



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
**STUDIJŲ PROGRAMOS ANGLŲ IR KITA UŽSIENIO (VOKIEČIŲ
K./PRANCŪZŲ K., KALBA IR VERSLO KOMUNIKACIJA**
(valstybinis kodas - 621Q10010)
VERTINIMO IŠVADOS

EVALUATION REPORT
**OF ENGLISH AND ANOTHER FOREIGN LANGUAGE (GERMAN
OR FRENCH) AND BUSINESS COMMUNICATION (*state code -*
621Q10010) STUDY PROGRAMME**
at Klaipėda University

Experts' team:

1. **Prof. dr. Nebojša Vasic (team leader)** *academic,*
2. **Prof. dr. Minna Palander-Collin,** *academic,*
3. **Prof. dr. emeritus Philip Shaw,** *academic,*
4. **Dr. Loic Boizou,** *academic,*
5. **Ms Laura Jonušaitė,** *students' representative.*

Evaluation coordinator –

Ms Kristina Selezniova

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Anglų ir kita užsienio (vokiečių k./prancūzų k.) kalba ir verslo komunikacija
Valstybinis kodas	621Q10010
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Lingvistika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė, 2 metai
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Lingvistikos magistras
Studijų programos įregistravimo data	2014-04-23, Nr. SV6-25

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	English and Another Foreign Language (German or French) and Business Communication
State code	621Q10010
Study area	University studies
Study field	Humanities
Type of the study programme	Linguistics
Study cycle	Second
Study mode (length in years)	Full time (2 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	MA in Linguistics
Date of registration of the study programme	April 23 ^d , 2014. No SV6-25

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

Founded in 1991, Klaipėda University is focused on the Baltic region as the scientific and academic centre of Western Lithuania. The specific regional cultural heritage and the seaside position give KU a very distinctive potential in Lithuania, which is very well reflected by its main research centres, the Marine Science and Technology Centre and the Baltic Region History and Archaeology Institute. The sectors of transport and tourism, which are particularly well developed in the Klaipėda region, provide good opportunities for the programme *English and Another Foreign Language (German or French) and Business Communication*.

KU has a general university profile, but the social and humanities fields are more developed with three faculties, namely the Faculties of Humanities and Pedagogy, Social Sciences, Arts. Biomedical sciences are also important: they are taught in the Faculty of Health Sciences and the Faculty of Marine Technology and Natural Sciences. Furthermore, KU is the only HEI in Lithuania to provide studies in the field of Marine Technology. In 2011, KU was allowed to organise Doctoral studies and provides the three cycles of studies.

The MA programme *English and Another Foreign Language (German or French) and Business Communication* is under the supervision of the Faculty of Humanities and Pedagogy and the Department of European Languages, which is responsible for foreign language philology. The programme (attested in 2014) is still very recent: the first students were admitted from September 1st, 2015. However, it follows a similar programme which was close (the reason provided during the different meetings remains unconvincing, since there can be no exclusivity of other HEI on a programme name). Two more programmes are managed by the Department of European Languages: the BA of English Philology and BA of English and German or French Languages.

1.3. 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 16/03/2016.

1. **Prof. dr. Nebojša Vasic (team leader)** *vice dean for scientific research, Faculty of Philosophy, Bosnia and Herzegovina.*
2. **Prof. dr. Minna Palander-Collin**, *Helsinki University, professor, Finland.*
3. **Prof. Dr. emeritus Philip Shaw**, *Stockholm University, professor emeritus, Sweden.*
4. **Dr. Loic Boizou**, *Vytautas Magnus University, lecturer, Lithuania.*
5. **Ms Laura Jonušaitė**, *student of Mykolas Romeris University study programme English and German for Specific Purposes.*

2.1. Programme aims and learning outcomes

According to the SER (page 7.) the principal reason for this new study programme is significance of business relations with EU and non-EU countries which *requires the proficiency in at least two foreign languages as well as the background knowledge in the field of business communication*. The SER states (page 7) that *the new study programme has been designed to prepare specialists with **interdisciplinary education** – linguistics and business communication – who will know the business terminology in Lithuanian, English, German or French, who will have the fundamentals in business communication and who will be able to use the business language proficiently in the field of international business management communication*. The stated aims are not well-designed according to Dublin descriptors. Instead of *the students will know* the students will be able to use the business terminology is an adequate form of expressing the programme aims. The same objection refers to *who will have the fundamentals in business communication* which could be rephrased in the following manner who will be able to adequately use the fundamentals in business communication. The SER (section programme aims and learning outcomes (page 7 to 12)

does not provide information about links and sources where potential students can find data regarding the programme aims and learning outcomes but it is confirmed during the site-visit that programme aims and learning outcomes are accessible in Klaipeda university website. Furthermore, the study programme has been running for only 4 months (since September 1st, 2015) and it is insufficient period of time to assess more objectively the value of the programme aims and learning outcomes. It is worthy to note that at the beginning of the second term the students of the programme were given the questioner where they expressed their views on their studies during the first semester which was provided to the review team.

