



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LIETUVOS EDUKOLOGIJOS UNIVERSITETO  
ANGLŲ FILOLOGIJOS PROGRAMOS (621Q30001)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT OF  
*ENGLISH PHILOLOGY (621Q30001)*  
STUDY PROGRAMME  
AT LITHUANIAN UNIVERSITY OF EDUCATIONAL  
SCIENCES**

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų filologija
Valstybinis kodas	621Q30001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos magistras
Studijų programos įregistravimo data	2002-06-14 Nr. 1093

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	English philology
State code	621Q30001
Study area	Humanities
Study field	English philology
Kind of the study programme	University studies
Level of studies	Second cycle
Study mode (length in years)	Full time (2)
Scope of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master in English Philology
Date of registration of the study programme	2002-06-14 Nr. 1093

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## I. INTRODUCTION

### 1.1. Organizational structure of the University and Faculty

According to the information found in the programme's Self-assessment report, more than 11,000 students are currently studying at Lithuanian University of Educational Sciences. The academic staff of LUES consists of 557 teachers: 52 Full Professors (Doctors and Doctors Habilitatus), 290 Associate Professors (Doctors) and 215 Lecturers/Assistant Lecturers. On the 20<sup>th</sup> of October, 2011, the former name *Vilnius Pedagogical University* was changed to Lithuanian University of Educational Sciences by the Resolution of the Parliament of the Republic of Lithuania.

Master degree study programme of English Philology is offered and carried out in the Department of English Philology (in close co-operation with the Department of English Didactics), the Faculty of Philology at Lithuanian University of Educational Sciences (LUES).

The tradition of training foreign languages specialists at LUES goes back to the year 1944, when the Faculty of Russian Language and Foreign Languages was founded. In 1949 foreign languages separated and started functioning as the Faculty of Foreign Languages. Up to the year 1997 both BA and MA study programmes had been administrated by the staff of the Department of English. In 1997 the Department of English Language and Methodology split into two departments: the Department of English Philology (DEP) and the Department of English Didactics (DED). The Department of English Philology is in charge of MA studies programme and two BA study programmes in English Philology, as well as in English Philology and the Second Foreign Language (French/German/Russian) in Terms 5 to 8. The major function of the Department of English Didactics is to organize and supervise the above-mentioned BA programmes in Terms 1 to 4 and BA students teaching internship at school. Some teachers from DED read elective courses to the MA students, also act as academic advisors to MA students on their thesis writing.

In January 2009 the Faculty of Foreign Languages and the Faculty of Slavonic Philology formed the Faculty of Philology. Pedagogical and research potentials of two former faculties were joined to ensure more optimal training of future language specialists.

### 1.2. Organizational Aspects of the Study Programme

MA study programme of English Philology at LUES (further on - the MDSPEP or the programme) is co-ordinated and implemented by the Department of English Philology in close co-operation with the Department of English Didactics, as well as with assistance of the staff of several departments of the Faculty of Philology, as well as other departments of the University:

Department of the English Language – Faculty of Philology (the study subject – *Psycholinguistics*);

Department of French Philology and Didactics – Faculty of Philology (the study subject – *Modern French*);

Department of German Philology and Didactics – Faculty of Philology (the study subjects – *Modern German, Sociolinguistics*);

Department of Philosophy – Faculty of Social Sciences (the study subject – *Language Philosophy*).

In the meeting with the Faculty Philology administration the Team, when asking about the specificity of responsibilities of the Department(s) and the Programme Committee, found out, that in 2011 it was decided that the main responsible body from then on was the Programme Committee, but the Department(s) cooperate with it.

