years old. The choice of using the *Moodle* platform of virtual learning instead of the *Blackboard* platform used up to 2011 is a commendable decision while the *Moodle* has to apply a greater variety of teaching methods and communication modes.

Concerning the adequate arrangements for students' practice", it must be noted that internship (practice) is not mentioned as a compulsory requirement for the Master programmes. The study programme under assessment pays particular attention to the development of research skills improved in the practice of project work, stages of concrete project development are put in effect within the premises of the University of Latvia and Suleyman Demirel University in Turkey (SER, p. 33). However, the programme staff is aware of the need to strengthen translation/editing skills, improving students' English skills in diverse communicative contexts (SER, pp. 12-13). Still, acquired translation skills are tested in practice at an Annual Translation Contest of non-literary texts (organized since 2007) with a constantly growing number of participants (SER, p. 32).

Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. In 2016 the Review Team found out that regular assessment of students' and academic staffs' needs yields effective results: the library holdings annually are supplemented with around 20-22 thousand physical items and 10 thousand titles of documents. Literature for humanities and social sciences constitutes 87% of the repository funds of the library. At least 13 licenced and trial databases can be accessed not only by the 135 university computers available at 5 reading rooms of the Library, but also by students' desktops and laptops at home and everywhere where Wifi access is available.

There are several strong points that have a positive effect upon the programme's implementation: the number of seats in the lecture rooms, of workplaces in the library, of data bases and computers is adequate for maintaining an effective study process; the study process is fully adapted for the needs of disabled students; the *Moodle* platform is actively used both by students and academics. The Team believes that results of the Faculty moving to the new premises in autumn of 2016 will lead to further improvement of lecturers working conditions and renewal of computer resources.

2.5. Study process and students' performance assessment

Admission regulations to MA programmes offered at VMU are carried out in accordance to the general regulations set out by the Ministry of Education of Lithuania and the Admission board at the VMU. These regulations are announced on the university homepage. Students confirmed that

the admission requirements are clear and publicly available - on the university website, studies fairs, Open door events, etc.

The applicants are required to have Bachelor degree in English Philology or a corresponding programme, or to have earned no less than 30 credits in an English Philology programme. Lower level in English of some of the students at the start of studies might prevent other students to achieve the intended learning outcomes. This problem could be solved with two groups of students.

Due to the decreased number of enrolled students in 2015 (12) the management of the Unit should make additional effort in promoting the programme on national and international level.

Quite a large number of undergraduate students finished their BA programme in English Philology and were not able to continue their education (master programme) due to the quotas issued by the Ministry. All candidates should be informed about these inconveniences before the enrollment. The number of dropouts is quite low (2015=1, 2014=1).

Despite some difficulties, such as offices for individual counseling, the programme offers environment for its smooth implementation. Academic calendar, exam timetables, course descriptions, optional courses, assessment procedure, opportunities for study periods abroad, tuition fees, student grants, funding of studies are publicly available on the website or in the Moodle system.

Master students participate in the Annual Student conference Young Scholarly Voices, some of the students were involved in a project *Cross-cultural Competence and Communication (SER, 32)*. The credits for the participation in the project were allocated to their study records.

The Department has signed 20 Erasmus agreements but there is no Erasmus exchange with English speaking countries. The number of outgoing students to Erasmus programme is quite low: 2010/2011=0, 2011/2012=1, 2012/2013=0, 2013/2014=2, 2014/2015=1.

Students commented the low number of applications for Erasmus studies. They claim that master students are regularly employed and have families and therefore they are not willing to apply for the semester abroad. The Review Team would like to stress the importance of international cooperation and its contribution to the quality and identity of the programme. Besides Erasmus exchange programme other forms of international partnerships should be supported (as students are not able to leave for a long term): participation in international projects with short term visits, participation in summer schools in English speaking countries or short exchange with partner institutions, internships, etc..

Professional support for students is provided by the staff, administrative staff, the Dean, etc. VMU students can receive financial, psychological support, health care, pastoral care, etc. Career counselling is provided by the VMU Career Centre. According to the VMU rules each full time teacher is expected to have 20 contact hours for advising students on the research topic. Course

timetable at VMU is quite responsive to students' needs: the classes start at 15:15 pm., VMU students can take an individualized programme. At present the Faculty and the MA study programme experience spatial limitations for research and contact hours, but this is expected to change for better in autumn of 2016 the Faculty is moving to a new building (next to the present one) and there academic staff members will have their own rooms. The Students' representative office contacts with the University authorities and other bodies to resolve issues like scholarships, social allowances, grants, etc.