Students' assessments, meetings with alumni and stakeholders will be valuable source of information only after the first generation of graduates. The EET finds extremely difficult task to evaluate programme which has been launched only four months ago. According to the SER (page 11) after the winter exam session and with the start of the spring term students' assessment will comprise students' considerations on the aims of the programme, the learning outcomes of the covered courses and their future expectations. The SER states (page 12) *we could arrange a meeting with the participation of students of the programme, social partners and programme committee members and have a discussion on how the aims, learning outcomes, the course units agree among themselves and answer the expectations of all the parties involved in the programme.* The EET finds that such meetings are essential for more objective analyses of the programme aims and learning outcomes.

The EET confirms that the aims of the programme comply with the demands of society and the labour market where the proficiency in at least two foreign languages (plus knowledge in the field of business communication) is one of crucial arguments for launching the programme. Nevertheless, the EET thinks that the small number of applicants (8) and (only) 5 first-year students does not prove a strong interest for this study programme, in spite of all stated arguments related to the needs of labour market. The programme aims and learning outcomes are based on the academic and professional requirement, but the name of the programme, its learning outcome, content and qualification offered are not fully compatible with each other which is visible in the curriculum design section. The programme management did not offer French language as a possible second language: only German was provided so far, so that the denomination of the programme can mislead students. The French language should be made effective or it should be removed from the denomination.

2.2. Curriculum design

The curriculum design meets legal requirements. As yet the course is at a very early stage and evaluation is difficult. Study modules are spread evenly, their themes are not repetitive. On

paper, there might be a risk of overlap of the MA translation courses with those offered on the BA level and of some Business English/German modules with the BA Business English/German modules but teachers assured us that this will not be the case in practice.

The content of the modules is not fully consistent with the type and level of the studies and is somewhat reminiscent of traditional language-code-based philology.

The aim according to the SER is that graduates “will have the fundamentals in business communication and ... will be able to use the business language proficiently in the field of international business management communication” (p. 7) to meet a strong local need for communication in English and German. The course therefore falls into the category of Languages for Specific Purposes, and such courses are usually designed on the basis of an analysis of the linguistic needs of the target group. The course is based on a number of general needs analyses. Such analyses (e.g. Bocanegra 2016, Brown 2016¹ and the works cited there) result in lists of genres to be produced or translated and registers or topic areas to be covered, and in this case would, according to the social partners, have revealed that demand in Klaipeda is almost exclusively for English and German, making it unnecessary to offer French. They would also have produced estimates of the relative importance of document production and translation, which could be reflected in the balance of courses offered.

The course descriptions for Business English Discourse are given not in terms of target discourses but of very general topic areas. The time devoted to registers/topic does not always seem to be relevant to the likely tasks of graduates (thus the general business topics “International trade. Transparency and accountability. Job equality” and “Personal finance Stocks and shares. Bonds. Saving” take up as much space as the specifically relevant” Sales and marketing. Sales techniques and advertising.” and ”Transport. Marine business”, “Commercial correspondence” is a single unit of teaching.

The term ‘discourse’ can reasonably be taken to include genre, text-patterns, and the register of different genres (promotional material vs contractual, for example), as revealed by the needs analysis. However the summaries for Business English Discourse 1 and 2 state that “Key attention is paid at consideration of business collocations in business documents. Students are clarified on the links between economic lexis and economic expression to be able to understand the basic economic factors and use economic vocabulary and terminology”, rather than the structure and functions of the documents they will produce or translate. BED 2 aims at “new and more complicated terminology as well as the ability to analyze and properly use business terms in

^{1 1} Bocanegra-Valle, Ana (2016) Needs analysis for curriculum design. In Hyland, K. and Shaw P. (eds) *The Routledge handbook of EAP*. London: Routledge.
Brown, James Dean (2016) *Introducing Needs Analysis*. London: Routledge

different business communication environment“ While the course description probably does not reflect actual classroom activities, taken at face value it focuses on knowledge about micro-economics and knowledge of the details of the register of description of micro-economics. Genres are not specified and tasks are not specified in terms of documents or genres to be produced or translated. The list of study methods in the self-evaluation document does not include text production or translation within business genres.