### **1.3. General assessment in the Report of the Assessment Group (2010) contained the following main comments related to the programme:**

MA study programme of English Philology at LUES is being presented for external assessment for the third time after the assessment carried out by the international experts in 2008 and 2010. The expert committee's proposal for accreditation was as follows: *Master's study programme English Philology (state code in 2010 - 62104H101) is given a positive Accreditation.*

According to the data provided by Prof. Jānis Sīlis who participated in the assessment of the programme in April 2010 (and these data are presented also in the Self-assessment report) the previous Assessment Team gave the following recommendations for the improvement of the MA programme:

#### Summary of commendations for the Programme

- The Assessment Team generally approves the aims and learning outcomes set by the Programme development group as giving graduates a wide choice of job profiles.
- The programme's structure gives students an opportunity to apply and combine various forms and methods useful for writing the final paper.
- The programme is based on the knowledge, abilities and skills acquired in the Bachelor studies, and MA studies aimed at deepening of the acquired knowledge.
- The members of the academic staff have the necessary qualifications to cope with implementation of programme's aims and objectives
- Students are satisfied with teachers' professionalism.
- The programme has a favourable reputation among BA graduates of other Lithuanian universities.
- Lecturers stressed that they had their say in the development of programme structure and content.

#### Summary of weaknesses to be addressed

- There is an impression that for some of the lecturers the concept of *learning outcomes* is still a novelty, and therefore often misinterpreted as contents of a particular study course.
- much has yet to be done in further improvement and repeated revision of the course structure to eliminate overlaps, to increase the number of courses of extralinguistic nature, to decide about the proportion and role of literature courses in the programme.
- Evidently there is not much cooperation between some of the lecturers reading similar courses, as the Team observed when discussing the possible overlaps in the courses of *Transformational-Generative Grammar* and *Grammar Theory*.
- Employers and graduates suggest that in each course of theoretical linguistics and literature there should be at least one or a couple of lectures on teaching methods of this particular course. Thus, after meeting graduates and employers the Team had to conclude that the programme does not reflect the wishes of this target group.
- In lecturers' opinion the faculty library and insufficiency of specialized literature in it is a weak point.
- Lecturers are rather critical when assessing the teaching premises
- Students point out that they have had only one opportunity to fill in study quality evaluation forms, and that was comparatively shortly before the Assessment.
- On the programme website it is stated that pedagogical qualification is also provided, but, according to the Vilnius University graduate, this is not true – therefore she now is in a comparatively disadvantageous situation.

- Employers do not feel that this is a philological programme, they believe that graduates should also receive additional pedagogical knowledge and skills. Thus, there is a need of better communication between all the parties connected with the programme – especially with employers. The Team therefore had to conclude that the programme does not reflect the wishes of employers and graduates.

**1.4. In view of the above, the present self-assessment group noticed the following improvements:**

- a) Formulation of the Programme competences and learning outcomes with reference to the results of *The Competences in Education and Recognition Project (CoRe)*, resulting in a project “A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes” (2010). Applying the Tuning methodology the aim of the staff in charge was to turn the MDSPEP from a staff-centred into a student-centred programme.
- b) Overlaps in content of some study subjects were eliminated by replacing or eliminating some of the study subjects: General Linguistics study subject was taken away from the Programme because part of the topics in this subject was covered in Semantics, Discourse Linguistics and Cognitive Linguistics study subjects. The number of extralinguistic subjects was increased – the subjects of Psycholinguistics and Foreign Language Didactics were introduced. Modern English Literature subject and Psychoanalysis and Literature subject were eliminated.
- c) Communication between teachers involved in different study subjects increased when after restructuring of the Programme some linguistic subjects were joined into modules, i.e. module of Linguistic Theories 1, 2 and 3. Reading lists also have been revised and updated to meet the current needs and changes in the Programme. Courses run in English offer the lists of readings only in English.
- d) A new course Foreign Language Didactics was suggested for the students in the Programme. The course deals with new methods of teaching, peculiarities of working with different age groups. The Study Programme Committee also introduced research and teaching internship. It takes place at the University in the form of Master’s degree students delivering seminars to Bachelor’s degree students and making a presentation to the audience on the topic of their Master’s degree theses.
- e) In May 2012 a survey was conducted among 2<sup>nd</sup> year students who were studying in the former model of the Programme. The positive and negative aspects of the study quality in the Programme were discussed at the meeting of the faculty and new insights were grafted on a new model of the Programme.
- f) MDSPEP does not provide teacher’s qualification. However, those students who want to acquire it can apply to Institute of Professional Competences Development at LEU. The parallel studies at this Institute would take two semesters.
- g) Cooperation with stakeholders and employers has become more flexible after signing new agreements of cooperation. The agreements outline aims of cooperation, mutual benefits, and responsibilities of parties involved (e.g., Vilnius Cooperative School, Language school “Lingua Perfecta”, Vilnius Business College, and Foreign Language Teaching Centre).

