



Final Study Programme Evaluation

Translation and Editing

(Ist cycle Bachelor's degree)

at

Mykolas Romeris University (MRU)

Assessment report

8 December 2014

Assessment report of the I cycle Bachelor's degree programme Translation and Editing. The final programme evaluation was carried out by **evalag** as part of the external evaluation of I cycle Bachelor's study programmes Internet Management and Communication, Translating and Editing and II cycle Master's study programmes Communication and Creative Technologies, Management of Educational Technology.

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Mykolas Romeris University (MRU) commissioned **evalag** with the external evaluation of the I cycle Bachelor's degree study programme "Translation and Editing". The programme evaluation was carried out by an international expert team that assessed the study programme according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area and according to the legal act of the Republic of Lithuania "Description of the Procedure for the External Evaluation and Accreditation of Study Programmes" with the objective of accrediting the programme according to Law on Higher Education and Research of the Republic of Lithuania and the objective of awarding **evalag**'s international quality label for study programmes.

1. Mykolas Romeris University (MRU)

The Mykolas Romeris University (MRU) in its present form was established by the resolution of the Seimas (Parliament) of the Republic of Lithuania in 1997, although it began its activities in 1990 after Lithuania's declaration of independence. It is located in Vilnius, the capital city of Lithuania, with one faculty located in Kaunas, 100 km away from Vilnius. MRU is a public Lithuanian university higher education institution that offers Bachelor's degrees (I cycle) and Master's degrees (II cycle), which are directed towards professional and academic activity, as well as postgraduate degrees (PhD).

According to Lithuanian law, university level higher education institutions (universitetas) offer full-time and part-time Bachelor's and Master's degrees that allow graduates to pursue a professional or academic career. MRU is entitled to award PhD degrees (III cycle) in certain fields.

MRU has almost 16,000 students and offers 92 Bachelor's and Master's degrees study programmes in the study fields (branches) of Law, Public Administration, Political Science, Territorial Planning, Human Resource Management, Economics, Business Studies, Business and Administrative Studies, Finance, Accounting, Management Studies, Management Studies (Project Management), Psychology, Social Work, Sociology, Communication, Education, Education Studies, Teachers training, Translation Studies, Philology, Philosophy, Informatics, Informatics (Applied Informatics) and Public Security in the following five faculties:

- Faculty of Economics and Finance Management
- Faculty of Politics and Management
- Faculty of Law
- Faculty of Social Technologies
- Faculty of Public Security

The following institutes belong to the Faculty of Politics and Management:

- Institute of Philosophy and Humanities
- Institute of Public Administration
- Institute of Political Sciences
- Institute of Management

The Faculty of Politics and Management offers its students the following 31 study programmes:

Bachelor's degree programmes	Master's degree programmes	Doctoral (PhD) programmes	Non-degree awarding programmes
Public Administration	Public Administration	Management	
Organisational Management	Management of Programmes and Projects	Education	
Public Policy and Management	Strategic Management of Innovations	Joint doctoral study programme in Philology created and implemented in cooperation with Lithuanian University of Education Sciences	
Tourism Management and Heritage	Management of Tourism Sector		
International and Intercultural Communication	Performance Audit		
English for Specific Purposes and the Second Foreign Language	Crisis Management		
Philosophy	Public Relations Management		
Translation and Editing	Logistics Management		
	Sports Industry Management		
	Strategic Management of Organizations		
	Leadership and Change Management		
	Environment Protection Policy and Administration		

Bachelor's degree programmes	Master's degree programmes	Doctoral (PhD) programmes	Non-degree awarding programmes
	Policy and Management of Energy		
	Territorial and Environmental Planning		
	Environment Protection Policy and Administration		
	International Politics and Diplomacy		
	European Union Policy and Administration		
	Health Policy and Management		
	Education Policy and Management		
	International Politics and Economics		

Responding to the need of the society, labour market and the feedback from employers, the study programmes of MRU are – according to the self-evaluation report – continuously being developed and updated.

