



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS *VERSLO ANGLŲ KALBA*
(*valstybinis kodas - 653U60002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS ENGLISH* (*state code - 653U60002*)
STUDY PROGRAMME
at KAUNAS COLLEGE

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo anglų kalba</i>
Valstybinis kodas	653U60002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Vertimas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4,5)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vertimo profesinis bakalauras
Studijų programos įregistravimo data	2006 m. kovo mėn 28 d., ISAK-584

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business English</i>
State code	653U60002
Study area	Humanities
Study field	Translation Studies
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4,5)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor in Translation
Date of registration of the study programme	28 March, 2006, ISAK-584

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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. 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.	Study plan of major + minor studies
2.	Grades of Final Thesis

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

According to the SER, Kauno kolegija / University of Applied Sciences (hereinafter – KK) was established in 2000 having joined Kaunas School of Economics and Kaunas School of Technology, which had achieved best-performing results in national selection. In 2014, KK was accredited for the maximum of a 6-year period by international external evaluators. At present, KK is one the largest education institutions providing collegial studies in Lithuania with the community of more than 7200 students, some 1000 employees, and more than 22000 graduates. KK implements first cycle studies of technological, biomedical, humanitarian and social sciences and arts, which provide the degree of Professional Bachelor in 50 study programmes, and expands application of scientific and artistic research.

The studies are being implemented in 4 faculties (the Faculty of Management and Economics, the Faculty of Technologies and Landscaping, the Faculty of Medicine, and Justinas Vienozinskis Faculty of Arts) in the City of Kaunas, and 3 regional divisions (Taurage Division, Druskininkai Division, and Kedainiai Jonusas Radvila Study Centre).

KK has signed 36 cooperation agreements with other Lithuanian institutions of higher education or their divisions, and 175 cooperation agreements with foreign institutions of higher education in the spheres of studies, applied scientific performance, quality management, culture, project activities, etc. KK has extensive experience in international projects. In the period of 2008-2013, 101 international projects were implemented, 26 of which were coordinated by KK. During those years, through the financial support of the structural foundations of the EU and other funds, 15 projects of different types, the total value of which was more than 33 million LTL (more than € 9 mln.), were implemented with KK holding executor's rights.

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 21/October/2015.

- 1. Prof. dr. Nebojša Vasic (team leader)** *lecturer of Department of English language and literature, Faculty of Philosophy, Zenica University, Bosnia and Herzegovina;*
- 2. Prof. dr. Lukasz Bogucki,** *professor, head of the Department of Translation Studies, University of Lodz, Poland;*
- 3. Dr. Federico Federici,** *lecturer in Translation, Centre for Translation Studies, University College London, United Kingdom;*
- 4. Mrs. Diana Guogienė,** *Interpreter and CEO at "Magistrai", Lithuania;*
- 5. Ms. Kamilia Puncevič,** *student of Lithuanian University of Educational Sciences study programme English Philology.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

According to the SER the aim of the study programme is to train socially responsible, critically minded and creative specialists, professional bachelors in translation, who are able to independently and/or in cooperation with other participants communicate in English while performing professional activities; draft, edit, and translate documents of various types; comprehend the changing business environment as well as social regularities and on the basis of this organise the communicative performance of an enterprise. The links of the aims of the study programme and the learning outcomes of the study cycle with the anticipated learning outcomes of the programme are visible in Table 3 (SER). The programme aims and learning outcomes are defined according the level, clear and announced publicly using various means of disseminating information: KK, KJRSC, ŠMM/AIKOS (an open vocational information, counselling, and guidance system providing relevant and qualitative information about study possibilities in Lithuania) websites, career counselling events and the promotional materials prepared for them; the Fair of Institutions of Higher Education; the exhibition *Learning, Studies, Career*; the publications *Kauno kolegija – tobulekime kartu (Let's advance together)*, leaflets, flyers, catalogues produced in KK and KJRSC; KJRSC Facebook account; annual *Open-door Days* organised in KJRSC; and the visits to schools of general education and gymnasiums. The public needs and the needs of the labour market are confirmed during the site-visit and they are related to the data of the Lithuanian Labour Exchange (LLE) which reveal that those in the business service sector who are competent to successfully combine communication and entrepreneurial competences are among the most marketable managers in all professions and occupations. Furthermore, the EET confirmed during the site-visit (meeting with employers) that labour market predicts the increasing number of job vacancies in private small business. Concerning the links between learning outcomes and academic (professional) requirements the EET is not convinced that the number of professionals currently employed in the study programme can realize all ambitiously stated programme aims and learning outcomes. Based on the analyses of teachers' CVs and meeting with teachers the EET considers that number of professionals (at doctoral level in the field of philology) as being inadequate. Most members of the academic staff (90%) have acquired only Masters' degrees or the qualification of equivalent to MA and have practical experience to meet the legal requirements. The EET highly respect experience in the field of philology but it is not easy to rationalize compensation for academic degrees needed for teachers at higher level of education. For successful realization of the programme aims and learning outcomes one of substantial preconditions is to have professionals who are able to achieve stated learning outcomes in the field of translation. Having in mind that the main field of

