



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS VERTIMAS
(*valstybinis kodas - 612U60004*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *TRANSLATION* (*state code - 612U60004*)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

Experts' team:

1. **Prof. dr. Nebojša Vasic (team leader)** *academic,*
2. **Prof. dr. Lukasz Bogucki,** *academic,*
3. **Dr. Federico Federici,** *academic,*
4. **Ms. Diana Guogienė,** *representative of social partners',*
5. **Ms. Kamilia Pucevič,** *students' representative*

Evaluation coordinator –

Ms Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Vertimas</i>
Valstybinis kodas	612U60004
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	2012-06-20

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Translation</i>
State code	612U60004
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	20 June, 2012

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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.	Bachelor degree papers – calendar of events

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

As the Self-Evaluation Report (hereinafter SER) states the document analyses the Bachelor Degree Study Programme in the field of translation studies at Vilnius university. According to the SER three years have passed since the start of the BA in *Translation* study programme at the VU Faculty of Philology in 2012 when it was accredited and the first cohort of students was

admitted to study in the programme. However, the process of the quality assurance of the programme and its improvement is in continuous progress. From the very start the study programme followed the progress of their students, their workload and language proficiency as well as suggestions made by the students and introduced some changes to improve the programme. As it has been only three years since the accreditation of the programme and the programme was scrutinised at several levels before submitting it for the approval of the Centre for Quality Assessment in Higher Education, not many changes were needed so far. Yet, the study programme had to change some of their initial presumptions during the very first meetings with their first year students, when all of them insisted on attending French as the second foreign language and nobody chose Polish, which was also offered to them. The original rationale was that at least one group of students will opt for Polish as it is the language of Lithuania's neighbouring country and there is a need for translators and interpreters from/to that language. The study programme had planned to offer each cohort of first-year students two foreign languages to choose from and this way save the resources of material and staff, but after this first experience the Study Programme Committee passed a decision to offer one foreign language as a second language (next to English which is the first foreign language for translation) rotating them every year. In 2012 it was French, in 2013 – Italian, in 2014 – German, in 2015 it will be French again. Another change in the curriculum was made after two years of running the programme when it appeared that the number of contact hours and the students' individual workload was too heavy to justify 5 credits in the module of the *Language and Translation 2*. A course in *Principles of Text Production* was separated from the module and allocated as earning 5 credits for the benefit of the programme and the satisfaction of the students as their workload for writing tasks was distributed more evenly. One more change was introduced when a course in *Culture and Translation* was moved from semester 6 to semester 5 and a course in *Contrastive Lexicology* was moved from semester 5 to semester 6 (the courses were swapped). A course in *Academic Writing* was separated from the module *Language and Translation 3* (see Annex 1). The Studies Department agreed to these changes because in principle all the subjects remained the same, they just redistributed them across semesters. However, in order to keep the required number of subjects unchanged, students were deprived of one elective course. Finally, changes were made in the list of elective courses which is regularly updated. In a few instances students themselves asked for a course to be included among the elective courses as they thought the course would be useful for their future studies (e.g. *Modern Anglophone Drama* was offered by the students after they had attended a course in *Literary Translation*). Furthermore, students are encouraged to elect courses they would like to attend not only from the list offered by the Department, but by other departments as well.

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 23/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 Pucevič**, *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 programme aims embrace the following areas of a translator's competence: *the English language, the native language, translation skills, as well as generic competences essential to a translator*. Table 3. comprises the following programme aims and learning outcomes, the empowering BA students with solid basics in theory and practice of translation, encouraging them to develop interlingual competence (*which includes comprehension skills of the source and target languages*), *understanding of the social nature and social aspects of a language, promoting a systemic approach to the source (LT, EN) and target (EN, FR, IT, RU, etc.) languages, revealing the importance of terms in translation, (their operating principles in translation text), development of students' critical and creative attitudes to translation tasks, to text writing, processing and marketing, pursuing the principle of providing quality translation product and ability of self-evaluation in individual and team tasks*. The SER finds that such comprehensive and ambitious scope of programme aims and learning outcomes is met only if all essential requirements (from highly qualified teaching staff to effective management, modern facilities and motivated students with solid entrance knowledge) are at disposal. During the site-visit the SER confirmed that all above-mentioned preconditions for realizing stated programme aims and learning outcomes are compelling positive features of the study programme. Namely, teaching staff is experienced and their expertise unquestionable what is easily proven by their CV-s. Vilnius University has a long tradition in the field of translation (MA programme in the field of translation has been running on for 20 years so far). Such experience in the field of translation studies is remarkable and it enables bright perspective for bachelor study programme in the same field. Furthermore the SER states the following; *in the field of translation competences, the programme aims at supporting students' inquiry into translation process and ultimate results, depending on the text type (academic, legal, economic, political, etc.), starting with historical, social and cultural context and going into style and genre, with appropriate terminology*. The programme motivates the students' need for the