There is quite a clear procedure how to evaluate all exams. The assessment of student knowledge is based on a cumulative grading system. Students have a mid-term exam (which comprises 30 per cent of the cumulative grade) and a final exam (50 per cent), as well as seminar and other individual work assessments such as tests, essays, presentations, etc. (20 per cent of the cumulative grade) during the semester.

Selected social partners – representatives of several language teaching institutions, are positive about this programme, but the Department has not exhausted all possibilities to make its collaboration with both academic and non-academic organizations and businesses more productive.

Professional activities of the majority of graduates meet the programme providers' expectations, especially in the fields of translation and text editing, as well as in the spheres of management, administration, project coordination and cross-cultural communication where an increase of the number of acquired jobs can be observed (SER, p. 8).

The positive traits of the area are that the admission requirements are clear and publicly available, students participate in conferences and have participated in some projects, the programme offers environment for its smooth implementation. Following the recommendations of the 2010 Review Team the assessment of student knowledge is based on a cumulative grading system. There is a problem of lower level in English at the start of studies of some of the students who are not graduates of VMU's Bachelor programmes - this might prevent these students to achieve the intended learning outcomes. The professional activities of the majority of graduates meet the programme providers' expectations.

2.6. Programme management

The Study Programme Committee (SPK) is the main executive force in the programme renewal process. According to the SER (p.35), the students and graduates play a significant role in promotional activities and dissemination of information. Teachers and social partners also can give suggestions on the renewal of the programme. In particular, in the meeting of the Team and social partners who were mainly representatives of teaching institutions the latter suggested that there

should be more pedagogical courses introduced into the programme; social partners also pointed out that in the job recruitment process international experience is preferred.

By the Rector's orders, internal programme and renewal is done every two years. In 2011, the electronic system of quality information system was implemented. Every teacher can easily access the evaluation of his/her courses. It became evident through the review that information and data on the implementation of the programme are regularly collected but the improvement plan is not communicated back to the interested parties. According to the SER (p. 36) the results of the surveys are analysed in the department 'during individual discussions with teachers'. The reviewers observed that the students were not very well informed about the actions and plans. Internal communications and coordination should be improved. It is important to develop a more effective, transparent system for the evaluation of the programme with regular feedback and follow up.

The review team recognizes that the self-assessment group has invested a great deal of time and effort to prepare a comprehensive analysis of the programme, taking into account the previous evaluations, weak points and potential improvements. It is commendable that the SER Team has followed recommendations of the 2010 Review Team related to this concrete area of evaluation: methods of student recruitment have undergone positive changes, grade criteria are regularly revised and improved.

Much is owed to the dedication, hard work, attention to detail, and expertise of the staff. Moreover, the SER Team has followed the recommendations of the previous External Experts Team's recommendations. Still, the generally acceptable improvement plan is not communicated back to the interested parties. It is important to develop a more effective system for the evaluation of the programme with regular feedback and follow up. Students could become more relevant partners in the quality assurance debate. Responsibilities for decisions and monitoring of the implementation of the programme should be clearly allocated on institutional, programme and individual level.

III. RECOMMENDATIONS

1. In future, the decline in the number of ELT specialists and growing demand of translators, text editors, project coordinators, administrators, management should lead to a restructuring of the programme in favour of translator training and enhancement of skills in the fields of intercultural forms of managerial skill, demanding the ability to make business decisions and lead subordinates within a company, the ability to interact and motivate, as well as the ability to understand concepts, develop ideas and implement strategies.
2. To further increase the numbers of the incoming staff to the programme to enrich students' experience.
3. Due to the decreased number of enrolled students the management of the Unit should make additional effort in promoting the programme on national and international level.
4. Responsibilities for decisions and monitoring of the implementation of the programme should be clearly allocated on institutional, programme and individual level.
5. It is important to develop a more effective system for the evaluation of the programme with regular feedback and follow up.

