VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS *AUDIOVIZUALINIS VERTIMAS* *(valstybinis kodas - 612U60003)* VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *AUDIOVISUAL TRANSLATION* (*state code - 612U60003*) STUDY PROGRAMME at VILNIUS UNIVERSITY

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Audiovizualinis vertimas*
Valstybinis kodas	612U60003
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Vertimas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vertimo bakalauras
Studijų programos įregistravimo data	2012-05-29

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Audiovisual Translation*
State code	612U60003
Study area	Humanities
Study field	Translation Studies
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
Degree and (or) professional qualifications awarded	Bachelor in Translation
Date of registration of the study programme	29 May, 2012

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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
-	

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

Faculty of Humanities is a unit of Vilnius University providing interdisciplinary higher education. This experience was gained from the cooperation between researchers in the areas of humanities, social and physical sciences. The adequate scientific and academic environment ensures the efficiency of interdisciplinary studies and interdisciplinary research. The main advantage of this system is the possibility to organise both conventional (classical) and

interdisciplinary studies by employing the potential of the academic staff and researchers in a single faculty, not to mention its learning resources. Prior to 2012, the Department of Germanic Philology had been implementing the BA study programmes of *English Philology* and *German Philology.* Taking into consideration the global tendencies for the interdisciplinarity of study programmes and the fact that the number of pure philological study programmes in Lithuania is sufficient the Department decided to introduce new BA study programme *Audiovisual Translation* instead of the former programmes *English Philology* and *German Philology*. At present, the first, second and third year students are studying *Audiovisual Translation* while the fourth year students are about to finish the programme of *English Philology*.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *19/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

The Self Evaluation Report (hereinafter – SER) states that the principal aim of the first cycle bachelor programme in audio-visual translation is *to train professionals in audio-visual translation with solid knowledge of Lithuanian and the first foreign language (English), good knowledge of the second (German) and the third (French or Russian) foreign languages, the fundamental knowledge of English Philology, research abilities and competence in Information Technology. Furthermore, according to the SER graduates will acquire a high level of competence in translation and will be able to adapt the audio-visual production for the target language*. The programme encapsulates major (*Translation*) and minor (*English Philology*) studies which is reflected in the learning outcomes (the SER – Table 2.), while the relation between general and subject specific learning outcomes is visible in Appendix 1. The EET finds the formulation of programme aims and learning outcomes as sufficiently comprehensive, well defined and publicly accessible (the aim, outcomes and description of the study programme

Audiovisual Translation are publicly available at the following internet sources: AIKOS - open vocational information, counselling, and guidance system, the Association of Lithuanian Higher Education Institutions LAMA BPO, and at internet sites of Vilnius University and VU KHF). The information about the study programme is also spread among graduates and young people during various events of knowledge and education; "Studies", "Career Days" etc.). Apart from the essential programme aims and learning outcomes related to acquiring desirable levels of the first, the second and the third foreign languages (as well as Lithuanian language) the SER mentions the following; ability to collect and analyse the data required to solve the problems of translation, ability to plan, organise, carry out and assess practical activities in the field of translation, select the most appropriate technological, organisational and methodical framework and ability to plan, organise, carry out and assess practical activities in the field of translation, select the most appropriate technological, organisational and methodical framework. In addition to the above-mentioned relationship between generic competences developed in the study programme and study programme learning outcomes the SER precisely defines the link between subject specific competences and study programme learning outcomes (Table 2.); ability to communicate the first foreign language (English) at C1-C2 level, ability to interpret and translate from English into Lithuanian, to prepare the target text for subtitling, dubbing, voice-over; to adapt the audiovisual production for the people with special needs, ability to communicate in the second foreign language (German) at B2 level, acquire skills in listening, speaking, reading, writing and translation; acquire knowledge of culture and traditions of German-speaking countries and ability to communicate in the third foreign language (Russian or French) at A2 level, gain basic communication skills; acquire knowledge of culture and traditions of Russian / French-speaking countries. During the site-visit and meetings with teaching staff, students, administrative staff and employers the EET confirmed that stated programme aims and learning outcomes are realizable and based on the academic / professional requirements in spite of demanding and complex transition from English Philology to audio-visual translation. Teachers' commitment and the constant professional upgrading is one of the strongest features of the study programme. The EET finds that experts in the field of audio-visual translation (visiting lecturers) from Netherland and the UK enabled rather smooth transition from English Philology to audio-visual translation study programme. The need of the labour market is also confirmed during the site visit having in mind that the study programme is specialized in very specific areas of translation as subtitling, voice-over, dubbing, localisation and translation for audiences with special needs. The social partners confirmed that experts in the above-mentioned fields of translation are needed all over Lithuania. Although the study programme has been conducted only for three years (since 2012) and there is no feedback information from graduates and