The contents of the study programmes are regularly revised in order to broaden the competences of the graduates and to provide young people with the knowledge and skills necessary to build a successful career.

2. Translation and Editing Programme

The Translating and Editing Bachelor's degree programme has been registered since 19 April 2012 and complies therefore with the Lithuanian law, regulations and general requirements for currently operating study programmes. The programme – carried out by the Faculty of Politics and Management – is offered in full-time (three and a half years) mode. The total credit point number is 210; the estimated student workload is 27 hours per study credit.

The purpose of the programme is to prepare professional translators – editors that possess general philological education and comprehensive knowledge about the culture of the countries of the languages studied, theoretical principles of translation and editing and abilities to translate and edit texts in humanities and social sciences. The programme embraces two closely related fields: translation and editing. The subjects studied are arranged in such a way that enables consistent and appropriate development of students' theoretical knowledge and training of translation and editing skills.

The Translation and Editing programme is applied in nature, but it also provides a wide range of scientific approaches and prepares students for the Bachelor's work. The programme is basically taught in English and Lithuanian.

3. Evaluation and accreditation process

The programme evaluation was carried out in the form of a peer review based on a self-evaluation report (according to the Methodology for Evaluation of Higher Education Study Programmes and **evalag**'s criteria catalogue) provided by the MRU, a site visit of an expert team, an assessment report by the experts and the accreditation decision by **evalag**'s accreditation commission.

The programme evaluation (the performance principles, steps, processes, and procedures of the evaluation) was conducted in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005) and documents regulating the evaluation of study programmes in the Republic of Lithuania (Procedure of the External Evaluation and Accreditation of Study Programmes, approved by the Order No ISAK-1652 of 24 July 2009 (revision of Order No V-1487 of 29 July 2011) of the Minister of Education and Science of the Republic of Lithuania, Methodology for Evaluation of Higher Education Study Programmes, approved by the Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education etc.).

The expert team formed by **evalag** consisted of three professorial experts and one student expert:

- Prof. Dr. Gerald Lembke, Baden-Wuerttemberg Cooperative State University Mannheim
- Prof. Dr. Ralph Sonntag, University of Applied Sciences Dresden
- Prof. Dr. Erich Steiner, University of Saarland, Saarbrücken
- Arne Nowacki, Technical University Ilmenau; University of Erfurt

The site visit took place from 29 until 30 September 2014 at MRU. During the site visit, the expert team met with the members of the MRU rectorate, representatives of the programme, students, teaching staff as well as employers and social partners and visited the library and seminar rooms used by the students of the programme.

The expert team produced an assessment report of the programme with an accreditation recommendation which was submitted to **evalag**'s accreditation commission. The commission took the final accreditation decision on 8 December 2014.

evalag was represented by Dr. Anette Köster who coordinated the assessment procedure.

4. Programme assessment

4.1 Learning outcomes

Current situation

The self-evaluation report describes the programme objectives as well as intended learning outcomes of the study programme and links them to the curriculum. The in-

tended learning outcomes are structured into professional knowledge and competences as well as into general and soft skills. The description of the course units specifies the intended learning outcomes of the courses related to the intended learning outcomes of the programme.

The overall aim of the study programme is to prepare professional translators – editors that possess general philological education and comprehensive knowledge about the culture of the countries of the languages studied, as well as theoretical principles and techniques of translation and editing. Upon completion of their studies, the students will be able to translate and edit texts in the fields of humanities (literature, media texts, philosophy, history, art, culture) and social sciences (public administration, economics, law, EU documentation).

The study field of the programme is Translation studies and after graduation a Bachelor of Translation studies is awarded. The subjects are arranged in the way that enables consistent development of students' theoretical knowledge and in-depth training of their translation and editing skills. Thus the theoretical studies are closely related to practical activities. There are four translation and editing practices in partner institutions throughout the entire studies. These practices provide students with the opportunities of applying their knowledge and skills in real-life work settings.

