



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto

**STUDIJŲ PROGRAMOS ANGLŲ FILOLOGIJA IR KITA UŽSIENIO
(PRANCŪZŲ, RUSŲ ARBA VOKIEČIŲ) KALBA
(valstybinis kodas - 612Q30007)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF ENGLISH PHILOLOGY AND THE SECOND FOREIGN LANGUAGE
(FRENCH, GERMAN, RUSSIAN)(state code - 612Q30007)
STUDY PROGRAMME
at Lithuanian University of Educational Sciences**

Experts' team:

1. **Prof. dr. Nebojša Vasic (team leader)** *academic,*
2. **Prof. dr. Minna Palander-Collin,** *academic,*
3. **Prof. dr. emeritus Philip Shaw,** *academic,*
4. **Dr. Loic Boizou,** *academic,*
5. **Ms Laura Jonušaitė,** *students' representative.*

Evaluation coordinator –

Ms Kristina Selezniova

Išvados parengtos anglų kalba

Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų filologija ir kita užsienio (prancūzų, rusų arba vokiečių) kalba
Valstybinis kodas	612Q30007
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	pirma
Studijų forma (trukmė metais)	Nuolatinė, 4 metai
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos bakalauras
Studijų programos įregistravimo data	2010 12 02

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	English Philology and the Second Foreign Language (French, German, Russian)
State code	612Q30007
Study area	Humanities
Study field	English Philology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time, 4 years
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor's Degree in English Philology
Date of registration of the study programme	2 December 2010

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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. General

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

No.	Name of the document
1	Professional development of LEU teachers
2	Scheme for the process of quality assurance of the study programmes implemented in LEU
3	Figures of the System of Quality assurance
4	Actions of the Office for Study Quality
5	Annual workload of LEU teachers

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

The University was founded in 1935 under the name of Pedagogical Institute of the Republic. Later it has changed its name not once until it finally became Lithuanian University of Educational Sciences. Foreign language teaching has a long tradition in LEU and it is supported by quite a large teaching staff.

The administration of the BA programme *English Philology and the Second Foreign Language (French/German/Russian)* is divided between two departments of the Faculty of Philology: the department of English didactics and the Department of English Philology. This programme started in September 2011 and received accreditation for 3 years after a previous evaluation visit.

The study field of this programme is philology. There are two other BA programmes with an English core, English Philology and Pedagogy of English and the Second Foreign Language (French/German/Russian). These sister programmes have some common subjects, which allow to optimize student group management by joining students of different programmes.

According to the discussion with LEU management, this programme is a niche. Indeed, the position of Lithuania between East and West gives good professional opportunities for students skilled in several languages. Alumni work in various economic sectors, what seems to substantiate this claim.

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 17/03/2016.

- 1. Prof. dr. Nebojša Vasic (team leader)**, Zenica University, Faculty of philosophy, *vice-dean for scientific research, Bosnia and Herzegovina.*
- 2. Prof. dr. Minna Palander-Collin**, *Helsinki University, professor, Finland.*
- 3. Prof. Dr. emeritus Philip Shaw**, *Stockholm University, professor emeritus, Sweden.*
- 4. Dr. Loic Boizou**, *Vytautas Magnus University, lecturer, Lithuania.*
- 5. Ms Laura Jonušaitė**, *student of Mykolas Romeris University study programme English and German for Specific Purposes (major).*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

According to the SER the aim of the study programme is to train bachelors in English philology with communication skills in English (C1¹) and the second foreign language (French, German or Russian) (B2), who are able to practically apply acquired competences and to operate in the fast changing society. The stated aim, based on the situation in the labour market, employers' interests and students' needs, is in accordance with the documents of the Ministry of Education and Science of RL. After attentive analyses of the SER and site-visit meetings the EET finds that programme aims are well defined, clear and publicly available. Intended learning outcomes and the aim of the programme are stated in Advice and Guidance System (AIKOS), the Open Vocational Information and on official LEU websites. Official LEU websites mentioned in the SER are checked by the EET and the results are satisfactory. Potential students have all necessary information at www.aikos.smm.lt. Apart from the above mentioned sources of information every year the Programme is publicized in the media in events as *Higher Education Fair* or *Doors Open Day* at LEU.