employers to assess the quality and drawbacks of the study programme the SER has no doubt that employability rate will be high and sustainability of the programme is assured. On the basis of site-findings (meetings with teachers, management and students) and Bologna descriptors the EET finds that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered. The EET would like to recommend that the programme management reassess the spread and number of modules in the English Philology and translation practice, with the view of reducing the teaching in English Philology and increase the amount of translation practice as was also suggested by various stakeholders during the site visit as well. The EET confirms that the name of the programme, its learning outcomes and the qualification offered are compatible with each other if the ability to communicate the first foreign language (English) is more likely C1 then C2, and the second language proficiency more realistically defined as B1 instead of B2 which was confirmed during the meeting with students, graduates as well as teachers. Teachers confirmed that the level of the first foreign language (English) C1 is more realistic goal then C2, while the second language goal should be specified as B1 instead of B2. The same proposal is heard from the students' perspective.

2.2. Curriculum design

Taking into consideration both the SER the documentation submitted, and the site visit, the experts are convinced that there is solid evidence of curriculum design and planning for this BA in line with current academic practices and in respect to legal requirements. The scope of the programme is 240 credits, out of which 165 are dedicated for subjects of the study field and 15 credits for general subjects, 15 credits carry for Final Thesis. In fact, the programme aims to train professionals in Audiovisual Translation equipped with knowledge of Lithuanian and a dominant L2 (English) and options for two additional languages (L3, German; L4, French or Russian) in accordance to the Faculty and University Regulations that are aligned to the Bologna descriptors and the Lithuanian legislation. The descriptors of LO are aligned with best practice in the EU. The programme management and the teachers demonstrate in the organization of the BA programme very good competence of the international frameworks regulating work in translation, language-related disciplines, and attention to growing specialist expertise of local significance (working on Lithuanian-specific issues affecting accessibility and audiovisual/multimedia translation) in audiovisual translation. Hence, the overall the curriculum shows a very homogenous spread of topics and themes across the modules. Additional languages could also be associated with an element of translation and ought to be introduced in semester 1 to equip the students with a high linguistic proficiency expected of the programme (at level B2 and in extremely positive cases even C1). The option of a minor in Philology is well embedded

in the curriculum design and it is support by adequate spread and choice of themes such as those covered in Practical English Morphology and Practical English Syntax. According to the SER, the documentation, and the site visit, it emerges though that optional choices connected with a second foreign language (L3) and a third (L4) seems to be slightly limited. Teaching of translation techniques and practices within L3 and L4 needs to be considered as part of the future reviews of the curriculum (for instance considering modules on Stylistics or Pragmatics of the L3 and L4 languages); the integration of new teaching methods with other existing elements of the curriculum can be immediate by adopting as a template the modules already available for EN as L2 (such as those used in supporting the social partners by providing subtitles for the hard-of-hearing, that is, with project-based assignments that mirror professional activities). The programme uses a commendable ratio of contact hours and independent study, thus equipping graduates with the crucial abilities to self-assess and monitor personal performance independently of tutors thus mirroring the professional constraints of translators. In this perspective, the modules are consistent with the type of studies and adopts learning and teaching strategies that equip the graduates with the skills and competences expected in the LOs of the programme. One of the potential weaknesses for the programme in terms of managing students' expectations of subjects and module choice might be the presence of the double bachelor with a major and minor; this aspect of the curriculum may restrict the tutors' freedom of introducing innovative module options and more subject-specific modules in the programme. However, the overwhelming majority of students as well programme management and teaching staff considered the minor as one of the strengths of the curriculum, on which all the first three cohorts of students agree. Teaching methods, typologies of assessments, and content of the modules in the curriculum are varied and overall appropriate for the achievement of the intended LOs. There is evidence of variety and potentially innovative teaching techniques; and the site visit confirmed an emphasis in collaborating across disciplines (especially with informatics and computer science) to develop bespoke packages for teaching, training, and using re-speaking subtitles in Lithuanian. Current students also emphasized their understanding of the teaching methods and the learning and teaching challenges posed by some of the LOs (such at 7.1 when there is an expectation for the students to acquire also interpreting competences, 9.1, and 12.1, in which the requirements for broadening the students' knowledge in too many directions might lead to superficial notional learning rather than deep competences). The site visit conveyed a sense of shared commitment to create a community of researchers around audiovisual translation, which may be further nourished by the integration of an introduction to research practices for those students who would potentially feed into a follow-up MA in Audiovisual Translation. It is commendable that translators' aids and technologies appropriate for the subject