development of IT competence, information mining, knowledge of databases and corpora. It provides multiple opportunities for academic research and publications. The programme fosters the students' quest for critical thinking, independent learning and efficient cooperation, as well as ability to establish contacts with other individuals and institutions, to keep contacts with clients locally and in a multicultural environment. The programme seeks to provide students with all possible opportunities for practice, by offering them placements in translation agencies and public and private institutions and maintains contacts with practice supervisors for the most beneficial results in practical learning. Generic and subject-specific competences developed in the programme are precisely defined in the table 4 (the SER p. 8). The SER finds that programme aims and learning outcomes are well defined, clear and publicly accessible. Aims of the programme and learning outcomes can be found under "Study Programmes" on the VU website, on the website of the Faculty of Philology and on the website of the Department of Translation. The description of the programme is also available in the VU catalogue of the study programmes. The EET finds certain incoherencies in defining programme aims and learning outcomes (Table 4.); *The students will be able to: learn about the system of the Lithuanian language, its historical and social aspects, learn about the system of the target language, will learn about the main branches of literature studies and methods of study etc.* Instead of *the students will learn (or learn about)* programme aims should be defined in the following manner; by the end of this course (module, programme) students will be able to use, recognize, interpret, select, apply etc. The EET confirms that programme aims and learning outcomes are based on the academic / professional requirements, public need and the needs of the labour market. During the site-visit the EET finds that cooperation with employers usually takes place in the area of training practice and professional placements. Furthermore, the Department maintains close links with a number of translation agencies, including *Alumnus, Diskusija, Magistrai, Eurotrados, UAB Vertimai, Metropolio vertimai, Tilde.lt, Synergium* and a number of others. The Department also maintains links with the Ministry of Foreign Affairs, the translation division of the Seimas, the publishing houses of *Lodvila, Briedis* and *Alma Littera*, a number of other private and state institutions which have agreed to host our students for translation practice. Such fruitful cooperation provides bright perspective for future graduates in the field of translation. The EET finds that the programme aims and learning outcomes are mainly consistent with the type of the level of qualification offered and that the name of the programme, its learning outcomes, content and qualification offered are compatible with each other. The EET thinks that more translation practice could be integrated in the curriculum. First two years are mainly devoted to language building skills while the third and the fourth year are oriented towards development of translation skills. Students suggested even more intensive translation practice what is also encouraged by the EET. The status of Lithuanian language is also noted as one of minor deficiencies of the study programme. The EET appreciates that status of L1 could be reconsidered as the very foundation of the highly efficient study programme in the field of translation. The EET finds potential threat in a diversity of the programme which could be reduced in certain philological aspects and intensified in the field of translation. The previously mentioned minor objections and suggestions, according to the findings during the site-visit, should be reconsidered in order to fully address all stated programme aims and learning outcomes.