The aim of the programme as stated in the SER is “to prepare specialists with interdisciplinary education – linguistics and business communication – who will know the business terminology in Lithuanian, English, German or French and will have the fundamentals in business communication and will be able to use the business language proficiently in the field of international business management.(p.7)” Similarly the SER says “The programme is designed to convey the latest theories on linguistics, business discourse and business communication as well as to develop the skills and competencies necessary for individuals seeking to gain MA degree in linguistics. (p12)”. We take “interdisciplinary” to mean not that students will know linguistics and separately know business communication, but that they will know the aspects of linguistics that are relevant to business communication, as the rest of the aim implies. There appears to be scope for improvement in two areas.

The first is the relevance of the dissertation to overall programme aims. If the graduates are to be qualified as implied by the programme aims the dissertation should be in an area related to business communication rather than, for example historical linguistics or generative grammar, (which would be appropriate areas for a general-linguistic Masters dissertation). The course description for In this context the first expected learning outcome for the course on Methodology of Scientific Research/Linguistic Research is surprising: “To classify the essential theoretical and practical scientific linguistic research methodologies of comparativism, historicism, structuralism, functionalism, generativism, psycholinguistics [sic], cognitivism, sociolinguistics, ethnolinguistics, and statistical linguistics”. This not a conventionally formulated learning outcome, but the main criticism that could be made of it is that it is not consistent with the type and aim of the course. The students are working in an applied field and their dissertations will need to make use of the techniques of applied-linguistic research: interviews and rigorous analyses of them, testing, genre analysis, textography, possibly questionnaires, observation, ethnography, possibly experiment, etc. (Brown 2008, Dörnyei, 2007²). The topics of the dissertation itself are not specified, but this

Brown, J. D. (2008). 19 Research Methods for Applied Linguistics: Scope, Characteristics, and Standards. *The handbook of applied linguistics*, 476.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

preparatory course implies (probably counter to intended practice) that they need not be relevant to the overall aims

A second problem with the “interdisciplinary” goal is that the two disciplines named are linguistics and business communication or discourse, while the two actually taught are business communication (Business English/German Discourse, Discourse Analysis, Rhetoric, Translation, etc) and Business Studies (taught in Lithuanian). The Business teachers told us that their aim was to teach the principles of Business Studies, not either language or communication. At the very least we would recommend a rewording of the ‘interdisciplinary’ goal. But in practice it seems from student feedback that the Business Studies modules make use of the (internationally-standard) case study approach, with tasks which presuppose more knowledge of basic business practices than this group of students have. It is not clear to students or to us as evaluators why these particular topics within Business Studies have been chosen. Perhaps a more basic introduction to business procedures, using English, and focusing on the documents produced would be more satisfactory.

Translation is probably a key skill (the needs analysis should show whether this is the case) and more than one course would be desirable. International practice in the preparation of translators is certainly to have more than one course. It is not realistic for one six-point course (since the undergraduate translation course is not listed as a pre-requisite) to lead to a marketable level of skill in translating “business texts in oral and written forms”, particularly if “oral forms” means they should be able to interpret as well. Extra translation practice and tuition could at least take the form of translation exercises within Business English /German Discourse. As the SER recognizes, the virtual learning environment is as yet underused.

2.3. Teaching staff

The study programme is provided by staff who meet legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes: of 16 teachers 4 are professors 14 have PhDs in the areas they are teaching in, and two are active PhD students. As the SER says, the average teaching experience of programme staff is 15 – 20 years.

Research is not easy to assess quantitatively since the space for publications in some CV forms is marked “not more than 10 in the last five years” and in others “5 most significant scientific (art), publications over the request time” so that some might have chosen not to mention publications before 2010, or to list their 5 best publications only over a longer period. Some publications are internal teaching materials and we have not counted them. Many publications by linguists are in language and cultural history or pedagogy (and we do not know how far the latter are empirically based investigations or descriptions of good practice), but also in translation studies,

computer-mediated communication, and English and Lithuanian for Specific Purposes (legal language, etc.), areas generally relevant to the fields they are teaching in. However none are actually researching in Business Communication and only one to some extent in Translation Studies. On the other hand staff have themselves done academic translation and have practical business experience and one member has published on EUROLEX and other IT applications for translation and language teaching. 3 members seem very active, publishing 2 or more articles a year, but given that most members list 7-10 publications since 2005, a publication average of one per year would be a reasonable estimate. For all but one of the members, 10-20% of the publications listed are in outlets outside the Baltic states, with a high proportion, perhaps 50%, in Lithuanian journals such as *Tiltai* and *Res Humanitariae*. The active international publisher is not in Languages for Specific Purposes. This is an adequate research base for Masters level teaching, but not a good one.

