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KAUNO TECHNOLOGIJOS UNIVERSITETO
**STUDIJŲ PROGRAMOS *TECHNIKOS KALBOS VERTIMAS IR
LOKALIZACIJA* (valstybinis kodas - 621U60002)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *TRANSLATION AND LOCALISATION OF TECHNICAL
TEXTS* (state code - 621U60002)
STUDY PROGRAMME
at KAUNAS UNIVERSITY OF TECHNOLOGY**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Technikos kalbos vertimas ir lokalizacija</i>
Valstybinis kodas	621U60002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Vertimas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vertimo magistras
Studijų programos įregistravimo data	2007-03-21

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Translation and Localization of Technical Texts</i>
State code	621U60002
Study area	Humanities
Study field	Translation Studies
Type of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (2), Part-time (3)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Translation
Date of registration of the study programme	21 March, 2007

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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
-	Improvement actions taken in order to ensure the study quality in the programme (2015)

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

According to the SER the second-cycle university study programme *Translation and Localization of Technical Texts* (hereinafter – Programme) has been implemented at Kaunas University of Technology (hereinafter – KTU or the University), which is a public institution of

higher education operating in accordance with the Law on Higher Education and Research of the Republic of Lithuania. KTU is one of the leading institutions of higher education in the region, according to the number of students, research and innovation activities, and a positive effect on the society of the area. Kaunas University of Technology was established in 1922. In 2000, the Faculty of Humanities was opened and the programmes of Translation of Technical texts, Media Philosophy, and Music and Sound Technology studies were designed and delivered. The Faculty consists of 4 departments: the Department of Audiovisual Arts, the Department of Educational Studies, the Department of Modern Languages and Intercultural Communication, and the Department of Philosophy and Psychology. The Faculty also contains the Institute of European Studies, the Institute of Public Policy and Administration, and the International Semiotics Institute. The Faculty possesses 4 centres, i.e. the Centre for French Culture, the Educational Competence Centre, the Centre of Foreign Languages, and the Municipal Training Centre, which provide services to the University and community, promoting the integration of science and studies into society, public institutions and business organisations. The second cycle study programme *Translation and Localization of Technical Texts* was established at the Faculty of Humanities in 2007. The implementation of the Programme was coordinated by the Department of Linguistics and the Centre of Foreign Languages until the 2 divisions were merged in 2014. During the self-assessment process, a self-assessment group of the Programme was formed following the order of the Rector.

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 20/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 Self Evaluation Report (henceforth – SER) programme aims and learning outcomes are defined in the following way: *the aim of the study programme is to prepare highly*

qualified masters who have knowledge of translation and localization theories, methodologies and technologies, text linguistics, terminology, intercultural communication; are able to translate to and from their first and second foreign language; are able to use translation technologies when solving issues related to the process of translation and localization of technical texts; are able to conduct scientific research. The learning outcomes specified in Table 2 (SER, p. 6) comprise knowledge and its application, research skills, specific skills, social and personal skills. The EET confirmed during the site-visit that programme aims and learning outcomes are well defined, clear and publicly accessible. The information about the Programme and its aims and learning outcomes are publicly accessible: for students and staff through the Academic Information System of the University, for public through the internet portal of the University and AIKOS, for entrants in information portals. The programme aims and learning outcomes are based on the academic requirements, public needs and the needs of the labour market. Apart from dedicated teaching staff (who have the necessary professional experience in translation) acknowledged researchers participate in the activity of the Research Council of Lithuania teach in the Programme. The employability level is satisfactory; the EET confirmed that the employment of graduates who finished the master's study programme *Translation and Localization of Technical Texts* at KTU is sufficient to substantiate the need for the study programme (SER Table 13, p.35.) The EET considers that employability rate of all graduates is rather high; 100% in 2012, 80% in 2013 and 83% in 2014. The EET finds the statistics promising for future graduates of this study programme. The public need for translators in Lithuania is confirmed during the site-visit which supports the fact that according to the data of the Local Labour Exchange provided on 20 February 2015, there is a high demand for translators in Lithuania. There were 207 free places for translators registered in the Labor Exchange in 2012; 288 in 2013; and 128 in 2014. According to the EET findings during the site-visit the learning outcomes emphasising knowledge and skills in localization have been found to be not fully adequately covered in terms of study credits (as it is stated in the SER, p. 20). The EET suggests more translation practice which is necessary for realization of all stated programme aims and learning outcomes. The same proposal is heard from the students' side who are also interested in mastering management skills needed for freelance translators and private business. The EET supports students' remarks and recommends more credits for specific translation skills in localization of technical texts and more intensive focus on management skills. As it is clearly stated in the SER the aim of the study programme is to prepare highly qualified masters which is ambitious but achievable goal if translation skills and translation practice is more included in the existing curriculum. The same suggestion is highlighted in the form of improvement actions (the SER, p. 20); *to encourage deeper focus in different modules on the acquisition of localization*

skills and knowledge by emphasising the inseparability of the processes of translation and localization; to invite localization specialists to the Programme from foreign higher education institutions in the exchange framework and specialists from industry as invited lecturers and regular teachers. Furthermore, the EET thinks that the Study Programme Committee will work more effectively towards realization of the stated programme aims if it is possible to reorganize its responsibility which is, due to the Senate decision from 2014, expended to many different areas. The EET would like to recommend (if possible) subdivision within the Study Programme Committee which is now responsible for too many areas and, consequently, perhaps insufficiently devoted to the MA study programme in the field of translation and localization of technical texts.