2.2. Curriculum design

The curriculum design meets and exceeds the minimum legal requirements: the scope of the programme is 240 credits; the curriculum is clearly designed to prepare the next generation of specialist translators for both the Lithuanian home market and for the international market (especially with reference to the growing integration within the European Union). By providing the students with a range of subjects and themes that are not repetitive over the course of the semesters, the programme achieves an even spread of themes. However, all social partners and students during the site visit suggested that classroom practice on authentic translation should begin with basic tasks from the first semester of the programme to continue until the last semester. The existing modules already show subjects areas in which practice of translation can be included and in the site visit, discussion with teaching staff showed that even where new languages were being introduced to the students, an element of translation-related exercises and practice could be included in the class plans too. As the SER explicitly mentions the programme was a response to an internal need to train at MA level students who had already received a higher degree of training in translation-related subjects. For this very reason, it is important to consider how translation practical exercises can be spread more intensively and homogeneously across all of the semesters of the programme starting in Year 1. Feedback mechanisms to the students were discussed with the students and further demonstrated a level of teaching methods consistent with current practice for this type and level of studies. One main concern emerges regarding the BA curriculum is in the development of autonomous, independent learners in connection with their first piece of independent work, the BA paper. As this extended piece of writing should be a final step to demonstrate the ability to proceed to advanced, MA-level studies, the modules seems to be too heavily supervised, with too many contact hours and few opportunities for the students to work autonomously and demonstrate both their acquired skills and knowledge. In fact, in semester 5, the module ‘Academic Writing’ has already primed the students ability to work on academic prose, in semester 6 the module ‘Editing of Translated Text’ would have familiarised the students with the challenges of word-processing long pieces of writing; and in semester 7 the intensive ‘BA Research Seminars’ would have further honed the students’ essential understanding of what is intended by research. The many hours of one-to-one supervision for the ‘BA Paper Writing’ are at risk of becoming repetitive and as a result, the assessment may be of diminished value in realistically assessing the students’ own ability to work independently. Learning outcomes of individual modules, their subjects, and the assessments to test the levels of attainment of the skills and competences identified in the LO are clearly laid out in the module descriptors. In the site visit, confirmation of this clarity was received also from the students who understood the subjects of their modules and their necessity within the curriculum more broadly. In fact, in this perspective, the students provided an example of feedback on a module that was considered as too detached from a translation-intensive BA and provided an illustration of how their evaluation prompted a positive and constructive adjustment to the module to make it more consistent with the type of studies. Both from the SER (and relative documentation) and the discussion with students and teaching staff, it emerged that subject-specific skills, the content of modules, and the teaching methods are appropriate to achieve the intended learning outcomes. In particular, the preliminary analysis of the subject-specific skills, prior to the site visit, raised some doubts to EET regarding the feasibility of preparing the students on the 16 subject-specific skills (e.g., the ability to work in a professional manner, substantiated by experience in work environment). During the site visit,

social partners with experience of accepting students from the MA programme run by the same teaching team, who had also been involved in the consultation and review phases to monitor the quality of the BA, confirmed that the curriculum has been designed and adjusted to achieve the professional LO specified in subject-skill 16. EET is confident that the modules of the BA are hence appropriate for the achievement of the learning outcomes (though as noted in Section 2.1, in the SER the specific wording of one LO is tautological and incoherent and a change to the wording is required). The modules on offer represent a good combination of core translation-oriented modules, and optional modules to equip the students with the cultural knowledge and general culture to deal with their source cultures of interest. For this reason and the detailed reasons outlined above, the scope of the programme is sufficient to ensure the attainment of its learning outcomes. Together with rich library holdings and research-active members of staff in translation, the programme can rely on a very proactive approach to responding to the latest achievements in science, art, and technologies connected with translation. An exemplary illustration of this is in the use of the findings from OPTIMALE. The results of this international research project were skilfully used to elicit the learning needs and discuss the learning objectives within the Europe (and world) wide professional environment in which the programme's expected graduates should operate as translators. The curriculum refocused the findings of large-scale projects to meet the bespoke national needs and respond to the needs of the local market as well. As a result, the BA programme has a scope that is sufficient to ensure its learning outcomes.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements, both national (the Law on Higher Education and Research) and local (the Regulations for Organising Open Competition for Teaching and Research Staff at Vilnius University); staff are selected by competition, whereby qualifications, expertise and involvement in research activities are taken into account; in particular, a relevant degree, the number and quality of publications and participation in conferences. The qualifications of the teaching staff are more than adequate to ensure learning outcomes; staff are highly qualified and experienced, most have high academic degrees (there are 3 professors, 1 associate professor, as well as 4 PhDs); there are 4 native speakers as well as highly competent Lithuanian teachers. The staff expertise was described in the SER and confirmed during the site visit, EET can admit that their expertise is commendable. There is widespread cooperation with translation-related institutions in Lithuania and abroad, including EU institutions; staff members cooperate with the Lithuanian language unit at the EU. The cooperation is beneficial to both parties and has been going on for a couple of years now. This is seen by the EET as a considerable asset, as it helps bridge the notorious gap between theory and practice that plagues many educational institutions.

