STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
STUDIJŲ PROGRAMOS *ANGLŲ IR VOKIEČIŲ/ PRANCŪZŲ KALBOS (valstybinis kodas - 612Q10003)* VERTINIMO IŠVADOS

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**EVALUATION REPORT
OF *ENGLISH AND GERMAN/ FRENCH LANGUAGES (state code - 612Q10003*) STUDY PROGRAMME**
at *Klaipėda University*

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų ir vokiečių / prancūzų kalbos
Valstybinis kodas	612Q10003
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Lingvistika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė, 4 metai
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Lingvistikos bakalauras
Studijų programos įregistravimo data	2011-11-22, Nr. 1-01-170

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	English and German / French Languages
State code	612Q10003
Study area	Humanities
Study field	Linguistics
Type of the study programme	University studies
Study cycle	first
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Linguistics
Date of registration of the study programme	22-11-2011, No. 1-01-170

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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

Founded in 1991, Klaipėda University is focused on the Baltic region as the scientific and academic centre of Western Lithuania. The specific regional cultural heritage and the seaside position give KU a very distinctive potential in Lithuania, which is very well reflected by its main research centres, the Marine Science and Technology Centre and the Baltic Region History and Archaeology Institute.

KU has a general university profile, but the social and humanities fields are more developed with three faculties, namely the Faculties of Humanities and Pedagogy, Social Sciences, Arts. Biomedical sciences are also important: they are taught in the Faculty of Health Sciences and the Faculty of Marine Technology and Natural Sciences. Furthermore, KU is the only HEI in Lithuania to provide studies in the field of Marine Technology. In 2011, KU was allowed to organise Doctoral studies and provides the three cycles of studies.

The BA programme *English and German or French Languages* is under the supervision of the Faculty of Humanities and the Department of English and German Philology, which is

responsible for foreign language philology. This programme (attested in 2011) has been working since September 2012 without interruption. Two more programmes are managed by the Department of English and German Philology: the BA programme of English Philology and the MA programme of English and Another Foreign Language and Business Communication.

There are four more departments within the Faculty of Humanities: Linguistics and Ethnology, Philosophy and Culture Studies, History, Literature. The English Language Centre, the Baltistics Centre and the Centre of Languages and Cultures also belong to the Faculty.

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 *16/03/2016*.

1. **Prof. dr. Nebojša Vasic (team leader)** *vice/dean for scientific research, Faculty of Philosophy, 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.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

According to the SER (page 7) principal aims of the programme are oriented towards providing systematic, fundamental knowledge of linguistics, developing of the English and German or French languages, acquisition of communicative competence, the basics of translation, scientific research skills etc. The above mentioned goals of the programme develop creative individuals, ready for life-long learning, able to function in the multilingual society and efficiently use the acquired linguistic competence. The aim of the study programme is presented in detail in the learning outcomes and divided into 5 groups; knowledge and its application, research skills, subject-specific skills, social and personal skills (the SER, table 3., page 8). The EET finds that the aim of the programme is well defined, clear and publicly accessible. Information about the aims and learning outcomes of the study programme, the course units taught, qualification, career opportunities is presented and constantly updated in various information sources (the SER, page 10).

Furthermore, the study programme is based on academic and professional requirements. The program aims and learning outcomes are based on public needs and the needs of labour market. The SER (page 14) mentions employment potentials for future graduates who can work *in Klaipėda Municipality, Klaipėda Chamber of Commerce, Industry and Crafts, in local and international insurance companies, in Klaipėda city and regional tourist information centres, in the Lithuanian Shipping Company and other marine organisations, in the Klaipėda city and regional dailies "Klaipėda", "Vakarų ekspresas", in the translation office of the magazine "Jūra", and in other authorities and institutions of the city or region.* The EET finds that one of deficiencies of the programme aims is setting up too high proficiency levels listed under subject-specific fields. C2 level is highly demanding for well-educated native speakers especially when it comes to writing. The EET suggests more realistic programme aims which will be consistent with the type and level of studies and the level of qualifications offered.

