



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD of PHILOLOGY
at Klaipėda University

Expert panel:

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Study Field Data

Title of the study programme	English Philology
State code	6121NX060
Type of studies	University studies
Cycle of studies	First cycle of studies
Mode of study and duration (in years)	4
Credit volume	240
Qualification degree and (or) professional qualification	Bachelor of Humanities
Language of instruction	Lithuanian, English
Minimum education required	Secondary education
Registration date of the study programme	03-05-2010

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I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluations of study fields in Lithuanian Higher Education Institutions (HEIs) are based on the Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science and Sport on 17 July 2019, Order No. V-835, and are carried out according to the procedure outlined in the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) on 31 December 2019, Order [No. V-149](#).

The evaluation is intended to help higher education institutions to constantly improve their study process 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 (SER) prepared by HEI*; 2) *site visit of the expert panel to the HEI*; 3) *production of the external evaluation report (EER) by the expert panel and its publication*; 4) *follow-up activities*.

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit the study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas is evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas is evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of SKVC on 31 December 2019, [Order No. V-149](#). The site visit to the HEI was conducted by the expert panel on 3 May 2023.

Prof. dr. Marija Omazić, Expert panel's chairperson; Professor at Josip Juraj Strossmayer University of Osijek, Croatia;

Prof. dr. Josef Schmied, Expert panel's academic member; Professor at Chemnitz University of Technology, Germany;

Ms. Diana Guogienė, Representative of Social Partners; Head of Translation Agency „Magistrai“, Lithuania;

Ms. Viktorija Lankauskaitė, Student's Representative; PhD candidate in the Art Studies programme at the Faculty of Social Sciences, Humanities and Arts Kaunas University of Technology, Lithuania.

1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the SER 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.	Printed versions of BA theses
2.	Additional data on mobility sent by email (for 2022 and 2023)
3.	Additional data on admission numbers (no indication of the academic year) sent by email, in Lithuanian
4.	Additional data on admission scores (for 2022) sent by email, in Lithuanian

1.4. BACKGROUND OF THE PHILOLOGY BY LANGUAGE STUDY FIELD AT KLAIPEDA UNIVERSITY

Klaipėda University (KU) is a state university that is a regional higher education centre serving the region of Western Lithuania and the city of Klaipėda. After reorganisation in 2018/2019, KU now has 3 faculties with 17 departments, 8 research and study centres, 2 museums and more than 60 laboratories. KU delivers over 100 study programmes in three cycles and has about 3000 full-time and part-time students.

The Faculty of Social Sciences and Humanities of Klaipėda University has over 1100 students and delivers 21 study programmes in 4 study fields. The Department of Philology was founded in 2019 by merging two departments, and it trains professionals with generic competences in the humanities. It delivers 2 first-cycle programmes in Philology, including *Lithuanian Philology* and *English Philology* with a minor in *Pedagogy* and *English and Another Foreign Language (Swedish, Spanish, German)*, 2 second-cycle programmes and two third-cycle study programmes. The Faculty is currently implementing over 10 research and dissemination projects and publishes three journals. It cooperates with 60 foreign educational and research institutions (as part of *Erasmus+* and *COST*).

The duration of the study programme in *English Philology* is 8 semesters (240 ECTS). The programme aims to prepare specialists who have a basic education in philology and communicative competences in English and another foreign language (Swedish or German). The study program is completed with the defence of a BA degree thesis. Graduates are awarded the BA Degree in Humanities.

There was no admission to the programme from 2019 to 2021, after which a strategic decision was made to revise the programme, following the outcome and recommendations from the previous external evaluation of the study programme, decrease in student admission and staff issues. (The previous evaluation made available to the expert panel was done in 2014.) The revised and amended programme was re-launched in 2022 and based on the needs assessment a pedagogy module was added to meet the need for more teachers of English in the region.

II. GENERAL ASSESSMENT

The philology by language (English) study field and *first cycle* at Klaipėda University is given a **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	2
2.	Links between science (art) and studies	2
3.	Student admission and support	2
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	2
7.	Study quality management and public information	2
	Total:	16

*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

2 (satisfactory) - the area meets the minimum requirements, and there are fundamental shortcomings that need to be eliminated.

3 (good) - the area is being developed systematically, without any fundamental shortcomings.

4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings;

5 (excellent) - the area is evaluated exceptionally well in the national context and internationally.

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to HEIs operating in exile conditions)

(1) Factual situation

The aims and outcomes of the new first cycle study programme in *English Philology* are aligned with the needs of society and labour market based on research provided by Lithuanian state institutions, including the *Study of the Blueprint for Assessing Demand of Work Force and Competences* published by the Lithuanian Ministry of Education, Science and Sport, *Analysis of the Science and Studies Institutions Potential* and *Analysis of Requested Specialists in Private and Public Sectors, and Academy*, stipulating and increase of 14 percent in the demand for language specialists. The needs were also discussed with the KU stakeholders, including Klaipėda City and regional Employment Services and several employers from the business sector. Surveys were organised with both regional business enterprises and students and graduates to assess their needs and the skills and competences expected from graduates. It was also established that there is a ‘dramatic lack of English teachers in Lithuania’, which this programme aims to gap.

(2) Expert judgement/indicator analysis

The aims and outcomes of the first cycle programme in *English Philology* after reorganisation are well aligned with the needs of society and the labour market, particularly the need to train experts in multilingual communication and future teachers of English, who appear to be in high demand in the region of Western Lithuania, but also in the entire country. There is some concern whether the programme will be able to provide what it aims to do as the student enrolment data is modest at the moment. To ensure that this goal is met, KU needs to advertise this programme more aggressively in the community and support it more systematically to assure its sustainability and to make sure both students and teachers are assured of the University’s commitment and provided with all the necessary support for teaching and research. Furthermore, the currently available programme description and the programme learning outcomes published on website of the programme (https://web.liemsis.lt/kuis/stp_report_ects.card_ml?p_stp_id=6314&p_year=2022&p_lang=EN&p_tinkl_kodas=B22NUS6314AK, accessed on 3 May and 22 May 2023) does not mention the teaching competence of graduates at all – not a single learning outcome at programme level is dedicated to developing this competence.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

(1) Factual situation

The aims and outcomes of the field and the first cycle programme in *English Philology* are aligned with the KU priorities, its mission and the KU Development Strategy and Action Plan for 2021-2030, which is to provide study and research opportunities for investigating languages and cultures of the Baltic region, develop humanistic values and 'train specialists of the highest quality and guarantee the highest scientific competence for the country' (SER, p. 11).