2.2. Curriculum design

The overall structure of the curriculum respects the current legislation applicable to Universities and meets the legal requirements – as 13 out of 16 members of staff are actively publishing – to different degrees but all research active and 3 out of 16 are professionally active as translators, hence the programme includes the required balance of theoretical groundings practical training for more than 15 credits, delivered by the relevant experts. The modules of the programme are organized with an evident sense of learning progression with tasks that grow in complexity over the course of the six semesters. No major lacunae in the themes are identifiable. However, students, social partners, and graduates in the site visit confirmed that additional teaching of the native language, Lithuanian, would be extremely beneficial to the MA candidates, given their different levels of schooling and the diverse approach to teaching grammar and syntax of Lithuanian at lower level studies. The curriculum and individual syllabi are consistent with the level of studies and the degree type; with the programme's emphasis on Software Localization (1 module), in Audiovisual Media Translation and Localization (1 module), and Terminology Management (1 module), the curriculum shows evidence of alignment with current market and educational requirements for this type of programme. Nevertheless, there is some room for improvement; both social partners and graduates in the site visit emphasized how additional practice with authentic translation commissions would be beneficial in training at this level. The EET shares and endorse such opinion especially for translation technology-focused and localization programmes. There is evidence of students' progression from the first cycle into the second cycle described in the SER; it may be worth considering ways of supporting MA candidates who join the programme after graduating from other BA programmes to integrate with KTU's values and approach to translation. It seems that the curriculum does not include in any of the module a lead-in module on research methods and resources that would support all

MA candidates to develop master's level skills in research and working independently. Contents and teaching methods of the modules are appropriate for the achievement of the intended learning outcomes. Work with translation technologies has been acknowledged by tutors, students, and graduates as at times problematic due to work on demo licenses (e.g. for the Passolo package). It is commendable that the SER showed a high degree of self-reflection and analysis; both the SER and the conversations with staff, programme management, students, and graduates identified some weaknesses on which the programme management has been working and they confirmed that one of the potential weaknesses of the programme is the ability of its graduates to manage complex localization projects and work entrepreneurially when leading translation projects. These above-mentioned issues are interconnected: working hands-on with complex software platforms for localisations and multimedia translation in classroom exercises would also support essential training with these featured functions for project-management of these software packages. Alternatively, further practical work on localisation software could be added to the 'Methodologies and Technologies of Translation' module; freeware project management software could be also introduced as part of the module 'Audiovisual Media Translation and Localization,' whose aims also include to attain LO A5, that is to '*Know the research methodology employed in the spheres of localisation and translation and are able to apply it.*' The SER, the assessed documentation, and the site visit of 20 October 2015 confirm that the scope of the programme with its range of closely monitored, reviewed, and interlinked modules is sufficient to ensure the learning outcomes. In these instances in which both the programme managers and the teachers identify weaknesses in the programme, there was a clear sense in the data gathering in the interviews that action is taken swiftly and where possible within the same semester. There is scope to foster the student's ability to work independently and autonomously further; it would imply considering the introduction of a module on research methods and resources that would ensure the continued sustainability of the programme. The module contents, the reading lists, the students' employability in the industry, and the evidence from social partners at the site visit confirm that the programme reflects an understanding and good level of knowledge of the state-of-the-art of the discipline. However, it is fair to say that the library holding could benefit from further targeted investment in curriculum design and syllabus design materials that could further support the sustainability of the current quality of the programme – there are a number of useful handbooks and companions targeted to students, but it would support staff and management to add research into pedagogy, curriculum, and syllabus design.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements as it is confirmed in the SER, according Description of General Requirements for Master's Degree Study Programmes, no less than 80% of all programme teachers hold the doctoral degree, of whom no less than 60% teach study field subjects related to their scientific activities. No less than 20% of teachers work in the position of a professor; staff are employed on the basis of competition; their teaching and research are regularly assessed. As it seemed to EET the competitive spirit is generally perceived as asset rather than obstacle. The qualifications of the teaching staff are adequate to ensure learning outcomes; staff hold high academic degrees and the number of professors and doctors necessary for the provision of the programme far exceeds the minimum. There are 16 staff members (as per the SER), 10 of whom are professors and associate professors. Moreover, staff are also practitioners, with more than sufficient expertise in the fields of translation and localisation and experience with translation and localization technology (SDL Trados, Passolo, Moodle). The number of the teaching staff is more than adequate to ensure learning outcomes; the number of students is very low (usually 5 to 7 people in a year). Teaching staff turnover is low, a positive change took place in the year 2013/14, when two teacher defended their PhDs and started working for the programme.; graduates are not employed to work in the programme as they seek employment within the industry. The few graduates are direct consequence of the low number of students. However, despite the comments above, it can be concluded that the current staff members ensure safe provision of the programme. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme; staff are motivated and encouraged to publish in refereed journals, though for the time being publications appear mostly locally (in Lithuania and neighbouring countries). There is close cooperation between staff and stakeholders; staff and university authorities take feedback from stakeholders and react accordingly, adopting measures that may be beneficial for the programme, whilst remaining within the generally acknowledged framework. Most staff members (about 10) are members of a variety of organisations and associations, and appear on the media discussing good practice and sharing their expertise (evidence: SER). The teaching staff of the programme is involved in research directly related to the study programme being reviewed; most staff list translation studies as their main research interest, along with various aspects of linguistics, localisation and intercultural communication. This ensures that staff development is in line with the programme objectives. Workload is fairly high (but it depends on academic rank) and staff have limited time to pursue their research interests (this was mentioned during the meeting with staff, but no details were provided then. However, there is the possibility to have one's teaching load reduced when working on a time-