Programme aims are well-defined and presented in Table 2. (SER, page 4) which is divided in three sections; study programme aims (parts of the first study cycle framework), learning outcomes of the study programme and subjects of the study programmes. Programme aims comprise knowledge of language, literature and culture and its application, research skills, special abilities (successful adaptation to the workplace), social abilities (cooperative activities) and personal abilities. Furthermore, in Table 2. programme aims are clearly linked with learning outcomes and subjects of the study programme.

The proposed career possibilities do not mention translation as an immediate option for graduates of the programme. Nevertheless, it may be unfortunate that the overall learning outcomes do not specify translation skills, since it seems likely that 'language specialists' and 'mediators' will in practice be called on to translate. If this likelihood is recognized in the learning outcomes, translation could be introduced as a strand in some modules of Modern English. Students actually asked for more translation work as a result of their experience of the internship.

The EET verified compliance of learning outcomes with legal acts and other documents which ensured that general requirements of the study programme are taken into account.

The intended learning outcomes promote collaboration with social stakeholders in order to respond to changes in the labour market and to needs of the society. Therefore, the DED and DEP

¹ According to *Common European Framework of Reference for Languages* (2001)

actively cooperate with various educational and cultural institutions such as British Council, French Culture Centre, German Goethe Institute, LAKMA (Lithuanian Association of English Teachers), Pearson, Cambridge University Press, Oxford University Press, MacMillan and Express Ways, *Raidos kryptys, Ltd.*, *Lingvera, Ltd.*, etc. These and other institutions willingly participate in co-organization of the English Language Internship in order to enable achievement of programme aims and learning outcomes.

As a conclusion the EET finds that programme aims and learning outcomes are compatible with the name of the programme and the qualifications offered enabling graduates to work as language specialists in different sectors such as; customer service sector, governmental and non-governmental organizations, business and management sector. The EET finds potentials in the translation sector which could be established with certain modifications within the curriculum and added as one of learning outcomes.

2.2. Curriculum design

The curriculum design meets legal requirements. The programme overall is well-designed and coherent. It represents a useful alternative to teacher training for students who want to keep options open, and yet does not close the door to teacher training either. Study subjects and modules are spread evenly and their themes are not repetitive. The excellent book review task in the Modern English modules is a partial exception. It is repeated several times (without documented progression in the task requirements) and is not overtly integrated with the rather simpler tasks being required in the Academic writing sections.

The content of the subjects and/or modules is consistent with the type and level of the studies; all three of the 'second' languages offered are available because students of this course can study alongside those majoring in one of them. The course descriptions are exemplary, clear and detailed, showing what proportion of grades is given to what activity and specifying activities in a comprehensible way. The descriptions of expected performance levels for the various grades are particularly welcome.

On paper the content and methods of the subjects/modules are not entirely appropriate for the achievement of the intended learning outcomes. Given the aim “– to train bachelors in English philology with communication skills in English (C1) and the second foreign language (French, German or Russian) (B2), who are able to practically apply acquired competences and to operate in the fast changing society. “, one might question the emphasis on the first half of the twentieth century in the short stories read in Modern English 1-5, and the limited reference to language and genres on line in the Modern English modules. Discussion with teachers suggested, however, that the reading has already been changed. Teachers referred to the positive response of students to

reading contemporary (21st century) short stories and to the use of on-line material. Documentation should be changed to recognize these practices.

A further weakness in the course as currently documented is the focus on the UK and US as the cultural referents for the language. English is primarily important as the language of globalization. In the fast-changing society of the early twenty-first century a wider range of linguistic and cultural reference points would be desirable, including consideration of, for example, Australia, Bangladesh, Canada, Ghana, India, Jamaica, New Zealand, Nigeria, Singapore, South Africa etc., and also some focus on functions and norms of English as a lingua franca. Graduates will need to interact with speakers of “Chinese English” and “Spanish English” and both knowledge and practice would be useful. We understood from teachers that change in this direction was already taking place.