(2) Expert judgement/indicator analysis

The expert panel assesses that the field and the first cycle programme in *English Philology* are aligned with the strategic orientation of the institution to a certain degree. The mission, vision and strategic documents are clearly articulated and management should rely on them in guiding the future developments of the study programme under evaluation, but more attention to the strategic development of this programme is needed. As stated in 3.1.1 (2), KU needs to increase the visibility of this programme in the community and provide systematic support to its teachers and students to assure that the programme is sustainable and meets the strategic ambitions and goals of KU. This especially refers to 'training specialists of the highest quality and highest scientific competence'. For this to be achieved, KU needs to assure that its own teaching and research staff who train students are of the highest quality and have the highest research competence, and include students in their research effectively and much more than is currently the case. The strategic orientations listed in the SER (p. 11) do not mention English at all (just languages and cultures of the Baltic region), and the panel could not access the KU Development Strategy and Action Plan for 2021-2023 provided in the SER (footnote 11), as the link is dead, and some links lead only to materials in Lithuanian.

3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements

(1) Factual situation

The field and the first cycle programme in *English Philology* complies with Lithuanian study type, cycle and academic legal requirements and formal criteria for delivering first cycle (bachelor) study programmes, as shown in Table 1 below. Furthermore, the programme meets the requirements of all relevant institutional regulations.

Table 1. Study programmes' compliance to general requirements for *first cycle study programmes (bachelor)*

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	240
ECTS for the study field	No less than 120 ECTS	192
ECTS for studies specified by University or optional studies	No more than 120 ECTS	n/a
ECTS for internship	No less than 15 ECTS	30 ECTS
ECTS for final thesis (project)	No less than 1 ECTS	15
Contact hours	No less than 20 % of learning	50%
Individual learning	No less than 30 % of learning	50%

(2) Expert judgement/indicator analysis

The expert panel considers the study field and the revised programme in *English Philology* to be compliant with all relevant institutional and national requirements and legislation. However, the learning outcomes at the course level that are currently available on the programme website have not been defined at all for some courses, others are not in line with Dublin descriptors and Bloom's taxonomy, and a different format is applied from course to course. A thorough revision of the learning outcomes is due to make sure they are defined for all courses, harmonised across the programme and aligned with relevant European practice. Some of the course-level learning outcomes do not feed into any of the programme learning outcomes, which is a weakness that needs to be addressed with particular care.

3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes

(1) Factual situation

After programme revision, the content and teaching methods have been optimised and more appropriate teaching, learning and assessment methods have been chosen, as illustrated in Annex 3 of the SER, where a structural alignment is made between teaching and learning methods and assessment. The teaching methods are standard and varied, and the assessment methods include both classical examinations and more complex methods such as portfolios, placement reports and case studies. In the programme and course description, each course learning outcome is further aligned with the teaching and learning, and assessment methods. The *KU Academic Information System* for aligning the methods was to be replaced by a more modern system in autumn 2022.

(2) Expert judgement/indicator analysis

Overall, the aims, learning outcomes, and teaching/learning and assessment methods seem to be aligned and compatible. KU applies cumulative grading consisting of interim assignments and final exams. When the expert panel asked about the functionalities and improvements brought about by the new *Academic Information System*, there was little response from the

participants and it remained unclear whether it is now in place and whether it enhances the structural alignment of teaching, learning and assessment methods.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students

(1) Factual situation

The programme consists of the general education curriculum, study field group of courses and the other study field, i.e. minor in pedagogy studies. It is possible to choose the pedagogy minor, or study 'pure' English Philology. The core programme provides a solid basis in English Philology, with the expected core courses in linguistics (and its subdisciplines like phonetics, semantics, pragmatics, rhetoric, sociolinguistics, discourse analysis), literature, culture and academic and creative writing. The programme has made a strategic decision to also allow for training teachers of English, so it provides a pedagogy study module, including four Practice courses and a Thesis in pedagogical studies. The new programme also offers courses in communication, English for Special Purposes (tourism, media, business, legal and maritime discourse) and a few courses in translation, which add value to the programme beyond just the pedagogical competences to teach English as a foreign language. The second foreign language courses (German, Swedish) are offered during 6 semesters, which can be useful if graduates decide to pursue a different career upon graduation. Following the recommendations from the previous evaluation, the new courses in Sociolinguistics, Semantics and Pragmatics, New Media Linguistics, Basics of Discourse Analysis, Theory and Practice of Intertextuality were introduced.

(2) Expert judgement/indicator analysis

This programme organisation signals the ambition to offer BA graduates 'all' the competences under a very general umbrella degree in humanities, including general language competence, teaching, ESP and translation, which cannot really be done in-depth within one programme. It would make sense to have a programme with a clearer rather than just optional focus, like TESOL or TEFL, which would provide students with actual competences they need to teach English as a foreign language. The pedagogy module currently appears to be too general, with little focus on teaching English as a foreign language. The courses currently offered appear to be very general educational courses, whereas more targeted and more modern courses in Second and Foreign Language Acquisition or English Language Teaching Methodology would be expected, and also some specialised electives like for example Teaching English to Young Learners. This would further strengthen the learning outcomes of the programme and assure students have solid competencies to teach English after graduation.

Looking at individual course descriptions, it is conspicuous that a course in Theories of Language Teaching and Learning lists as core literature five books in German, which is not appropriate for a programme in English Philology (moreover, five of the books were apparently published in 1919. On closer examination, it seems that the literature in many courses seems to be outdated and that many references (or in some cases all of the core references, e.g. for the Course in Translation and Editing Practicum, Theory of Pedagogy,

Development of Critical Thinking and many more) are in Lithuanian only or even languages not all students speak. Furthermore, many of the syllabuses in the course descriptions are left empty. It is clear that the information about the programme published on the website, including course descriptions and references needs to be reexamined seriously, completed, revised, made more up-to-date and aligned with international standards. More current references and reading materials need to be offered, including relevant literature in the language of the programme, i.e. English.

As stated above, the currently available programme description and the programme learning outcomes published on website of the programme (https://web.liemis.lt/kuis/stp_report_ects.card_ml?p_stp_id=6314&p_year=2022&p_lang=EN&p_tinkl_kodas=B22NUS6314AK, accessed on 3 May and 22 May 2023) do not mention the teaching competence of graduates at all – not a single learning outcome at programme level is dedicated to developing this competence, even though there is the module in pedagogy offered as well. This means that many of the pedagogy-oriented courses in the programme do not really contribute to the overall programme learning outcomes. The role and competences of the pedagogical module must also be evident. Looking at the programme description online and the programme implementation plan provided in Annex 1, experts were not sure about what exactly is taught in semester 3, for example, or when the courses in pedagogy and psychology are actually taught.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes

(1) Factual situation

The SER (p. 14-15) states several opportunities for students to individualise studies regulated by relevant KU regulations, orders and documents, including choosing a foreign language for specific purposes, 1-2 alternative university courses and optional courses, the choice of minor studies, term papers and final theses topics and defence time, participation in mobility programmes, internships and completing studies in a shorter period of time.