consuming research project, such as a monograph. Staff have multiple opportunities to make use of international exchange agreements, mostly within the Erasmus programme; staff mobility is at an appropriate level. There is a possibility to apply for funding when necessary as it was told during the site visit. The ratio of staff mobility is on the increase, from 6 in the year 2009/10 (2 incoming, 4 outgoing) to 14 in the year 2014/15 (5 incoming, 9 outgoing). EET thinks it might be beneficial for the institution to further increase the number of incoming lecturers. It has to be noted that the institution maintains links with a considerable number of European institutions of renown, including Barcelona, Vienna, Brno, Paris, Malmo and a number of others.

2.4. Facilities and learning resources

As seen during the site visit that included visits to the KTU library, Department of Modern Languages and Intercultural Communication and the auditoriums where the programme *Translation and Localisation of Technical Texts* is taught, the premises for studies at the Faculty of Social Sciences, Arts and Humanities (A. Mickeviciaus g. 37) where the programme is taught are adequate both in their size and quality. Physical, virtual and intellectual infrastructure is well-developed. As indicated in the SER, in the summer of 2014, the Faculty of Social Sciences, Arts and Humanities was moved from Gedimino g. 43 and Donelaicio g. 20 to newly renovated premises that are fully suitable for training purposes and meet all training needs. Most of the teaching and learning equipment (laboratory and computer equipment, consumables) is adequate both in size and quality. The training facility has the newest versions of computer assisted translation software installed (SDL Trados Studio 2014 Professional (Network)), including other modern software, hardware and laboratories necessary to train the skills of technical translators and specialists in localisation (e.g. 11 licences of SDL Passolo). The institution has 2 licences of DejaVu software and plans to buy more what is commendable. In addition, OmegaT, WordFast, MemoQ software is used in the process of training technical translators. However, as interviews with students indicate, in most cases demo versions of localisation software are used and they cause problems in the process of training and are not always readily available for problem-free usage during classes. In addition, localisation software causes certain inconveniences, too, as in many cases demo versions of the software are used. Interviews with students and teachers confirmed that demo versions of localisation software function smoothly only for a defined short period of time, which is far too short to fully meet the training needs of the future technical translators. According to the outcomes of the interviews with staff and students, after the trial period expires, demo versions start causing various inconveniences that hinder the teaching and learning process. The higher education institution has the necessary arrangements for students' practice involving social partners, such as the Kaunas University Hospital, Kaunas Drama

Theatre, translation and localisation agency Synergium and a number of local translation agencies. The SER and interviews with social partners, staff and students confirmed that KTU has valid contracts with the aforementioned social partners. Under the contracts students of the programme are offered practical training opportunities, which, as confirmed by the interviews held during the site visit, are of mutual benefit for both social partners and students. As seen during the site visit that included visits to the KTU library, Department of Modern Languages and Intercultural Communication and the auditoriums where the programme *Translation and Localisation of Technical Texts* is taught, teaching materials (textbooks, books, periodical publications, databases) are available and accessible to teachers and students. Students and teachers have access to huge KTU library funds. In addition, upon requests of teachers and students, the institution has recently purchased valuable books that are significant in the study process of technical translators and localisation specialists. They are listed in Point 92 on page 27 of the SER. Nonetheless, the site visit proved that books on technical translation and localisation are still scarce in numbers, however all interested parties can use the available databases and find the needed information there.