Modern English modules have an attractive structure with three strands developing in parallel, covering language development in thematic areas, literature and literary appreciation, and academic writing. In the course descriptions for the earlier the name of the language development strand “Thematic vocabulary development” and the recommended textbooks for several units (*Academic Vocabulary in Use*, *English Collocations in Use*, *Oxford Word Skills for Modern English 5*) do not quite match what the rest of the descriptions say (and teachers and students confirm) is being done. The other courses offered are well chosen and support the general language competence that is the overall target. After careful analyses of the SER and site-visit the EET is convinced that stated levels (C1 in English and B2 in German, French and Russian) are achievable.

The undergraduate thesis seems to have functioned well, and students were satisfied with the supervision they had received. The course descriptions for H004B071 and H004B072 make no mention of the fields in which theses should be written, but perhaps they should do so in relation to the expected practical learning outcomes. Some thesis topics were appropriate to the intended learning outcomes, but not all seem well chosen. “Peculiarities of the Historical Category of Gender” is very general as a topic and not particularly relevant to the programme aims, and “Morphological and Semantic Adaptation of Persian Loanwords in English and Lithuanian” seems to be highly specialized and remote from the programme aims.

The content of the programme contains elements that reflect the latest achievements in science such as the impressive Post Modern option and the literary history modules. The documentation makes many modules seem a little old-fashioned however, as suggested above.

2.3. Teaching staff

The staff providing this BA programme include 20 permanent teachers teaching in the major study field (English) and 14 teachers teaching in the minor study field (German, French or

Russian), and 6 teachers who are responsible for general university subjects (SER, Annex 2). 24 out of all the 40 teachers hold PhD degrees in relevant areas in Philology and Educational Sciences, and 10 out of major study field teachers and 10 out of minor study field teachers hold PhD degrees. This means that 60% of all the teachers and 59% of the study field teachers hold PhD degrees. The staff of the programme thus fully meet the legal requirement that “no less than half of study field subjects must be taught by scientists”. In addition, the staff are experienced teachers as their teaching experience varies from 3 to 41 years, with the average of 17 years. The qualifications of the teaching staff are thus adequate to ensure learning outcomes.

In comparison to the current total student population of 49 students in their first, second, third and fourth years (SER, p. 15), the number of the teaching staff is adequate to ensure learning outcomes. Teachers working in the programme are permanent employees and the staff turnover seems to take place naturally through retirement (SER p. 15). In general, the students and alumni that we interviewed were satisfied with their teachers and regarded them as qualified.

LEU shows active involvement in creating conditions for the professional development of the teaching staff. The workload of the teaching staff has been calculated according to the 1500-hour model specified in SER (p. 15) since 2013. The yearly workload of individual teachers consists of 47%-67% teaching, 27%-51% research, 1%-7% activities of university publicity, and 1%-13% organizational work and qualification development. During the site visit, the representatives of administration gave us additional documents (prepared by the Academic Quality Office) concerning quality management and professional development of LEU teachers. According to these documents, LEU has systematized the professional development of the teaching staff and encourages e.g. participation in exchange programmes, international projects, international conferences and articles in international publications. The responsibility for various development actions has been assigned at the university, faculty and department level, and the individual teachers are expected to show initiative. During the interview with the teachers we additionally heard that teachers are familiar with this documentation and they gave us examples of cases where LEU had financially supported e.g. course participation during working hours. In-house training was also organized in the use of the new SANAKO classroom management system.