The number of the teaching staff is adequate to ensure learning outcomes. Teaching staff turnover is low (one teacher has retired and two other have left the faculty), an adequate provision of the programme is not endangered; young staff are not so well attracted to the programme because of relatively low salaries or other reasons as it was confirmed during the site visit ; however, professionals are hired for part-time positions to teach specialised courses in translation. There was no doubt as it was discussed during the site visit that the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme; every 5 years staff are assessed and assessment criteria are

transparent, despite lack of a formal system of qualifications development (as established during the meeting with staff members). They participate in Erasmus visits, organise conferences and seminars regularly present their research findings in international and national events related to translation field studies.

The teaching staff of the programme is involved in research directly related to the study programme being reviewed; staff author monographs and coursebooks in translation (8 monographs and 2 dictionaries in the course of 4 years). The department has recently hosted 2 conferences; while the number may not be impressive, the scope and importance of these events was considerable. There is a possibility to apply to have one's workload temporarily lowered when working on a large research project (as established during the meeting with staff members). This flexibility on the part of the programme management is seen by the EET as a substantial asset.

2.4. Facilities and learning resources

The premises for studies are perfectly adequate in terms of size and quality; the old buildings are skilfully adapted to suit the needs of teaching and learning in the 21st century. Five years ago the old premises underwent major renovation; as a result, 12 new classrooms were added and the existing ones received substantial upgrades in terms of furniture and equipment. The department can now make use of a Language Technologies Lab equipped with Sanako software, as well as a corpus laboratory and a room for computer assisted translation research and practice.

The equipment for teaching and learning is adequate in terms of size and quality; the Moodle platform might be put to more use, so could the internal VUSIS system, currently used mostly in the default fashion, as prescribed by university regulations (as discovered during the meeting with staff). Classrooms are fully equipped; there is internet access, computers, projectors and other state-of-the-art electronic equipment. It must be said, though, that due to the construction of the buildings wireless internet signal is not sufficiently strong in some areas. Office equipment is also available and can even be used by students. However, there is still need for students to occasionally bring their own laptops (which is not seen by them as a major disadvantage).

Work on language corpora is intensive thanks to the new corpus laboratory, and staff teaching courses in corpus linguistics have demonstrated considerable expertise. Arrangements for students' practice are adequate; premises are not only suitable for traditional, theoretical lectures and seminars, but also for practical classes and self-study; staff have ample room to suit their needs as well. Teaching materials are both adequate and accessible; the library is well-stocked and regularly updated. Students can use the main VU philology library, as well as libraries at other faculties. Furthermore, the VU library subscribes a number of databases, including EBSCO, which students and staff can access. In addition to the main library with general access, there is also an impressive internal library for staff (inspected during the site visit). In terms of publications on and related to translation and translation studies, stock is ample.

The VUSIS system comprises an anti-plagiarism module, which is of considerable help for staff in marking students' research papers. Staff members are already accommodated to the system itself.

2.5. Study process and students' performance assessment

On the issue of whether the admission requirements are well founded, admissions are organized by the Joint Admission Network Association of Lithuanian Higher Education (LAMABPO).

Relying on the data provided in the self-evaluation report due to the large amount of applicants the programme has the privilege of choosing their students and admit only the best and most motivated applicants to the programme. The information regarding admission requirements is clear, adequate and available on the web page of Vilnius University.

In relation to the extent to which the organization of the study process ensures an adequate provision of the programme and the achievement of learning outcomes, the 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 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, some students are members of the committee and Students' Representation. Also, the administration claimed that feedback regarding study programme and process is gathered from students in the form of discussions and surveys. During the meeting, students confirmed that they can discuss and propose particular suggestions to improve the contents of the study programme. During the meeting with students, when asked what are the weaker and the strongest parts of the programme – advantages prevailed. As an advantage of the programme students mentioned professional teachers, native speakers in the teaching staff, small groups, interesting modules, diversity of teaching methods employed, friendly atmosphere created by the teachers. According to the students there is myriad of advantages, but nevertheless the study programme has some areas for improvement. The meeting with the students disclosed that students would like to have more practice and start practical part of the course earlier. During the visit, it was discovered that Moodle system is insignificantly integrated to the study process. The site visit demonstrated that students have enough information about the study process and that the organization of the study process ensures provision of the programme; however, EET recommends to consider more extensive use of Moodle system that would guide and assist students' studies in a more efficient way.