The intended learning outcomes of the Translation and Editing programme are:

Generic learning outcomes:

- Ability to organise work and study activities independently, applying acquired practical and research skills.
- Ability to acquire knowledge of core university subjects, and apply it to studies and professional activities.
- Ability to perform group tasks and undertake responsibility for a completed work.
- Ability to cooperate in a multicultural environment, understanding differences in culture and traditions.
- Ability to take initiative, to develop entrepreneurial skills, and to solve problems by evaluating them critically.
- Ability to engage in personal and professional development, critically analysing and assessing studies and work experience, judging those by applying common human values and tolerance.

Subject specific learning outcomes:

- Fundamental knowledge about the study languages and their structure: structural elements, their functions, interrelations, usage in communication and research methods.
- Ability to apply philological and interdisciplinary research methods for the analysis of linguistic phenomena.
- Ability to use a foreign language in spoken and written intercultural communication.
- Ability to communicate, presenting one's ideas (view on a discussed topic, undertaken research and obtained results) in a clear and coherent manner to both specialist and non-specialist audiences.

- Knowledge of principles of translation theories and principles of practical translation, as well as translation processes, methods and strategies, specifics of different functional styles, and translation tools.
- Ability to apply theoretical knowledge and methods of translation analysis while undertaking translation activities.
- Ability to accurately and coherently translate texts of humanities and social studies, conveying texts' content, style and respecting the aims and socio-cultural context.
- Ability to use databases, terminology banks, corpus, translation software, and other digital translation tools.
- Knowledge of the principles of editing theory and practices, processes and strategies, specifics of editing and editing tools.
- Ability to edit texts applying the norms of standard Lithuanian language, requirements of functional styles as well as respecting the style of individual authors.
- Ability to use digital editing tools for language assessment and editing (electronic dictionaries, terminology banks, etc.)
- Ability to use philological and interdisciplinary research methods in the analysis of literary and cultural phenomena.
- Knowledge of literature, history and culture of studied languages, their interrelations in the global context, as well as knowledge of core university subjects necessary for undertaking translating and editing.
- Ability to perform comparative analysis of studied languages and literary and cultural phenomena as well as interpret the obtained results.
- Ability to perform text analysis, evaluating translation models, methods, strategies, styles, and their advantages and disadvantages.

As described in the self-evaluation report the programme objectives and intended learning outcomes are based on academic and professional requirements, public needs and needs of the labour market. Regarding the further development of the programme under the new labour market conditions the interests of employers are taken into consideration.

The objectives and intended learning outcomes of the Translation and Editing programme are publicly accessible on the university's website.

Assessment

According to the expert team, the intended learning outcomes are described in detail and are publicly accessible in the course descriptions. The course descriptions are highly elaborated, so that students find all the information they need. The intended learning outcomes meet the European academic and professional requirements of a graduate in the field of translation studies. From our own perspective as academic specialists in the field, we see one or two small gaps addressed below.

The learning outcomes on the programme as well as on the course level are largely consistent with studies at university level and meet the required level of qualifications. However, we do find a slight weakness in early training in and awareness of methods in basic research, although some of these can apparently be chosen in the electives (mentioned in 4.2. below) and to some extent they may be already integrated into existing course units. There are competences aimed for in several areas (languages, lin-

guistics, literature, philology, texts styles etc.), yet their research orientation could be pointed out somewhat more clearly. A domain which could be further strengthened beyond already incorporated technologies is front-line technologies for basic research, which is becoming increasingly important for training the next generation, but also for professional translation and post-editing in a modern work-flow (for example machine (-aided) translation, evaluation, terminology management, using electronic corpora). Strengthening this aspect would open the potential of linking up with other programs in the Cluster Communication and to the wider field of Digital Humanities. Apart from these local criticisms, though, the learning outcomes are well-targeted and clearly formulated.