With 16 teachers for the current cohort of 5 or so students, the number of teaching staff is adequate to ensure learning outcomes; The teaching staff appears to have been very stable (and any practical experience of business communication it has had is some time ago), but the course has only been offered for a few months so nothing can really be said about this. The programme has excellent relations with social partners but does not seem to use them for guest lectures by people working in language-related professions in Klaipeda.

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme in the form of courses, but research is said by teachers not to be supported and this should be a prerequisite for staff at the Masters level.

All teachers report a degree of outward academic mobility, with courses and visits as far away as Spain and Norway, but it has obviously been difficult to arrange much inward mobility, except for German teaching.

It is not clear what proportion of the workload of 800 hours 'academic work' is contact hours but teachers experience their workload as so heavy as to make research difficult.

2.4. Facilities and learning resources

The programme uses classrooms in the Faculty of Humanities. These include 20 classrooms that are gradually being modernised and supplied with new IT (SER, p. 19). The teaching and learning equipment include two specialised classrooms (with SANAKO & Prometheus systems) and three computer rooms; students can use these for their own work under the supervision of an IT technician when there is no teaching. The premises and the teaching and learning equipment for studies are adequate both in size and quality. The programme is only at the

beginning stages and is therefore in a good position to ensure that all the equipment are fully used, including various e-learning possibilities provided by the equipment.

This MA programme does not include compulsory practice, but the students will have a chance to participate in ERASMUS exchange. As the MA programme has just started, students did not yet have experience of this, but one or two students are expected to go next year. According to the SER, possible places include e.g. German and French universities among several others. Thus, students seem to have a good choice even though there are no partners in English speaking countries.

At least some of the teaching materials are accessibly online in Moodle, and the students have access to library resources and a wealth of e-books and e-journals. The Academic Information System allows students to access programme information, such as course requirements, exam dates and assessment (SER, p. 23). During the site visit, the paper books we saw in the library and in the classrooms were relatively few and old, but assuming that the e-sources are fully used, the resources should be adequate. The SER states that some new text books of business English and German language and stylistics have been purchased for the Department of English and German Philology (p. 23), but as these are the same basic books as reported in the SER of the BA programme (English and German / French Languages, SER, p. 25), it is not entirely convincing that the needs of the MA programme are fully considered. The MA programme might want to make sure that various e-resources are fully used and students are taught how to use them and that they are encouraged to find information independently.

2.5. Study process and students' performance assessment

The admission requirements are well-founded. Students are required to collect a competition score. It includes the average score of diploma (subject grades), the grade for the final work or a test and, if possible, additional scores. Students having their scientific publications get an extra point to the competition score. Foreign citizens are admitted by applying the same rules. There has been only one admission in 2015/2016 so far. 8 applications were received however, 3 students did not start their studies due to not receiving state-funded places. 5 students were admitted. All of them study in state-funded places.

According to SER, students are encouraged to participate in research, artistic and applied research activities. The promotion of scientific research and activities is considered to be mostly research assignments integrated in the programme. The Faculty of Humanities is organising a scientific student conference (2016 May) where the Department of English and German Philology is also planning to delegate 1-2 MA students of this Programme (p.26).

Students are able to take advantage of the ERASMUS/Socrates exchange programme. Students of the programme are able to go for an exchange to other European higher education institutions in Sweden, Bulgaria, Italy, Germany, Spain, France, Czech Republic, Slovakia, Slovenia, etc. One or two MA students are planned to leave for exchange studies in the 3rd or 4th term next year (SER, p. 26).

The HEI ensures an adequate level of academic and social support. Administration and the academic staff take measures to get feedback from students about the study programme, expectations and learning needs. During the visit, students confirmed, that they have already received a questionnaire about their experiences during the first semester. Students have great access to methodological and fiction literature, technical facilities and other equipment needed for successful study and research process. Sufficient social support is provided: accommodation in a dormitory is available, KU Career Centre provides students with information about available workplaces.

Evaluation system and criteria is reasonable and logical as well as publicly available. Accumulative assessment system contributes to the continuous monitoring of students' achievements of the learning outcomes. It also obliges students to work consistently during the semester and not only the examination sessions.

As the need for interdisciplinary specialists has been increasing, the study programme and its aims as well as learning outcomes are considered to be relevant.

For as much as the evaluation of the programme was carried out after only one semester of study programme implementation, it is difficult to draw any conclusions on study process. Students of this programme were not quite ready to make precise suggestions. Although they stated that the level of business communication modules is too complicated. During the visit a teacher representing social sciences in this programme told us that teachers are trying to provide students with basic knowledge on business. However, according to students, tasks are still not adapted to their background knowledge.