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The programme aims and learning outcomes are well defined and clear, they are also publicly accessible in the Internet and brochures for the applicants willing to become the programme's students. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered – this is the merit of the enhanced quality of the Programme Committee's activities under the competent leadership of Associate Professor Linas Selmistraitis. The teaching staff also pointed out that all issues were being decided in discussions of the Committee with the lecturers, and the alumni were positive about the beneficial change of the programme from a teacher-centred to a student-centred one. The academics admitted that the quality of Programme aims and especially learning outcomes has been improved after applying the Tuning methodology (see also more detailed information on p. 6 of the Self-assessment report), a significant part of the teachers has attended Tuning methodology courses in Druskininkai on the Programme Committee's request.

The programme aims and learning outcomes are based on the academic and professional requirements, public needs and partly correspond to the needs of the labour market. The correspondence seems somewhat incomplete, because there are certain differences between the aims and learning outcomes on the one hand, and needs of the labour market on the other hand. The Team is fully aware that these differences are objective: specialization in philology, even examined globally, is not a profession, but a certain type of education, therefore definition of the future jobs of the graduates, who at present are labelled as specialists in English philology for educational institutions, depends largely on the initiative and previous education of the alumni themselves. Potentially, the graduates are expected to teach and to conduct research. Thus, the above-mentioned incomplete coherence between the three important aspects of the concrete assessment area is not caused by deficiencies in the work of the Programme Committee, Faculty of Philology or the whole University, but by the nature of the programme standards set by higher-level authorities, demanding a clearly-formulated list of jobs even for the graduates with academic education: a purely academic study programme in philology does not provide a very pronouncedly defined professional qualification, therefore often graduates need additional professional (pedagogical etc.) education, ability to work as a professional translator, editor etc. immediately after graduation from a philological programme.

The Assessment Team had the opportunity to make sure that the mentioned discrepancy between the aims and learning outcomes on the one hand and the labour market needs of the other hand at present is being successfully solved by the Programme management, as most of the alumni have pedagogical background and actually are employed as teachers in different educational institutions of Lithuania. They view the current Master's programme as a possibility to enhance their pedagogical skills level by acquiring an additional philological knowledge which allows them to become more competitive in the pedagogical labour market, and that is an extremely positive feature of the Programme.

The employers and social partners also are satisfied to have teaching staff with additional philological (especially linguistic) qualification. Best of the graduates have an opportunity to become members of the academic staff at LUES and also other HEIs of Lithuania, as well as to continue philological research becoming doctoral students.

### *2. Curriculum design*

The study plan of the MA study programme of English Philology (MDSPEP) has been designed following the Order of the Minister of Education and Science on the Description of General Requirements for Master's Study Programmes (No V-826, 3/6/2010). The programme was also modified on the basis of the evaluation report of the programme in 2010.

The volume of the MDSPEP is 3202 hours in four semesters, i.e. two years (1602 hours + 1600 hours). This equals 120 ECTS credits. The study subjects comprise 80 credits and the MA

thesis 33 credits, which include thesis development, preparation for its defence and the final Viva Voce. Teaching and research practice comprises 7 credits.