The extent to which students are encouraged to participate in research, artistic and applied research activities was considered by EET. Research and applied research activities are part of the study process that all students must have access to as they help to reach the highest learning outcomes. Although, SER mentions that the students have the possibility to take part in students' research conference were they will be able to present their BA research projects, EET could not this confirm while discussing the participation in research, artistic and applied research activities. EET recommends to put more efforts involve more students into more research projects or activities as this was also confirmed by the students.

As to whether the students have opportunities to participate in student mobility programmes, students have very good opportunities and are very much encouraged to participate in mobility programmes. Although this study programme is new, as claims SER, the number of outgoing students has significantly increased from 4 students in 2014 to 13 students in 2015. Students having high academic performance can take advantage of this opportunity to study in different European universities. Self-evaluation report and students' remarks support the evidence of mobility programmes functioning properly. All the information regarding Erasmus exchange programmes such as requirements, countries available, is clear and publicly available.

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. Students of

Translation study programme are systematically guided throughout their studies. Individual consultations are available with all members of the teaching staff; also, students can contact teachers by email. In addition, students are provided with all the necessary material at the library, IT classroom, corpora ect. Students indicated that one of the best things about the programme is competent teaching staff, there was underlined the advantage of having native speakers as teachers. Students confirmed that teachers are competent, professional and always available. On the issue of social support, students have a voice in the programme development process and they are surveyed at the end of the semester. Students proposed some suggestions regarding the ways of improving some courses; consequently, changes were implemented (e.g. editors course was extended). However, feedback on the changes being made is insufficient as students learnt about the changes that were made only during the meeting with EET. The following financial support is provided to the students of Vilnius University: incentive grant, social grant, one-off social grant, one-off special grant and nomination grant that students can receive in accordance with VU provisions for grants. Incentive grants a given only for excellent academic performance and a number of the grants is limited due to the proportional distribution of the grants for study programmes, specializations and years according to the number of students. Also, students have an opportunity to take a loan and get use of VU hostels that are mainly used by full-time students and priority is given to students who need social assistance.

As to whether the assessment system of students' performance is clear, adequate and publicly available, EET learnt that the assessment of student performance is clear, adequate and publicly available. Assessment methods depend on the subject and are presented at the very beginning of the course and students are reminded what are the requirements throughout their studies. Feedback (either oral or written) to the students on their progress is made and discussions about what needs to be improved are organized. In addition, students may see their grades for each assignment in the virtual system. SER claims that assessment system receives favourable response from students and students confirmed the latter.

In relation to the question of whether the professional activities of the majority of graduates meet the programme providers' expectations, the reality is that this is a very new programme. First of all, up to now there have not been any graduates of this programme, so a full cycle of studying has not yet been completed. Accordingly, the only way to draw conclusions is to analyze, what the students, administration and social partners think about the graduate placement. The administration of this faculty claimed that before launching this programme an analysis of the market was considered and it indicated that there is a need for good translators. In addition, students of this programme say that they are very happy about the study process of this programme and most of them after they graduate are planning to work in the field of translation. The social partners that EET met seemed not to have a close connection to the study programme. Social partners are involved in expressing their opinions on what kind of specialists they need. So far social partners have not had experience with BA students of Translation study programme; whereas this programme is seen as providing good, specialized professionals that the market is lacking, based on the experience with graduates of Master study programme of Translation.

2.6. Programme management

The programme management team is experienced and equipped to respond to implementation of changes, as new demands emerge from the international academic context, the innovations in