2.6. Programme management

As mentioned by the SER Background section, KU obviously emphasises the development of a sound quality policy, which includes different dimensions such as national, European and internal regulatory framework (Quality Policy, KU guidelines for Quality, Quality Insurance Standards and Guidelines for Quality Assurance in the European Higher Education Area), certification (with four quality management certificates) and projects aimed at improving the management system. The evaluation process is based on a 3 year period (study subjects, study programmes, course descriptions...). Besides, KU ensures the transparent dissemination of

information about study process and quality policy on the university website and in the publications. Nonetheless, teachers seem to be insufficiently integrated in the quality framework. Some teachers reported to have no feedback from the student surveys.

Overall, the programme management structure is clearly defined. The division between Faculty Programme Committee and the Attestation Committee allows a better control on the whole quality. Unlike the Faculty Programme Committee of the Faculty of Humanities, functions of the Study Programme Committee are not clearly described by the SER: this committee seems almost absent from the programme management. Although some essential components are mentioned, the process of programme enhancement is only shortly described. Obviously, the programme is still in its first year, so that upgrade procedures will become actual in the coming years. Furthermore, the management of the MA programme at the university level is insufficiently inclusive and opaque. The reason to stop a similar MA programme and to relaunch it as a new programme with minor changes remained partly ungrounded.

KU stresses the significance of scientific research and teachers' continuous professional improvement in order to increase the whole study quality. Regular workshops and seminars are organised by the Faculty in order to improve teachers' didactic skills. A specific KU project seeks to improve the managerial skills of the teaching staff. Nevertheless, the heavy teachers' workload is mentioned as a factor which hinders research activities, as well as a lack of institutional support, which is especially important to enhance the MA programme quality.

Students take part in the management through their participation in the Faculty Council (1/5 of the members) and in the Study Programme Committee (one student). Anonymous students' surveys are organised, but their results are not systematically provided to teachers. The organisation of such surveys before teachers' attestation renewal and the presence of a student in the Attestation Committee show that KU recognizes the students' role in the quality control. A meeting was held in order to allow exchanges between students and teachers, to precise some study issues, to discuss expectations, to get additional feedback from the programme students and to discuss career opportunities. During our visit, students confirmed that this was a real space for discussions.

According to the SER, discussions with KU alumni, social partners, in particular employers, and partner universities are also taken into account in order to improve programmes. Nevertheless, during the meeting with social partners, only one academic partner, LCC university, was included as a social partner for the MA (other stakeholder are active only with the BA programme). There were no representative of the business community, what appears especially negative considering the business orientation of the MA. However, increased cooperation is mentioned as one of the main directions for programme improvement in the SER.

The list of strengths, weaknesses and actions for improvement seems in line with the whole description of the programme management. Some aspects may become more visible in the coming semesters, but in the early stage of the programme this overview appears convincing.

III. RECOMMENDATIONS

The EET suggests the following:

1. Having in mind that there might be a risk of overlap of the MA translation courses with those offered on the BA level and of some Business English/German modules with the BA Business English/German modules revision of the parts of the content is advisable.
2. Reconsider the possibility to intensify translation-skills development courses. Knowing that translation is one of key skills it seems that more than one course would be desirable. It is not realistic for one six-point course (since the undergraduate translation course is not listed as a pre-requisite) to lead to a marketable level of skill in translating “business texts in oral and written forms”, particularly if “oral forms” means they should be able to interpret as well. Extra translation practice and tuition could at least take the form of translation exercises within Business English /German Discourse.
3. Although the programme has well established relations with social partners it does not seem to use them for guest lectures by people working in language-related professions in Klaipeda. Therefore, experts should be incorporated in the study programme as guest lectures which will enhance the quality of the study process.
4. According to teachers’ remarks more attention and support should be paid to research activities
5. The management of the programme should ensure that the full potential of existing learning and teaching equipment is used.
6. It seems that the level of business communication modules is too complicated for majority of students. Students need basic knowledge of business which will be gradually developed. The lack of the back-up knowledge in the field of business English is the reason to reconsider the content of business English.
7. The heavy teachers' workload is mentioned as a factor which hinders research activities, as well as a lack of institutional support, which is especially important to enhance the MA programme quality. The study-programme committee should analyse the problem of teachers’ workload.