IV. SUMMARY

The programme's aims and learning outcomes are clearly formulated. It is convincingly proved that the goals of the study process match the need to train multi-profile experts. The necessary knowledge and skills for doctoral studies, translators/interpreters and text editors is easily detected in the SER, it becomes even more obvious in the discussions with the Faculty and Department management, as well as with the SER Team. The three specializations of the programme are expressed in the formulation of the programme's aims and bound to corresponding learning outcomes. Programme graduates are capable to apply the acquired research skills in translation, English and Lithuanian philology, ELT and cultural studies. The Review Team did not see a proof that the training of the programme's students for ELT-related skills is actually taking place, although acquisition of these skills is reflected in the formulation of learning outcomes.

The particular strengths of VMU are reflected in the curriculum that has been adapted to the latest requirements in teaching and academic research. The three Research Papers and the Schedule for Writing a MA Thesis prepare students for their final MA Thesis. The ELT-related skills rely greatly on students' previous experience or internships, etc., but despite small possibilities for improvement, the curriculum is a solid and good compromise.

The essentially strong point of the programme is a high level of ability of teaching and research by the academic staff. The areas of research are relevant to curriculum content and contribute to the development of the programme. Still, the programme management might want to further increase the incoming staff to the programme to enrich students' experience.

There are several strong points that have a positive effect upon the programme's implementation, one of them is the sufficient number of seats in the lecture rooms, workplaces in the library, as well as a satisfactory quantity of data bases and computers for maintaining an effective study process. Another positive factor is that the study process is fully adapted for the needs of disabled students. Students and academic staff members actively use the *Moodle* platform. The expert team believes that results of the Faculty moving to the new premises in the autumn of 2016 will lead to further improvement of facilities and learning resources.

Admission requirements are clearly formulated and publicly available, students participate in conferences and have taken part in some projects, the programme offers environment for its effective implementation. Following the recommendations of the 2010 Review Team, the assessment of student knowledge is based on a cumulative grading system thus following the recommendations of the 2010 Review Team. There is a problem of differences in English language proficiency level in the beginning of studies, mainly with students who are not graduates of VMU's Bachelor programmes, this might prevent these students from achieving the intended learning

outcomes. The professional activities of the majority of graduates meet the programme providers' expectations,

Commitment, serious effort, attention to detail, and expertise of the staff are very commendable. A very positive fact is that the SER Team has followed the recommendations of the previous External Experts Team's recommendations. It would be good if the generally acceptable improvement plan is communicated back to the interested parties, in this case students could become more relevant partners in the quality assurance debate.

V. GENERAL ASSESSMENT

The study programme *Applied English Linguistics* (state code – 621Q30002) at Vytautas Magnus 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	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Janis Silis
Grupės nariai: Team members:	Prof. dr. Danica Škara
	Prof. dr. Josef Schmied
	Ms Jolita Butkienė
	Ms Kamilia Pucevič

**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS TAIKOMOJI ANGLŲ KALBOTYRA (VALSTYBINIS KODAS –
621Q30002) 2016-05-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-119 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Taikomoji anglų kalbotyra* (valstybinis kodas – 621Q30002) vertinama **teigiamai**.

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

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Studijų programos *Taikomoji anglų kalbotyra* tikslai ir numatomi studijų rezultatai aiškiai suformuluoti. Įtikinamai pasitvirtino, kad studijų proceso tikslai atitinka poreikį rengti įvairaus profilio specialistus. Doktorantūros studentams, vertėjams žodžiu ir raštu bei tekstų redaktoriams būtinos žinios ir gebėjimai aiškiai nurodyti savianalizės suvestinėje, jie dar labiau išryškėjo per pokalbius su fakulteto ir katedros vadovybe ir savianalizės suvestinės rengimo grupė. Programos tikslų formuluotėje atspindėtos trys specializacijos, kurios atitinkamai susietos su numatomais studijų rezultatais. Programos absolventai geba taikyti įgytus mokslo tiriamojo darbo įgūdžius vertimo, anglų ir lietuvių filologijos, anglų kalbos mokymo ir kultūrinių studijų srityse. Vertinimo grupė nerado įrodymų, kad šios programos studentai tikrai būtų mokomi dėstyti anglų kalbą, nors numatomų studijų rezultatų formuluotėje šie gebėjimai nurodyti.