research, and the professional market. Both the SER (and annexed documentation) and the site visit confirmed that, in line with this expertise, the responsibility for curriculum design, reviews, quality control, and all associated tasks with the programme are clearly and efficiently allocated within the programme management. Regular meetings between teachers and students take place every semester, as confirmed by students and teaching staff; this regular forum allows the programme management to respond to immediate needs and requests coming bottom-up from the students. Annual meetings with all stakeholders, including external social partners and consultation with peers from other university, allow for the collection of additional data to ascertain the necessity of further changes. This system seems to be optimized and very efficient in collecting and analysing the data. The programme management assess its set goals and objectives, thus creating an identity and a recognizable profile for the programme, and then uses by the regular mechanisms described above the data from internal and external evaluations (including those from the European Master's in Translation and this very same agency) in order to further enhance the programme and recalibrate potential weaknesses. One of the few points raised by reading the SER documentation, which needs to be addressed, is rather complex and pertain the retention of retention and attraction of young, research-active academics in the field of translation. During the site visit, the Faculty management also exposed this particular issue as one of the challenges to the programme as a whole; it will be important for the programme to create mechanism to retain, at least in part-time position, raising stars that would continue to sustain the current level of quality for the programme. All stakeholders interviewed in the site visit (social partners, teaching staff, and students) confirmed, as detailed in the SER, that they are involved in the evaluation processes more or less. There seemed to be limited success though from the programme management to ensure that changes, improvements, and adjustments made as a result of previous internal evaluations and suggests are explained and discussed with those students who benefit from the changes, as well as with those who solicited these changes. The feedback cycle does not seem to be closed, so the coherent adoptions of measures in response to evaluations are not in fact known, despite having been taken, which potentially undermines the process in the eye of some stakeholders (especially students). The point above is even more significant in the context of the quality assurance measures and processes. In fact, the internal quality of the programme is monitored very regularly and the response to any evaluation is followed by effective, prompt, and efficient implementation of changes. The site visit and discussion with the SER writers and the teaching staff confirmed that there is clear communication between the internal stakeholders of the programme. There seems to be some delay in informing the Faculty management of the levels of excellence and profile achieved by the programme and its follow-up MA programme. The quality assurance measures at programme level demonstrate an ability to respond to the challenges of a fast-moving professional landscape and those weaknesses identified in the discussion with the Faculty management in the site visit have already been quite efficiently addressed by the programme management. There are needs regarding the continuous training and retention of staff to ensure the sustainability of the currently excellent level of quality assurance; these needs ought to be followed by appropriate measures supported by the Faculty, determined in consultation with the programme tutors and management.

2.7. Examples of excellence *

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

III. RECOMMENDATIONS

1. The EET thinks that more translation practice could be integrated in the curriculum. Students suggested more intensive translation practice what is also encouraged by the EET.
2. The status of Lithuanian language is also noted as one of minor deficiencies of the study programme. The EET appreciates that status of L1 could be reconsidered as the very foundation of the highly efficient study programme in the field of translation.
3. The EET finds potential threat in a diversity of the programme which could be reduced in certain philological aspects and intensified in the field of translation.
4. It is recommended to reconsider the amount of teaching, contact hours, and supervisions that go into the preparation for the 'BA Paper Writing' final assessment. This assignment is at risk of being over-taught and may fail to test the students' realistic ability to work independently.
5. EET recommends more extensive use of Moodle system that would guide and assist students' studies in even a more efficient way.
6. EET encourages strengthening the students' participation in research, artistic and applied research activities.
7. All stakeholders interviewed in the site visit confirmed that more or less they are involved in the evaluation processes. Still it is recommended to ensure that changes, improvements, and adjustments made as a result of previous evaluations and suggests are explained and discussed with those students who benefit from the changes, as well as with those who solicited these changes. Faculty management and programme management are all aware of the risks of losing translation specialists to the more rewarding salaries of the commercial sector. It is recommended that these two levels of management work even more closely together to take a very close look at possible options to attract and retain new doctoral specialists and even post-doctoral specialists before the issue may risk undermining an otherwise very solid programme.

IV. SUMMARY

The EET is satisfied to acknowledge certain positive and highly valuable features of the study programme. The SER finds that comprehensive and ambitious scope of programme aims and learning outcomes is met only if all essential requirements (from highly qualified teaching staff to effective management, modern facilities and motivated students with solid entrance knowledge) are at disposal. During the site-visit the SER confirmed that all above-mentioned preconditions for realizing stated programme aims and learning outcomes are compelling positive features of the study programme.

Namely, teaching staff is experienced and their expertise unquestionable what is easily proven by their CV-s. Vilnius University has a long tradition in the field of translation (MA programme in the field of translation has been running on for 20 years so far). The study programme is provided by the staff meeting legal requirements; staff is selected by competition, whereby qualifications, expertise and involvement in research activities are taken into account. The qualifications of the teaching staff are more than adequate to ensure learning outcomes; staff are highly qualified and experienced, most have high academic degrees; there are native speakers as well as highly competent Lithuanian teachers.

The curriculum design meets and exceeds legal requirements; the curriculum is clearly designed to prepare the next generation of specialist translators for both the Lithuanian home market and for the international market (especially with reference to the growing integration within the European Union). The modules on offer represent a good combination of core translation-oriented modules, and optional modules to equip the students with the cultural knowledge and general culture to deal with their source cultures of interest. The BA programme has a scope that is sufficient to ensure its learning outcomes.