The name of the programme, its learning outcomes and the qualifications offered are not compatible with each other. It is confirmed during the site-visit that the name of the programme has been misleading. It offers English and French **or** German language, however the French language was not available for the prospective students to choose. The administration confirmed that such option was not open for students so far, nevertheless it is planned to offer both French and German languages next year. The EET confirms that French language must be offered for students in accordance to the name of the programme from the very beginning of the study process. Having in mind that there are no graduates of the study programme and consequently no adequate feedback to verify the quality and attainability of the intended learning outcomes more comprehensive evaluation is not fully possible.

2.2. Curriculum design

The curriculum design meets legal requirements and the SER shows that it is based on consideration of the general language needs of a range of professions including teaching and translating. Study subjects and/or modules are spread evenly, their themes are not repetitive. The content of the subjects and/or modules is generally consistent with the type and level of the studies although several courses, like *Introduction to Linguistics,* appear to recommend books that are not in the library and not in any way introductory. The reading lists often indicate the sources of teachers' lectures rather than reading which would be suitable for students at this level.

The content of the courses are generally appropriate for the achievement of the intended learning outcomes. This is not fully true of the outcomes listed under C Subject-specific, however. Outcome C1 can be criticized for setting too high a level of English proficiency, as noted above. CEFR Level C2 is described as 'mastery', a proficiency level which most people do not have in

writing in their first language, for example "I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. "While the genres mentioned in the CEFR description are indeed practiced in the courses, it seems unlikely that graduates of this first-cycle course will have acquired all four skills to a 'mastery' level. At least graduates of comparable courses have not done so.

The exam paper we were shown for English Language 6 is of course only part of the assessment for this course but it is by no means at the expected level. The task on the active and passive was simple, the reading text was easy, and listening was not apparently tested. According to the module description all six of the expected learning outcomes are assessed by means of examination, but this paper does not test more than rather low-level linguistic knowledge.

There are other examples of exams that do not seem to be at the intended level or sufficiently carefully made. The Business English exam paper (from the fourth year if we understand correctly) we saw also lacked the promised listening component and was in fact simply a test of micro-economic vocabulary. The items *deficit* and *surplus* were tested several times (questions 22, 24, and 27). There was no correct answer to question 18.

For several reasons, it is difficult to show that Outcome C2 "to create and translate diverse oral and written English texts as well as not complicated German or French texts, to use stylistic and rhetorical devices appropriately, to evaluate the correctness of oral and written texts, to analyse the rhetorical expression of public speeches" is really being achieved. First, as the SER notes, the course description forms could usefully be simplified. The current form is so elaborate that errors have crept in. For example the course in French lexicology H 004 B 137 refers to German rather than French throughout the course aims and themes. Whoever translated the module description forms used some words in non-standard ways: *presentment* ("presentation") and *entitlement* ("title") and *control work (*probably "coursework"); if the language departments have any influence over these forms they could try to get these items corrected.

The English and German course modules 1-6 suggest a sensible progression and our impression from teachers and students that the classroom activities were appropriate and useful. Students were particularly positive about the German element in the programme. Some courses seem to devote an appropriate amount of time to well-defined themes or tasks like (in English 2) nonfinite verbs, which is allowed 13 hours, and writing an application letter and CV, which is assigned five.

However the documentation in other courses is both very elaborate and rather vague, making the teaching and learning processes rather untransparent. The reader's difficulties arise from

(1) very general formulation of some themes (such as items 11-15 of English 6 or "Comparative grammatical structures" in English 4). Like the one hour devoted in English 5 to "Logical reasoning and defense of a personal viewpoint", these tasks would be better described in terms of the task students have to perform or the genres they have to produce. (2) rather general descriptions of target genres (in English 6 "analysis of legal articles") and a lack of distinction between analytic, receptive and productive tasks. Many themes are described in terms of linguistic or stylistic features of texts or the language code not on the skills involved in producing or receiving functional texts. For example, the theme "Figurative meaning of a word, its interpretation. Contextual meaning of a word (irony, metaphor, metonymy)" takes up a two-hour practice session in English 5 and is assessed by means of "control work". It sounds as if this is really text analysis, like many of the themes in English 5. The overall aims of the course, with its fairly practical orientation, would require a good deal of text production in different genres and registers and this should be specified in the course descriptions. (3) what can seem to be themes crammed with material. "Ways of rendering cause, result, purpose, opposition, hypothesis, and condition in a sentence." are covered in three hours in English 3 and "Semantics of the analyzed discourses: fields of science, law, politics, culture mass media, journalism, sport" in three in English 5.