IV. SUMMARY

The EET confirms that the aims of the programme comply with the demands of society and the labour market where the proficiency in at least two foreign languages (plus knowledge in the field of business communication) is one of crucial arguments for launching the programme. Nevertheless, the EET thinks that the small number of applicants (8) and (only) 5 first-year students does not prove a strong interest for this study programme, in spite of all stated arguments related to the needs of labour market. The programme aims and learning outcomes are based on the academic and professional requirement, but the name of the programme, its learning outcome, content and qualification offered are not fully compatible with each other which is visible in the curriculum design section. The SER (section programme aims and learning outcomes (page 7 to 12) does not provide information about links and sources where potential students can find data regarding the programme aims and learning outcomes. Programme aims and learning outcomes must be publicly accessible which is not visible in the SER. Furthermore, the study programme has been running for only 4 months (since September 1st, 2015) thus there are no students' remarks and observations so far. It is far from being easy to precisely evaluate this new study programme after only one semester.

The curriculum design meets legal requirements; As yet the course is at a very early stage and evaluation is difficult. Study modules are spread evenly and themes are not repetitive. On paper, there might be a risk of overlap of the MA translation courses with those offered on the BA level and of some Business English/German modules with the BA Business English/German modules but teachers assured the EET that this will not be the case in practice. The content of the modules is not fully consistent with the type and level of the studies and is somewhat reminiscent of traditional language-code-based philology. The course descriptions for Business English Discourse are given not in terms of target discourses but of very general topic areas. Translation is probably a key skill (the needs analysis should show whether this is the case) and more than one course would be desirable. International practice in the preparation of translators is certainly to have more than one course. It is not realistic for one six-point course (since the undergraduate translation course is not listed as a pre-requisite) to lead to a marketable level of skill in translating "business texts in oral and written forms", particularly if "oral forms" means they should be able to interpret as well. Extra translation practice and tuition could at least take the form of translation exercises within Business English /German Discourse.

The study programme is provided by staff who meet legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes; all have relatively recent

publications in areas generally relevant to the fields they are teaching in. However, none are actually researching in Business Communication (even if one is studying online interaction and one in historical academic communication) and only one to some extent in Translation Studies. The number of the teaching staff is adequate to ensure learning outcomes. The programme has excellent relations with social partners but does not seem to use them for guest lectures by people working in language-related professions in Klaipeda. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme in the form of courses, but research is not sufficiently supported.

The premises and the teaching and learning equipment for studies are adequate both in size and quality. The programme is only at the beginning stages and is therefore in a good position to ensure that all the equipment are fully used, including various e-learning possibilities provided by the equipment. At least some of the teaching materials are accessibly online in Moodle, and the students have access to library resources and a wealth of e-books and e-journals. The Academic Information System allows students to access programme information, such as course requirements, exam dates and assessment (SER, p. 23). During the site visit, the paper books we saw in the library and in the classrooms were relatively few and old, but assuming that the e-sources are fully used, the resources should be adequate.

The admission requirements are well-founded. Students are required to collect a competition score. It includes the average score of diploma (subject grades), the grade for the final work or a test and, if possible, additional scores. Students having their scientific publications get an extra point to the competition score. According to students' opinion the level of business communication modules is too complicated.

Overall, the programme management structure is clearly defined. The division between Faculty Programme Committee and the Attestation Committee allows a better control on the whole quality. Unlike the Faculty Programme Committee of the Faculty of Humanities, functions of the Study Programme Committee are not clearly described by the SER - this committee seems almost absent from the programme management. Although some essential components are mentioned, the process of programme enhancement is only shortly described. Obviously, the programme is still in its first year, so that upgrade procedures will become actual in the coming years. Furthermore, the management of the MA programme at the university level is insufficiently inclusive and opaque. The reason to stop a similar MA programme and to relaunch it as a new programme with minor changes remained partly ungrounded. According to the SER, discussions with KU alumni, social partners, in particular employers, and partner universities are also taken into account in order to improve programmes. Nevertheless, during the meeting with social partners, only one academic partner, LCC university, was included as a social partner for the MA (other stakeholder are active

only with the BA programme). There were no representative of the business community, which appears especially negative considering the business orientation of the MA. However, increased cooperation is mentioned as one of the main directions for programme improvement in the SER.

V. GENERAL ASSESSMENT

The study programme *English and Another Foreign Language (German or French) and Business Communication* (state code – 621Q10010) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	15