(2) Expert judgement/indicator analysis

The expert panel thinks that despite the listed opportunities, which admittedly allow for some personalization of studies, there is actually very little room for personalising the studies, resulting from having only 6 total credits for free-choice electives in the entire programme, and only 6 total credits for an elective subject of general education. It would make sense to offer a selection of elective modules, like the existing one in pedagogy, for students who wish to take more courses in translation or in communication and ESP, so that students really have a choice and can personalise their studies depending on what they plan to do after graduation. This can admittedly be complicated by staff unavailability and the limited number of students, so this diversification must be carefully weighed against offering a programme that actually trains students to do something well (like teach English). This needs to be reexamined also from the perspective of community needs and KU strategy.

3.1.7. Evaluation of compliance of final theses with the field and cycle requirements

(1) Factual situation

The expert panel was provided with the list of 26 final theses topics in Annex 2 to the SER. Most theses were in the field of literature and a few were in translation and linguistics.

(2) Expert judgement/indicator analysis

The final theses topics provided seem adequate for the field and first cycle requirements. There were no theses in foreign language acquisition, TEFL, TESOL or teaching methodology. It is expected that the staff and the new student cohorts will have more focus on these issues after the change in the direction of teacher training. The theses the panel had access to on site seemed adequate in terms of content and volume, with some imperfections in the technical design noticed. It would be beneficial, when defining theses topics, for supervisors to consult with stakeholders and social partners to make sure that student papers and related research are more market-relevant.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Renewed ambition and effort made to restart the programme in *English Philology*.
2. The programme is relatively well aligned with the needs of the society and seems to keep track of what competences are sought after in the labour market.
3. The programme is aligned with national legislation and institutional regulations.
4. Possibility to choose a minor in pedagogy and learn a second foreign language.

(2) Weaknesses:

1. The sustainability of the programme is under threat due to low student admission.
2. Pessimistic outlook in the SER and among teachers, which is a threat to programme sustainability.
3. The ambition of the programme to develop 'all' competences (general, ESP, teaching, translation), which poses a risk that it is done only superficially.
4. Incompleteness of information on the study programme, learning outcomes and course descriptions on the KU website.
5. The share of electives in the programme is far too small. This limits the chances for the personalization of studies.
6. Not all course learning outcomes feed into the programme learning outcomes.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

(1) Factual situation

The SER claims that the EP study programme teachers publish papers linked with the content and learning outcomes of the programme, most notably synchronic and diachronic study of languages and literary and cultural studies. It also highlights their involvement in joint doctoral studies in the field of philology implemented at KU, in cooperation with other Universities and Institutes. Several relevant publication projects that Department researchers are involved in are also mentioned, such as *Teaching Language Culture and Specialty Language*, *Practical Grammar of the Standard Lithuanian Language*, *Semantic System and Naming of North Samogitian Somatonyms: Synchrony and Diachrony*, *Analysing Sentences: a Practice Book of English Syntax: Teaching Aid*, and *Lietuvių kalbos skyryba: taisyklės, komentarai, patarimai*.

(2) Expert judgement/indicator analysis

The information on research activities of the Department staff listed in the SER is very scarce, general and not supported by any/sufficient evidence. Whereas the SER lists several random publications and project efforts of the department staff, it only states that the situation with publishing articles is improving and that over 80 publications have been published from 2019-2021. It is very difficult to contextualise this data on research, projects and publications in terms of output, content or quality because a more fine-grained analysis is missing, including metrics, benchmarks, trends, average data per Department member, output compared to the previous period, quality of papers, etc. The expert panel considers both project and publication activities to be modest and recommends a more serious approach to monitoring and managing research quality. The expert panel is also under the impression that this is more heavily dominated by Lithuanian Studies rather than English Studies.

3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology

(1) Factual situation

Teachers who teach in the programme do research in the field of the courses they teach. Course materials are updated annually with the latest developments in research and methodology. Students are directed to do independent research or current topics related to the field of study. KU philologists focus on the history of language, research of Lithuanian dialects, Baltic dialects, East Prussian languages, literature and culture (SER, p. 17). KU has decided not to pursue computational linguistics to distinguish this from other programmes in Lithuania.

(2) Expert judgement/indicator analysis

The expert panel is surprised to see that none of the research focus areas listed in the SER (p. 17) are in the field of English Studies. The current niche focus is detrimental to developing research activities relevant to the programme in English Philology and it is not in line with contemporary linguistic research methodology and digital literacy requirements. Abandoning

computational linguistics in today's digital world seems like a retrograde move that limits KU researchers and students in keeping up with global developments.

3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle

(1) Factual situation

The SER provides a list of potential student engagements in research projects like *Development of Competences of Scientists, Other Researchers and Students Through Practical Research Activities* or Erasmus+, doing research for their course papers, term and final theses. The concrete involvement of students in projects mentioned in the SER are the projects *Between Generations Without Borders: Development of a Methodological Base and Educational Tools for Teaching/Learning Foreign Languages to/by Seniors with Visual Impairment* and the international project implemented together with the Department of Pedagogy *Development of digital entrepreneurship: addressing the needs of immigrants and asylum seekers*.

(2) Expert judgement/indicator analysis

Whereas there are some opportunities for student involvement in research, it is currently only sporadic and left to the initiative of students more than it is an outcome of focused effort to ensure their participation. Student involvement must be supported more systematically by creating more opportunities for their participation.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Existence of the KU Science and Study Promotion Fund.

(2) Weaknesses:

1. Low mobility rates and internationalisation efforts, resulting in low visibility and only sporadic networking.
2. The selected research focus is not suited to the needs of the programme in English Philology.
3. No funding for conference attendance for teaching staff.
4. Absence of more ambitious national and international projects.
5. Modest research output.
6. Low rate of student inclusion in research.
7. Inadequate monitoring and intransparent reporting on research output and quality.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

(1) Factual situation

Klaipėda University organises the admission of new students through the national working service LAMA BPO (Association of Lithuanian Higher Education Institutions for Centralised Admissions).

The admission scores consist of the results of Lithuanian language and literature exam (0.4); history, geography, mathematics, informational technologies, or foreign language exam (that is different than the exam for the third or fourth subject for the score) or final secondary school grade (0.2); any other subject (exam or final secondary school grade) that is different from the other score subjects, and the exam of which is organised on the year of admission (0.2); and foreign language exam results or secondary school grade (0.2). The lowest competitive score, as set by the Ministry of Education, Science and Sports, is 5.4.

During the evaluated period of 2019–2021 there was no admission to the programme in English Philology. A group of students formed in 2022 (8).

(2) Expert judgement/indicator analysis

The university follows the national guidelines and procedures for student admission that are clear and well outlined. The requirements for the admission score are also in line with the national regulations and the goals of the study programme. The information is available on the KU website.

The most concerning aspect of the study programme is the low number of students. As the admission in 2022 renewed and there are a few students, the situation is getting better, but nowhere near ideal. The low student numbers influence a lot of other aspects of the wellbeing of the students, as well as the rest of the community, such as student mobility, and the participation in research and other activities.

3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application

(1) Factual situation

Foreign qualifications are recognised by applying the European Credit Transfer System. Students sign a preliminary learning agreement before leaving for an exchange, and once they return and submit the academic certificate, the credits are transferred to their individual plans in the KU Academic System and included in the diploma supplement.