The premises for studies are perfectly adequate in terms of size and quality; the old buildings are adapted to suit the needs of teaching and learning in the 21st century. The equipment for teaching and learning is adequate in terms of size and quality. Teaching materials are both adequate and accessible; the library is well-stocked and regularly updated; in addition to the main library with general access, there is also an impressive internal library for staff.

The information regarding admission requirements is clear, adequate and available on the web page of Vilnius University. The students have opportunities to participate in student mobility programmes, students have very good opportunities and are very much encouraged to participate in mobility programmes. Students may see their grades for each assignment in the virtual system. SER claims that assessment system receives favourable response from students and students confirmed the latter.

The programme management team is experienced and equipped to respond to implementation of changes, as new demands emerge from the international academic context, the innovations in research, and the professional market.

Apart from positive features of the Programme the EET finds certain weaknesses related to translation practice which could be more intensively integrated in the curriculum; the status of Lithuanian language is also noted as one of minor deficiencies of the study programme; a diversity of the programme which could be reduced in certain philological aspects and intensified in the field of translation; the use of Moodle system that would guide and assist students' studies in a more efficient way; an inadequate students' participation in research, artistic and applied research activities; the risks of losing translation specialists etc.

The EET finds that the Study Programme committee is competent and willing to solve all the stated potential threats and weaknesses of the study programme.

V. GENERAL ASSESSMENT

The study programme TRANSLATION (state code – 612U60004) 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	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

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

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

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

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

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

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
VERTIMAS (VALSTYBINIS KODAS - 612U60004) 2016-02-22 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-62 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

VILNIAUS UNIVERSITETO studijų programa *VERTIMAS* (valstybinis kodas – 612U60004) vertinama **teigiamai**.

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

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Išorinio vertinimo grupė (toliau – IVG) džiaugiasi galėdama pripažinti tam tikrus teigiamus ir ypač vertingus studijų programos bruožus. Savianalizės suvestinėje (SS) nurodoma, kad visapusiški ir ambicingi programos tikslai ir studijų rezultatai įgyvendinami tik tuo atveju, jei tenkinami visi esminiai reikalavimai (nuo aukštos kvalifikacijos dėstytojų iki veiksmingos vadybos, modernios materialiosios bazės ir motyvuotų studentų su tvirtomis išankstinėmis žiniomis). Vizito į universitetą metu paaiškėjo, kad SS buvo patvirtinta, jog visos pirmiau nurodytos išankstinės sąlygos programos tikslams ir studijų rezultatams įgyvendinti yra įtikinami teigiami studijų programos bruožai.

Konkrečiai, akademinis personalas yra patyręs, o kompetencija neginčijama ir atsispindi dėstytojų gyvenimo aprašymuose. Vilniaus universitetas vertimo studijas siūlo jau seniai (vertimo studijų magistrantūros programa vykdoma jau 20 metų). Studijų programos personalas atitinka teisinį reglamentavimą; personalo atranka vykdoma konkurso būdu, vertinant kandidatų kvalifikaciją, kompetenciją ir dalyvavimą tiriamojoje veikloje. Dėstytojų kvalifikacija yra daugiau nei pakankama studijų rezultatams užtikrinti; dėstytojai ypač kvalifikuoti ir patyrę, o dauguma turi aukštą akademinį laipsnį; personalą sudaro gimtakalbiai ir kompetentingi lietuviai dėstytojai.

Programos sandara atitinka ir pranoksta teisinius reikalavimus; programa aiškiai sukurta siekiant parengti kitą profesionalių vertėjų kartą tiek Lietuvos vidaus rinkai, tiek tarptautinei rinkai (ypač atsižvelgiant į didėjančią Europos Sąjungos integraciją). Siūlomi puikiai suderinti vertimo studijų pagrindų ir pasirenkamieji moduliai, suteikiantys studentams bendrųjų kultūros žinių, kad jie suprastų juos dominančias kultūras. Bakalauro studijų programos apimtis pakankama studijų rezultatams užtikrinti.