The teaching staff is involved in research related to the study programme. The SER (p. 15) specifies the following three long-term programmes of the Faculty of Philology that the teachers participate in: 1) comparative and contrastive research of the Romanic-Germanic language and Lithuanian, 2) comparative and contrastive research of the Slavonic languages and Lithuanian, and 3) research of linguistic and cultural interaction of Lithuanian ethnic communities. In addition, research activity on aspects of English language and English language teaching emerges from individual CVs. Teachers participate actively in conferences especially locally and in adjacent regions and publish

in local journals, but more and wider international activity and ambition should further be encouraged. Large scale participation in international conferences may be a financial issue, but perhaps a few more major international conferences a year could be included in the staff activity and the whole staff could benefit from new research trends in the form of conference reports by those who attended. The publication activity and research input could be targeted more systematically at highly ranked international journals and international publishers, but the management of the university need to find ways of encouraging and rewarding such activity.

2.4. Facilities and learning resources

The premises are shared with other subjects in the Faculty of Philosophy, which has over 50 different type of classrooms. Many of the classrooms include IT and AV equipment, and during the site visit we were told that the SANAKO classroom (the lack of which was mentioned as a weakness in SER, p. 19) is now in place and ready to be used in autumn 2016. The teaching and learning equipment additionally include wireless network, Academic Information System and Moodle, as well as spaces for group work and a computer room for students. The premises and teaching and learning equipment are adequate for the programme in quantity and quality.

As part of their quality management, the programme “increases the number and variety of bases for practice” (SER, p. 29). Since the last evaluation, for example, *The English Language Internship* has been distinguished as a separate study subject and students are strongly recommended to do the internship abroad under Erasmus+ exchange programme (SER, p. 31). Two students told us during the site visit that they had taken part in an internship work and study program in the USA and were highly satisfied with the experience. In general students were well aware of and satisfied with their practice possibilities. In comparison to the alumni’s experience and more critical views, it seems that the practice arrangements have clearly been improved.

LEU has a relatively large library with work spaces for students. New acquisitions are regularly made, and teachers usually get the books they need. During the site visit, the head librarian told us that they rather get more different titles than several copies of the same title; in general the situation seemed quite adequate. In addition to paper books, the library subscribes to 38 databases allowing access to e-journals and e-books. The students told us during the site visit that all the course materials are available in Moodle and e-sources are good, but there are not enough books and computers to work with. Perhaps these points raised by the students could just be checked: are there books that the students would specifically need more? what are the obstacles of using the existing computers? can the students fully use the online databases to search for journals and books? are the online databases made use of by the teachers in their teaching?

All in all, it seemed that the programme was eager to develop, and the next step would be to see that all the e-resources are efficiently used both by the teachers and students and that new types of pedagogical solutions using online resources are systematically developed.

2.5. Study process and students' performance assessment

The admission requirements are well-founded. The University organizes admission in accordance with the Lithuanian legal requirements provided for in the Law No. V-2486 of the Ministry of Education and Science. University applies a minimal competitive mark. Since the first admission to the Programme in 2011, 2022 applications were received, 98 students were enrolled (41 of them in state-funded places).

The attrition rate is rather high. A tendency of the highest drop-out rate, according to submitted documents, can be seen after the first year of studies (e.g. during year 2012-2013, 13 students out of 22 have completed first year; 13 students out of 37 (admission 2011-2012) were successful graduates). Reasons for that are considered to be health problems, personal issues or lack of motivation. Some students did not withdraw studies completely but have changed the study programme into a similar one (the same University).

Students' opinions are taken into consideration. Students have their representatives on every administrative level also questionnaires on how the study process could be improved are submitted to students consistently. Since the last programme evaluation, changes on internship/language practice and thesis writing were implemented. The internship subject was distinguished as a separate course and the fourth year was shortened to have more time to write a thesis. However, students still express their wish to have a full semester only for the final thesis writing.

Evaluation system and criteria are reasonable and logical as well as publicly available. A cumulative assessment system contributes to the continuous monitoring of students' achievements of the learning outcomes. LEU community pays attention to fair and transparent academic performance. Students are expected to conscientiously prepare all the assignments, teachers are expected to apply innovative study methods as well as fair evaluation, administrative staff contributes to that by legal means.