Each semester (except the fourth semester) is followed by a four-week examination period when the credits of the semester are counted. All in all, contact hours cover 22% (688 hours) of the time, and it is divided between theory (10%) and practical classes (12%). Independent study covers 78% (2514 hours) of the programme hours. The proportion of independent study increases gradually over the semesters. During the fourth semester, students work mostly independently on their MA thesis.

The MA studies are sequenced to prepare students for the next semester's studies. The MA programme is designed not to duplicate the contents of the BA programme but to deepen the theoretical, cognitive and practical skills. Integration of theory and practice is emphasised. The study materials and resources are problem-focused and task-based in order to develop analytical, synthetic and evaluative skills. Required reading includes up-to-date text books in English. Pedagogical competence is also developed in a teaching and research practice.

The content of the programme is primarily determined by compulsory subjects (65 credits). These include language philosophy, professional languages, linguistic theories (psycholinguistics, sociolinguistics, cognitive linguistics, pragmatics, semantics, corpus linguistics, generative grammar, and discourse linguistics), foreign language didactics and science language. Elective subjects include 15 credits of Modern French or Modern German; other possible elective courses include historic development of Germanic languages, contrastive and semantic syntax, and lexicography and language instinct.

The MA thesis topic is approved of in the second semester and then students start working with the topic in specified steps such as compile the list of references in the second semester, prepare the first draft of the theoretical part in the third semester, etc. The Science Language course supports thesis writing and research methodology; plagiarism is fought against and students confirm with their signatures that the MA thesis is their own work. The thesis topics are limited to the research areas of the staff members. The MA theses are publicly defended and discussed in front of the Examination Board with other MA students present.

The MA programme was previously assessed in 2010 when several suggestions were given. These suggestions have been taken into account in curriculum development.

The MA programme builds on the BA programme. This was confirmed by the students who felt that the MA programme introduces new subjects (e.g. corpus linguistics) and does not repeat content from the BA studies (e.g. grammar is more theoretical than in the BA).

Independent work and MA thesis writing are supported well and students find that the thesis research and writing is scheduled systematically. The name of the course Science Language could be changed into e.g. Research Methodology to match the contents in a more transparent way. Students found the course highly useful and suggested that it could be moved to the first semester.

The aspects of the curriculum that could further be considered include the role of foreign language didactics, applied linguistics and EFL, as the professional ambitions of the students and the profile of the institution clearly relate to the teaching of English as a foreign language. Moreover, this professional profile was seen as a significant strength by the social partners. As an improvement initiated by the students, we heard that the course Foreign Language Didactics will include adult education.

Although the grammar taught in the MA programme is intended to be more theoretical than the BA level grammar courses, the choice of transformational-generative grammar as the theoretical approach is a bit surprising as it does not reflect the most current trends in the field.

Due to the small number of the students in the programme, the elective subjects are chosen as a group and the electives listed in the curriculum are not fully available. Maybe it would be possible to offer independent study options on some electives that cannot be offered as a taught course.

### **3. Staff**

The MA in English Philology is run and primarily taught by staff of the Department of English Philology of the Faculty of Philology at Lithuanian University of Educational Sciences.

According to the SAR and relevant annexes, this programme is taught by highly qualified teaching staff with extensive teaching and research experience. The staff of the programme comprises 14 full-time teachers with PhD degree in philology, educational sciences and social sciences. So, the number of the teaching staff with a PhD degree is quantitatively well above what the Regulations of Study Programmes require.

Almost all theoretical courses are read by professors and associate professors.

The members of the academic staff have the necessary qualifications to cope with implementation of this programme.

At the end of this programme students are awarded Master degree in English Philology. The lack of specialist in English philology is the weak point of this programme.

The staff is well-qualified, hard-working, and highly dedicated.

In order to improve learning outcomes and competences we propose to increase the staff in the field of English philology.