Programoje, kuri buvo suderinta su naujausiais mokymo ir akademinio tyrimų reikalavimais, atsispindi konkrečios VDU stiprybės. Trys moksliniai darbai ir magistro baigiamojo darbo rašymo grafikas padeda studentams pasirengti magistro baigiamajam darbui. Su anglų kalbos dėstytojų susiję įgūdžiai iš esmės yra grindžiami ankstesne studentų patirtimi, praktikomis ir t. t., bet nepaisant to, kad tobulinimo galimybės yra nedidelės, programos turinys yra tvirtas ir geras kompromisas.

Tikrai didelis šios programos privalumas yra akademinio personalo aukšto lygio gebėjimas mokyti ir atlikti mokslinius tyrimus. Mokslinių tyrimų sritys yra susijusios su programos turiniu ir padeda tobulinti programą. Programos vadovams siūlytina toliau didinti atvykstančių šios programos dėstytojų skaičių, kad studentai įgytų įvairesnių žinių.

Kelios šios programos stiprybės turi teigiamo poveikio jos įgyvendinimui, pavyzdžiui, pakankamas (darbo) vietų skaičius auditorijose, bibliotekoje, pakankamas duomenų bazių ir kompiuterių skaičius, užtikrinantis veiksmingą studijų procesą. Kitas teigiamas veiksnys yra visiškas studijų proceso pritaikymas negalią turinčių studentų reikmėms. Studentai ir dėstytojai aktyviai naudojami *Moodle* aplinka. Ekspertų grupė mano, kad fakultetui persikėlus į naujas patalpas 2006 m. rudenį, bus toliau gerinami materialieji ištekliai.

Priėmimo reikalavimai aiškiai suformuluoti ir skelbiami viešai, studentai dalyvauja konferencijose ir dalyvavo keliuose projektuose, studijų aplinka yra palanki šiai programai įgyvendinti. Atsižvelgiant į 2010 m. vertinimą atlikusios ekspertų grupės rekomendacijas, studentų žinių vertinimas paremtas kaupiamojo balo principu. Kyla sunkumų dėl anglų kalbos žinių lygio skirtumo studijų pradžioje, ypač studentų, kurie nėra VDU bakalauro programų absolventai, dėl to jie gali nepasiekti numatomų studijų rezultatų. Daugelio absolventų profesinė veikla atitinka programos vykdytojų lūkesčius.

Labai pagirtinas dėstytojų atsidavimas, didelės pastangos, dėmesys detalėms ir kompetencija. Puiku tai, kad savianalizės suvestinės rengimo grupė laikėsi ankstesnį išorės vertinimą atlikusios ekspertų grupės rekomendacijų. Būtų gerai perduoti suinteresuotoms šalims visuotinai priimtą tobulinimo planą; šiuo atveju studentai galėtų tapti svarbesniais partneriais debatuose dėl kokybės užtikrinimo.

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III. REKOMENDACIJOS

1. Dėl anglų kalbos dėstytojų specialistų skaičiaus mažėjimo ir didėjančio vertėjų, tekstų redaktorių, projektų koordinatorių, administratorių, vadovų poreikio studijų programą *Taikomoji anglų kalbotyra* ateityje gali tekti pertvarkyti, kad būtų rengiami vertėjai ir stiprinami tarpkultūriniai

vadybiniai gebėjimai, apimantys gebėjimą priimti verslo sprendimus ir vadovauti pavaldiems įmonės darbuotojams, bendrauti ir motyvuoti, suprasti koncepcijas, kurti idėjas ir įgyvendinti strategijas.

2. Toliau didinti atvykstančių šios programos dėstytojų skaičių siekiant praturtinti studentų patirtį.
3. Sumažėjus priimtų studentų skaičiui, universiteto vadovybė turėtų labiau stengtis reklamuoti programą nacionaliniu ir tarptautiniu lygmenimis.
4. Turėtų būti aiškiai paskirstyta atsakomybė už sprendimus ir programos įgyvendinimo stebėseną institucijos, programos ir individo lygmenimis.
5. Svarbu sukurti veiksmingesnę programos vertinimo sistemą, į ją įtraukiant nuolatinį naudojamąsi grįžtamoju ryšiu.

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