are already integrated in the overall rationale of the programme. There is only limited evidence of how these skills are tested or whether the students are merely introduced to these skills and technologies as passive recipients. The professional practical training element is well thought-out in its underpinning principles. It is again commendable good practice to support the activities of the charitable sector and contribute to develop the accessibility agenda, as demonstrated by the oral report provided by the social partners during the site visit. It seems logical to make more use of the commercial partners in the programme (beyond talks to students in classroom environments) to ensure some of the most practical learning outcomes are attained. For instance, during the site visit it was not possible to ascertain the role of the main commercial Social Partner, as no representative for the company could be present; the positive feedback provided by the other social partners partially compensated for this aspect and it satisfies the EET that enough variety of partners exists so that the programme is not over-reliant on one partner. Nevertheless, the EET confirms that the scope of the programme is sufficient to ensure its learning outcomes. The programme reflects the latest achievements in science, art and technologies; in some places, it is innovating technologies to support re-speaking, voice-over, and subtitling into Lithuanian for both differently abled audiences and common audiences. In terms of audiovisual technologies though it may benefit from further investment on leading subtitling software that is commonly used in the audiovisual industry so as to ensure broader chances of employability to its graduates.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements as per the Law of Higher Education in Lithuania. Staff have considerable experience, they are motivated and consider working on a pioneering programme to be a positive challenge. The qualifications of the teaching staff are adequate to ensure learning outcomes; staff come from an English or German philology background, but translation was gradually integrated into the curriculum and the transition into audiovisual translation (hereinafter – AVT) was fairly smooth; as students come closer to graduation, staff learn along with them, becoming acquainted with new developments within AVT. The number of the teaching staff is adequate to ensure learning outcomes; in the case of hands-on practical classes, where work on AVT-related equipment is a must, the group size (averaging 20) may be a challenge. Teaching staff turnover is generally able to ensure an adequate provision of the programme, in contrast with the previous English Philology programme (indicated in the SER and confirmed on site). The higher education institution creates very good conditions for the professional development of the teaching staff necessary for the provision of the programme; staff have had contacts with leading scholars

within the AVT genre, including P. Orero, J. Diaz-Cintas, F. Chaume and K. Malmkjaer (this was confirmed during a meeting with staff). Guest lecturers are regularly invited to integrate with the curriculum as well as give separate talks; as per the SER, over 20 foreign staff members have visited the institution. The TELL ME conference organised by the department is a good opportunity to exchange ideas; however, for the time being it has attracted mostly scholars from the region (the Baltics); the expert panel recommends further exchange opportunities with leading HEI worldwide or more practically in Europe (in particular the UK, Spain, Italy, Poland) to research AVT, in particular those areas which are not language specific. The teaching staff of the programme is generally involved in research directly related to the study programme being reviewed, though improvement may be welcome; when analysing the SER it seems that research, particularly on the part of senior staff, is focused on aspects of AVT within the general framework of linguistics rather than major paradigms of audiovisual translation studies. Staff intend to retrain, but they do not seem to have a concrete idea of how to do so; those staff members who come from the previous English Philology programme continue to do research within language and linguistics and their outlook on audiovisual translation is not sufficiently interdisciplinary so improvements are recommended to be considered in this case. Staff have the opportunity to collaborate with the industry, as there are many social partners, particularly in the area of accessibility (noticed during the meeting with stakeholders); however, it is recommended that more commercial partners are engaged, particularly in the area of film translation (there is emphasis on intralingual translation, whereas the area of interlingual audiovisual translation in line with the practice of film translation in Lithuania is underrepresented).