*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. Minna Palander-Collin
	Prof. dr. emeritus Philip Shaw
	Dr. Loic Boizou
	Ms Laura Jonušaitė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
ANGLŲ IR KITA UŽSIENIO (VOKIEČIŲ K./PRANCŪZŲ K., KALBA IR VERSLO
KOMUNIKACIJA (VALSTYBINIS KODAS – 621Q10010)
2016-05-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-115 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Anglų ir kita užsienio (vokiečių k./prancūzų k.) kalba ir verslo komunikacija* (valstybinis kodas – 621Q10010) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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 patvirtina, kad programos tikslai sutampa su visuomenės ir darbo rinkos poreikiais. Šią programą buvo nutarta vykdyti siekiant patenkinti darbuotojų, kurie mokėtų dvi užsienio kalbas bei turėtų verslo komunikacijos įgūdžių, poreikį. Tačiau, ekspertų grupės nuomone, nedidelis norinčiųjų studijuoti skaičius (8) ir tik 5 pirmo kurso studentai rodo menką susidomėjimą studijų programa. Tai prieštarauja argumentams apie darbo rinkos poreikį. Programos tikslai ir studijų rezultatai paremti akademiniiais ir profesiniais reikalavimais, tačiau iš Savianalizės suvestinės skyriaus apie studijų programos sandarą matyti, kad programos pavadinimas, jos studijų rezultatai, turinys ir siūloma kvalifikacija nėra visiškai suderinti tarpusavyje. Savianalizės suvestinė

(„Programos tikslai ir studijų rezultatai“, 7–12 psl.) nesuteikia informacijos apie nuorodas ir šaltinius, iš kurių būsimieji studentai galėtų gauti informacijos apie programos tikslus ir studijų rezultatus. Programos tikslai ir studijų rezultatai turi būti viešai prieinami, tačiau Savianalizės suvestinėje nepaaiškinama, kur juos galima rasti. Be to, studijų programa buvo pradėta vykdyti tik prieš 4 mėnesius (nuo 2015 m. rugsėjo 1 d.), todėl dar nėra studentų atsiliepimų. Nėra lengva įvertinti naują studijų programą praėjus tik semestru nuo jos pradžios.

Programos sandara atitinka teisinius reikalavimus. Kadangi programa pradėta vykdyti neseniai, ją vertinti gana sunku. Dalykai paskirstyti tolygiai, jų temos nesikartoja. Skaitant programos dokumentus susidaro įspūdis, kad gali pasikartoti magistrantūros ir bakalauro programų vertimo dalykai bei kai kurie magistrantūros ir bakalauro programų anglų ir vokiečių kalbų verslo dalykai. Tačiau dėstytojai užtikrino ekspertų grupę, kad praktikoje taip nėra. Dalykų turinys ne visai atitinka studijų lygį ir pobūdį ir šiek tiek primena tradicinę filologijos programą. Verslo anglų kalbos dalykų aprašai suformuluoti ne pagal tikslinius diskursus, bet pagal labai bendras temas. Vertimas turėtų būti laikomas pagrindiniu įgūdžiu (poreikių analizė parodytų, ar taip yra iš tikrųjų), todėl reikėtų daugiau nei vieno vertimo dalyko. Pagal tarptautinę vertėjų ruošimo praktiką, į studijas įtraukiamas daugiau nei vienas vertimo dalykas. Nerealu tikėtis, kad vienas šešių kreditų dalykas (kuris nėra įtrauktas į bakalauro programą kaip parengiamasis) suteiktų studentams verslo tekstų vertimo raštu ir žodžiu įgūdžių, ypač atsižvelgiant į tai, kad vertimas žodžiu reiškia, jog studentai turi turėti šių įgūdžių. Vertimo įgūdžiai galėtų būti papildomai ugdomi duodant studentams atlikti vertimo pratimų studijuojant verslo anglų ir vokiečių kalbų dalykus.

Programos dėstytojai atitinka teisinius reikalavimus. Dėstytojų kvalifikacija pakankama studijų rezultatams užtikrinti. Visi dėstytojai neseniai publikavo dėstomų sričių straipsnius. Tačiau nė vienas dėstytojas netyrinėja verslo komunikacijos (vienas studijuoja bendravimą internete, o kitas istorinę akademinę komunikaciją), ir tik vienas giliau studijuoja vertimą. Dėstytojų skaičius pakankamas studijų rezultatams užtikrinti. Palaikomi geri ryšiai su socialiniais partneriais. Tačiau jie nekviečiami dėstyti paskaitų Klaipėdos kalbų mokymo institucijose. KU sudaro tinkamas sąlygas dėstytojų profesiniam tobulėjimui, bet neužtikrina paramos tyrimams.

Patalpų ir mokymo įrangos pakanka. Kadangi programa tik pradėdama plėtoti, yra geros sąlygos užtikrinti, kad turima mokymo įranga, įskaitant įvairias e. mokymosi galimybes, bus visapusiškai išnaudojama. Dalis studijų medžiagos yra prieinama per „Moodle“, studentai turi prieigą prie bibliotekos išteklių, gausių elektroninių knygų ir elektroninių žurnalų fondų. Akademinė informavimo sistema leidžia studentams gauti informacijos apie dalykų reikalavimus, egzaminų datas ir vertinimo būdus (Savianalizės suvestinė, 23 p.). Per vizitą ekspertai pastebėjo, kad knygos bibliotekoje gana senos ir jų nedaug. Tačiau visapusiškai išnaudojant elektroninius išteklius, mokymo išteklių turėtų pakakti.