If the study content was not agreed with the other HEI (there is no agreement, or it was not planned in advance), the study results are recognised and credited according to the procedures outlined by the KU Senate. For the study results to be credited, it is necessary to submit documents on the achieved study results, such as diploma, appendix, or an academic certificate together with the course descriptions if the studies were not completed. The head of the study programme evaluates the learning outcomes and credits the study results accordingly. The courses are credited if their scope is similar in at least two thirds of the

intended courses and meets their objectives (for the basics of studies, or special courses) or if it meets the essential objectives (for general education courses). Electives are credited without any limits. The credited non-university courses can cover up to a half of the courses in the first cycle programme.

Klaipėda University assesses and recognises non-formal and informal learning achievements. The Occupational standard (including the goals and achievements of the profession) is used for assessment of the competences. If the standard is not available, the competences of the study programme are considered. Candidates wishing to have the learning achievements recognised, should submit all evidence of learning achievements. The SER gives examples of employer recommendation, commission certification, minutes of the performance appraisal meetings, feedback from users or clients, certificates obtained during seminars, and others. The evidence is assessed by two commissions: the Candidate Admission Commission; Commission for the Assessment and Recognition of Non-Formal and Informal Learning Achievements.

(2) Expert judgement/indicator analysis

KU follows clear procedures for recognising foreign qualifications, prior qualifications, partial studies and non-formal and informal learning.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

(1) Factual situation

KU provides opportunities for student mobility through the *Erasmus+* programme. According to the SER, there are around 300 cooperation agreements in various fields. Erasmus internships after graduation are also popular among students.

Students are informed about mobility opportunities during informational seminars, by email, social media, and locally (faculties and departments). Since the number of students in the English Philology programme is low, and during the period of 2019-2021 it was non-existent, there were no outgoing students.

Yet, there is an interest from incoming students. KU hosted students from Italy, the Czech Republic, Turkey, Spain, and Latvia. There were four students coming to KU in 2019 and four more in 2021.

(2) Expert judgement/indicator analysis

The students appear to have enough opportunities for mobility, yet they are not as active as would be beneficial to the university, the programme and the students themselves.

Since only the first-year students are currently studying in the programme, it is difficult to judge whether the mobility numbers will increase, but a more active promotion would be recommended to encourage students to use the available opportunities.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

(1) Factual situation

Students receive different types of support at the university. Academic support is available through consultations and meetings, where individual, study related issues might be discussed, as well as possible career opportunities, and other concerns.

Financial support is available in the form of scholarships, regulated by the *Regulations on the Scholarships for Klaipėda University Students* (Senate Resolution No. 11-33 of 14 December 2017), the *Regulations on the Scholarship of KU Student Self-Government* (Council Resolution No. 9N-56 of 21 October 2019), and *Student Support Procedure* (Council Resolution No. 9N-39 of 21 February 2019). Incentive scholarships, such as KLASCO scholarship, KU Senate, Faculty Council scholarship, are available to students for study achievements, and social activities. Students in need can also apply for a one-time scholarship within the Dean's Fund of the Faculty. Financial support is also available at Klaipėda Rotary Club. State studies Foundation also provides an opportunity to receive social scholarships. Additionally, one-time scholarships can be given to students for participating in research, artistic, or social activities, or in the case of a worsened financial situation of the student.

Incentive scholarship is also provided to the head students of full time first cycle study groups. If the head students are studying in a non-state funded place, the tuition fee is reduced by 76 EUR per semester. The tuition fee can also be reduced to other students depending on the individual cases.

Social support for students includes the possibilities to form an individual plan for studying, depending on their situation, such as illness, marital status, or work. Accommodation services are available to students from outside Klaipėda.

Psychological counselling is also available to students, both on location and online. The students can be consulted in Lithuanian, Russian, English, and Polish. Students are also encouraged to use the psychological services at Klaipėda city primary health care centres, and the contact information is provided on the KU website. Spiritual consultations are also organised.

Furthermore, students can consult on their career planning and use the services of the career counsellor, to perform self-awareness tests, get recommendations and help in writing their CVs and cover letters.

(2) Expert judgement/indicator analysis

Students appear to have sufficient support available to them from the university, the faculty and the department. The site visit revealed that students are happy with the support they need and get now, and are well informed. The only recommendation here would be to maintain it, especially the academic counselling, since as they go into the further courses, it might be more necessary.

3.3.5 Evaluation of the sufficiency of study information and student counselling

(1) Factual situation

Students are introduced to the study programme and the faculty in the introductory lectures, where they meet the responsible staff and are provided with the information necessary for the start of their studies.

First cycle students have their curators that consult students, provide main information about the university structure, the study programme, available courses, study system, exams, appeals, and other relevant processes.

Each first lecture starts with the information about the course plan, main topics and content, assignments, and assessment methods. Schedule of teacher consultations is formed each semester and published on the website of the faculty. Students are encouraged to reach out to their teachers, and consult on various issues regarding their study processes.

(2) Expert judgement/indicator analysis

The introduction to the university, the faculty, and the study programme before the start of the studies is sufficient. The students also seem to be happy with the available student counselling, and the guidance provided by teachers and staff.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The support provided to students.

(2) Weaknesses:

1. Low student numbers.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

(1) Factual situation

The KU SER (p. 23) propagates a comprehensive aim: “preparing philology specialists with theoretical knowledge in humanities and English philology, who are able to apply that knowledge in practice”, and emphasises the long list of elective courses.

Modern IT components are mentioned in the SER (p. 23-24): distance education methods, Virtual Learning Environment, Academic Information System, etc.

Large parts of the chapter in the SER present what is expected (students' achievement monitoring and evaluation; communication, feedback, self-evaluation; global integration), but without clear evidence to what extent all this is actually already applied in practice (cf. 3.1.5 above).

Only first year students were available during the site visit, who stated clearly that they were satisfied with the teaching offered so far. Thus, the SER claims (p. 26) that "students evaluate their studies positively" were confirmed. A remarkable form of critical awareness can be seen in the statement: "Not all disciplines are equally useful for graduates' direct employment, but graduates understand that these are untapped reserves and part of general education" (SER p. 26). This indicates that the study programme tries to strike a balance between general education and personality development, and a broad specialisation.

(2) Expert judgement/indicator analysis

Experts discussed whether the wide frame of training from teaching to language services, especially translation, was really possible in one study programme. However, due to the limited experience and few students, this issue could not be solved conclusively.

It remains unclear to what extent the electives can really be offered when the programme has only so few students. It also remains unclear whether the IT components mentioned in the SER are really well used by teachers and students, especially as the IT learning equipment and resources are limited (see 3.6.1 below).

The claim in the Actions taken by the HEI after the last External evaluation (SER p. 27) that "KU's modern technologies have been substantially updated and are actively used" could not be confirmed during the site visit.