University ensures a sufficient level of academic and social support. Social support is rather highly developed not only by providing with the possibility of accommodation and career consultations but also by quite a few extracurricular activities (Sports Centre, Centre of Culture, international conferences). Students are provided with a full support on academic issues (via mentoring programme, teachers, Faculty administration, Moodle, libraries, consulting hours and methodological guidelines). The most essential information (academic calendar, timetables and

financing) is accessible on the University website. However, during the visit, students had a complaint about the financial support. It is mostly on the national state level and not many opportunities are given by the University. It is known that students in state-funded places are able to receive monthly scholarships. Students who pay for their studies get no sufficient support.

Students have opportunities to participate in student mobility programmes. 10 students of this Programme have already studied abroad (The Czech Republic, Belgium, Spain, Italy and Germany). Students also use opportunities to complete their internships abroad.

Students have possibilities to participate in research, artistic and applied research activities. University offers quite a few opportunities to be involved in scientific activities: events (national and international conferences), periodical science publications (12 magazines of different topics) and scientific societies. However, in terms of student involvement, there are no evident facts that those possibilities are fully exploited. The major attention considering research activities is drawn when writing essays, course papers and final thesis.

“The data on employment of graduates from the programme in 2015 are not available yet [...]” (SER, p. 26). Nevertheless, during the visit, social partners (that suggest internship opportunities in their companies) confirmed that they are quite satisfied with students’ knowledge.

During the visit, some wishes from students’ perspective were expressed. One of the main suggests were made due to the courses on translation. Students feel the lack of knowledge on translation theory and practise. The Alumni approved the suggestion of social partners to implement more elective subjects on business, management, ESP, IT and other.

2.6. Programme management

The SER gives the impression that there are significant shortcomings in the programme management, but the meetings with stakeholders clarified many aspects and the real situation appears far better than it is suggested by the report.

LEU quality policy is based on external European or national references and general documents regulating the strategy or organisation of the University. However, the SER admits that quality assurance system “is currently being implemented” (SER, page 29), what may explain that some aspects are presently not fully defined.

At the University top level, the Senate provides the general orientations of the quality strategy, verifies that teachers' qualifications are in line with the requirement for positions and gives final approval for new programmes. The directorate of Academic affairs is in charge of the overall monitoring of the study process.

At lower levels, the SER describes a very complicated system. The administration of the BA programme *English Philology and the Second Foreign Language (French/German/Russian)* is divided between two departments of the Faculty of Philology: the department of English didactics (DED, in charge of semesters 1-4) and the Department of English Philology (DEP, in charge of semester 5-8). Other departments are in charge of the second language, namely the Department of German Philology and Didactics, the Department of French Philology and Didactics and the Department of Russian Philology and Intercultural Communication. Further support is provided by the Department of Lithuanian Linguistics and Communication (from the same Faculty), as well as the Department of Philosophy and the Department of History (both in the Faculty of History). The Study Programme Committee appears to be in relation with a very high number of actors (e.g. figure 2 in the SER), with as much as eight departments involved at different levels. Therefore, it is necessary to improve the presentation in order to explain how so many structures are coordinated and maybe to question the relevance of this organisation. Nevertheless, the discussions with the staff and the SER revealed that not all actors are equally involved in the process. For example, some additional departments are involved only through their teachers, so that a part of the complexity appears to be mainly related to the SER presentation. Moreover, the division in two departments (DED and DEP) which administrate together the programme is purely formal according to the teachers. The rationale for such an organisation, which is not really reflected in the practice, remains unconvincing, but this issue concerns the whole university more than the programme.