2.4. Facilities and learning resources

The premises for studies are adequate in terms of size and quality (6 buildings and 25 classrooms at the Faculty's disposal, most of which contain adequate multimedia equipment) but care should be taken to monitor group size, lest it exceeds the limit of the laboratories (the AVL rooms are on the small side, though at present fully adequate for teaching and learning purposes). As indicated in the SER and confirmed during the group visit, the institution plans on further improvement in this area (in particular additional laboratories).

The equipment for teaching and learning is adequate in terms of size and quality; the number of computers is sufficient; the software is up-to-date. However, some software obtained by the institution is not designed specifically for an AVT programme (SDL Trados), some might be too comprehensive and therefore bulky (Adobe Premiere); some work is done on amateur freeware (Subtitle Workshop); thus, there may be need to acquire more professional software packages, in particular for speech recognition (this was brought up in a meeting with the staff). Overall,

however, the equipment is impressive and appears sufficient to ensure provision of the study programme. Replacement of Windows XP with a more modern operating system might be considered, but this is a minor issue and only at the institution's discretion.

Internet is available throughout the facilities, the connection is fast and stable, as confirmed during the site visit. The issue of thick walls having an adverse effect on signal reception (as mentioned in the SER) was not observed during the site visit.

Arrangements for students' practice are adequate; however, as using some equipment requires overseeing and students are not in a position to practise without the assistance of a technician, management should ensure that adequate supervision is provided (this issue was brought up during the site visit).

Teaching materials are both adequate and accessible; the library is well-stocked and regularly updated. The institution makes a point of constantly updating library resources; the SER mentions the amount of EUR 119,631 spent on new library acquisitions and subscriptions since 2008. The site visit confirmed that library stock is ample and relevant. As AVT is a dynamically developing genre, it is particularly important that students and staff have access to recent publications, which is by and large the case. Additionally, students and staff have electronic access to online library systems (Ebrary), as well as libraries of other institutions operating locally (eg. KTU) – mentioned in the SER and confirmed during the site visit. Overall, access to coursebooks and literature on the subjects taught is more than adequate.

The SER mentions a need for a dormitory as well as a canteen; however, this was never brought up during the site visit and no complaints on the lack thereof were noted.

2.5. *Study process and students' performance assessment*

On the issue of whether the admission requirements are well founded, admission process is organized in accordance with the rules provided by the Association of Lithuanian Higher Schools for General Admission (ALHS GA). General conditions and admission requirements to the study programmes of Vilnius University are set by the Entrance Rules for Study Programmes at Vilnius University. Relying on the data provided in the self-evaluation report (p. 21, (table 12)) the number of the entrants for the study programme of Audiovisual Translation has increased from 36 in 2012 and 38 in 2013 to 59 in 2014, what supports the fact that popularity of the programme has increased. Students confirmed that the admission requirements are publicly available and clear (web page, fairs etc.). EET learned that most of the students chose this programme due to the uniqueness and double degree provided by this study programme. In addition, the meeting with the students supported the statement of the staff and administration that their students are highly motivated.

In relation to the extent to which the organization of the study process ensures an adequate provision of the programme and the achievement of language outcomes, information regarding the study process like study calendar, timetables for lectures and examination sessions, course descriptions, optional courses, assessment procedure, opportunities for study periods abroad, tuition fees, student grants, funding of studies are publicly available on the website, in the Moodle system or in the Faculty. In addition, at the beginning of each course students have an introduction to each course separately. On the issue of students' engagement in the improvement of the study programme, students are surveyed at the end of each course and constantly actively participate in this progress throughout the semester. During the meeting with the students it was substantiated that changes are being made in quick response to students' comments (e.g. students stated that teachers listen to them and improve accordingly to their needs). When asked what are the weakest and the strongest parts of the programme – mostly advantages prevailed. The EET can confirm that the expectations of the students are satisfied. Students as an advantage of the programme mentioned a balance between theory and practice, possibility to work with exclusive material and close cooperation with social partners. According to students there are many advantages, but nevertheless the study programme has some areas for improvement. The meeting with the students revealed that insufficient amount of time for practicing simultaneous translation was observed (e.g. during the meeting students mentioned that "nobody knows how to use booths"; also, students revealed that they used them few times only). Moreover, students revealed that they come with a different background of German and Russian language what could make the study process insufficient in terms of progress students can make. EET recommends consider this issue; perhaps some additional admission requirements could be added in order to solve the situation.