3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs

(1) Factual situation

The SER claims (p. 24) that "KU provides study opportunities for socially vulnerable groups and students with special needs". It also mentions that special equipment has been purchased and that new buildings are fully adjusted, etc.

(2) Expert judgement/indicator analysis

The site visit could not confirm that all necessary conditions for socially vulnerable groups and students with special needs are already in place, a few measures may be taken during the current renovations (see below).

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

(1) Factual situation

The SER (p. 35) mentions that “The dynamics of studying is monitored and systematically analysed”, but no details are given.

(2) Expert judgement/indicator analysis

The expert panel suggests a more rigorous and systematic approach to monitoring from now on. Regular interaction of Department and central Quality Assurance should accompany the new programme from the very beginning.

3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field

(1) Factual situation

The KU SER says that the majority of their students successfully find employment in the public sector and in the tourism and service sectors, whereas minor pedagogical studies provide their graduates with a competitive advantage on the labour market enabling them to be employed as teachers, who are in high demand throughout the country. Competences of two foreign languages enable graduates to work in local and international companies (SER, p. 26).

Further, the SER points out that questionnaires filled out by students and graduates show that they view their studies positively and emphasise that almost all course units studied at KU appear to be of benefit in the graduates’ daily work.

Moreover, the employers’ feedback about the employees who graduated from KU, as per SER, is very appealing as the employers see value in the graduates’ professional, organisational and language skills (SER, p. 27).

However, there is no evidence in the SER of graduates being regularly surveyed at 6 months and 12 months after graduation for the last 3 years of study on the quality of study programmes and satisfaction with their studies. A regular survey of the impact of the study programmes on graduate employability seems to be missing at KU.

Some generalised information on the opinion of the graduates and the employers on the professional training of the graduates and the competencies acquired in the process of studies is provided in the SER, but no references to specific examples of regular surveys in the field or specific percentage reflecting the actual employability of graduates as measured at regular intervals have been provided in the SER nor during meetings with the SER group, administration or teachers.

(2) Expert judgement/indicator analysis

Data on the employability of KU graduates from the philology by language study field is scarce and patchy. Still, the information provided in the SER and conversations with employers and alumni held during the site visit shows that the programme provides a pedagogical offering which is in high demand in the local region and throughout the country for now. The course design seems to equip students with language, communication, pedagogical and cultural skills,

which shows that programme management and teaching staff take efforts to promote the employability of their graduates to the extent possible. Enhanced graduate career tracking involving a more systematic approach would be beneficial and would allow one to have a much better insight into the graduated employability. A more systematic collection of data would help feedback on the necessary adjustments to the programmes to ensure that their graduates adequately meet industry requirements (e.g. in the field of translation, etc.).

There is no official data regarding the employers' opinion on the training of graduates or the acquired competences. However, the site visit meeting with employers confirmed that, as a result of discussions with social partners, KU started training teachers that currently seem to be in great demand. This clearly shows that the employers and social partners have a say on the competences of the future graduates of the programme.

The SER (p. 9) indicates that students and graduates wish to master translation techniques, apply the procedures of translating, text editing and interpreting in practice. The onsite meeting with alumni also confirmed that they would need more practical training in translation. The employers who came for the onsite meeting with the expert panel pointed out that the translation skills of the graduates are rather basic, which prevents them from following a professional career in the field of translation. Thus, it would be worthwhile designing a way to strengthen the practical component of the study programme devoted to building the students' translation skills, including the application of online resources and (open) software.

Yet another positive development would be to involve the KU Career Centre more in assisting students with finding their career path. The meeting with the students and alumni during the site visit showed that the KU Career Centre seems to be dealing with minor training, and that the students would be more than happy to receive much more proactive assistance from the Career Centre in discovering their personal career path nearing the end of their studies or upon graduation.

3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination

(1) Factual situation

As expected, the SER mentions (p. 26-27) principles and means of academic integrity, tolerance, and guaranteeing non-discrimination and refers to the KU Code of Ethics, but no details of monitoring are given. No case of infringement was reported during the three years of the report.

(2) Expert judgement/indicator analysis

The implementation of the policies seems to be guaranteed in theory already at the lower levels of the Department, representatives of the Faculty administration "help". No specific work of the *Academic Ethics Committee* is reported or seems to have been necessary.

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

(1) Factual situation

Students' rights and duties are defined in the *KU Study Regulations*. The students interviewed during the site visit did not have any complaints, they were still at the beginning of their studies.

(2) Expert judgement/indicator analysis

The fact that there was not a single appellation may indicate that there are no problems, but the number of students is also very low.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Diverse foreign language skills of the programme graduates are appreciated on the labour market.
2. Students and graduates give positive assessments of the study programme.

(2) Weaknesses:

1. Insufficient graduate career tracking with the aim to feedback positive adjustments to the study programmes to ensure that graduates are better equipped for the labour market.
2. Insufficient focus on building reliable modern translation skills among the students to choose translation as an option in their career path.
3. Career Centre activities are known, but not yet used.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

(1) Factual situation

The teaching staff working in the study field of *Philology (English Language)* at KU fulfils the legal requirements. "The study field programme analysed is carried out by 15 teachers, 12 of whom hold main positions at KU" (SER p. 28). Teachers have the necessary formal qualifications and long teaching experience; however during the visit it became obvious that several staff members could not express themselves easily in English.

As a special strength of the programme for future teachers, the SER (p. 28) states that "Teachers-practitioners are invited to teach certain topics or cycles of topics (for instance, translation, theatre studies, etc.)".

In 2019, when Klaipėda University became part of the European University Network EU-CONEXUS, teachers used the opportunity to visit partner universities (Zadar and La Rochelle) and received visitors from there. These activities were interrupted by the pandemic and have to be intensified again.

(2) Expert judgement/indicator analysis

The expert panel found it difficult to discuss some teaching details during the site visit, because of the recent changes in the programme and very low student numbers. The good and useful interaction between practitioners from outside and KU staff does not seem to be established yet. In many ways the detailed discussion of modern scientific, didactic, professional methods and tools (e.g. in translation, see below) was considered difficult by the experts during the site visit. Whether the modern concepts were already applied sufficiently in the current programme could not be established clearly during the site visit discussions (cf. the effectiveness of the involvement of stakeholders below). Several parts of the SER were different from the current teaching programme and a certain uncertainty and anxiety was compensated by personal enthusiasm and the determination to continue with a new orientation to cater for the demand of teachers in Lithuania. Whether the new programme attracts enough students and can provide the basis for their future employment has to be evaluated again in the near future.

The expert panel encourages teachers explicitly to use the opportunities for teaching and research visits to modernise their teaching and research.

3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility (not applicable to studies carried out by HEIs operating under the conditions of exile)

(1) Factual situation

The KU staff are encouraged to use the existing opportunities offered by their Administration and external partners. Conditions and systemic nature of staff development were confirmed during the site visit. Post-pandemic mobility must be increased.