2.5. Study process and students' performance assessment

On the issue of whether the admission requirements are well founded, admission process is organized in accordance with the Rules of Student Admission to Kaunas University of Technology that are annually approved by the Senate of Kaunas University of Technology and are published in the newsletters and on the website of Kaunas University of Technology. As it is stated in SER, the admission criteria comply with the requirements of KTU Academic Regulations and the admission rules approved by the KTU Senate. During the meeting with students, it was confirmed that the admission requirements are clear and publicly available (on the web page, fairs, Facebook). As it was mentioned in the part of curriculum, the inclusion of a module on grammar, syntax, and stylistics of the Lithuanian language as one of the alternatives either in block 1 or 2 is recommended to consider. Otherwise, it would be recommended to set up an entry test on Lithuanian language to select candidates with a higher degree of written competence in their L1.

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, information regarding the study process (study calendar, timetables for lectures and examination sessions, course descriptions, optional courses, assessment procedure), opportunities for study periods abroad, tuition fees, student grants, funding of studies are publicly available on the website, in the Faculty, in the Moodle system or other virtual learning environments. In addition, at the

beginning of each course students have an introduction to each course separately. Also, timetables are provided long before the session begins in order to meet the needs of students who work and enable them to plan their activities in advance. On the issue of students' engagement in the improvement of the study programme, students are members of the committee. Also, the administration claimed that feedback regarding study programme and process is gathered from students twice per semester in the form of discussions and surveys. During the meeting with students, when asked what are the weaker and the strongest parts of the programme – advantages prevailed. Students as advantages of the programme mentioned a possibility to choose a second language (Russian, German, French), possibility to gain practical skills using translation tools, diversity of teaching methods employed, friendly atmosphere created by the teachers and cooperation with social partners. According to the students, there are many advantages, but nevertheless the study programme has some areas for improvements. The meeting with the students revealed that students would like to attain managerial skills (e.g. how to manage a project) and they would like to have more practice. EET would recommend to consider these suggestions and provide students with project management course.

The extent to which students are encouraged to participate in research, artistic and applied research activities was considered by EET. The study programme offers a range of scholarly activities. SER mentions that students have the possibility to take part in scientific or applied science programmes. From 2014 there was implemented Mentorship programme that enables students to choose the research topic of interest and a mentor in order to start the research in the field that appeals to a student. Moreover, the master students have an opportunity to participate in a range of different activities like the annual scientific conference, joint teacher – student research projects, student's papers are published in the scholarly journals. In order to promote students participation in research and applied research activities, students can receive a scholarship or conference fees, or travel expenses can be financed. After meeting with students, EET considers that there could be bigger number of students participating in research, artistic and applied research activities and recommends to improve participation of the students.

As to whether the students have opportunities to participate in student mobility programmes, the SER claims that students have opportunities to either study abroad or do international internships. The University has 314 agreements with 243 universities. However, during the period 2010-2015 only 2 students took advantage of ERASMUS exchange programme. Although conditions are good to study abroad EET observed insufficient participation of students in mobility programmes and recommends to consider the issue.

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. Individual

consultations are available with all members of the teaching staff. During the visit it was learnt that students and teachers developed very good working relationships. Students indicated that one of the best things about the programme is great relationship with the teaching staff. They confirmed that teachers are cooperative, competent and available either by email or for individual consultations. During the visit, it turned out that a high level of virtual learning capabilities is integrated to the study process. On the issue of social support, students have a voice in the programme development process, as students' interests are represented by Student Representation Body of the Faculty of Social Sciences. The following financial support is provided to the students of Kaunas University of Technology: Rector's one-off incentive, mobility scholarship, and one-off purposive scholarship. In addition, social scholarships are provided according to the Government of the Republic of Lithuania. Also, individual and psychological support is provided by the KTU Student Development Centre.

As to whether the assessment system of students' performance is clear, adequate and publicly available, EET learnt that the assessment of student performance is based on the principles of KTU. A lot of tests, examinations and other assignments help to create a functional cumulative assessment system. There are also a lot of different methods of assessment used. Feedback to the students on their progress, mistakes in an oral or written form are provided and discussions about what needs to be improved are organized. Students stated that assessment criteria are clear, adequate and could be found in the paper syllabus or in the Moodle system. In addition, evaluations of all the semesters and grades of every assignment are available in the bilingual user friendly Academic Information System.