the study programme is oriented towards translation in business English it is of utmost importance to have more professionals who are experts in the field of translation. Also, during the site visit, while analysing students' course papers (thesis) which were at our disposal the EET found that only one paper was focused on Philology and no one was devoted to translation issues. It must be stressed again that because of the fact that prime field of the study programme is translation majority of students' course papers (thesis) must be oriented towards translation topics. The principal aim of the study programme is to train professional bachelors in translation what is per definition reflected in the choice of the thesis' topics. The EET considers the range of students' final papers' topics as one of rather serious deficiencies of the study programme which needs urgent measures. The EET thinks that the lack of students' thesis in the field of translation is directly linked with the lack of professionals in the field of translation. Apart from the above mentioned weaknesses of the study programme the EET supports students' suggestions related to practical aspects of translation skills which should be intensified and integrated as the vital part of the curriculum. Programme aims and learning outcomes are reachable if the main focus of the study process is directly linked with the development of translation skills, while all other contents of the curriculum (general or specific subjects) serve as the foundation for gaining advanced translation skills. The EET suggests that some exams in the field of translation should be oral (not only written as it is the case now.) In order to fully realize ambitious programme aims oral exams would directly motivate students to foster necessary practical skills in translation which should never be restricted only written forms of translation. The aims and outcomes are likely to be consistent with the type and level of the study programme but (as it is above stated and more precisely elaborated in the curriculum design section) the weaker side is the content of the programme which, according to the EET opinion, (based on thorough analyses of SER and findings during our site-visit) needs more practical aspects of translation in order to fully achieve stated aims and learning outcomes.

2.2. Curriculum design

According to the stated learning outcomes in Section 1, points 11, 12 and Table 3, the Professional BA in Translation intends to equip students who on graduation can work independently as translators. The curriculum shows the discrepancies in the ways in which 'special abilities' (Table 3) are taught in the programme: of particular concern for the experts is the limited emphasis in the curriculum over the teaching of translation technologies – as further discussed below. During the visit members of staff said that they had limited competence in teaching common translation memories (such as SDL Trados Studio), despite having them available as a resource. Furthermore, the SER suggests courses deal with 'Information

Technology, Technologies of Translating and Processing Text Documents' (p. 7, full-time and part-time programme SERs), however the study courses show that these skills are presented in general terms, as IT skills, rather than in strictly relevant courses for translators (e.g. module 3 'Information Technology' and module 9 'Documentation management'). These discrepancies and the large number of skills that the students are expected to acquire seem to be disproportionate in relation to the given learning outcomes (especially 'Ability to apply the principles of translation while translating texts and interpreting', which is unattainable overall, as the contact hours and modules dedicated to interpreting are not sufficient to introduce the skills to the students, let alone them to be able to acquire such skills). A further issue is in the lacuna of a research-informed delivery of the curriculum: too few expert translators or doctorates in translation or closely related disciplines contribute to delivering the programme and shaping its curriculum; the gaps with current pedagogical concerns in translation training are elicited in the following paragraphs with evidence from the site visit and the documentation provided. Overall, the curriculum satisfies the core legal requirements but it needs in-depth revision and enhancement to its provision of translation-specific modules and support the students in attaining the learning objectives of the programme. The EET agrees that subject areas covered by the modules indicate a satisfactory range of topics overall; a higher number of contact-hours in translation practice (as suggested by social partners, students, and teachers in the site visit) in the use of technologies are necessary in training translators in the 21st century. The spread of subjects is overall satisfactory; the programme however needs more translation-specific modules. The curriculum should avoid potentially repetitive themes in the elective modules (for instance, History of Lithuanian and World Culture, 3 ECTS, Lithuanian Ethnic culture 3 ECTS) which could in fact be more positively dedicated to increase the teaching of translation-specific skills. Out of 43 available modules (including two modules among these focused on internships, only one of which is related to translation), five are directly related to translation or interpreting.¹ On completion of these modules the students would receive a total of 21 ECTS to which can be added 15 ECTS credits of the Internship of Information Management and Translation achieving in total 36 out of 180 ECTS credits focusing on translation (and interpreting). Hence, only 20% of the total credits necessary for the award of the Professional BA in Translation are strictly relevant to translation. Expressly, the teaching of Computer-Aided Translation (CAT) tools remains an issue; it is identified in the SER and was confirmed in the evidence gathered during the site visit: students and graduates showed that only a small portion of their translation training relied on these

¹ Basics of The Science of Translation, 3 ECTS; Technologies of Translating and Processing Text Documents, 3 ECTS; Translation, 9 ECTS, over 2 semesters; Consecutive interpretation, 3 ECTS; Abstraction and Translation of Specialised Texts, 3 ECTS.