The teachers, who were included into the Study Programme, are full-time members of the staff. The number of professors, associate professors, and lecturers teaching on MA study programme of English Philology has not undergone any significant changes.

Lecturers are rather critical when assessing the teaching premises. The lack of individual offices is seen as a weak point. However, the Team holds the opinion that the Programme Committee is not responsible for this area, as the problems of this type should be solved by Faculty-level and University-level legislative and executive structures.

The workload often exceeds the number of hours recommended by the legal framework<sup>1</sup> Although academic staff members go on exchange programmes, the mobility should be encouraged and supported.

Being an “active researcher” with interests “coinciding with the subjects taught” is more a matter of degree, and in that respect the research and publication record of the staff of the DEP, to judge from their CVs, is rather modest in some areas.

The best CVs are those of the staff whose research is hardly relevant to the field of English linguistics in the strict sense.

To conclude, the study fields or areas of research interests of the staff members partially coincide with the study subjects taught. Some members of the staff teach 5 different courses (Grasilda Blažienė, PhD, Jurga Cibulskienė, PhD, Gražina Droessiger, PhD, Judita Giparaitė, PhD, Linas Selmistraitis, PhD.) We could hardly expect these teachers to publish in all areas related to the courses. In some areas publications are quite modest.

The DEP needs a really significant research project in English linguistics, and, rather than seek participation in some EU-type mobility programs.

### **4. Facilities and learning resources**

The premises for studies are suitable in all the required aspects. The Faculty of Philology has 37 rooms: one 140 seats amphitheatre room with stationary multimedia equipment,

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<sup>1</sup> The working time of teachers is calculated following Resolution No. 78 of the Government of RL of 27 January 2004, which establishes a working week no longer than 36 hours. The working time of a full-time teacher consists of 1/3 of contact work (lectures, seminars, practical classes, practice and examination), 1/3 is allotted to preparation for contact work and organisation of students' independent work and 1/3 is allocated to research work. A teacher's annual average is about 1200 academic hours. The rest of the time is allocated to preparation for contact work and research.

the room is meant for reading lectures in general university education subjects; 10 rooms with 25 to 90 seats, having stationary multimedia equipment and one interactive board); 9 rooms equipped with stationary video sets; the other 19 smaller rooms are used only for seminars.

The Faculty effectively uses the benefits of cooperation with foreign embassies, the result is opening several rooms named after prominent personalities of the USA, France, Germany, Italy, Russia, Byelorussia and Poland.

The teaching and learning equipment (computers etc.) is available to students, but the proportion of the computerized seats could be larger. Thus, in The Faculty Teaching and Learning Resource Room 36% of the seats are computerised, but in the reading Room of LUES library has only 13% of computerized seats. On the other hand subscribing to around 12 databases, many of them having full texts stored, is a great advantage that enhances the quality of the Programme. Students, too, expressed their satisfaction with the possibilities to use databases, and informed the Team that they were actively and regularly using EBSCO, Oxford and Cambridge databases.

The Programme has proper arrangements for students' internship, as it is held in the University premises and corresponds to the higher-level demands of the Master's programme. The Programme management is planning to provide possibilities to have internship not only in LUES, but also in other universities of Lithuania.

Although a LUES library providing teaching materials in the form of textbooks, monographs and periodical publications, most part of these, even philological publications, are meant for all the 11 thousand students of the whole University. Therefore the situation is somewhat paradoxical, as the bulk of the philological publications are of a too general nature and meant for the students of other faculties and programme, but the specialized philological resources library is small and somewhat insufficient for satisfying the needs of all students.

### ***5. Study process and student assessment***

The University organizes admission in accordance with the Lithuanian legal requirements provided for in the Law No. V-2486 of the Ministry of Education and Science.

Students seeking admission to this programme are required to have a Bachelor degree in English philology. The number of students on the programme is small – 9 in the first year and 7 in the second. The State only finances 5 students in each year.