The extent to which students are encouraged to participate in research, artistic and applied research activities was considered by EET. As SER mentions and the staff, administration, students and social partners confirmed, one of the strongest points of the study progamme *Audiovisual Translation* is the motivation and active participation of students in various scholarly and artistic activities. EET learnt that the students had the possibility to take part in a myriad of projects (e.g. "Creative Incubator", "Theatre Online" etc.), seminars and other events (e.g. the students were subtitling films), the goal of which was to achieve academic maturity. Students are provided with many opportunities to get a full higher education experience with all its benefits. EET considers that students' participation in scholarly activities is praiseworthy.

As to whether the students have opportunities to participate in student mobility programmes, students of this programme have good opportunities to take part in mobility programmes and are encouraged to participate in mobility programmes. Some of them used this opportunity to spend

a semester abroad and despite the fact that internship is planned only for the last semester, three students took advantage of advanced practical training abroad. It is indicated in SER (p. 24) that the university has 32 agreements in the field of audiovisual technologies and media production with foreign universities. However, students stated that the programmes offered by other universities do not really match with the study programme of Audiovisual Translation implemented in Kaunas Faculty of Humanities of Vilnius University. Overall, information related to ERASMUS and ERASMUS + exchange programs is clear, publicly available (web page), students share their experiences and Faculty of International Relations organizes seminars each semester. EET recommends sign more agreements with foreign universities specializing in the field of Audiovisual Translation.

In regard to the extent to which the higher education institution ensures an adequate level of academic and social support, the university provides good academic support. Teachers are available for consultations; their schedules are well organized and clear. Individual consultations are available with all members of teaching staff. During the visit it was learnt that students and teachers developed very good and friendly working relationships. Students indicated that one of the best things about the programme is great relationship with the teaching staff. On the issue of social support, students have a voice in the programme development process, as there is the Student Representative Board that provides students with all support needed. The following financial assistance is applicable to all students of Vilnius University: promotional scholarship, social scholarship, one-time social scholarship, one-time purposive scholarship, nominal scholarship, international student scholarship, doctoral scholarship, clinician scholarship, and state loans. In addition, students with disabilities can apply for financial assistance to cover some of the expenses. All students may apply for the accommodation. The information about the latter is publicly available and clear.

As to whether the assessment system of students' performance is clear, adequate and publicly available, EET learnt that the assessment of student performance is based on the procedure for student achievement assessment (approved during the Meeting of the Senate in 2012, protocol No. SK-2012-20- 6), which provides basic regulations pertaining to both students to be assessed and the assessors. Students confirmed that assessment methods and criteria are introduced at the beginning of the course. However, an inadequate assessment system of students' performance might be employed. Students stated that they are not always allowed to see the tests, also, in some tasks they are given only general remarks (e.g. the example of essay was given by students). It was also mentioned that in case a more extensive feedback is needed students have to consult teacher individually. In addition, the course papers provided for the analysis to EET included inadequate number of comments. To specify this statement, EET identified that the

course papers lack feedback on the mistakes. The site visit demonstrated that feedback providing methods might be insufficient. It is advised that the improvement of the assessment system would be considered.

In relation to the question of whether the professional activities of the majority of graduates meet the programme providers' expectations, the reality is that it is a new programme. First of all, up to now there have not been any graduates of this programme. There are first, second, third and fourth year students, so a full cycle of studying has not been completed yet. So the only way to draw conclusions is to analyze, what the programme's students and social partners think about the graduate placement opportunities in the future. Students of this programme say that they are very happy about the study process of this programme, they are motivated and after they graduate most of the students would like to work in the field of translation. Social partners that were interviewed seemed to have a very close connection to the programme. Social partners are involved in the improvement of the study programme. Also, it was mentioned to EET that students actively participate in a range of different activities organized by social partners (e.g. actively participate in activities organized by deaf community, helped to make audio guide, helped to make a sound record for the books and even included some creative ideas like sound effects etc.). All social partners are satisfied with students' performance and it was even mentioned that during the International Conference students from Audiovisual Translation did little bit better than students from other Faculty. Finally, it was mentioned that this programme provides what is lacking in the market and it is not enough of Bachelor studies – there is a need for Master studies in this field.