The division of responsibilities for the programme is not always clearly described. For example, the faculty “solves issues related to supplementing or renewal of the study programme”, while the Department “implements recommendation of the Study programme Committee about renewal and improvements of study programmes” (SER, page 27). The division of the tasks between the Departments and the Study Programme Committee is particularly unclear. Although the Study Programme Committee is labelled as an organisational structure, it seems to be in charge of monitoring and proposal for programme improvement only, while the Department seems the institution really in charge of organisation. According to the SER, “the head of the department is in charge of study programme administration”, while the Study Programme Committee is “the main management and decision making body” (SER, page 27). More explanation are required to clarify the whole system of the programme management.

Nevertheless, despite the mentioned organisational complexity and unclear task division, the programme seems well managed: significant improvements were decided in order to adapt the programme to well-grounded students' and social partners' requests and to fix some initial problems. The programme makes an efficient use of modular system, which allows students to learn the second language together with students of other programmes in order to overcome the problem of

tiny group management. The meeting with the teaching staff showed that teachers are quite aware of the system for quality assurance and get regular feedback from students' surveys. The programme managers are now actively involved in the search for partners, especially for practices and they seek to have meaningful exchanges with external stakeholders. During the visit, present employers expressed their strong interest in the programme and their readiness to be active partners.

The SER presentation did not provided a comprehensive description of anonymous students surveys, but according to the staff and the students surveys are carried out quite systematically for different subjects and for the whole programme. Programme aims are regularly evaluated by students' opinion surveys about study quality processes and attainment of learning outcomes, annual meetings with students, teachers and social stakeholders. The EET was informed (which is confirmed during the meetings with teachers, students and stakeholders) that programme is adapted at the end of each semester according to the students' survey results and discussions of all previously mentioned parties. Such flexibility and adaptability of programme aims is highly regarded by the EET. One of examples of the modifications of the programme aims is English Language Internship which was (according to students' suggestions) designed as a separate subject (previously Internship was part of the subject of Modern English). Another example is introduction of new elective subjects (*ESP and Communication, Tourism Management in English, Debates, IT in English*) as the outcome of the stakeholders' recommendations.

III. RECOMMENDATIONS

The EET suggests the following recommendations:

1. Reconsider potentials for adding translation skills as one of major learning outcomes which will provide broader perspective for graduates' employment.
2. Reconsider the content and methods of the subjects/modules which are not entirely appropriate for the achievement of the intended learning outcomes such as the emphasis on the first half of the twentieth century in the short stories read in Modern English (1-5) and the limited reference to language and genres on line in the Modern English modules.
3. Reconsider the place for a wider range of linguistic and cultural reference including (for example) Australia, Canada, India, New Zealand, South Africa etc. Broader linguistic reference will enable graduates to interact more successfully with "Chinese English", "Spanish English" etc.
4. Focus on developing wider and more ambitious international activities (conferences, publications) should be encouraged and facilitated.
5. A debate with social partners on providing scholarships to non-state-funded students can be introduced.
6. Reconsider possibility to reduce complexity of the study programme management.

IV. SUMMARY

The stated aims of the programme, based on the situation in the labour market, interests of employers and students' needs, is in accordance with the documents of the Ministry of Education and Science of RL. Programme aims are well defined, clear, publicly available and consistently evaluated by students' opinion surveys about the quality of the study and attainment of learning outcomes. Program is adapted at the end of each semester according to the students' survey results. Such flexibility and adaptability of programme aims is highly regarded by the EET.

The program overall is well-designed and coherent. Study subjects and modules are spread evenly and their themes are not repetitive. The content of the subjects / modules is consistent with the type and level of the studies. All three of the 'second' languages offered are available for students. The course descriptions are exemplary, clear and detailed. They precisely show what proportion of grades is given to certain activity. The descriptions of expected performance levels for the various grades are accurately designed. The content of the program contains elements that reflect the latest achievements in science, such as the impressive Post Modern option and the literary history modules. The documentation makes many modules seem a little old-fashioned as it is mentioned in the curriculum section.