Students have stated that this study programme supplements and not duplicates knowledge obtained in the Bachelor degree studies. Most of them entering this programme were already qualified English school teachers and had clearly defined aims. Mainly, they enroll to this study programme aiming to become qualified teachers of English for adults. Students are well informed of the teaching subjects, programme and the learning outcomes and are satisfied with the contents of the programme. However, they would appreciate if the programme included more didactics, psychology and more concrete modules, such as translation and Business English. Still, students remarked that this could be the ideal development of the programme in future and expressed their understanding of the realities of situation – not everything can be changed at once. Students also added that they were not sure if all of their wishes fitted the programme's general concept, but stressed again that they were satisfied with the overall arrangements. In general, students seemed very motivated and confident that this study programme would bring many benefits to them.

Independent study is the dominant form of this programme. Students have enough time for individual research. Every year the Faculty of Philology organizes a Master's degree students' scientific conference, in which second year students give presentations on their research.

There are plenty of artistic and social activities, which students can take part in and are encouraged to do so. The Sports Centre and the Culture Centre have activities that include choir, song and dance groups, and a drama studio. There is a Psychological Consulting Centre available for students seeking assistance.

Students are eligible for participation in mobility programmes, however the majority of the students work and have families and rarely use this opportunity.

The University provides good academic support. Teachers are available for consultations; their schedules are well organized and clear. Individual consultation options are available with all members of the academic staff. As indicated above, the majority of the students are employed, mostly on a part-time basis at schools in the mornings; their timetable at the University is generally scheduled in the afternoons, four days a week, which is most appreciated by the students.

The assessment system of students' performance is clear, adequate and publicly available on the internet. The assessment of each module is introduced at the beginning of a semester.

Social partners, especially language schools, have very positive views about this study programme and expressed the opinion that graduates of this programme are very much valued as members of their staff.

## ***6. Programme management***

The self- assessment team members of the study programme of MA in English Philology state that the Committee organizes and implements the self-assessment of the Programme, improves the Programme and ensures its quality. The Committee of the Study Programme is also responsible for analyzing information about drawbacks of the Study Programme and submits proposals regarding their elimination to the Board of the Faculty, to the Directorate for Studies and other subdivisions related to implementation of the Study Programme, submits proposals regarding renewal of the study programme. The Assessment Team has noticed with satisfaction that the Head of the Department of English Didactics Assoc. Prof. Jurga Cibulskiene is also one of the members of the MA programme's Self-assessment team – cooperation of the heads of two Programme Committees helps to better coordinate the needs of the BA Philology Programme (612Q30007) graduates and the offers of the MA Philology Programme.

The quality of the study programme is analyzed by the Committee of the Study Programme and teachers of the Department of English Philology at the end of each academic year. The self-assessment report shows how the established study programme goals, content, selected teaching methods, forms of work and assessment comply with each other and what prerequisites are established for implementation of the intended learning outcomes.

The outcomes of internal and external evaluations of the programme were used for the improvement of the MA study programme in English Philology. The survey of teachers' working in the MA programme opinion was carried out in autumn 2012. Teachers indicated some areas that should be improved in the Programme and also commented on the amendments they made in their study subject syllabi after considering students questionnaire results. The internal quality assurance is measured regularly.

### III. RECOMMENDATIONS

1. The name of the course Science Language could be changed into e.g. Research Methodology to match the contents in a more transparent way.
2. The aspects of the curriculum that could further be considered include the role of foreign language didactics, applied linguistics and EFL.
3. The Team proposes to increase the quantity of the staff in the field of English philology.
4. Research activities of the staff should be made more regular, publications should appear each year and not in relation with conferences that are being held every second year.
5. Students would appreciate if the programme included more didactics, psychology and more concrete modules, such as translation and Business English.
6. Stakeholders' surveys should be made more frequently.