2.6. Programme management

The SER explains very clearly the managerial structure that is appointed to monitor and develop the programme. Furthermore, the site visit demonstrated that Faculty and programme management are all fully aware of the challenges and opportunities that are faced by the programme. In particular, the discussion with Faculty and teaching staff elicited the need to further develop the research capacity in the teaching staff on the programme so as to ensure that the sustainability of the programme and its potential expansion to MA level in the future. The tasks are not only clearly allocated, but their implementation is monitored with what the site visit demonstrated is an efficient two-way channel between Faculty management and programme management. Mechanisms to collect students' feedback, graduates' feedback, and social partners' suggestions are all clearly known. The students showed that the programme management is able to respond promptly to suitable and appropriate changes even within the same academic year. Response to suggestions and feedback from the social partners is equally

efficient and monitored regularly. The SER depicts a series of mechanisms to deal with external and internal evaluation that saw complete confirmation from all the stakeholders during the site visit. Regular meetings take place within the internal programme managers and at least annual meetings involve social partners and students in the review of the programme and its goals. Students participate to survey and meetings to provide feedback on the programme almost every semester (excluding those when they are in Erasmus placements or work placements) and anonymously felt that their voice is heard and their evaluations are used for implementing changes to the programme. The programme management as well as the teachers involved in the curriculum revision and design have a very clear strategy to cooperate with all the stakeholders and responsively but critically integrate innovations and improvements that the stakeholders recommend. The SER and the site visit confirmed that although the programme management is aware of a weakness in developing an appropriate critical mass in the research expertise needed to the programme, the challenge of re-train teachers from different disciplinary backgrounds remain difficult to address. The discussions with the stakeholders, and also in particular with the Faculty management and programme management during the site visit strongly confirm that logical, coherent, and appropriate suggestions for changes are implemented rapidly. Equally important, it is very clear that quality assurance measures are effective and efficient, but they are also academically coherent and congruous, as the programme overall possesses clear vision, mission, and goals that allow tutors and management to maintain its intrinsic coherence, whilst appropriately responding to those relevant suggestions for improvement of quality.

2.7. Examples of excellence *

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

III. RECOMMENDATIONS

1. The only point which could be reconsidered is the amount of English Philology and translation practice. Namely, the EET thinks that certain amount of subjects in the field of English Philology could be reduced and translation practice intensified in order to fully realize all stated programme aims and learning outcomes. The EET confirms that the name of the programme, its learning outcomes and the qualification offered are compatible with each other if the ability to communicate the first foreign language (English) is more likely C1 then C2, and the second language proficiency more realistically defined as B1 instead of B2.

2. The programme management may find useful considering the distinction of pathways in the minor strand of the BA; considering the current modules offered it would be possible to distinguish a literary pathway with English, American, and German Literature, as well as the existing minor in English Philology.

3. The programme management is strongly advised to further develop the collaboration with computer scientists and should consider involving colleagues in the appropriate disciplines to expand the BA curriculum in terms of coding programmes that could be relevant to the development of translation technologies.

4. The study programme could look for more exchange opportunities with leading institutions worldwide, involving staff whose research might be better focused in audiovisual translation

5. If possible the study programme should purchase more professional AVT software, in particular for speech recognition.

6. The meeting with the students revealed that insufficient amount of time for practicing simultaneous translation was observed. Therefore, EET recommends allocating more time for translation practice in order to assure that students know how to use the booths.

7. The course papers provided for the analysis to EET included inadequate number of comments. The site visit demonstrated that feedback providing methods might be insufficient. It is advised that the improvement of the assessment system would be considered.

8. Students revealed that they come with a different background of German and Russian language which is considered as shortcoming and stumbling block. EET recommends consider this issue.

IV. SUMMARY

The EET is pleased to note that the general overwhelming impression of the analysis of the SER and from the meetings with all target groups during the field visit is positive. The SER is well prepared and well structured. EET is satisfied with the provided deep analysis of the programme.

The programme aims and learning outcomes are well defined, clear and publicly accessible. They are based on the academic requirements, public needs and the needs of the labour market.

Taking into consideration both the SER the documentation submitted, and the site visit, the experts are convinced that there is solid evidence of curriculum design and planning for this BA in line with current academic practices and in respect to legal requirements. The option of a minor in Philology is well embedded in the curriculum design and it is support by adequate spread and choice of themes such as those covered in Practical English Morphology and Practical English Syntax.