(2) Expert judgement/indicator analysis

The conditions are excellent, as teachers are involved in the European University Network EU-CONEXUS and have used opportunities well to build up reliable cooperation opportunities in the past and in the future. Post-pandemic academic exchange has to be intensified.

3.5.3. Evaluation of the conditions to improve the competences of the teaching staff

(1) Factual situation

Since the improvement of competences has caused some concern and resulted in recommendations in previous evaluations (SER p. 35), the SER stated explicitly:

“Teachers are more actively involved in qualification improvement events. Each year, the University allocates funds for professional development courses. The new KU remuneration

system also encourages to participate in professional development courses. From the autumn semester of 2022, KU teachers will be required to participate in in-service training at least 5 days a year” (SER p. 35).

(2) Expert judgement/indicator analysis

As KU is restructuring its teaching programme, the improvement of staff competences is particularly important. The expert panel appreciates the clear central guidelines and noticed the clear will of teachers to use the systematic opportunities provided.

However, it seems too early to evaluate the changes, because there were not enough students, not enough teaching experience and not enough further training opportunities at the time of the site visit.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. All KU faculty members are working hard to overcome the obvious problems in their programme.
2. The unique opportunity of EU-CONEXUS provides teachers with a new start in teaching and research.

(2) Weaknesses:

1. The unique opportunity of EU-CONEXUS has to be exploited further.
2. Related funding opportunities have to be used for other small projects (like COST).

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process

(1) Factual situation

The EP programme is offered at the KU Faculty of Social Sciences and Humanities (FSSH), which has 29 high-quality classrooms with 780 workplaces equipped. There are classrooms to work with groups of 10-30 students, thus they meet the needs of the philology programme. There are several computer classrooms equipped to teach languages. One of the language teaching classrooms has a SANAKO laboratory installed back in 2012, with a teacher’s computer, a smart board, 16 computers for students, and an internet connection.

In 2016, teachers have access to the Robotel system to teach languages. That same year Trados Studio software for translation was installed in the Faculty’s computer classrooms. Students and teachers have access to Eduroam and WiFi that covers all of the campus. IT technicians are available on site (SER, p. 36-37)

KU teachers and students have access to the resources of all 6 departments of the Klaipėda University Library (KUL), which has some 311,552 copies of documents in stock. Most of the literature resources needed for the delivery of the study programme under evaluation are stored at the Library of Health Sciences and Humanities (H. Mantas St. 90-2). Periodicals required by the EP programme students are stored in the FSSH Library (S. Nėries str. 5), which is currently under renovation.

The SER points out that the amount of multilingual publications and textbooks available in the departments of KU Library is sufficient to achieve the aims and outcomes of the study programme (SER, p. 39). Moreover, the current study conditions of the students should be further improved by the repair of the FSSH, which started in early 2022. The improvements are to result in better working and study conditions and thus a better quality of studies (SER, p. 40).

Efforts are made to create equal opportunities for people with special needs. There are spots in the library provided with specialised software and other equipment for vision and motor-impaired users (e.g. Dolphin-Easy Converter, Easy Reader, JAWS 14 for Windows; Win Taker Voice 1.6; Dolphin-SuperNova Magnifier; Braille printer VP Columbia, TOPAZ XL HD V 246 HL, alternative mouse for motor impaired users, etc.), including ergonomic furniture (SER, p. 37).

(2) Expert judgement/indicator analysis

The KU's physical premises for studies are adequate in terms of size and quality. The old buildings are adapted to suit the needs of teaching and learning. Some of the classrooms have been recently equipped with modern teaching tools. However, there is still a lot of room for improvement in terms of meeting the special needs of people with movement disability, which have not been accommodated yet. Lifts, stair climbers or wheelchair ramps are lacking on campus thus limiting the accessibility of KU premises to part of its student body and other community members (SER, p. 37). The premises are suitable both for traditional lectures and seminars, and also for practical classes. However, what concerns self-study and student leisure, the student community would definitely benefit from more spaces adapted for self-study.

The teaching and learning resources used to deliver the study programme meet the minimum requirements and the minimum needs of students and teachers in that there is a sufficient number of lecture rooms and computers available for the training of language specialists, but the computers and the software available for the field studies seems to be rather outdated, i.e. more than 10 years old (SER, p. 36), and not really used, as confirmed by students and alumni. Thus, the programme would definitely benefit from quite a bit of updating of language learning and translator training software and hardware. Some modern online language learning tools like Duolingo, Mondly language learning app and the like could come in handy.

The learning resources, e.g. desktop computers, software, and library resources, are sufficient in numbers, but would benefit from major updating. Even though, the SER (p. 38) says that

the resources were updated during the period of 2017-2021 to meet the teacher and student needs within the framework of the study programme, the site visit did not provide the experts with the evidence of the newly purchased library resources used for language teaching and translator training. In addition, the study visit meeting with students revealed that students use books which contain CDs to practise independently, which shows that library resources used for language teaching and learning are old enough to be worth modernising. Therefore, both students and teachers would clearly benefit from a major update of library resources to teach the foreign languages in the study field, especially student books and exercise books.

Despite the fact that TRADOS was mentioned in the SER as a CAT tool available at KU for translator training (SER, p. 36), none of the students mentioned ever having used TRADOS when learning translation at KU, nor have the alumni. Experts did not notice any titles on translation in the library either. To provide greater opportunities for students to hone their translation skills, it would be beneficial to introduce them to such popular translation tools as memoQ, Phrase, Wordfast, etc. including some free tools such as MateCat or OmegaT, and to provide them with access to printed or e-literature on translation.

The previous external evaluation report already recommended applying modern technologies and internet resources in the study process. However, despite the fact that some ten years ago the then-modern resources were made available at KU, they are not being used in the current study process, and in the current context seem to be outdated already.

The overall impression of the external evaluation team is that the physical, informational and financial resources of the field studies to ensure an effective learning process meet the minimum requirements, but are in great need of fundamental updating.

3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies

(1) Factual situation

The university has a budget for the infrastructure improvement approved. The repair and renovation of the premises started in early 2022 (SER, p. 40). Respectively, as per SER, there are plans to renew the university infrastructure, to install modern spaces for study, to modernise the library and even to install special classrooms to teach translation and interpreting (SER, p. 40). Departments responsible for teaching and learning regularly apply for resources with the Information Resources Formation Division. The teaching staff of the study field decide what publications need to be purchased.

(2) Expert judgement/indicator analysis

There is evidence in the SER of strategic forward planning and upgrading of resources in general, including those needed to carry out the field studies. For example, the SER refers to the infrastructure renewal project financed by the Ministry of Education, Science and Sports, and the EU Structural Funds in the amount of EUR 1,200,000 (SER, p. 40). The site visit revealed that part of the KU facilities has recently been renovated and some are still under renovation. The university has an overall goal of upgrading ICT and software, but would

definitely benefit from a major updating of its teaching and learning resources to reflect the changing student needs and the need to reach the defined learning outcomes to more than a minimum extent (e.g. student books, language learning and translation software, etc.).