It is not easy to see that Outcome 2C is being achieved because many themes do not specify text creation or translation tasks or **use** of stylistic and rhetorical devices, merely specifying the code features or devices analysed. Discussion with teachers and students suggested that production and use are in fact occurring, but this is not always documented in the themes in the course desrciptions.

Learning outcome C3 "to communicate effectively in a multicultural environment" implies the ability to interact in English with speakers with a wide variety of backgrounds both fluent first and second-language users, and less fluent (with, for example, French, Spanish, Arabic or Chinese backgrounds). In this context the Intercultural Communication course will be very valuable but the focus on the UK as the cultural referent for the language is problematic. Although of course a single target variety is appropriate, given the practical orientation of the programme, exposure (at least in listening) to a wider range of varieties and a wider range of cultures would be desirable throughout the course. A few hours are devoted to native accents and sociolects in English 6 but a wider range, including post-colonial and foreign-language varieties and more attention to lingua-franca interaction would be appropriate for the uses suggested by the SER.

The scope of the programme is not sufficient to ensure learning outcome C3 "to master translation and interpretation techniques, to apply the procedures of translation and interpretation in practice". Elsewhere this aim is set out more modestly as 'the basics of translation', but if in fact

translation is the likeliest career outcome perhaps there should be more and earlier modules oriented to this skill. Student informants also pointed to the need for more training in this skill.

Social partners and students expressed satisfaction with the practical placements and these are a very valuable part of the course design.

The content of the programme is acceptably up-to-date. Nevertheless, as SER observes, on-line resources – participating in chats, blog writing, etc. – could add a valuable communicative and intercultural element to the tasks in these modules.

Course papers written in German by the third year students were also submitted. This is not a suitable task for the target level of proficiency. Third year students are only expected to reach level B1 in German, and it is doubtful whether this level of language proficiency would be adequate for understanding scientific sources and writing a research paper in linguistics.

2.3. Teaching staff

The study programme is provided by staff meeting legal requirements. There is a legal requirement that half the courses be taught by staff with PhDs and this is met. The qualifications of the teaching staff are adequate to ensure learning outcomes; they are appropriately educated and experienced. It is not easy to assess years of experience as many CVs are based on a form which asks only for "Employment History since 2002 (five years)" so that it is often unclear whether staff members were teaching or working in other areas before 2002. As far as one can tell, 11 have more than 10 years' experience, and younger ones often have special skills (such as experience of translating in business).

The number of the teaching staff is adequate to ensure learning outcomes, especially given the very small numbers in each cohort, so that the 18 teachers are only dealing with 35 students at most, though of course they must also teach other courses.

50% of the teaching staff are over 57 and thus is approaching retirement age and this may be inhibiting innovation. However, the other half of the group is considerably younger, teaching staff renewal seems good, and the three PhD students working as assistants seem excellent recruits. It is surprising that a staff member can work 130% (and write a thesis at the same time).

The fundamental role of the teachers' qualification in the programme quality is clearly stated in the SER. The qualification improvement involves a wide range of actions, transfer of didactic innovation (by workshop, seminars), but also the development of the teachers' managerial and communication skills (through a specific project) within and outside the university and in Germany and the Baltic countries. The collaboration with two similar programmes (BA of English Philology and MA of English and Another Foreign Language and Business Communication) offers opportunities for shared improvements within the Department. However, not very many of these

courses focus on university student learning, and that may be an area that needs further attention. Also, University does not provide real support for Teachers' scientific activities. Some, especially assistants, do not report any professional development work.

Research is not easy to assess since the space for publications in some CV forms is marked "not more than 10 in the last five years" and in others "most significant scientific (art), publications over the request time "so that some might have chosen not to mention publications before 2010, or to list their best publications only over a longer period. Some publications are internal teaching materials and we have not counted them. Statistics are also approximate because some researchers do not name the outlet in which they published. One staff members has been very active in research in recent years, 9 have published more than 5 articles since 2005, and the rest have produced less. The overwhelming majority of publications are in local journals and the majority of publications is in Lithuanian. The topics of the publications -- pedagogy, language structure, literary topics, linguistic and cultural history – are relevant to the general nature of the degree programme. Few staff seem to be researching in the applied areas that this degree might be focused on. Younger staff members in particular should be encouraged to publish more and more internationally. Their PhD theses must have material worthy of publication more widely than in Lithuania.