The study programme is provided by the staff meeting legal requirements as per the the Law of Higher Education in Lithuania. Staff have considerable experience, they are motivated and consider working on a pioneering programme to be a positive challenge. The qualifications of the teaching staff are adequate to ensure learning outcomes; staff come from an English or German philology background, but translation was gradually integrated into the curriculum and the transition into audiovisual translation was fairly smooth; as students come closer to graduation, staff learn along with them, becoming acquainted with new developments within AVT. The number of the teaching staff is adequate to ensure learning outcomes; in the case of hands-on practical classes, where work on AVT-related equipment is a must, the group size (averaging 20) may be a challenge. Teaching staff turnover is generally able to ensure an adequate provision of the programme.

Teaching materials are both adequate and accessible; the library is well-stocked and regularly updated. As AVT is a dynamically developing genre, it is particularly important that students and staff have access to recent publications, which is by and large the case.

In relation to the extent to which the organization of the study process ensures an adequate provision of the programme and the achievement of language outcomes, information regarding the study process like study calendar, timetables for lectures and examination sessions, course descriptions, optional courses, assessment procedure, opportunities for study periods abroad, tuition fees, student grants, funding of studies are publicly available on the website, in the Moodle system or in the Faculty.

Apart from the above mentioned positive characteristics of the study programme there are some issues to be considered related to: insufficient amount of English philology and translation practice, more exchange opportunities with leading institutions worldwide, involving staff whose research is not directly in audiovisual translation, need to expand the network of social partners to include commercial institutions (not only associations and libraries), professional AVT software, in particular for speech recognition, the insufficient number of agreements with foreign universities specializing in the field of Audiovisual Translation.

V. GENERAL ASSESSMENT

The study programme AUDIOVISUAL TRANSLATION (state code – 612U60003) at VILNIUS UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	**19**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Nebojša Vasic
Grupės nariai: Team members:	Prof. dr. Lukasz Bogucki
	Dr. Federico Federici
	Kamilia Puncevič

VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
AUDIOVIZUALINIS VERTIMAS **(VALSTYBINIS KODAS – 612U60003) 2016-02-22**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-63 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

VILNIAUS UNIVERSITETO studijų programa *AUDIOVIZUALINIS VERTIMAS* (valstybinis kodas – 612U60003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	19

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 – Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Išorinio vertinimo grupė (IVG) džiaugiasi bendru teigiamu įspūdžiu apie savianalizės suvestinės (SS) analizę ir susitikimus su visomis tikslinėmis grupėmis vizito į universitetą metu. SS yra puikiai parengta ir turi aiškią struktūrą. IVG yra patenkinta pateikta nuodugnia programos analize.

Programos tikslai ir studijų rezultatai puikiai apibrėžti, aiškūs ir viešai prieinami. Jie grindžiami akademiniais reikalavimais, visuomenės ir darbo rinkos poreikiais.

Atsižvelgdami į SS, pateiktą dokumentaciją ir vizitą į universitetą, ekspertai yra įsitikinę, kad yra patikimų įrodymų, jog šios bakalauro studijų programos sandara ir planavimas atitinka dabartinę akademinę praktiką ir teisinį reglamentavimą. Galimybė rinktis gretutinės filologijos krypties studijas gerai įtvirtinta programos sandaroje, tinkamai paskirstant ir parenkant temas, pvz., Praktinės anglų k. morfologijos ir Praktinės anglų k. sintaksės.

Studijų programos akademinis personalas atitinka Lietuvos Respublikos aukštojo mokslo įstatyme nustatytą teisinį reglamentavimą. Dėstytojai turi didžiulę patirtį, yra motyvuoti ir novatoriškos programos dėstymą laiko teigiamu iššūkiu. Dėstytojų kvalifikacija yra tinkama studijų rezultatams užtikrinti; personalą sudaro anglų ar vokiečių filologijos dėstytojai, tačiau vertimas į programą buvo integruojamas pamažu ir perėjimas prie audiovizualinio vertimo buvo gana sklandus; pirmajai bakalauro studentų laidai artėjant prie šios programos studijų baigimo personalas mokosi kartu su jais ir susipažįsta su audiovizualinio vertimo naujovėmis. Dėstytojų skaičius pakankamas studijų rezultatams užtikrint, tačiau praktiniuose užsiėmimuose, per kuriuos privaloma naudotis audiovizualinio vertimo įranga, grupės dydis (maždaug 20 studentų) gali kelti sunkumų. Dėstytojų kaita iš esmės leidžia užtikrinti tinkamą programos vykdymą.