Employability is one of the programme objectives that is realised in an excellent manner, certainly as far as employability in industry and public institutions is concerned. Employability in the university sector could be strengthened by a somewhat earlier emphasis on methods of basic research, which is a fundamentally distinguishing factor of university-based education. The expert team values the good employment opportunities of the future graduates, which are linked to the practice-oriented education as well as the excellent cooperation between MRU and Lithuanian employers for developing and evaluating the study programme. Students on Bachelor's level have the chance to go on internships in the field of translation studies or they are involved in cooperation with companies. Employers, who participated in the site visit, confirmed the outstanding qualification of the students and their ability to quickly adapt to specific fields and novel task specifications. According to the expert team, the widespread practical experience of the students is an enrichment for the study programme, because they are adequately integrated in course units and examinations.

As a general remark, it was thought advisable that the intended learning outcomes of Bachelor's and Master's degree programmes of the whole evaluation cluster should be more clearly distinct than they are in some respects in the present version.

Recommendations

Employability in university-based research and teaching should be strengthened by some more early training in and awareness of methods in basic research, notably including empirical research into translation, even though we recognize the nature of the programme as a BA-programme with some research competence already addressed in existing course units. The field of translation-related language technology as a relevant domain of teaching could be strengthened. This should not be seen in conflict with the already existing excellent training in professional qualifications, but rather as an advancement and a source of innovation for the industrial sector as well.

The expert team recommends a clearer distinction of programme aims and learning outcomes on the Bachelor's and Master's level generally.

4.2 Curriculum design

Current situation

The curriculum and study subjects are described in the self-evaluation report, the study plans and – more detailed regarding content and working methods – in the programme description.

The programme consists of the following study subjects (six credit points for each course, 30 credit points per semester):

- The study subjects of general university education are studied in the first/second year of studies. These subjects introduce the methodological core for the development of analytical and critical approach and for opening the academic study horizons. Philosophy is the only compulsory general university education study subject. Students are entitled to choose the other subjects alternatively between Contemporary Lithuanian Culture and Culture of Antiquity (Semester 2) and Logic or Ethics (Semester 3).
- The study subjects related to the chosen field of studies. The subjects in this category can be further divided into three sub-groups:
 - 1) Lithuanian and foreign language studies (Modern Lithuanian; Modern English, Second Foreign Language, Introduction to Linguistics, Contrastive Lexicology and Lexicography, Text Linguistics, English for Specific Purposes and Translation, etc.);
 - 2) Translation and editing studies (Basics of Translation, Practical Translation, Editing of Translated Texts, Literary Text Analysis and Translation, etc.);
 - 3) Literature and cultural studies (Basics of Literary Analysis, World Literature, Comparative Literature, Country Studies (UK and USA).
- Electives (students are entitled to select the study subjects from the general list of study subjects offered at the University).

Teaching of the first foreign language (English) is conducted from the semester 1, at the beginning of the course students are expected to have Level B2 and they achieve C2 upon completion of their degree programme. In semesters 1, 2, and 3 students are taught Modern English and literature (semesters 1 and 2) and creative writing (semester 3). Semesters 4 and 5 are devoted to English for Specific Purposes aiming at development of specialized vocabulary in the areas of social sciences (semester 4) and humanities (semester 5). In the following semesters higher proficiency level of English is required. Therefore, students develop their knowledge and skills aiming at application of English for analytical, problem solving, translation activities which are designed in the study subjects delivered in English (Country Studies, Literary Text Analysis and Translation in semester 6, and Translation of Literary Texts in semester 7). The studies of the second foreign language selected alternatively French, Italian, Norwegian, German or Spanish) start from the semester 2 beginning with Level A1. The second foreign language is taught for five semesters, with the aim to achieve Level B2. In addition, in semester 5 students' translation skills from the second foreign language into Lithuanian are developed simultaneously with their foreign language competence. There are three study subjects devoted to development of Modern Lithuanian (semesters 1, 3 and 5). Study subjects on literature are delivered in the sequence which guarantees consistent development of knowledge and analytical skills beginning with Basics of Literary Analysis (semester 3), and then followed by World Literature (semester 4), Comparative Literature (semester 5), Literary Text Analysis and Translation plus Course Paper (semester 6).