All teachers report a degree of outward academic mobility, with courses and visits as far away as Spain and Norway, but it has obviously been difficult to arrange much inward mobility, except for German teaching.

2.4. Facilities and learning resources

The programme shares classrooms with other subjects in the Faculty of Humanities. These include 20 classrooms that are gradually being modernised and supplied with new IT (SER, p. 23). The teaching and learning equipment include two specialised classrooms (with SANAKO & Prometheus systems) and three computer rooms; students can use these for their own work under the supervision of an IT technician. In addition, the University Library has 290 reading places and 56 computer workstations where students can work independently. The premises and the teaching and learning equipment for studies are adequate both in size and quality, but the students we interviewed did not seem to recognize what we were talking about when we asked them about the use of SANAKO/ language lab; they also wished that modern technology and online resources would be used more in teaching.

The teachers of the programme told us that they were trained in the use of Moodle, but the message from the students was that some teachers use Moodle, while others don't. Perhaps the

management of the programme could ensure that teachers use the available teaching and learning equipment in the best possible way.

The BA programme has adequate arrangements for students' practice, which includes two practices in companies and institutions like translation agencies or companies (SER, p. 24). Students were well aware of the possibilities and told us that teachers suggest possible places but students can alternatively find their own place. The department actively involves social partners, and this was quite evident in the interview with social partners as many of them were involved in practice arrangements and expressed general satisfaction with the students they had worked with. Students have not yet accomplished the second practice, but the idea expressed in the SER (p. 24) is that they should not go to the same company twice and that they could link the practice to their studies, such as collect empirical data for the BA thesis. This is a good policy if it can be followed as students would be able to create more professional contacts and employ the work experience in their studies.

At least some of the teaching materials are accessibly online in Moodle, and the students have access to library resources and a wealth of e-books and e-journals. The Academic Information System allows students to access programme information, such as course requirements, deadlines and assessment (SER, p. 37). During the site visit, the paper books we saw in the library and in the classrooms were relatively few and old, but assuming that the e-sources are fully used, the resources should be adequate. The SER states that some new text books of business English and German language and stylistics have been purchased for the Department of English and German Philology (p. 25). Students wished for more books, but told us that teachers were helpful in providing books from their shelves e.g. for BA thesis work. We thought that this is very kind, but maybe it should not be necessary with the current availability of the e-resources. The teachers should ensure that the e-resources are fully used and that students are taught how to use them. Students should be encouraged to find information independently. This also requires that the teachers are trained in the use of e-resources.

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. Any information about the entry requirements is accessible publicly on the internet (both – LAMA BPO and KU websites).

Measures taken to promote the study programme are laudable. Info-tours to gymnasiums and high schools are organized, members of KU participate in the Career Days and other events. In

2012, the WITT'S English Club was established to involve high school students as well as students of the programme and KU staff, to contribute to the active maintenance and promotion of linguistic movement. According to the submitted documents, since 2012 until 2015 the programme was proving popular. In three years 30 new students were enrolled (year 2012 – 9 entrants (81 applications received), year 2013 – 10 entrants (108 applications) and year 2014 – 11 entrants (82 applications)). However, the last admission held in 2015/2016 stands out by significant decrease in number of received applications (37) and enrolled students (5).

Teaching timetables are clear and convenient, workload is logically distributed (with an average of 3-4 classes per day and one free day per week). Each semester is formed with an adequate number of courses which are also allotted with different number of credits considering study programme goals and pursued learning outcomes.

During the visit with the students the desire for more courses on translation, Lithuanian language and English for specific purposes was expressed. Students face difficulties during their practise time, because they lack of translation theory and practise skills as well as knowledge of Lithuanian language for editing and understanding texts and discourses of specific professional fields. It was offered to eliminate the course for Latin language and to replace it with some subjects mentioned above. After the visit expert team was ensured that these proposals were taken into consideration.