Mokomoji medžiaga tinkama ir prieinama; bibliotekos fondai pakankami ir nuolat atnaujinami. Kadangi audiovizualinis vertimas yra dinamiškai besivystantis žanras, ypač svarbu, kad studentai ir personalas galėtų naudotis naujausiais leidiniais, o taip iš esmės ir yra.

Nagrinėjant, kiek studijų eigos organizavimas užtikrina tinkamą programos vykdymą ir studijų rezultatų įgyvendinimą, pažymima, kad su studijų eiga susijusi informacija, pavyzdžiui, studijų kalendorius, paskaitų ir egzaminų sesijų tvarkaraštis, dalykų aprašai, pasirenkamieji dalykai, vertinimo tvarka, studijų užsienyje galimybės, mokestis už mokslą, studentų stipendijos ir studijų finansavimas, yra viešai skelbiama interneto svetainėje, „Moodle" sistemoje ar fakultete.

Be išvardytų teigiamų studijų programos ypatybių yra keletas dalykų, kuriuos reikėtų apsvarstyti: nepakankama anglų filologijos ir vertimo praktikos dalis programoje; daugiau mainų galimybių su pasaulyje pirmaujančiomis institucijomis; dėstytojų, kurių tyrimų sritis nėra tiesiogiai audiovizualinis vertimas, pritraukimas; poreikis plėsti socialinių partnerių tinklą, įtraukiant komercines institucijas (ne tik asociacijas ir bibliotekas); profesionali audiovizualinio vertimo, ypač kalbos atpažinimo, programinė įranga; nepakankamas sutarčių su užsienio universitetais, kurie specializuojasi audiovizualinio vertimo srityje, skaičius.

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III. REKOMENDACIJOS

1. Vienintelis aspektas, kurį reikėtų apsvarstyti, yra anglų filologijos ir vertimo praktikos apimtis. Konkrečiai, išorinio vertinimo grupė (IVG) mano, kad būtų galima sumažinti anglų filologijos dalykų skaičių ir padidinti vertimo praktikos dalį programoje, norint visiškai įgyvendinti visus nustatytus programos tikslus ir studijų rezultatus. IVG patvirtina, kad programos pavadinimas, studijų rezultatai ir teikiama kvalifikacija būtų tarpusavyje suderinti,

jei gebėjimo bendrauti pirmąja užsienio kalba (anglų) lygis būtų C1, o ne C2, o antrosios užsienio kalbos mokėjimo lygis būtų B1, o ne B2.

2. Programos vadovybei būtų naudinga apsvarstyti, kaip atskirti gretutinės krypties bakalauro studijų kryptis; atsižvelgiant į siūlomus modulius, būtų galima išskirti anglų, amerikiečių ir vokiečių literatūros kryptį ir dabartinę anglų filologijos gretutinę kryptį.

3. Programos vadovybei ypač rekomenduojama toliau plėtoti bendradarbiavimą su kompiuterių specialistais ir apsvarstyti, kaip įtraukti kolegas į atitinkamas disciplinas ir išplėsti bakalauro studijų programą koduojant programas, kurios galėtų būti svarbios vystant vertimo technologijas.

4. Vykdant studijų programą, derėtų paieškoti daugiau mainų galimybių su pasaulyje pirmaujančiomis institucijomis ir pritraukti dėstytojų, kurių tyrimai galėtų būti labiau sutelkti į audiovizualinį vertimą.

5. Jei įmanoma, studijų programai vykdyti reikėtų įsigyti daugiau profesionalios audiovizualinio vertimo, ypač kalbos atpažinimo, programinės įrangos.

6. Susitikimo su studentais metu paaiškėjo, kad nepakankamai skiriama laiko sinchroninio vertimo pratyboms. Todėl IVG rekomenduoja skirti daugiau laiko vertimo praktikai, norint užtikrinti, kad studentai mokėtų naudotis vertimo kabinomis.

7. IVG pastebėjo, kad pateiktuose kursiniuose darbuose nedaug pastabų. Vizito į universitetą metu paaiškėjo, kad grįžtamojo ryšio teikimo metodai gali būti nepakankami. Rekomenduojama apsvarstyti, kaip patobulinti vertinimo sistemą.

8. Studentai atskleidė, kad jų turimos vokiečių ir rusų kalbos žinios skiriasi ir tai laikoma trūkumu bei kliuviniu. IVG rekomenduoja apsvarstyti šį klausimą.

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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)