The staff of the programme fully meet the legal requirement that "no less than half of study field subjects must be taught by scientists". In addition, the staff are experienced teachers as their teaching experience varies from 3 to 41 years, with the average of 17 years. The qualifications of the teaching staff are adequate to ensure learning outcomes. In comparison to the current total student population of 49 students in their first, second, third and fourth years (SER, p. 15), the number of the teaching staff is adequate to ensure learning outcomes. Teachers working in the programme are permanent employees and the staff turnover seems to take place naturally through retirement (SER p. 15). In general, the students and alumni that we interviewed were satisfied with their teachers and regarded them as qualified. Teachers participate actively in conferences especially locally and in adjacent regions and publish in local journals, but more and wider international activity should further be encouraged. The teachers were trained in the use of Moodle although the message from the students was that some teachers use Moodle, while others don't. Students confirmed that teachers were helpful in providing books from their shelves e.g. for BA thesis work.

The premises and teaching and learning equipment are adequate for the programme in quantity and quality. LEU has a relatively large library with work spaces for students. New acquisitions are regularly made and teachers usually get the books they need.

The admission requirements are well-founded. Students' opinions are taken into consideration. Questionnaires related to the quality of the study process are regularly submitted and seriously analysed. Evaluation system and criteria are well designed and publicly available. A cumulative assessment system contributes to the continuous monitoring of students' achievements of the learning outcomes. LEU community pays attention to fair and transparent academic performance. Apart from positive remarks it must be noted that students feel the lack of knowledge on translation theory and practise. One of weaknesses of the programme is that the attrition rate is rather high.

Despite the organisational complexity and unclear task division, the programme seems well managed: significant improvements were decided in order to adapt the programme to well-grounded students' and social partners' requests and to fix some initial problems.

V. GENERAL ASSESSMENT

The study programme *English Philology and the Second Foreign Language (French, German, Russian)* (state code – 612Q30007) at Lithuanian University of Educational Sciences is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
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:	19

*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. Nebojša Vasic
Grupės nariai: Team members:	Prof. dr. Minna Palander-Collin
	Prof. dr. emeritus Philip Shaw
	Dr. Loic Boizou
	Ms Laura Jonušaitė

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS ANGLŲ FILOLOGIJA IR KITA UŽSIENIO (PRANCŪZŲ, RUSŲ ARBA
VOKIEČIŲ) KALBA (VALSTYBINIS KODAS – 612Q30007)
2016-05-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-117 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Anglų filologija ir kita užsienio (prancūzų, rusų arba vokiečių) kalba* (valstybinis kodas – 612Q30007) 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	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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

Numatyti programos tikslai atitinka darbo rinkos poreikius, darbdavių ir studentų interesus bei LR švietimo ir mokslo ministerijos dokumentų reikalavimus. Programos tikslai aiškiai apibrėžti, viešai prieinami ir nuolat peržiūrimi pasitelkiant studentų nuomonių apklausą apie studijų programos kokybę ir studijų rezultatų pasiekimą. Kiekvieno semestro pabaigoje programa pataisoma atsižvelgiant į studentų apklausos rezultatus. Tokį programos tikslų lankstumą ir pritaikymą palankiai įvertino ekspertų grupė.

Programa gerai sudaryta ir vientisa. Studijų dalykai tolygiai paskirstyti, jų temos nesikartoja. Dalykų turinys atitinka studijų lygį ir pobūdį. Studentai gali mokytis visų trijų antrųjų užsienio kalbų. Dalykų aprašai gerai parengti, aiškūs ir išsamūs. Juose aiškiai atspindima, kokią pažymio dalį sudaro kiekviena užduotis. Nurodyta, koks turi būti pasiekimų lygis tam tikram pažymiui gauti. Į programos turinį įtraukti dalykai, atspindintys naujausius mokslo laimėjimus, pavyzdžiui, daug

žinių suteikiantis pasirenkamas postmodernybės dalykas arba literatūros istorijos dalykai. Iš pateiktų dalykų aprašų atrodo, kad daugelis dalykų pasenę.