The assessment system of students' performance is mostly clear, adequate and available to students. Students are acquainted with the assessment criteria during the first lecture of every course. However, after the revising submitted examination assignment examples, it was noted that listening was not apparently tested. In this case, the achievement of a particular learning outcome is unverified.

The HEI ensures an adequate level of academic and social support. First year students are fully integrated in the university environment with reference to meetings held by University administration, academic staff, the librarians and Student Council.

The administration and the academic staff take measures to get feedback from students about the study programme, expectations and learning needs. During the visit, students also confirmed that their opinions are taken into consideration. Recently, due to a rising demand a course for sociolinguistics was introduced. In terms of internship, regarding intense workload in the 4th year, the internship was moved to the 3rd year.

Students have great access to methodological and fiction literature, technical facilities and other equipment needed for successful study and research process. However, they told us that the technical facilities are not used completely. Sufficient social support is provided: accommodation in

a dormitory is available, psychological and general medical care is free of charge for KU students, KU Career Centre provides students with information about available workplaces.

Students have opportunities to participate in student mobility programmes. With respect to the numbers given on the website, students are considered to have quite decent opportunities to participate in an exchange programme. Information about Erasmus+ training programmes is also given. Moreover, tips on how to search for an internship place are provided for students along with precise internship offers. Already 5 students of this programme have been on exchange for studies in German universities. During the visit, students confirmed that at least some of them are considering the possibility to use Erasmus+ exchange opportunities.

University offers quite a few opportunities to participate in scientific research activities, student conferences and projects. Students are informed about such events (information is also available on the website) and are encouraged to participate as listeners. However, writing course papers and final thesis are considered to be the major kind of participation in students' scientific research. Moreover, students have their practice assignments that lead to making an analysis and writing a practice report.

There are no graduates of this programme yet, but according to social partners, there is a great need for professionals that are proficient in two foreign languages (English and German). In Klaipėda region due to historical and economic reasons, German-speaking professionals are in greater request comparing to French ones.

2.6. Programme management

KU actively promotes the development of a sound quality policy, which involves European, national and internal regulatory frameworks (Quality Policy, KU guidelines for Quality, Quality Insurance Standards and Guidelines for Quality Assurance in the European Higher Education Area), certification (with quality management certificates: ISO 9001) and projects aimed at improving the management system. The certification includes not only quality policy in a narrow sense, but also environmental protection, safety and health and social responsibility. One of the main results is a clear description of the division of tasks and responsibilities between the different KU components. At the top level, the Senate and the Study Quality Commission provide the general guidelines, the Directorate for Studies is in charge of the overall monitoring, and the Attestation Commission ensures the appropriateness of the Teachers' qualification. Besides, in spite of the sound regulatory framework, teaching staff seem weakly involved in the whole quality framework in general.

The Faculty of Humanities is involved in the programme management through the Dean, the Vice-Dean and the Dean's office. The Faculty reviews the study results after each semester and

discusses programme improvements and proposals for new programmes. The Commission for Philology Module Attestation is in charge of the validation of the programme modules (programme coherence, learning outcomes at the programme and module levels, teaching and assessment methods, main literature…). Module attestation is for 3 years.

The main weakness of the description concerns the repartition of the different functions between the Department and the Committee for the Study Programme, which should be more clearly defined in the SER. Most of the management appears to be done by the Department, which is "responsible for the quality of study programmes" along with its teaching staff. The concrete role of the Committee for the Study Programme does not appear clearly, although the SER allows us to assume that it has probably the leading role in the programme monitoring and improvement.

In addition to their regular meetings with the study programme staff, students take part in the management process through their inclusion in the Faculty Council (1/5 of the members) and the Teachers' Attestation Commission. Student surveys are used for monitoring, in particular before teachers' attestation, and collected results allow improving the study programme, but these surveys could be held more frequently. In addition, some teachers complained about the lack of feedback from student's survey. Issues related to surveys are rightly mentioned in the actions for improvement. The teaching staff seem to be in close and regular contact with students and some corrections were made to the programme so as to take into account some well-grounded students request. For example, in order to leave more time for bachelor theses, practice was moved from the 4th to the 3rd year. Nonetheless, the programme repeatedly failed to provide French language, although this language is explicitly mentioned in the programme denomination.