technologies, which are essential in a professional environment. Although there is evidence of several positive initiatives to integrate CAT tools further in the curriculum, additional emphasis should be added to translation-related technologies (in addition to SDL Trados, MemoQ offers free educational licenses, concordancers, machine translation engines should be at very least introduced to the students, in a specific module). The content of the most modules seems to be consistent with the level of studies. In terms of progression of studies, the main weakness identified in the SER and confirmed by the students, graduates, and discussion with teaching staff remains the delayed start of teaching of translation. As a key component of the Professional BA in Translation, practical translation work in classes seems to start too late in the studies, with the earliest practical and theoretical modules starting in Semester III; this approach should improve if learning from the wider European HE sector. Most of the modules show methods and comments appropriate for the achievement of the intended learning outcomes. There are some modules that suggest inappropriate interpretations of the relationship between syllabus and LO. A core example is the module Documentation Management that describes ways of including translation technologies in the achievement of the learning outcomes (e.g. ‘Being able to use modern information technologies and specialised tools while translating various texts and managing information’) to be attained by means of ‘Practical activities, imitation, conversation, self-study’. In this example, the study methods contradict the expected LO as it envisages the ‘Ability to use the Internet, e-mail, fax, and other technical devices’, which stems from an ill-defined notion of translation technologies. It is recommended revising of the syllabi of the modules in the curriculum perhaps in consultation with external translation experts. As the current series of discrepancies between learning outcomes and modules designed to attain them seem to be widening in a dangerous area for the curriculum: the complexity of integrating the teaching of interpreting in a Professional BA in Translation. The EET emphasises that the programme management needs to focus its effort and take remedial action to identify the role and position of interpreting in the Professional BA in Translation. This point was brought up by the management team with the EET and was discussed during the site visit, though the Lithuanian market expects its translators to double up as interpreters, especially in the commercial and business sectors, the curriculum of this programme risk deluding graduates from this BA who expect to perform as interpreters with only 80 hours of training, which are nowhere near enough to introduce students to the complex skills required by professional interpreters. The only interpreting-specific module, Consecutive Interpreting, is isolated in the curriculum and has ill-defined Los which seem to be based upon a misinterpretation of the skills needed by interpreters, e.g. one of the expected learning outcomes is ‘Mastery of modern translation theories, their trends as well as the kinds and forms of translation’. Both the data collected from

the site visit and the analysis of SER documentation in this respect might indicate a lack of expertise in curriculum design with reference to interpreting skills, as it also entails ‘Practicing interpreting’ as the teaching methods to achieve the specified LO. Both content and methods of teaching for this module seems to be inappropriate: there is no alignment between any of its components, from teaching method, to practice time, to assessment for the subject; hence, the LO might be unattainable as they go beyond the realistic expectations of a Professional BA in Translation with little interpreting practice and one module to attain the LO in interpreting. During the site visit, the interviews with current students and graduates confirmed that the interpreting component is an evident weakness in the curriculum. Both groups manifested a rooted degree of confusion in understanding the differences between communication skills, oral skills, and specialist skills in interpreting; this confusion was not a linguistic problem – as the level of English of the people interviewed was high and commendable – but was a cognitive problem attributable to the ill-defined teaching approach to interpreting. It is therefore fair to state that in Consecutive Interpreting the teaching methods are not appropriate for the achievement of all of the intended learning outcomes of the module and by extension of some of the overall LOs of the programme.

All of the above discrepancies at modular and curricular level need to be rectified to improve the programme. Overall, there are some deficiencies, as highlighted in the specific points above, but the EET feels at ease to confirm that the scope of the programme is sufficient to ensure most of the learning outcomes, though it would appropriate to suspend the teaching of interpreting until a full curricular review of the programme has been completed. The curriculum is sufficiently monitored to respond to the demands in the local job market. The content of the programme reflects some of the latest achievements in the discipline in the inclusion of training on file management, information mining, and essential translation technologies; the programme would however benefit from additional support from staff with doctoral-level education and expertise in translation. The programme requires additional research-informed expertise in translation studies to monitor current pedagogical debates focusing on curriculum and syllabus design for translation programmes.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements; two staff members have a PhD degree and neither is in translation (one PhD in Psychology and one in Law; the data in Annex 2 confuses institutional role – lecturer – with academic qualification, hence the EET collected this data in the site visit). Still it is positive to note that there are at least two staff members working towards their PhDs, though. 10.54% courses are taught by scientists, which is

also barely above the limit. Any natural change in the staff demographic, such as retirement or maternity leave is likely to seriously upset staff structure and render it not legible to meet the requirements. Some staff members have qualifications equivalent to M.A. (degrees conferred a number of years ago before the educational reform). There are no full professors. However, staff have sufficient practical experience to teach the subjects assigned to them; a number of teaching staff are freelance translators, which is a good sign, as they have regular hands-on experience. Staff qualifications as well as number of staff appear to be adequate to ensure learning outcomes. During the site visit it was ascertained that staff's language competence leaves room for improvement; the data from the SER and the visit shows that only 65% staff are able to teach courses in English; 7 staff members declare their English is insufficient to teach and Lithuanian is the language of instruction in these cases (this information was acquired from the SER and confirmed on-site during the meeting with staff). Teaching staff turnover varies depending on the year and is generally able to ensure an adequate provision of the programme; management are flexible and if the number of students increases, new staff are hired. However, this was only the case this year, while in the previous periods staff turnover was insignificant. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme, such as conferences as well as incoming and outgoing visits, but more international exchange opportunities would be welcome, especially with institutions of renown as regards the study programmes at Kaunas College. Staff can receive funding for conferences and study visits abroad up to a certain limit as it was declared during the site visit and generally financing does not appear to be an issue. The teaching staff of the programme is involved in research related to the study programme being reviewed, but there seems to be an emphasis on research in Business English rather than translation. Staff are at liberty to decide whether to concentrate on research or other forms of academic activity in a given year. Their work plan is approved each year before teaching starts and verified at the end of the year. Staff see it as an asset and an opportunity to develop according to what is desirable for the institution on the one hand and possible for them on the other. Generally, staff workload is flexible and varies greatly from one staff member to another and from one month to another. Research-wise, staff concentrate on practical problems and tend to publish coursebooks rather than research papers in refereed journals. Staff take feedback from stakeholders with respect to study programme and display a degree of flexibility which may seem excessive, as it appears that there is no firm opinion among staff and management as to what is desirable. Stakeholders represent translation agencies, city authorities, cultural institutions etc., and as such they have priorities of their own, as indicated during the meeting with social partners; it should be at the discretion of the management to decide which of these can be implemented into the programme.