Studijoms skirtų patalpų dydis ir kokybė yra puikūs; seni pastatai pritaikyti XXI a. mokymo ir mokymosi poreikiams. Mokymo ir mokymosi įrangos dydis ir kokybė tinkami. Mokomoji medžiaga tinkama ir prieinama; bibliotekos fondai pakankami ir nuolat atnaujinami. Be visiems atviros pagrindinės bibliotekos įrengta išpūdinga personalui skirta vidaus biblioteka.

Informacija apie priėmimo reikalavimus aiški, pakankama ir skelbiama Vilniaus universiteto interneto svetainėje. Studentai gali dalyvauti studentų judumo programose; jiems sudarytos puikios galimybės ir jie ypač skatinami dalyvauti šiose programose. Studentai gali matyti kiekvieno darbo įvertinimą virtualioje sistemoje. SS teigiama, kad studentai palankiai atsiliepia apie vertinimo sistemą, ir studentai tai patvirtino.

Programos vadovybė patyrusi ir turi reikiamų priemonių reaguoti į įgyvendinamus pokyčius, nes tarptautinėje akademinėje aplinkoje, inovacijų tyrimų srityje ir profesionalioje rinkoje kyla vis naujų reikalavimų.

Be teigiamų studijų programos bruožų IVG pažymi tam tikras silpnybes: vertimo praktiką reikėtų labiau integruoti į studijų programą; lietuvių kalbos statusas taip pat priskiriamas nedideliems studijų programos trūkumams; programos įvairumo problemą galima spręsti mažinant tam tikrų filologijos dalykų dalį ir didinant vertimo studijų dalykų dalį; reikėtų plačiau naudoti „Moodle“ sistemą, kuri padarytų studijas veiksmingesnes; studentai nepakankamai dalyvauja tyrimuose, meno ir taikomųjų tyrimų veikloje; yra grėsmė netekti vertimo specialistų ir pan.

IVG mano, kad Studijų programos komitetas yra kompetentingas ir pasiruošęs spręsti visas nurodytas studijų programos grėsmes ir silpnybes.

<...>

III. REKOMENDACIJOS

1. Išorinio vertinimo grupė (IVG) mano, kad į studijų programą galima įtraukti daugiau vertimo praktikos. Studentai pageidauja intensyvesnės vertimo praktikos, ir IVG palaiko šį pasiūlymą.
2. Lietuvių kalbos statusas taip pat minėtinas kaip vienas iš nedidelių studijų programos trūkumų. IVG nuomone, lietuvių kalbos statusą reikėtų dar kartą apsvarstyti, nes tai yra ypač veiksmingos vertimo srities studijų programos pagrindas.
3. IVG mano, kad programos įvairumas kelia grėsmę, todėl rekomenduoja sumažinti tam tikrų filologijos dalykų dalį ir padidinti vertimo studijų dalykų dalį.
4. Rekomenduojama dar kartą apsvarstyti dėstymo, kontaktinių valandų ir vadovavimo baigiamajam bakalauro darbui apimtį. Dėl tokio paskirstymo kyla „permokymo“ grėsmė ir gali būti sunku patikrinti realius studentų gebėjimus dirbti savarankiškai.
5. IVG rekomenduoja plačiau naudoti „Moodle“ sistemą, kuri padarytų studijas dar veiksmingesnes.
6. IVG ragina stiprinti studentų dalyvavimą tyrimuose, meno ir taikomųjų tyrimų veikloje.

7. Visi grupės vizito į universitetą metu apklausti socialiniai dalininkai patvirtino, kad daugiau ar mažiau jie dalyvauja vertinimo procesuose. Vis dėlto rekomenduojama užtikrinti, kad pagal ankstesnius vertinimus ir pasiūlymus padaryti pakeitimai, patobulinimai ir korekcijos būtų paaiškinti ir aptarti su tais studentais, kuriems šie pokyčiai bus naudingi, taip pat su tais asmenimis, kurie pasiūlė šiuos pokyčius. Personalo ir programos vadovybė žino, kad yra grėsmė prarasti vertimo specialistus, nes komercinis sektorius jiems siūlo geresnius atlyginimus. Rekomenduojama šioms dviem vadovų grupėms dar glaudžiau bendradarbiauti ir labai atidžiai panagrinėti galimybes pritraukti naujų doktorantūros studentų ir netgi doktorantūrą baigusių specialistų ir juos išlaikyti, kol problema dar nepakenkė šiai ypač solidžiai programai.

<...>

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)