#### IV. SUMMARY

Main positive quality aspects:

1. The programme aims and learning outcomes are well defined and clear, they are also publicly accessible in the Internet and brochures for the applicants;
2. The teaching staff also pointed out that all issues were being decided in discussions of the Committee with the lecturers;
3. The alumni were positive about the beneficial change of the programme from a teacher-centred to a student-centred one;
4. The quality of Programme aims and especially learning outcomes has been improved after applying the Tuning methodology;
5. The programme aims and learning outcomes are based on the academic and professional requirements, public needs and partly correspond to the needs of the labour market;
6. The employers and social partners also are satisfied to have teaching staff with additional philological (especially linguistic) qualification. Best of the graduates have an opportunity to become members of the academic staff at LUES and also other HEIs of Lithuania, as well as to continue philological research becoming doctoral students;
7. The MA programme introduces new subjects and does not repeat content from the BA studies;
8. Professional profile was seen as a significant strength by the social partners;
9. Programme is taught by highly qualified teaching staff with extensive teaching and research experience;
10. The number of the teaching staff with a PhD degree is quantitatively well above what the Regulations of Study Programmes require;
11. The Programme has proper arrangements for students' internship, as it is held in the University premises and corresponds to the higher-level demands of the Master's programme. The Programme management is planning to provide possibilities to have internship not only in LUES, but also in other universities of Lithuania;
12. Students have enough time for individual research;
13. The University provides good academic support. Teachers are available for consultations;
14. The assessment system of students' performance is clear, adequate and publicly available on the internet;
15. Social partners, especially language schools, have very positive views about this study programme and expressed the opinion that graduates of this programme are very much valued as members of their staff;
16. The internal quality assurance is measured regularly;
17. The outcomes of internal and external evaluations of the programme were used for the improvement of the programme.

Aspects of the programme needing reconsideration:

1. The correspondence seems somewhat incomplete, because there are certain differences between the aims and learning outcomes on the one hand, and needs of the labour market on the other hand. The above-mentioned incomplete coherence between the three important aspects of the concrete assessment area is not caused by deficiencies in the work of the Programme Committee, Faculty of Philology or the whole University, but by the nature of the programme standards set by higher-level authorities, demanding a clearly-formulated list of jobs even for the graduates with academic education. The mentioned discrepancy between the aims and learning outcomes on the one hand and the labour market needs of the other hand at present is being successfully solved by the Programme management;

2. When assessing the teaching premises lecturers pointed out the lack of individual offices and it is seen as a point of improvement. However, the Team sees this not as a direct responsibility of the SAR group or Programme Committee, but as the responsibility of the Faculty and University administration.

## V. GENERAL ASSESSMENT

The study programme *English philology* (state code – 621Q30001) at Lithuanian University of Educational Sciences is given positive evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	<b>Total:</b>	<b>20</b>

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

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

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

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

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Ina Rosenaitė  
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<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Anglų filologija* (valstybinis kodas – 621Q30001) 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	4
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>20</b>

\* 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

Pagrindiniai teigiami kokybės aspektai:

1. Programos tikslai ir numatomi studijų rezultatai yra gerai apibrėžti, aiškūs ir viešai prieinami internete bei lankstinukuose stojantiejiems.
2. Dėstytojais taip pat nurodė, kad visi klausimai sprendžiami Komitetui tariantis kartu su dėstytojais.
3. Absolventai teigiamai atsiliepė apie naudingą programos pokytį iš orientuotos į dėstytojus į orientuotą į studentus.
4. Programos tikslų ir ypač numatomų studijų rezultatų kokybę pagerėjo pritaikius „Tuning“ metodologiją.
5. Programos tikslai ir numatomi studijų rezultatai paremti akademiniais ir profesiniais reikalavimais, taip pat visuomenės poreikiais, ir iš dalies atitinka darbo rinkos poreikius.
6. Darbdaviai ir socialiniai partneriai taip pat patenkinti turėdami dėstytojus su papildoma filologine (ypač lingvistine) kvalifikacija. Geriausi absolventai turi galimybę tapti Lietuvos edukologijos universiteto bei kitų šalies aukštųjų mokyklų dėstytojais, taip pat tęsti filologijos srities tyrimus doktorantūros studijose.
7. Magistrantūros studijų programoje siūlomi nauji dalykai, kurie neatkartoja bakalauro studijų programos turinio.