In relation to the question of whether the professional activities of the majority of graduates meet the programme providers' expectations, the reality is that the graduates of this programme are satisfied with the quality of the studies and their expectations have been met as all the graduates who came to the meeting work in the field of translation. Some of the graduates were working already during their studies; whereas those who did not work during the studies found a job quite fast. It was confirmed that there is a great demand for translators in the labor market. In addition, graduates stated that the Faculty keeps in touch with them by contacting them from time to time and even sends job offers. Some of the social partners that were interviewed are involved in expressing their opinions on what kind of specialists they need and consult on Master Thesis topics and their relevance. The social partners see this study programme as providing good specialists, which the market is lacking.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The institution has introduced and applies a sufficient number of procedures established for that purpose. As indicated in the SER, there are centralised organisational structures within the University that guarantee proper administration, coordination and internal quality assurance. The vice-dean for studies coordinates processes related to study programme renewal, internal and external evaluation of the programme. At the department level, the responsibilities are mainly shared by the head of the programme and the head of the Department of Modern Languages and Intercultural Communication. Information and data on the implementation of the programme are regularly collected and analysed by following extensive procedures introduced for that purpose. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. For example, the grounds on which the institution was refused full accreditation for the membership in the European Master in Translation network were used as a basis for further improvement of the programme. As a result, more practicing translators were involved in the teaching process. The evaluation and improvement processes involve a rather extensive list of stakeholders, who contribute to the improvement of the programme. Regular strategic improvement sessions are held with participation of social partners and teachers. They result in such improvements as social partners coming to give presentations to students on the topicalities of the labour market several times per semester, students coming for a 1-day practical training since very early in their studies, etc. In addition, social partners, such as Barclays, bankers and others, act as career tutors for MA students. Moreover, social partners are involved in the Study Programme Committee. Nonetheless, the EET thinks that the Study Programme Committee would work more effectively towards realization of the stated programme aims, if it were possible to reorganize its responsibility which has been expanded to many different areas as a result of the Senate decision of 2014.

Students are systematically surveyed and their suggestions for improvement are implemented. For example, a year ago students suggested that EN-RU combination would be highly needed in their professional life as translators. As a result, starting with this year EN-RU combination is offered. However, judging from the interview with the students, measures should be taken to find a way to group the students according to their language proficiency level in a particular language in order to help all students to benefit more from their studies and to pay more attention to improving students' language proficiency in general. Teachers suggested removing the Media, Culture and Society module and introducing an additional localisation module instead and their suggestion was implemented. However, as the institution rightly mentions in its self-analysis

report, its students would benefit even more from a greater number of contracts with respective stakeholders, especially in the area of localisation.

The internal quality assurance measures are effective and efficient. The institution looks for ways to introduce new and other types of software needed for training purposes. Interviews with staff and students confirmed that in the recent years motivational interviews have been introduced to select the right candidates for the programme and to reduce the number of dropouts. In addition, Educational LAB for teachers to improve has been set up, where teachers share their professional development and training experiences with each other.

2.7. Examples of excellence *

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

III. RECOMMENDATIONS

The EET suggests the following recommendations for the Study Programme Committee:

1. The EET suggests considering more translation practice which is necessary for realization of all stated programme aims and learning outcomes and more intensive focus on management skills.
2. The EET thinks that the Study Programme Committee will work more effectively towards realization of the stated programme aims if it is possible to reorganize its responsibility which is, due to the Senate decision from 2014, expended to many different areas. The EET suggests (if possible according to legal requirements and procedures) subdivisions within the Study Programme Committee which is now responsible for many areas; therefore it is hard to expect from Committee to be fully devoted to the MA study programme in the field of translation and localization of technical texts.
3. Consider the inclusion of a module on grammar, syntax, and stylistics of the Lithuanian language as one of the Alternatives either in block 1 or 2. Alternatively, it would be recommended to set up an entry test on Lithuanian language to select candidates with an higher degree of written competence in their L1.
4. Consider the entry level for the Second Foreign Language. It is recommended that students are tested on their level and that only B2/C1 students of the L3 are allowed to take a second foreign language the training on which should start in semester 1. Any translation exercise referring to the L3 should also begin no later than in semester 2.
5. The experts of this report agree with the suggestion made by current students, graduates, social partners, and employers that the programme could increase the level of translation-based classroom activities.
6. Replace demo versions of translation and localisation software with fully licenced translation and localisation software to enable smooth training of technical translators and localisation specialists.
7. Keep supplementing the institution's library resources with the newest books (paper or e-version) on translation in general and especially on technical translation and localisation.

8. EET recommends to improve participation of the students in research activities.
9. Although conditions are good to study abroad EET observed insufficient participation of students in mobility programmes and recommends to consider the issue.
10. As the institution rightly mentions in its self-analysis report, its students would benefit even more from a greater number of contracts with respective stakeholders, especially in the area of localisation. The internal quality assurance measures are effective and efficient.