The SER does not describe any clear mechanism to get feedback from the social partners. The only regular channel for social partners to provide feedback appears to be practice reports. Nevertheless, this aspect is stressed as a domain for improvements. Further collaborations with partner HEI are also mentioned as a way of improving the study programme quality. Overall, the mentioned strengths (SER, page. 36) seem convincing (although the fourth point, about the possibility to continue studies in MA, is less directly related with the programme management), but the teaching staff should be made aware of quality assurance regulatory framework and be really involved in decision processes.

III. RECOMMENDATIONS

The EET suggest the following recommendations:

1. Reconsider stated levels for English and other minor languages (German or French). More realistic learning outcomes are advisable.

2. It is mandatory to either change the name of the programme or offer all languages according to the name of the study programme. So far French Language is not available for the prospective students to choose.

3. Having in mind that the exam papers appear to be targeted at low-level linguistic knowledge (which is not harmonized with the expected learning outcomes) either tests or intended learning outcomes should be revised.

4. More attention should be oriented towards translation skills as it is suggested by students and needed in order to acquire clearly stated subject-specific skills (C3 level).

5. The administration should find resources to support teachers' scientific research activities.

6. The students should be familiar with SANAKO (language lab) and they need more contemporary technology and online resources.

7. It seems reasonable to devote more attention to Lithuanian language and English for specific purposes for editing, translation service and various professional fields.

8. Having in mind that some teachers complained about the lack of feedback from student's survey and teaching staff seem weakly involved in the whole quality framework in general the programme administration should pay more attention to this issue.

IV. SUMMARY

The aims of the programme are well defined, clear and publicly accessible. Information about the aims and learning outcomes of the study programme, the course units taught, qualification, career opportunities is presented and constantly updated in various information sources. The program aims and learning outcomes are based on public needs and the needs of labour market. The EET finds that one of deficiencies of the programme aims is setting up too high proficiency levels listed under subject-specific fields.

The name of the programme, its learning outcomes and the qualifications offered are not compatible with each other. The EET confirms that French language must be offered for students in accordance to the name of the programme from the very beginning of the study process. Having in mind that there are no graduates of the study programme and consequently no adequate feedback to verify the quality and attainability of the intended learning outcomes more comprehensive evaluation is not fully possible.

The curriculum design meets legal requirements and the SER shows that it is based on consideration of the general language needs of a range of professions including teaching and translating. Study subjects and/or modules are spread evenly; their themes are not repetitive. level. The content of the courses are generally appropriate for the achievement of the intended learning outcomes. This is not fully true of the outcomes listed under C subject-specific. The scope of the programme is not sufficient to ensure learning outcome C3 "to master translation and interpretation techniques, to apply the procedures of translation and interpretation in practice". Elsewhere this aim is set out more modestly as 'the basics of translation', but if in fact translation is the likeliest career outcome perhaps there should be more and earlier modules oriented to this skill.

The study programme is provided by staff meeting legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes; they are appropriately educated and experienced. The number of the teaching staff is adequate to ensure learning outcomes. Teaching staff renewal seems good, and some of the new PhD students seem excellent recruits. Many members of staff have taken professional development courses and taken part in academic development projects within and outside the university and outside Lithuania. Not very many of these courses focus on university student learning, and that may be an area that needs further attention. Scientific research work should be more encouraged and supported.

The premises and the teaching and learning equipment for studies are adequate both in size and quality, but the students did not seem to be familiar with the use of SANAKO / language lab. The management of the programme could ensure that teachers use the available teaching and learning equipment in the best possible way. The BA programme has adequate arrangements for students' practice, which includes two practices in companies and institutions like translation agencies or companies. The Academic Information System allows students to access programme

information, such as course requirements, deadlines and assessment. The paper books in the library and in the classrooms were relatively few and old, but assuming that the e-sources are fully used, the resources should be adequate.