2.4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. A new study centre was opened in 2014 in Kaunas to host integrated library, the Centre of Information Resources and computer rooms. The SER clearly states that additional library resources located in Kedainiai Jonusas Radvila Study Centre are available for the students in Kaunas and that the students in Kedainiai can also benefit from the new facilities available in Kaunas. Basic teaching and learning equipment, such as computers and multimedia, are adequate in quantity and in quality as the new study centre in Kaunas, which was opened in 2014, is equipped with the newest hardware, such as computer rooms that can host big groups of students and are equipped with the newest computers and multimedia, including 12 licences of SDL TRADOS 2011. As the SER clearly states and as it came up during the meetings with the staff and administration, the software used to help translators develop special abilities, such as the ability to use specialised tools (namely TRADOS) while translating various texts is available in Kedainiai, too, but it would be advisable to update it as by now the software there has become outdated. As interviews with teachers and students indicate, students are taught simultaneous interpreting in their final semester, but no equipment for simultaneous interpreting is available at the institution. The equipment was not there during the site visit either.

The higher education institution seems to have adequate arrangements for students' practice with employers and local stakeholders in Kedainiai. Still, interviews with students and the administration showed that more arrangements of the kind are needed in Kaunas.

A lot of teaching materials (textbooks, books, periodical publications, databases and their electronic versions) on translation are available and accessible both for students in Kaunas and in Kedainiai. In addition, the teachers from Kedainiai who come to Kaunas to teach bring the necessary paper versions of books on translation to their students when needed which is good. The library set up at the new Centre of Information Resources in Kaunas offers very good electronic resources.

2.5. Study process and students' performance assessment

On the issue of whether the admission requirements are well founded, Kaunas College organizes its admission process in accordance with the rules of the Association of Lithuanian Higher Schools for General Admission (LAMA BPO). Relying on the data provided in the SER (p. 19, (table 13)) the number of the entrants for the part-time study programme of Business English has increased from 26 in 2013 to 42 in 2014. In contrast, in full-time study programme of Business English the number of entrants has decreased in recent years. During the meeting it was revealed that increase of students in the part-time study programme of Business English and decrease in

full-time study programme (that is implemented in Kedainiai) is mostly determined by possibility to combine studies with work and that the programme implemented in Kaunas is more attractive as students are more willing to move to bigger cities. Furthermore, the admission requirements are clear and publicly available. The information regarding the study programme such as programme description and admission requirements is available on the college's web page. During the meeting with the students it appeared that they chose this study programme because there is a possibility to combine work with studies, this programme seemed extremely interesting as it offered managerial knowledge and skills in addition to English language and finally location of the study programme was comfortable for them.

In relation to the extent to which the organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes, information about the study process (study calendar, timetables for lectures and examination sessions, 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. The timetable for the next semester is announced at the end of the current semester to allow the students to choose optional subjects in advance. In addition, at the beginning of each course students have an introduction to each course separately. Moreover, during the meeting with the students, it was announced that timetable is convenient and in case a student cannot participate on the lecture physically he or she may find all the necessary material in the Moodle system or contact lecturer by email. Last but not least, students are engaged in the improvement of the study programme through surveys that take place once in 3 months and discussions (e.g. full-time students suggested to have Business English study programme in Kaunas; or changes on the subject level – change of the topic of the paper). In addition, KK contacts graduates from time to time to get their feedback and comments. All in all, the expectations of the students seems to be satisfied; however, only 50% of modules are carried out in English and students confirmed that more courses could be thought in English. Also, there is inadequate usage of translation tools and students are willing to have more practice with translation tools. EET recommends to increase number of modules carried out in English and to consider the usage of translation tools.

The extent to which students are encouraged to participate in research, artistic and applied research activities was considered by EET. This programme is meant for working students and designed to address their lack of time. Unfortunately, this also means that time for after-study activities is even harder to find. SER mentions that the students have the possibility to develop competences in the field of applied scientific research from the beginning of studies by integrating the elements of applied research into different study courses (p.21). To get a full higher education experience with all its benefits, it is essential for students to take part in after-

study activities, whether that is sports, art or self-governance. Research and applied research activities are part of the study process that all students must have access to, if they want to have the opportunity to reach the highest learning outcomes. EET considers that considerable improvement in these areas (participation in research, artistic and applied research activities) is required.

As to whether the students have opportunities to participate in student mobility programmes, the SER claims and the students confirmed that there are equal opportunities to take part in mobility programmes. In addition, students confirmed that the teaching staff encourages them to participate in the mobility programmes; also, there are no problems with confirmation of the credits and students studying abroad constantly keep in touch with their mentors via email to ensure the smooth study process. Despite the increase of outgoing students that has been noticed, EET learned that most of the students chose this programme due to the fact that it meets the needs of working students. Because of this, student mobility programmes are hard to implement. Nevertheless, EET considers that engagement of part-time students in mobility programmes and attraction of in-coming students could be improved. Also, EET recommends increase the number of partnerships with foreign education institutions as at the moment the students of the study programme can choose only 4 institutions in the following countries: Portugal, Finland, the Czech Republic and Spain.