IV. SUMMARY

The EET is pleased to find many positive aspects of the programme. The programme aims and learning outcomes are well defined, clear and publicly accessible. The compatibility between the name of the programme, its learning outcomes, content and qualification offered is at satisfactory level. The study programme is provided by the staff meeting legal requirements as per the Law of Higher Education in Lithuania; staff are employed on the basis of competition; their teaching and research are regularly assessed. The qualifications of the teaching staff are adequate to ensure learning outcomes; staff hold high academic degrees and the number of professors and doctors necessary for the provision of the programme far exceeds the minimum. Moreover, staff are also practitioners, with more than sufficient expertise in the fields of translation and localisation and experience with translation and localization technology (SDL Trados, Passolo, Moodle). The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme; staff are motivated and encouraged to publish in refereed journals, though for the time being publications appear mostly locally (in Lithuania and neighbouring countries). Staff have multiple opportunities to make use of international exchange agreements, mostly within the Erasmus programme; staff mobility is at an appropriate level. The premises for studies are adequate both in their size and quality. Physical, virtual and intellectual infrastructure is well-developed. Students and teachers have recently moved to new premises that are fully suitable for training purposes and meet all training needs. The training facility has the newest versions of computer assisted translation software installed (SDL Trados Studio 2014 Professional (Network)), including other modern software, hardware and laboratories necessary to train the skills of technical translators and specialists in localisation (e.g. 11 licences of SDL Passolo). The institution has 2 licences of DejaVu software and plans to buy more. In addition, OmegaT, WordFast, MemoQ software is used in the process of training technical translators. Teaching materials (textbooks, books, periodical publications, databases) are available and accessible. Students and teachers have access to huge KTU library funds. In addition, upon requests of teachers and students, the institution has recently purchased

valuable books that are significant in the study process of technical translators and localisation specialists. One of advantages of the programme is a possibility to choose a second language (Russian, German, French), possibility to gain practical skills using translation tools, diversity of teaching methods employed, friendly atmosphere created by the teachers and cooperation with social partners. The master students have an opportunity to participate in a range of different activities like the annual scientific conference, joint teacher – student research projects, student's papers are published in the scholarly journals. In order to promote students participation in research and applied research activities, students can receive a scholarship or conference fees, or travel expenses can be financed. The assessment criteria are clear, adequate and could be found in the paper syllabus or in the Moodle system. In addition, evaluations of all the semesters and grades of every assignment are available in the bilingual user friendly Academic Information System. The social partners see this study programme as providing good specialists, which the market is lacking. The internal quality assurance measures are effective and efficient. The institution looks for ways to introduce new and other types of software needed for training purposes. Motivational interviews have been introduced to select the right candidates for the programme and to reduce the number of dropouts. In addition, Educational LAB for teachers to improve has been set up.

Apart from positive features the EET confirms certain weaknesses of the Programme (specified in recommendations) related to; insufficient translation practice which is necessary for realization of all stated programme aims and learning outcomes, mastering management skills needed for freelance translators and private business, the need to have more credits for specific translation skills in localization of technical texts and more intensive focus on management skills, reorganization of the Study Programme Committee responsibility which is, due to the Senate decision from 2014, expended to many different areas, the inclusion of a module on grammar, syntax, and stylistics of the Lithuanian language as one of the Alternatives either in block 1 or 2., recommendation that students are tests on their level and that only B2/C1 students of the L3 are allowed to take a second foreign language the training on which should start in semester 1., replacement of demo versions of translation and localisation software with fully licenced translation and localisation software to enable smooth training of technical translators and localisation specialists, enrichment of the institution's library resources with the newest books (paper or e-version) on translation in general and especially on technical translation and localisation, an inadequate number of students participating in research, artistic and applied research activities and recommends to improve participation of the students, insufficient participation of students in mobility programmes and a greater number of contracts with respective stakeholders, especially in the area of localisation.

V. GENERAL ASSESSMENT

The study programme TRANSLATION AND LOCALIZATION OF TECHNICAL TEXTS (state code – 621U60002) at KAUNAS UNIVERSITY OF TECHNOLOGY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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
	Diana Guogienė
	Kamilia Puncevič

**KAUNO TECHNOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TECHNIKOS KALBOS VERTIMAS IR LOKALIZACIJA* (VALSTYBINIS
KODAS – 621U60002) 2016-02-22 EKSPERTINIO VERTINIMO IŠVADŲ
NR. SV4-64 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KAUNO TECHNOLOGIJOS UNIVERSITETO studijų programa *TECHNIKOS KALBOS VERTIMAS IR LOKALIZACIJA* (valstybinis kodas – 621U60002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Ekspertų grupė džiaugiasi radusi daug teigiamų studijų programos *Technikos kalbos vertimas ir lokalizacija* aspektų. Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje. Šią studijų programą įgyvendinantis personalas atitinka Lietuvos Respublikos aukštojo mokslo įstatyme nustatytus reikalavimus; darbuotojai samdomi konkurso būdu, jų mokymas ir tyrimai nuolat vertinami. Dėstytojų kvalifikacija yra tinkama, kad užtikrintų, jog bus pasiekti numatomi studijų rezultatai; dėstytojai turi aukštus mokslinius laipsnius, profesorių ir daktarų skaičius yra daug didesnis nei būtina norint užtikrinti programos vykdymą. Be to, dėstytojai yra praktikai, turintys daugiau nei pakankamai žinių vertimo ir lokalizacijos srityje ir darbo su vertimo bei lokalizacijos technologijomis (*SDL Trados, Passolo, Moodle*) patirties. Ši aukštoji mokykla sudaro dėstytojams sąlygas kelti