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The physical teaching and learning premises, especially those that have been recently renovated, meet the needs of the study field's programmes, students and teachers.
2. The planned upgrading of the premises is well managed.

(2) Weaknesses:

1. Teaching and learning resources used for the purpose of the study field's programmes need major updating, especially student books, language learning and translation software and hardware, etc.
2. Spaces for student self-study and leisure are clearly lacking.
3. Major efforts are required to create equal study opportunities for people with special needs, especially those with movement disability.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

(1) Factual situation

Quality assurance procedures and policies at Klaipėda University are informed by MRU Statute, the Quality Management System ISO 9001:2015, and provisions of the internal Quality Management System of studies (SER, p. 41). KU's institutional policies and documents cover a wide range of quality assurance procedures, including the programme development, evaluation and improvement process, etc. Internal QA is performed periodically on an annual basis.

On the institutional level, the documentation and monitoring of ongoing study programmes is ensured by the KU Office for Studies, the Vice-Rector for Studies and the Head of Philology Department. On the programme level, much of the quality assurance work is undertaken by the Committee of Humanities (SKK) formed by the Rector of KU. (SER, p. 41) In addition, there is the Study Quality Commission of KU, which has an advisory role in analysing the quality of studies at KU and provides conclusions and recommendations.

There is an annual revision of study programmes and course units at KU. The SER provides no examples of course modifications based on the annual revisions performed (SER, p. 42).

According to the SER, one of the methods of quality assurance is the regular feedback collection at KU on studies, including student and stakeholder feedback, and opinions of

alumni, employers and practitioners. Related QA outcomes are used to improve the EP programme based on the feedback from students, graduates, alumni, teaching staff, social partners and other stakeholders. Generalised results of student surveys are published (SER, p. 42).

(2) Expert judgement/indicator analysis

The QA policies and procedures for the study programme are in place and generally seem to be providing effective quality maintenance for the study programme subjected to the evaluation. The programme examined here seems to be subjected to regular QA on the institutional and programme level. KU demonstrates a certain willingness to examine their weaknesses and address them, including opportunities for improvement, however, would clearly benefit from taking more effort to incorporate the opinions of other stakeholders, too.

Site visit meetings with students, teachers and alumni showed that not a single student, teacher or alumni could remember or name a case where the programme was subjected to any major adjustments or changes as a result of their feedback.

All this allows concluding that the quality assurance and quality maintenance mechanisms are essentially appropriate and meet the basic requirements of the programme. However, there is room for a major improvement in terms of taking the opinion of the students, alumni and practitioners on board much more actively.

3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance

(1) Factual situation

The SER says that by institutional design, stakeholders participate in the study programme in a variety of ways, such as hosting programme interns and suggesting topics for final thesis or taking part in deliberations about skills needed on the labour market. As mentioned before in this report, the SER indicates that students and other stakeholders, such as social partners, are regularly asked to share their opinion both in the form of formal opinion surveys and informal contacts initiated by the teaching staff. However, the cooperation often does not go beyond these formal roles.

According to the SER, students and graduates have numerous opportunities to voice their opinions and suggest improvements regularly, that is each semester or at least once per academic year. Employers and graduates directly participate in the assessment of the quality of studies, including their conformity to the needs of the labour market (SER, p. 42-43).

(2) Expert judgement/indicator analysis

The involvement of stakeholders, students and others, seems to meet the basic formal requirements, but includes some major shortcomings.

The SER refers to the receiving and analysis of student, employer and practitioner feedback as an integral part of the study programme improvement and self-analysis (SER, p. 42-43). With that in mind, it is worth mentioning that there was a case when the opinion of the employers was taken into consideration to modify the study programme, which was confirmed by the employers during the meeting with the external evaluation team (regarding the incorporation of the pedagogical component, as asked by the employers).

However, that seems to be more an exception rather than a rule, because during the site visit meetings with students, teachers and alumni none could confirm any other cases where their opinion or feedback became a basis for any changes or improvements to the study programme.

Moreover, the SER (p. 9) refers to the learning outcomes of the study programme reviewed by taking into account the opinion of students and graduates and their desire to master translation techniques, apply the procedures of translating, text editing and interpreting in practice. Still, despite the fact that the learning outcomes have been rewritten on paper, they do not seem to have been translated into real learning outcomes. This has been attested by the alumni and employers, who were rather modest in assessing the translations and interpreting skills of the programme graduates.

The fact that almost nothing changed as a result of the stakeholder participation shows that the effectiveness of their involvement in internal quality assurance could be improved to a great extent with the aim to attract more students to the study programme who would, with time, grow into a wanted labour force.

The applied mechanisms of inclusion do not provide sufficient evidence of the seriousness of KU to involve students and alumni in QA. This has been confirmed by the meeting with the stakeholders, social partners and alumni, who showed strong willingness to be much more involved in improving the study programme and achieving the learning outcomes. They particularly volunteered to be involved in the cooperation with the KU Career Centre and share ideas on ways to involve the stakeholders more actively in the QA of the study programme.

It is therefore the finding of the expert panel that the student and stakeholder involvement is rather basic and meets only the formal requirements, but leaves a lot of space for improvement in terms of a more proactive and closer involvement of stakeholders, which was also recommended to the study programme by the previous external evaluation team.

3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes

(1) Factual situation

On the whole, study programme information is publicly available. Information on the provision of the study programme, admission requirements, LOs, etc. is published on the KU's website. Students verified that their opinion is formally and informally surveyed. The teaching

staff also verified that they receive student survey results and are involved in programme revision. Employers and alumni attested to being asked for their opinion during informal meetings.

Student opinions and information on the study programme is made public on the KU's website.

(2) Expert judgement/indicator analysis

KU appears to be sufficiently open in the distribution and consideration of regular student survey outcomes and the provision of information on the study programme. Students and alumni seem to be sufficiently informed about the delivery of the programme. However, there is no evidence of data on graduate employment being regularly collected and analysed, which constitutes a serious drawback possibly preventing KU from attracting more students to the study programme.

The SER and meetings with stakeholders provided an example on how the information collected on the delivery and evaluation of studies is used to improve the field studies (the adding of the pedagogical component). Site visit meetings with alumni, students, teachers and graduates attested to it, but did not provide any information on any other adjustments or changes of a similar nature.

Therefore, it can be concluded that the collection, use and publication of information on the studies only meets the basic, if not minimum, applicable standards and there is a lot of room for improvement in terms of collection and use of information on the studies subject to the evaluation.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

(1) Factual situation

As this report has repeatedly noted, the student survey mechanism is the primary method by which student opinion is measured and analysed.

There are mechanisms to elicit and analyse student opinion by way of regular formal and informal opinion surveys. Students have opportunities for formal and informal discussions with programme representatives.

Alumni surveys are performed with the aim to provide insights and opportunities for programme graduates to contribute to the improvement of the study programme.