8. Socialiniai partneriai įvardijo profesinį profilį kaip reikšmingą stiprybę.
9. Programoje dėsto aukštos kvalifikacijos dėstytojai su didžiuole dėstymo ir tyrimų patirtimi.
10. Daktaro laipsnį turinčių dėstytojų skaičius žymiai viršija Studijų programų reikalavimuose nustatytą skaičių.
11. Programa atitinkamai parengta studentų praktikai, nes ji vyksta universiteto patalpose ir atitinka aukštesnio lygmens reikalavimus magistrantūros studijų programai. Programos vadovybė planuoja sudaryti galimybes atlikti praktiką ne tik LEU, bet ir kituose Lietuvos universitetuose.
12. Studentai turi pakankamai laiko individualiems tyrimams.
13. Universitetas teikia gerą akademinę paramą. Yra galimybė konsultuotis su dėstytojais.
14. Studentų vertinimo sistema aiški, tinkama ir viešai skelbiama internete.
15. Socialiniai partneriai, ypač kalbų mokyklos, labai teigiamai atsiliepė apie šią studijų programą ir išreiškė nuomonę, kad šios programos absolventai labai vertinami kaip jų personalo nariai.
16. Vidinis kokybės užtikrinimas vertinamas reguliariai.
17. Į vidinio ir išorinio programos vertinimo rezultatus buvo atsižvelgta tobulinant programą.

Programos aspektai, kuriuos reikėtų apsvarstyti:

1. Atitiktis nėra visiška, nes yra tam tikrų skirtumų tarp tikslų, numatomų studijų rezultatų ir darbo rinkos poreikių. Paminėtą nevisešią atitiktį tarp trijų svarbių konkrečios vertinimo srities aspektų lemia ne Programos komiteto, Filologijos fakulteto ar viso universiteto darbo trūkumai, o aukštesnių institucijų nustatyti programos standartai, reikalaujantys aiškiai suformuluoto darbo vietų sąrašo net absolventams su akademinio išsilavinimu. Minėtą tikslų, numatomų studijų rezultatų ir darbo rinkos poreikių neatitikimą sėkmingai sprendžia Programos vadovybė.
2. Vertindami materialiąją bazę dėstytojai nurodė, kad trūksta individualių kabinetų, todėl šį aspektą reikėtų tobulinti. Vis dėlto ekspertų grupė šį aspektą priskirtų ne tiesioginei savianalizės suvestinės rengimo grupės ar Programos komiteto atsakomybei, tačiau fakulteto ir universiteto administracijos atsakomybei.

### III. REKOMENDACIJOS

1. Dalyko „Mokslo kalba“ pavadinimas galėtų būti pakeistas į, pvz., „Mokslinių tyrimų metodologija“, siekiant geriau atspindėti dalyko turinį.
2. Tarp programos aspektų, kuriuos dar reikėtų apsvarstyti, yra užsienio kalbos didaktikos, taikomosios lingvistikos ir anglų kaip užsienio kalbos vaidmuo.
3. Ekspertų grupė siūlo didinti anglų filologijos krypties dėstytojų skaičių.
4. Dėstytojų tiriamoji veikla turėtų būti reguliaresnė, publikacijos turėtų pasirodyti kasmet ir nebūti susietos su konferencijomis, kurios organizuojamos kas antrus metus.
5. Studentai pageidautų, kad programoje būtų daugiau didaktikos, psichologijos ir konkretesnių modulių, pvz., vertimo ir verslo anglų kalbos.
6. Socialinių dalininkų apklausas reikėtų rengti dažniau.

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