profesinę kvalifikaciją, susijusią su šios studijų programos dėstymu. Dėstytojai yra motyvuojami ir skatinami skelbti publikacijas recenzuojamuose žurnaluose, nors šiuo metu publikacijos dažniausiai skelbiamos vietos (Lietuvos ir kaimyninių šalių) leidiniuose. Dėstytojai gali dažnai pasinaudoti tarptautinių mainų susitarimais, daugiausia pagal *Erasmus* programą; dėstytojų judumas yra tinkamo lygio. Studijoms skirtos patalpos yra tinkamos, ir jų pakanka. Išvystyta fizinė, virtuali ir intelektinė infrastruktūra. Studentai ir dėstytojai neseniai persikėlė į naujas patalpas, kurios gerai pritaikytos mokymo tikslams ir atitinka visus mokymo poreikius. Įdiegta naujausių versijų kompiuterizuota vertimo programinė įranga (SDL Trados Studio 2014 Professional (Network)), taip pat ir kita šiuolaikinė aparatinė bei programinė įranga, reikalinga techninės kalbos vertėjų ir lokalizacijos specialistų įgūdžiams lavinti (pvz., 11 SDL Passolo licencijų), yra laboratorija. Universitetas turi dvi *Deja Vu* programinės įrangos licencijas ir ketina nusipirkti daugiau. Be to, rengiant techninės kalbos vertėjus naudojama OmegaT, WordFast, MemoQ programinė įranga. Metodinė medžiaga (vadovėliai, knygos, periodiniai leidiniai, duomenų bazės) yra prieinama. Studentai ir dėstytojai turi galimybę naudotis gausiais KTU bibliotekos ištekliais. Be to, dėstytojų ir studentų prašymu universitetas neseniai įsigijo vertingų knygų, kurios yra svarbios studijuojant techninės kalbos vertimo ir lokalizacijos specialybę. Šios programos privalumai yra galimybė mokytis antrąją kalbą (rusų, vokiečių, prancūzų), galimybė įgyti praktinių įgūdžių naudojant vertimo priemones, taikomų mokymo metodų įvairovė, dėstytojų kuriama draugiška aplinka ir bendradarbiavimas su socialiniais partneriais. Magistrantūros studentai turi galimybę dalyvauti įvairioje veikloje, pavyzdžiui, metinėje mokslo konferencijoje, bendruose dėstytojų ir studentų mokslinių tyrimų projektuose; studentų straipsniai skelbiami moksliniuose žurnaluose. Siekiant paskatinti studentus dalyvauti mokslinių tyrimų ir mokslo taikomojoje veikloje, jiems gali būti suteikta stipendija arba finansuojamos konferencijos mokestis ar kelionės išlaidos. Vertinimo kriterijai yra skaidrūs, tinkami, juos galima rasti popierinėje programoje arba *Moodle* sistemoje. Be to, dvikalbėje vartotojui palankioje KTU akademinėje informacijos sistemoje pateikiami visų semestrų vertinimai ir kiekvienos užduoties įvertinimas pažymiais. Socialinių partnerių nuomone, pagal šią studijų programą parengiami geri specialistai, kurių rinkoje trūksta. Vidinio kokybės užtikrinimo priemonės yra veiksmingos. Universitetas ieško būdų, kaip įdiegti mokymui reikalingą naują arba kitos rūšies programinę įrangą. Siekiant atrinkti šiai programai tinkamus kandidatus ir sumažinti nubyrejamą, taikomos apklausos, skirtos įvertinti stojančiųjų motyvaciją. Be to, įkurta dėstytojų tobulinimui skirta „EDU LAB“ (ugdymo laboratorija).