Since Translation and Editing is an applied study programme, theoretical studies are combined with practical training. The main focus of the programme is on development of students' translation and editing competences. Translation theory and practical skills are developed consistently, starting from semester 2 when students are acquainted with basics of translation, followed by translation practice in semester 3, and translating texts of specific fields (social sciences in semester 4 and humanities in semester 5). Finally, students translate literary texts in semesters 6 and 7. In addition, each year students have a course of practical training (in a partner institution) that follows a study

subject, dedicated to developing either translation or editing skills of the students. There are four translation and editing practical trainings altogether:

- 1) Introductory Translation Practice (semester 2);
- 2) Translation Practice (semester 4);
- 3) Editing Practice (semester 6);
- 4) Qualifying Translation and Editing Practice (semester 7).

The students write a Bachelor's thesis (twelve credit points) which develops their scientific research skills and shall be defended in semester 7.

In the seminars and lectures of the study programme a variety of teaching and learning methods are used. In addition to traditional information-sharing and graphical visualizations, the methods of problem-based learning, case studies, mind mapping, situation simulations, role plays, individual and group presentations, creative tasks and written assignments, performed by applying translation software, translation tools and data bases. On-line and e-learning methods ensure that teachers can supervise students while they perform individual tasks.

In 2010 MRU was granted the ECTS Diploma Supplement label and in 2012 the ECTS label. As a result, all study programmes – according to the self-evaluation report – are learning outcome-based, learning activities are defined on the basis of the standard size of the components and the student workload is consistent with the number of credits allocated to that component.

Students' individual study hours makes up approximately 58 % of the study volume.

The Translating and Editing programme is – as described in detail in the self-evaluation report – designed in accordance with Lithuanian legal acts, international legal acts and MRU legal acts, legislation which regulates the study in Lithuania.

Assessment

The expert team acknowledges that with the Translation and Editing programme MRU has reached a good position in the competition and benchmarking with other Lithuanian higher education institutions. While other higher education institutions offer more traditional study programmes, or ones with an orientation towards technical translation, MRU has developed an interdisciplinary approach with modern components, which is attractive for young people. The particular connection between translation and editing can be seen as a distinctive feature of the MRU-program. The expert team explicitly supports this strategic direction of MRU, even if there are one or two minor suggestions for possible additions below.

The expert team assesses the curriculum as well-structured and logical. The courses cover the relevant contents and competences to meet the programme objectives and prepare the graduates for their professional tasks. The contents of the curriculum also reflect many current developments through subjects like editing translated texts, logic, ethics and creative writing. The experts would like to recommend, though, a continued and where possible strengthened attention to the fields of translation studies (non-literary translation), corpus-based translation research and translation-oriented language technology.

The experts appreciate the variety of learning methods used in the curriculum and especially appreciate the possibilities to work with different computer software and in language laboratories. This positive feature could be strengthened, though, by including some more front-line and research-based technologies.

The use of the Moodle platform in the faculty is assessed as a positive model for others in many respects. It is an important tool for teaching and learning and the contact between teachers and students. The access for students via smartphone is an attractive technique.

The study subject descriptions are informative and transparent and give students and teaching staff a comprehensive overview over content, intended learning outcomes, working methods, assessment and workload of the study subjects.