In regard to the extent to which the higher education institution ensures an adequate level of academic and social support, it is the view of EET that academic support is very important for working students, as is the constant gathering of feedback. It seems that MOODLE is the platform on which the study process is built. During the visit, it turned out that a high level of virtual learning capabilities is integrated to the study process (e.g. almost all material necessary for the study process is available in the Moodle system). Feedback from students is being gathered and discussions organized. The possibility to create a personal learning plan is given to the students what is important, because it seems that the students of this programme might have very different regimes. Moreover, students pointed out that teachers are always eager to help with all questions and are available via email or students have an opportunity to consult them face-to-face. Social, material and psychological support is provided if needed as states SER and students confirm. The information regarding academic, social support and requirements for material support are clear and publicly available.

As to whether the assessment system of students' performance is clear, adequate and publicly available, EET learnt that the assessment of student performance is defined in the Order of Studies at KK as it is stated in SER (p.23). The final score consists of the range of the assignments that are collected during the semester. The information regarding assessment is

presented at the beginning of each course and is available in the Moodle system. Feedback to the students on their progress is given by email, discussions and private consultations. Moreover, teachers always give a chance to improve students' score by providing some additional tasks. All in all, the assessment system of students' performance seems to be clear and adequate.

In relation to the question of whether the professional activities of the majority of graduates meet the programme providers' expectations, the reality is that up to now there have not been any graduates of the part-time Business English study programme. A full cycle of studying has not been completed yet; however, there are graduates of full-time Business English study programme. The administration of this faculty claimed that before launching this programme they have evaluated the situation in the labour market and it indicated that the implementation of the part-time study programme of Business English is reasonable. Students of this programme say that they are happy about the study process of this programme and most of them would like to work in the field of translation. Furthermore, the meeting with the graduates of full-time study programme revealed that most of them work as freelance translators, what confirms that Business English study programme satisfies students and employees expectations. The social partners that were interviewed did not seem to have a close connection to the programme, but they are involved in the process of improvement of the programme. Their opinions on what kind of specialists they need and their internship reports are analysed by KK. EET recommendation is to strengthen partnerships with current social partners and to establish new connections.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated and the actual procedures seem to be fully introduced and documented. The self-analysis documents provide a lot of information on the procedures introduced with the aim of regularly collecting and analysing data on the implementation of the programme. The administration of the institution observes the market closely all the time in search for ideas of what else would meet the market needs. For example, the part-time study programme in Kaunas was offered because the administration noted that there is a demand for part-time studies on the market and that potential students tend to choose bigger cities for their studies. Outcomes of internal evaluations of the programme seem to be used for the improvement of the programme. For example, as a result of internal annual review, some programmes (e.g. English and Other Foreign Language Pedagogy) have been abandoned and instead part-time studies of Business English have been offered in Kaunas. In addition, the institution draws on the advice of external evaluators who visited other institutions in the process of improvement. For example, a representative from the institution's administration participated in the evaluation of a similar

study programme in other cities. As a result, the learning outcomes of the programme offered by the Kaunas College were reformulated and management was introduced as a minor programme supplementing the study programme in translation. There are procedures foreseen to involve stakeholders in the evaluation and improvement processes. Interviews with students confirm that student surveys are very frequent, but result in no actual improvement. At least students from Kaunas could not give a single example of such an improvement suggested by them. Procedures to involve teachers in the improvement process are there, but it cannot be confirmed if they are systematically used to improve the programme, because EET could not get any example on this topic. Some of the stakeholders, for example Vytautas Magnus University and Kaunas University of Technology, are involved only as advisors to the programme or are invited to sit on the Final Paper Defence Commission, but they are not potential employers and are not involved in the improvement of the programme as such, as it came clear to EET. Social partners from Kedainiai, such as Kedainiai District Municipality and JSC Daumantai, including some other social partners from Kedainiai, are actively involved in cooperation with the college in Kedainiai. For example, they take students for practical training, give feedback on their skills, etc. However similar cooperation is still lacking in Kaunas. The institution rightly mentions this to be one of its weaknesses and an area for improvement. There is no proof in the self-analysis documents as to what extent internal quality assurance measures are effective and efficient in practice although all the procedures needed for that purpose seem to be in place.

2.7. Examples of excellence *

III. RECOMMENDATIONS

The EET suggests the following recommendations to be seriously reconsidered:

1. Based on the analyses of teachers' CVs and meeting with teachers the EET considers that number of professionals should increase. The EET highly respect experience in the field of philology but it is not easy to rationalize compensation for academic degrees needed for teachers at higher level of education. Having in mind that the main field of the study programme is oriented towards translation in business English it is of utmost importance to have more professionals who are experts in the field of translation.
2. The principal aim of the study programme is to train professional bachelors in translation what is per definition reflected in the choice of the thesis' topics. The EET considers the range of students' final papers' topics as one of rather serious area for improvement of the study programme which needs urgent measures. The EET thinks that the lack of students' thesis in the field of translation is directly linked with the lack of professionals in the field of translation.
3. It is recommended that translation-specific modules should start in Semester I and continue in every semester of the BA.