Priėmimo kriterijai atitinka teisinius reikalavimus. Studentams reikia surinkti konkursinį balą, kuris apima bakalauro studijų dalykų pažymių vidurkį, baigiamojo darbo ar egzamino pažymį ir, jei taikytina, papildomus balus. Studentai, publikavę mokslinių straipsnių, gauna papildomą balą, kuris pridedamas prie konkursinio balo. Pasak studentų, verslo komunikacijų dalyko lygis pernelyg sudėtingas.

Programos valdymas aiškiai apibrėžtas. Atsakomybių pasidalijimas tarp Programos dėstytojų komiteto ir Atestacijos komiteto leidžia geriau kontroliuoti bendrą studijų kokybę. Skirtingai nei Humanitarinių mokslų fakulteto Programos komiteto, Studijų programos komiteto funkcijos nėra aiškiai apibrėžtos Savianalizės suvestinėje – gali atrodyti, kad komitetas nedalyvauja programos valdyme. Nors paminėti keli svarbūs elementai, programos tobulinimo procesas aprašytas tik labai trumpai. Programa gyvuoja pirmus metus, tad tobulinimo procesai bus įgyvendinti tik ateinančiais metais. Magistro programos valdymas universitetiniu lygmeniu yra nepakankamai skaidrus ir neįtraukia reikiamo skaičiaus žmonių. Sprendimas nutraukti panašią magistrantūros programą ir pradėti naują programą su nedideliais pakeitimais atrodo tik iš dalies pagrįstas. Pagal Savianalizės suvestinę tobulinant programą atsižvelgiama į diskusijas su KU absolventais, socialiniais partneriais, ypač darbdaviais, ir universitetais partneriais. Susitikime su socialiniais partneriais dalyvavo tik vienas akademinis partneris – LCC tarptautinis universitetas, kuris yra magistrantūros programos socialinis partneris (kiti socialiniai dalininkai aktyviai dalyvauja tik bakalauro programoje). Gaila, kad nebuvo atstovų iš verslo pasaulio, nes magistrantūros programa orientuota į verslą. Platesnis bendradarbiavimas Savianalizės suvestinėje paminėtas kaip viena iš pagrindinių programos tobulinimo krypčių.

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III. REKOMENDACIJOS

1. Atkreipti dėmesį į tai, kad kartojasi bakalauro ir magistrantūros programų vertimo dalykai bei bakalauro ir magistrantūros programų anglų ir vokiečių kalbų verslo dalykai. Reikia peržiūrėti šių dalykų turinį.
2. Dėstyti daugiau dalykų, ugdančių vertimo įgūdžius. Vertimas yra vienas iš pagrindinių įgūdžių, todėl reikia daugiau nei vieno vertimo dalyko. Nerealu tikėtis, kad vienas šešių kreditų dalykas (kuris nėra įtrauktas į bakalauro programą kaip parengiamasis) suteiktų studentams verslo tekstų vertimo raštu ir žodžiu įgūdžių, kad studentai galėtų konkuruoti darbo rinkoje. Vertimo įgūdžiai galėtų būti papildomai ugdomi duodant studentams atlikti vertimo pratimus studijuojant verslo anglų ir vokiečių kalbų dalykus.

3. Nors palaikomi glaudūs ryšiai su socialiniais partneriais, jie nekviečiami dėstyti paskaitų Klaipėdos kalbų mokymo institucijose. Šiuos specialistus reikėtų pasitelkti kaip kviestinius dėstytojus. Tai pagerintų studijų programos kokybę.
4. Skirti daugiau dėmesio ir paramos tiriamajai veiklai, kai pageidauja dėstytojai.
5. Programos vadovybė turi užtikrinti, kad būtų visapusiškai panaudota turima mokymo įranga.
6. Verslo komunikacijos dalykas daugumai studentų pernelyg sudėtingas. Studentams reikia suteikti pagrindinių verslo žinių, o daugiau žinių jie įgis ateityje. Kadangi studentams trūksta papildomų verslo anglų kalbos žinių, reikėtų persvarstyti verslo anglų kalbos dalykų turinį.
7. Dėl didelio darbo krūvio dėstytojai negali vykdyti tiriamosios veiklos. Jiems taip pat trūksta institucinės paramos. Tiriamoji veikla ypač svarbi siekiant pagerinti magistro programos kokybę. Studijų programos komitetas turėtų išanalizuoti dėstytojų darbo krūvio problemą.

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