(2) Expert judgement/indicator analysis

There is a certain commitment on the part of KU and the study programme to elicit student opinions, comments and concerns.

As mentioned before, there may be room for improvement in actually acting on the suggestions voiced by the students. This would be of great benefit for the study programme and for the student community.

Nonetheless, the general mechanisms employed in evaluating the opinion of the field students about the quality of studies seem to be sufficient.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. There is a commitment to surveying students and alumni.
2. Stakeholders (employers and alumni) demonstrate strong willingness to be actively involved in the delivery and QA of the study programme.

(2) Weaknesses:

1. The learning and teaching resources seem to be rather outdated and are in need of major updating.
2. Despite the strong willingness on the part of the employers and alumni, they are not proactively approached and involved by KU in the improvement and delivery of the study programme, thus there is a lot of room for improvement here, especially that the previous evaluation team recommended acting on this particular point, too.

IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ul style="list-style-type: none"> • Assure the sustainability of the programme by proactively advertising it in the community. • Assure that learning outcomes at the level of courses feed into learning outcomes at the level of the programme. • Select and maintain a clear focus of the programme without it offering to do it 'all' and providing all-encompassing competences. If it aims to train teachers of English to meet the needs of the community, make it more modern and update the offer of courses providing very specific knowledge and skills needed to teach English as a foreign language. • Re-examine the literature used for teaching courses in English and make sure it is both recent and accessible to students (not all in German or Lithuanian). • Allow for more personalization of the programme by increasing the offer of elective courses, and possibly also elective modules if students want to get additional training in ESP or translation. • Build reliable modern translation skills among the students to choose translation as an option in their career path. • Carefully re-examine, complete and update the information on the study programme, learning outcomes and course descriptions on the KU website, aligning it with European standards.
Links between science (art) and studies	<ul style="list-style-type: none"> • Consider introducing funding for conference participation to increase the visibility of your research and staff in the wider national and international research community and facilitate networking. • Increase incoming and outgoing mobility rates and internationalisation efforts to ensure better outreach and networking, leading to more research collaborations in the future. • Make a strategic plan to apply for more ambitious national and international projects with partners from academia and the community. • Track research dissemination and publication efforts more closely to identify gaps. Apply metrics to analyse research output and report on it in a systematic and detailed way. • Make a feasible plan to increase research output and quality and improve the research profile of your institution. • Motivate and include more students in staff research and projects.

	<ul style="list-style-type: none"> • Create research opportunities for students relevant to their future employers.
Student admission and support	<ul style="list-style-type: none"> • Increase promotion activities for the study programme to attract more students.
Teaching and learning, student performance and graduate employment	<ul style="list-style-type: none"> • Track graduate career with the aim to feedback positive adjustments to the study programme to ensure that graduates are better equipped for the labour market. • Involve the KU Career Centre much more in assisting students with finding their career path.
Teaching staff	<ul style="list-style-type: none"> • Make sure that the new programme orientation can be taught by teachers in KU in collaboration with outside practitioners. • Offer more in-service and international cooperation training to teachers, including appropriate technologies in modern language teaching/learning and translation. • Encourage and support teachers to cooperate in teaching and (publication) research with European partners. • Ensure that modern teaching and learning concepts are actually used in the classroom. • Encourage teachers to focus more on autonomous learning with (open source) internet tools to allow students more personalisation and individualisation in the wide study programme.
Learning facilities and resources	<ul style="list-style-type: none"> • Take major effort to update language teaching and learning resources, namely language learning and translator training software and hardware, and introduce some modern language learning tools (e.g. Mondly language learning app, Duolingo, etc.). • Take major effort to update the library resources used to teach the foreign language in the study field (especially student books and exercise books) and translation. • Introduce such popular translation tools as MemoQ, Phrase or MateCat, etc. to teach modern translation skills. • Take major effort to create equal opportunities for people with special needs, especially those with movement disability. • Equip spaces for student-self study (and leisure) with a reliable WiFi.
Study quality management and public information	<ul style="list-style-type: none"> • Be much more proactive in approaching and involving the employers and alumni in the improvement and delivery of the study programme. • Truly act on the opinion and reasonable suggestions made by students, alumni and stakeholders (e.g. regarding the graduates' translation skills, etc.) • Regularly collect and analyse data on graduate employment to enact the necessary improvements in line with the changing needs of the labour market.

V. SUMMARY

The expert panel wishes to thank KU for their efforts in preparing the SER and organising the site visit, and especially for providing an honest account of the current situation. The panel has noticed some progress and improvements of the programme since the late evaluation, albeit gradual and slow. The strategic direction of the programme has changed, with a new module and new courses added to the programme to meet the needs of the community, which is welcome.

The expert panel was of the impression that, whereas the current students and the alumni are enthusiastic and positive about their studies at KU, there is a generally pessimistic and defeatist outlook reflected in the SER and among the staff. If the programme is to remain sustainable, a more ambitious and proactive approach, a mindset change, needs to be taken by the institution to increase the visibility, quality, attractiveness and viability of the programme under evaluation. Some ambition and ideas have been noticed, as well as budding awareness that you need the aim higher than you currently do, but it was more individual than across the board. The institution should create and use more opportunities for inclusion in international research, mobility and exchange, as well as use links with very eager, ambitious and resourceful social partners.

Having analysed the different aspects of the programme implementation and outcomes, the panel has identified some positive aspects and strengths including diverse foreign language and cultural skills of the programme graduates; students and graduates giving positive assessment of the study programme; commitment to surveying students and alumni; and well-managed and planned upgrading of the premises.

However, there are areas that require reconsideration and improvement, most notably taking decisive actions to ensure programme sustainability; increasing internationalisation efforts; better inclusion in the European research area; setting a clear focus for research and for programme orientation (pedagogy module or minor, possible translation and ESP module, as suggested during the previous evaluation); modernising courses and obligatory literature, tracking graduate career with the aim to feedback positive adjustments to the study programme; building reliable modern translation skills among the programme students; equipping more spaces adapted for self-study; taking major effort to make the KU premisses accessible to people with movement disability to create equal study opportunities for all; updating the teaching and learning resources used for the purpose of the study programme; updating the library resources to teach translation and foreign languages in the study field; equipping spaces for student self-study with a reliable WiFi connection; taking the opinion of the students, alumni and practitioners onboard much more actively; taking major effort to be much more proactive in approaching and involving the employers, social partners and alumni in the improvement and delivery of the study programme; and collecting and analysing data on graduate employment on a regular basis.

The institution should adopt a clear and feasible action plan to improve quality of the programme design and implementation and eliminate shortcomings identified in the evaluation report. The action plan should include measurable indicators, targets, persons responsible and deadlines, followed by regular reporting on the implementation of the action plan with concrete data and analysis. The action plan should be guided by the ultimate goal of securing quality, viability and sustainability of the programme, which is currently under threat.

Expert panel chairperson signature:

Prof. dr. Marija Omazić