4. It is recommended that working with translation technologies should start in Semester II at the latest and continue throughout the course of the degree within appropriate modules; this could be achieved either within existing modules or by reviewing some of the modules to introduce hand-on work on translation memories and other translation technologies (e.g. machine translations, post-editing tools, corpora, concordancers, and so on).
5. Additional practical modules of translation are necessary and the introduction of specialist modules is strongly recommended.
6. It is important to train several colleagues who have contributed to success of the programme so far in using all the new technological resources (especially CAT tools) as students learn equally profitably from trained trainers who have learnt how to use translation memories on top of a traditional ability to translate gained by experience over the years.
7. It is strongly recommended that consecutive interpreting should either be revised into a much larger component of the programme, taking up to 10% of the credits – including those from elective modules – or excluded from the programme as the learning outcomes connected with becoming an interpreter deserve a much wider.
8. Staff's language competence leaves room for improvement; only 65% staff are able to teach courses in English;
9. More international exchange opportunities would be welcome, especially with institutions of renown as regards the study programmes at Kaunas College.
10. The software used to help translators develop special abilities, such as the ability to use specialised tools (namely TRADOS) while translating various texts has to be updated in Kedainiai. Since the new Centre of Information Resources located in Kaunas has just purchased and installed 12 licences of SDL TRADOS 2011, so it is recommended to start using the software as students could still benefit from it.
11. Students are taught simultaneous interpreting in their final semester, but for the students to develop proper simultaneous interpreting skills it is firmly recommended to have equipment for simultaneous interpreting available at the institution.
12. More contacts with social partners in Kaunas are needed, because, as the administration of the institution indicated, it mostly uses its personal contacts and acquaintances for that purpose, but they are not sufficient in numbers in Kaunas.
13. Only 50% of modules are carried out in English and students confirmed that more courses could be thought in English. EET recommends to increase number of modules carried out in English and to consider the usage of translation tools.
14. Considerable improvement in research areas for students (participation in research, artistic and applied research activities) is required.
15. Engagement of part-time students in mobility programmes and attraction of in-coming students could be improved.
16. To consider the possibility of using e-cooperation with the social partners in Kedainiai for the benefit of the students in Kaunas.
17. To introduce effective and efficient internal quality assurance measures that would help attract more students to the programme.

IV. SUMMARY

The summary begins with the positive aspects of the programme. Aims and learning outcomes are defined clearly and announced publicly. The public needs and the needs of the labour market are confirmed during the site-visit and they are related to the data of the Lithuanian Labour Exchange (LLE) which reveal that those in the business service sector who are competent to successfully combine communication and entrepreneurial competences are among the most marketable managers in all professions and occupations.

The subject areas covered by the modules cover a satisfactory range of topics overall. The curriculum is sufficiently monitored to respond to the demands in the local job market. The content of the programme reflects some of the latest achievements in the discipline in the inclusion of training on file management, information mining, and essential translation technologies.

The premises for studies are rather adequate both in their size and quality.

The admission requirements are well founded, Kaunas College organizes its admission process in accordance with the rules of the Association of Lithuanian Higher Schools for General Admission (LAMA BPO). The information regarding the study programme such as programme description and admission requirements is available on the college's web page. At the beginning of each course students have an introduction to each course separately. Moreover, during the meeting with the students, it was announced that timetable is convenient and in case a student cannot participate on the lecture physically he or she may find all the necessary material in the Moodle system or contact lecturer by mail. Students confirmed that the teaching staff encourages them to participate in the mobility programmes; also, there are no problems with confirmation of the credits and students studying abroad constantly keep in touch with their mentors via email to ensure the smooth study process. The possibility to create a personal learning plan is given to the students what is important, because it seems that the students of this programme might have very different regimes. Students pointed out that teachers are always eager to help with all questions and are available via email or students have an opportunity to consult them face-to-face. Social, material and psychological support is provided if needed as states SER and students confirm. The information regarding academic, social support and requirements for material support are clear and publicly available. Teachers always give a chance to improve students' score by providing some additional tasks. The assessment system of students' performance is clear and adequate. The meeting with the graduates of full-time study programme revealed that most of them work as freelance translators, what confirms that Business English study programme satisfies students and employees expectations.

Social partners are involved in the process of improvement of the programme. Their opinions on what kind of specialists they need and their internship reports are analysed. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated and the actual procedures seem to be fully introduced and documented. The self-analysis documents provide a lot of information on the procedures introduced with the aim of regularly collecting and analysing data on the implementation of the programme. The administration of the institution observes the market closely all the time in search for ideas of what else would meet the market needs.

Apart from the stated positive aspects of the Programme there are some serious weaknesses which are related to the following areas (more specifically expressed in recommendations); an

inadequate number of professionals in the field of translation, the lack of students' thesis in the field of translation, practical modules of translation which are necessary, the introduction of specialist modules which is strongly recommended, consecutive interpreting which does not fit in with the Professional BA in Translation as it stands, inadequate staff's language competence, the lack of the equipment for simultaneous translation, insufficient level of international exchange opportunities, students' participation in research, artistic and applied research activities, the need to have more contacts with social partners in Kaunas, insufficient number of modules carried out in English and the introduction of effective and efficient internal quality assurance measures that would help attract more students to the programme.