Ekspertų grupė pastebėjo ne tik teigiamus šios programos aspektus, bet ir kai kurias jos silpnybes (nurodytos rekomendacijose), susijusias su nepakankama vertimo praktikos, reikalingos, kad būtų įgyvendinti visi šios programos tikslai ir numatomi studijų rezultatai, apimtimi, laisvai

samdomų vertėjų ir privataus verslo vadybos įgūdžių įsisavinimu, būtinybe turėti daugiau kreditų už specialius vertimo įgūdžius techninės kalbos lokalizavimo srityje ir didesniu dėmesiu vadybos įgūdžių lavinimui, studijų programos komiteto atsakomybės, kuri, vadovaujantis 2014 m. priimtu Senato sprendimu, apėmė daug įvairių sričių, pakeitimu, lietuvių kalbos gramatikos, sintaksės ir stiliaus modulio įtraukimu į 1 arba 2 bloką, kaip viena iš alternatyvų, rekomendacija, kad būtų tikrinamas studentų lygis ir kad tik B2/C1 trečios kalbos lygius turintiems studentams būtų leista pasirinkti antrąją kalbą, kuri būtų dėstoma nuo pirmojo semestro, vertimo ir lokalizacijos programinės įrangos demonstracinių versijų pakeitimu visiškai licencijuota vertimo bei lokalizacijos programine įranga siekiant užtikrinti sklandų techninės kalbos vertimo ir lokalizacijos specialistų rengimą, institucijos bibliotekos išteklių papildymu naujausiomis knygomis (popierine arba elektronine versija) vertimo tematika apskritai, o ypač techninės kalbos vertimo ir lokalizacijos tematika, nepakankamu mokslinių tyrimų, meno ir mokslo taikomojoje veikloje dalyvaujančių studentų skaičiumi (rekomenduojama padidinti studentų dalyvavimą), nepakankamu studentų dalyvavimu judumo programose ir sutarčių su atitinkamais socialiniais dalininkais, ypač lokalizavimo srityje, skaičiumi (rekomenduojama padidinti).

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III. REKOMENDACIJOS

Išorinio vertinimo ekspertų grupė siūlo studijų programos *Technikos kalbos vertimas ir lokalizacija* komitetui šias rekomendacijas:

1. Ekspertų grupė siūlo apsvarstyti galimybę daugiau laiko skirti vertimo praktikai, kad būtų galima pasiekti visus nustatytus programos tikslus ir studijų rezultatus ir daugiau dėmesio skirti vadybos gebėjimams.
2. Ekspertai mano, kad šios studijų programos komitetas dirbs efektyviau siekdamas, kad būtų įgyvendinti visi suformuluoti programos tikslai, ir pakeis, jei įmanoma, savo atsakomybę, kuri, vadovaujantis 2014 m. priimtu Senato sprendimu, apėmė daug įvairių sričių. Ekspertų grupė siūlo suskirstyti (jei įmanoma, laikantis teisės aktų reikalavimų ir procedūrų) studijų programos komitetą, kuris šiuo metu yra atsakingas už daugelį sričių, į skyrius, todėl sunku tikėtis, kad Komitetas skirs visą dėmesį magistrantūros studijų programai *Technikos kalbos vertimas ir lokalizavimas*.
3. Apsvarstyti galimybę į 1 arba 2 bloką kaip vieną iš alternatyvų įtraukti lietuvių kalbos gramatikos, sintaksės ir stiliaus modulį. Arba būtų rekomenduojama sukurti lietuvių kalbos testą stojantiesiems, kad būtų atrinkti kandidatai, kurių rašymo pirmąja kalba gebėjimai yra geresni.
4. Apsvarstyti studentų antrosios užsienio kalbos lygį įstojimo metu. Rekomenduojama testuoti studentų lygį ir antrąją užsienio kalbą leisti pasirinkti tik B2/C1 trečios kalbos lygius turintiems studentams, pradedant juos mokyti nuo pirmojo semestro. Trečios kalbos vertimo praktika turėtų prasidėti ne vėliau kaip antrąjį semestrą.

5. Šio vertinimo ekspertai pritaria dabartinių studentų, absolventų, socialinių partnerių ir darbdavių pasiūlymui didinti su vertimu susijusių užsiėmimų auditorijose (*paskaitų, seminarų, praktinių užsiėmimų*) apimtį.
6. Vertimo ir lokalizacijos kompiuterinės programinės įrangos demonstracines versijas pakeisti visiškai licencijuota vertimo ir lokalizacijos kompiuterine programine įranga siekiant užtikrinti sklandų techninės kalbos vertimo ir lokalizacijos specialistų rengimą.
7. Nuolat papildyti universiteto bibliotekos išteklius naujausiomis knygomis (popierine arba elektronine versija) vertimo tematika apskritai, o ypač techninės kalbos vertimo ir lokalizacijos tematika.
8. Ekspertų grupė rekomenduoja didinti mokslinių tyrimų veikloje dalyvaujančių studentų skaičių.
9. Nors studijavimo užsienyje sąlygos yra geros, ekspertai pastebėjo, kad studentų dalyvavimo judumo programose lygis yra nepakankamas, ir rekomenduoja apsvarstyti šį klausimą.
10. Kaip institucija teisingai nurodo savianalizės suvestinėje, jos studentams būtų naudinga, jei su atitinkamais socialiniais dalininkais būtų sudaroma daugiau sutarčių, ypač lokalizacijos srityje. Vidinio (studijų programos) kokybės užtikrinimo priemonės yra veiksmingos.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)