The admission requirements are well-founded. Students desire for more courses on translation, Lithuanian language and English for specific purposes. They face difficulties during their practise time, because they lack of translation theory and practise skills as well as knowledge of Lithuanian language for editing and understanding texts and discourses of specific professional fields.. The assessment system of students' performance is mostly clear, adequate and available to students. Third year students are expected to reach B1 level of German language. The HEI ensures an adequate level of academic and social support. The administration and the academic staff take measures to get feedback from students about the study programme, expectations and learning needs. During the visit, students also confirmed that their opinions are taken into consideration. Students have opportunities to participate in student mobility programmes.

The Faculty of Humanities is involved in the programme management through the Dean, the Vice-Dean and the Dean's office. The Faculty reviews the study results after each semester and discusses programme improvements and proposals for new programmes. The SER does not describes any clear mechanism to get feedback from the social partners. Nevertheless, this aspect is stressed as a domain for improvements. Further collaborations with partner HEI are also mentioned as a way of improving the study programme quality.

V. GENERAL ASSESSMENT

The study programme *English and German / French Languages* (state code – 612Q10003) at Klaipėda 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**16**

*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

KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ANGLŲ IR VOKIEČIŲ/ PRANCŪZŲ KALBOS **(VALSTYBINIS KODAS – 612Q10003)**
2016-05-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-114 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Anglų ir vokiečių/ prancūzų kalbos* (valstybinis kodas – 612Q10003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**16**

* 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

Programos tikslai aiškiai apibrėžti ir viešai prieinami. Informacija apie programos tikslus ir studijų rezultatus, dėstomus dalykus, kvalifikacijas ir karjeros galimybes nuolat atnaujinama įvairiuose informaciniuose šaltiniuose. Programos tikslai ir studijų rezultatai atitinka visuomenės ir darbo rinkos poreikius. Ekspertų grupės nuomone, programos tiksluose numatytas per aukštas specialybės dalykų žinių lygis.

Programos pavadinimas, studijų rezultatai ir suteikiamos kvalifikacijos nedera tarpusavyje. Ekspertų grupė pabrėžia, kad jau studijų proceso pradžioje studentams būtų dėstomi prancūzų kalbos dalykai, kaip numatyta programos pavadinime. Kadangi dar nėra šios programos absolventų, trūksta grįžtamojo ryšio, kuris leistų išsamiai įvertinti numatytų studijų rezultatų kokybę ir pasiekimą.

Programos sandara atitinka teisinius reikalavimus. Savianalizės suvestinėje nurodoma, kad programa suteikia bendrų kalbos mokėjimo įgūdžių, kurių reikia įvairioms specializacijoms, pavyzdžiui, mokytojo ir vertėjo. Studijų dalykai tolygiai paskirstyti, jų temos nesikartoja. Dalykų turinys tinkamas numatytiems studijų rezultatams pasiekti. Tačiau to negalima pasakyti apie C studijų rezultatų grupę. Programos apimtis nėra pakankama, kad būtų pasiekti C3 lygio rezultatai: „įgyti vertimo raštu ir žodžiu įgūdžių, taikyti vertimo raštu ir žodžiu žinias praktikoje". Kitur Kitiems lygiams šis tikslas suformuluotas paprasčiau – vertimo pagrindai. Atsižvelgiant į tai, kad labiausiai tikėtina, jog baigusieji šią studijų programą pasirinks vertėjo darbą, turėtų būti daugiau dalykų šiam įgūdžiui ugdyti ir šiuos dalykus reikėtų pradėti dėstyti anksčiau.

Programos dėstytojai atitinka teisinius reikalavimus. Dėstytojų kvalifikacija pakankama studijų rezultatams užtikrinti. Dėstytojai turi tinkamą išsilavinimą ir patirtį. Jų skaičius pakankamas studijų rezultatams užtikrinti. Dėstytojų kolektyvas nuolat atsinaujina; pagirtina, kad įdarbinami doktorantai. Daugelis dėstytojų dalyvavo kvalifikacijos kėlimo kursuose ir akademinio lavinimo projektuose šiame universitete bei kituose Lietuvos ir užsienio universitetuose. Nedaugelis šių kursų orientuoti į universitetinį studentų mokymą. Tai sritis, kuriai reikia skirti daugiau dėmesio. Reikia skatinti ir remti mokslinį tiriamąjį darbą.