V. GENERAL ASSESSMENT

The study programme BUSINESS ENGLISH (state code – 653U60002) at KAUNAS COLLEGE 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	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	14

*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.

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**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
VERSLO ANGLŲ KALBA (VALSTYBINIS KODAS – 653U60002)
2016-02-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-65 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KAUNO KOLEGIJOS studijų programa *VERSLO ANGLŲ KALBA* (valstybinis kodas – 653U60002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	14

* 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)

<...>

IV. SANTRAUKA

Pirmiausia minėtini teigiami programos aspektai. Tikslai ir studijų rezultatai yra aiškiai apibrėžti ir viešai skelbiami. Vizito į kolegiją metu buvo patvirtinti visuomenės ir darbo rinkos poreikiai, kurie atitinka Lietuvos darbo biržos duomenis, atskleidžiančius, jog tie verslo paslaugų sektoriaus darbuotojai, kurie sėkmingai derina bendravimo ir verslumo gebėjimus, yra vieni paklausiausių bet kurios srities vadybininkų.

Modulių dalykai apima pakankamą temų įvairovę. Vykdoma studijų programos stebėsena leidžia reaguoti į vietos darbo rinkos poreikius. Programos turinyje atspindimi kai kurie naujausi šios disciplinos pasiekimai, nes įtrauktas failų tvarkymo, informacijos ieškojimo duomenų bazėse, pagrindinių vertimo technologijų mokymas.

Studijų patalpų dydis ir kokybė gana tinkami.

Priėmimo reikalavimai gerai pagrįsti. Kauno kolegija organizuoja priėmimo procesą, vadovaudamasi Lietuvos aukštųjų mokyklų asociacijos bendrajam priėmimui organizuoti (LAMA BPO) taisyklėmis. Informacija apie studijų programą – programos aprašas ir priėmimo reikalavimai – skelbiami kolegijos interneto svetainėje. Prieš prasidedant naujam dalykui, studentams organizuojamas įvadinis kursas. Be to, susitikus su studentais paaiškėjo, kad tvarkaraštis yra patogus ir, jei studentas fiziškai negali dalyvauti paskaitoje, visą reikiamą medžiagą jis gali rasti „Moodle“ sistemoje arba susisiekti su dėstytoju el. paštu. Studentai

patvirtino, kad dėstytojai skatina juos dalyvauti judumo programose; taip pat nekyla jokių problemų dėl kreditų patvirtinimo ir užsienyje studijuojantys studentai nuolat palaiko ryšį su savo mentoriais el. paštu, kad būtų užtikrinta sklandi studijų eiga. Studentams suteikiama galimybė studijuoti pagal asmeninį mokymosi planą yra svarbi, nes taip šios programos studentai gali turėti labai skirtingus studijų planus. Studentai pabrėžė, kad dėstytojai visada trokšta padėti ir atsakyti į visus klausimus; su jais galima susisiekti el. paštu arba konsultuotis tiesiogiai. Prireikus teikiama socialinė, materialinė ir psichologinė parama, kaip teigiama savianalizės suvestinėje (SS) ir kaip patvirtino studentai. Informacija apie akademinę ir socialinę paramą, taip pat reikalavimus materialinei paramai gauti, yra aiški ir skelbiama viešai. Dėstytojai visada suteikia studentams galimybę pagerinti pažymį, duodami papildomų užduočių. Studentų pasiekimų vertinimo sistema aiški ir tinkama. Susitikimo su nuolatinių studijų programos absolventais metu paaikšėjo, kad dauguma jų dirba laisvai samdomais vertėjais, o tai patvirtina, kad Verslo anglų kalbos studijų programa tenkina studentų ir darbdavių lūkesčius.

Socialiniai partneriai dalyvauja tobulinant programą. Analizuojama jų nuomonė apie specialistų poreikį, taip pat praktikos ataskaitos. Sprendimų priėmimo ir programos įgyvendinimo stebėsenos atsakomybė aiškiai paskirstyta, o taikoma tvarka yra visiškai įdiegta ir dokumentuota. Savianalizės dokumentai pateikia daug informacijos apie įdiegtą reguliaraus programos įgyvendinimo duomenų rinkimo ir analizavimo tvarką. Institucijos administracija visą laiką atidžiai stebi rinką, analizuodama, kas dar galėtų patenkinti rinkos poreikius.

Be išdėstytų teigiamų programos aspektų yra keletas rimtų silpnybių, susijusių su šiais klausimais (konkrečiau aptartais rekomendacijų dalyje): nepakankamas vertimo srities specialistų skaičius; trūksta studentų baigiamųjų darbų vertimo srities temomis; reikia praktinių vertimo modulių; ypač rekomenduojama pristatyti specializuotus modulius; nuoseklusis vertimas neatitinka vertimo profesinio bakalauro studijų programos apimties; nepakankamas personalo užsienio kalbos mokėjimas; trūksta sinchroninio vertimo įrangos; nepakankamos tarptautinių mainų galimybės; studentų dalyvavimas tyrimuose, meno ir taikomųjų tyrimų veikloje; poreikis palaikyti daugiau ryšių su socialiniais partneriais Kaune; nepakankamas anglų kalba dėstomų modulių skaičius; veiksmingų vidinio kokybės užtikrinimo priemonių, padėsiančių pritraukti daugiau studentų į programą, įdiegimas.