Programos dėstytojai visiškai atitinka teisinius reikalavimus, pagal kuriuos „ne mažiau nei pusė studijų dalykų turi būti dėstomi mokslininkų“. Dėstytojų kolektyvas labai patyręs; jie turi 3–41 metų dėstymo patirtį (vidurkis 17 metų). Dėstytojų kvalifikacijos pakanka studijų rezultatams užtikrinti. Atsižvelgiant į dabartinį pirmo, antro, trečio ir ketvirto kursų studentų skaičių (49), dėstytojų skaičius yra pakankamas studijų rezultatams užtikrinti. Programos dėstytojai yra nuolatiniai darbuotojai, o darbuotojų kaita vyksta natūraliai, kai dėstytojai išeina į pensiją (SS, p. 15). Apskritai studentai ir absolventai dėstytojus vertina kaip kvalifikuotus specialistus. Dėstytojai aktyviai dalyvauja konferencijose, ypač vykstančiose mieste ir aplinkiniuose rajonuose, skelbia straipsnius vietiniuose žurnaluose. Tačiau reikėtų skatinti jų aktyvesnę tarptautinę veiklą. Dėstytojai moka naudotis „Moodle“ sistema, nors, pasak studentų, kai kurie dėstytojai ja naudojasi, o kiti ne. Studentai patvirtino, kad dėstytojai leidžia naudotis jų turima literatūra, pvz., diplominiams darbams.

Patalpos ir mokymo įranga tinkamos vykdyti programai. LEU turi gana didelę biblioteką, aprūpintą darbo vietomis studentams. Fondai nuolat atnaujinami, dėstytojai gauna reikiamų knygų.

Priėmimo kriterijai gerai pagrįsti. Atsižvelgiama į studentų nuomonę. Nuolat rengiamos apklausos apie studijų proceso kokybę, apklausų duomenys išsamiai analizuojami. Vertinimo sistema ir kriterijai gerai parengti ir viešai prieinami. Kaupiamojo balo sistema padeda nuolat stebėti, kaip studentai siekia studijų rezultatų. LEU bendruomenė didelį dėmesį skiria tinkamam ir skaidriam akademiniam darbui. Tačiau studentai teigia, kad jiems trūksta vertimo teorijos ir praktikos žinių. Vienas iš programos trūkumų – didelis nubyrančių studentų skaičius.

Nepaisant to, kad programos valdymas sudėtingas ir neaišku, kaip paskirstomas darbas, programos vadyba gera: atsižvelgiant į studentų ir socialinių partnerių prašymus buvo atlikti svarbūs programos pakeitimai ir išspręstos vidinės problemos.

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III. REKOMENDACIJOS

1. Apsvarstyti galimybę numatyti vertimo įgūdžių ugdymą kaip vieną iš pagrindinių studijų tikslų, kad absolventai turėtų daugiau įsidarbinimo galimybių.
2. Apsvarstyti dalykų, kurie ne visai tinkami norimiems studijų rezultatams pasiekti, turinį ir dėstymo metodus, pavyzdžiui, didelis dėmesys skiriamas pirmosios dvidešimtojo amžiaus pusės novelėms, kurias studentai turi perskaityti pagal Šiuolaikinės anglų kalbos dalyko programą ir per mažai dėmesio dėstant šiuolaikinės anglų kalbos dalyką skiriama kalbos ir žanrų studijai.

3. Išplėsti lingvistinį ir kultūrinį kontekstą, pavyzdžiui, suteikiant žinių apie Australiją, Kanadą, Indiją, Naująją Zelandiją, Pietų Afrikos Respubliką ir kitas šalis. Platesnis lingvistinis kontekstas leis absolventams lengviau suprasti kinų ir ispanų anglų kalbą.
4. Vykdyti daugiau plataus masto veiklos tarptautiniu lygmeniu (rengti konferencijas, skelbti publikacijas).
5. Tartis su socialiniais partneriais dėl galimybės skirti stipendijas studentams, kurie mokosi valstybės nefinansuojamose vietose.
6. Apsvarstyti galimybę supaprastinti studijų programos valdymą.

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