Pakanka gerai įrengtų patalpų ir tinkamos mokymo įrangos, tačiau ekspertams pasirodė, kad studentai nebuvo susipažinę su kompiuterine kalbų mokymo laboratorija SANAKO. Programos vadovybė turi užtikrinti, kad dėstytojai kuo geriau išnaudotų turimą mokymo įrangą. Gerai organizuojama bakalauro studijų studentų praktika: studentai atlieka dvi praktikas įstaigose ir institucijose (pavyzdžiui, vertimų biuruose) arba įmonėse. Akademinė informavimo sistema leidžia studentams gauti informacijos apie dalyko reikalavimus, darbų atlikimo terminus ir vertinimo būdus. Knygos bibliotekoje ir auditorijose gana senos ir jų nedaug. Tačiau naudojantis visais turimais elektroniniais ištekliai, mokymo išteklių pakanka.

Priėmimo kriterijai atitinka teisinius reikalavimus. Studentai pageidauja daugiau vertimo, lietuvių kalbos ir tikslinių anglų kalbos dalykų. Praktikos metu jie susiduria su sunkumais, nes jiems trūksta teorinių ir praktinių vertimo žinių bei lietuvių kalbos redagavimo, tekstų suvokimo ir įvairių specifinių profesinių žinių. Studentų vertinimo sistema aiški, tinkama ir prieinama studentams. Trečio kurso studentai turi pasiekti B1 vokiečių kalbos lygį. KU užtikrina reikiamą akademinę ir socialinę paramą studentams. Administracija ir dėstytojai siekia gauti grįžtamąjį ryšį iš studentų apie studijų programą, sužinoti jų lūkesčius ir mokymosi poreikius. Per ekspertų grupės vizitą studentai teigė, kad į jų nuomonę atsižvelgiama. Studentams sudarytos sąlygos dalyvauti mobilumo programose.

Dekanas, prodekanas ir dekanatas įtraukia Humanitarinių mokslų fakultetą į programos valdymą. Dėstytojai apžvelgia studijų rezultatus po kiekvieno semestro, aptaria programos

tobulinimo galimybes ir naujų programų pasiūlymus. Savianalizės suvertinėje neaprašomi aiškūs mechanizmai, kaip gaunamas grįžtamasis ryšys iš socialinių partnerių. Šią sritį reikėtų tobulinti. Siekiant gerinti studijų programos kokybę reikėtų bendradarbiauti su partneriais – aukštojo mokslo įstaigomis.

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III. REKOMENDACIJOS

1. Peržiūrėti anglų ir kitų kalbų (vokiečių ar prancūzų) mokymo lygius, kurie yra pernelyg aukšti. Numatyti studijų rezultatus, atitinkančius studentų gebėjimus ir suteikiamą kvalifikaciją.

2. Programos pavadinimas turi būti pakeistas arba turi būti dėstomos visos trys programos pavadinime nurodytos kalbos. Iki šiol studentai neturėjo galimybės studijuoti prancūzų kalbą.

3. Egzaminų (testų) užduotys orientuotos į žemo lygio lingvistines žinias ir neatitinka numatytų studijų rezultatų. Todėl reikia keisti arba egzaminų (testų) užduotis, arba studijų rezultatus.

4. Labiau ugdyti vertimo įgūdžius. To pageidauja studentai, be to, su dalyku susijusių įgūdžių ugdymas būtinas pagal apibrėžtą C3 studijų rezultatą.

5. Administracija turi skirti išteklių dėstytojų mokslinei tiriamajai veiklai paremti.

6. Studentai turi susipažinti su kompiuterine kalbų mokymo laboratorija SANAKO. Jiems taip pat reikia daugiau šiuolaikinių technologijų ir internetinių išteklių.

7. Ugdyti studentų gebėjimus tokiose srityse kaip tekstų lietuvių ir anglų kalbomis redagavimas ir vertimas, susipažinti su profesine kalba.

8. Administracija turi spręsti klausimą, susijusį su kai kurių dėstytojų nusiskundimu, kad jie neinformuojami apie studentų apklausų rezultatus. Dėstytojai turi būti aktyvesni bendrai siekiant užtikrinti programos kokybę.

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