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III. REKOMENDACIJOS

Išorinio vertinimo grupė (IVG) siūlo rimtai apsvarstyti šias rekomendacijas:

1. Išanalizavusi dėstytojų gyvenimo aprašymus ir susitikusi su dėstytojais, IVG mano, kad reikėtų padidinti specialistų skaičių. IVG ypač vertina patirtį filologijos srityje, tačiau nėra lengva šia patirtimi pagrįsti akademinį laipsnį, reikalingą aukštojo mokslo dėstytojams, trūkumo kompensavimą. Turint omenyje, kad pagrindinė studijų programos sritis orientuota į verslo anglų k. vertimą, ypač svarbu turėti daugiau specialistų, kurie būtų vertimo srities ekspertai.
2. Pagrindinis studijų programos tikslas yra parengti vertimo profesinio bakalauro laipsnį turinčius specialistus ir tai turėtų atsispindėti pasirinktose baigiamųjų darbų temose. IVG mano, kad šį aspektą reikia kuo skubiau tobulinti. IVG nuomone, studentų baigiamųjų darbų vertimo srities temų trūkumas yra tiesiogiai susijęs su vertimo srities specialistų dėstytojų trūkumu.

3. Rekomenduojama pradėti dėstyti vertimo modulius jau pirmame semest্রে ir juos tęsti per visus likusius bakalauro studijų semestrus.
4. Rekomenduojama pradėti naudotis vertimo technologijomis vėliausiai antrame semest্রে ir toliau tęsti per visas studijas dėstant atitinkamus modulius; tai galima padaryti integruojant vertimo technologijas į esamus modulius arba peržiūrint kai kuriuos modulius ir į juos įtraukiant praktinį darbą su vertimo atmintimis ir kitomis vertimo technologijomis (pvz., mašininio vertimo, mašininio vertimo redagavimo įrankiais, tekstynais, konkordancijos įrankiais ir pan.).
5. Reikalingi papildomi praktiniai vertimo moduliai ir ypač rekomenduojami nauji specializuoti moduliai.
6. Svarbu išmokyti kelis dėstytojus, kurie prisidėjo prie šios programos sėkmės, naudotis visais naujais technologiniais ištekliais (ypač CAT įrankiais), nes studentams naudinga mokytis iš parengtų instruktorių, ne tik turinčių ilgametės tradicinio vertimo patirties, bet ir išmokusių naudotis vertimo atmintimis.
7. Ypač rekomenduojama peržiūrėti nuoseklų vertimą ir padidinti jo dalį studijų programoje, skiriant iki 10 % kreditų apimties, įskaitant kreditus, gaunamus iš pasirinkamųjų modulių, arba išmesti jį iš programos, nes studijų rezultatai, susiję su vertėjo žodžiu paruošimu, yra daug platesni.
8. Reikėtų tobulinti personalo kalbinę kompetenciją: tik 65 % dėstytojų gali dėstyti anglų kalba.
9. Dėstant Kauno kolegijos studijų programas, praverstų sudaryti daugiau tarptautinių mainų galimybių, ypač su žinomomis institucijomis.
10. Programinė įranga, padedanti vertėjams išsiugdyti specialius gebėjimus, pvz., gebėjimus naudotis specializuotais įrankiais (konkrečiai, TRADOS) verčiant įvairius tekstus, Kėdainių padalinyje turi būti atnaujinta. Kadangi naujasis Informacijos išteklių centras, esantis Kaune, neseniai įsigijo ir įdiegė 12 SDL TRADOS 2011 licencijų, rekomenduojama pradėti naudotis įranga, nes studentams tai vis dar būtų naudinga.
11. Studentai mokosi sinchroninio vertimo paskutiniame semest্রে, tačiau, kad jie įgytų tinkamų sinchroninio vertimo įgūdžių, labai rekomenduojama institucijoje turėti sinchroninio vertimo įrangą.
12. Reikia daugiau kontaktuoti su socialiniais partneriais Kaune, nes, kaip nurodė institucijos administracijos darbuotojai, jie daugiausia naudojami asmeniniais kontaktais ir pasitelkia pažįstamus, tačiau šių kontaktų Kaune nepakanka.
13. Tik 50 % modulių vykdoma anglų kalba ir studentai patvirtino, kad daugiau dalykų galėtų būti dėstomi anglų kalba. IVG rekomenduoja padidinti anglų kalba dėstomų modulių skaičių ir apsvarstyti vertimo įrankių naudojimą.
14. Būtina stipriai pagerinti studentų tyrimų sritį (jų dalyvavimą tyrimuose, meno ir taikomųjų tyrimų veikloje).
15. Galima pagerinti iššestinių studijų studentų įtraukimo į judumo programas ir atvykstančių užsienio studentų pritraukimo aspektus.
16. Reikėtų apsvarstyti el. bendradarbiavimo su Kėdainių socialiniais partneriais galimybę, nes tai būtų naudinga Kauno studentams.
17. Reikėtų įdiegti veiksmingas vidinio kokybės užtikrinimo priemones, kurios padėtų pritraukti daugiau studentų į programą.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)