Recommendations

The study programme of Translation and Editing is predestined to incorporate start-ups after graduation. For this reason the experts were astonished to find this perspective too weakly represented in discussions with students. The expert team recommends to further strengthen the entrepreneurial components of the study programme and to strengthen the corresponding skills, while recognizing that already integrated internships are a valuable part of the programme as it stands. A profile as a university of young entrepreneurs would be useful for MRU in the competition with other Lithuanian higher education institutions. This entrepreneurial spirit should be fostered by MRU. The number of start-ups and the number of employments could be a key performance indicator in the internal as well as in the external competition with other higher education institutions. Translation and editing are professional fields in which the ability to work self-employed and the foundation of small industries matter more than in other traditionally arts-and-humanities-based subjects.

The expert team supports the existing research parts of the curriculum. However, in their view these parts are not sufficiently visible in the course descriptions. They recommend a better balance of practical and research parts. The latter appears slightly underrepresented because of the intensive participation of social partners and their strong interest in practice-oriented study contents even in the early stages of curriculum development. While the experts value this highly as a feature of the program under review here, they also think that it is the task of the teachers in their role as scientists to ensure an adequate basic education in research methods to give the study programme more stability and future not only in practical work as it is now, but also in acting as a creative force both in research and development.

The experts furthermore advocate a strengthening translation studies in non-literary translation, corpus-based translation research and translation-oriented language technology.

4.3 Teaching staff

Current situation

The qualifications and practical work experience of the academic staff of the programme correspond to the requirements of the Law on Higher Education and Research of the Republic of Lithuania and Description of General Requirements for the Degree-Awarding First Cycle and Integrated Study Programmes for university teachers.

The selection of academic staff at MRU is performed on the Statute of Mykolas Romeris University and the basis of general job requirements of Mykolas Romeris University for the qualification of university teachers and scientific workers (2012).

In the Translation and Editing programme 39 teachers are involved, whose scientific research interests or fields of practical activities correlate with the subjects they are teaching. Five are professors, eleven associated professors, and 5 lecturers holding a doctor's degree and the others are lecturers. Some scientists have taught several courses. Therefore the composition of the teaching staff meets the legal requirements for university first cycle study programmes: the stipulation that not less than a half of the subjects of the study field must be delivered by scientists.

According to 2013-04-02 Mykolas Romeris University Senate Resolution on accounting norms of teacher's workload No. 1SN-40, teacher's workload of Translation and Editing Bachelor's Degree Programme is distributed as follows: Full-time teachers have to work 1530 hours per year and 36 hours per week. Their yearly workload is allocated to teaching (1000 hours), scientific work (400 hours) and organisational work (130 hours).

As described in detail in the self-evaluation report all academic staff members take part in international projects and conferences and publish scientific articles in Lithuanian and international scientific journals. They also receive invitations to give lectures at other national or international universities (e. g. in France, Turkey, Germany, Poland, Russia) or to go on internships and take part in exchange programmes. Most of the teachers are fluent in several languages, e. g. English and Russian, some of them also in French, German and Polish.

According to the self-evaluation report teachers continuously participate in internal and external trainings to acquire new knowledge, experiences and skills required for teaching and learning processes. The Faculty of Politics and Management organises internal trainings, in which teachers share their experiences, present and analyse teaching and learning processes and methods. The teachers also participate in internal qualification improvement courses organised by the university, which seek to improve employee qualifications, to support their interest in innovations, and to strengthen the community of the university.

Assessment

The expert team assesses the qualification of the staff as adequate to offer a professional university-level study programme and to provide the students with a qualified learning experience. The experts acknowledge that the staff members are publishing regularly in relevant journals, that they have international teaching and professional experiences and that they are highly and appropriately qualified. The research interests are relevant for translation and editing and therefore support the quality of this programme. Strengthening research interest such as translation studies in non-literary translation, empirical and corpus-based translation studies, translation-oriented language technology might help to maintain and further strengthen this positive relationship between research and teaching. The cooperation of full-time and part-time professors and lecturers supports the practical relevance of the courses.

The experts appreciate very much the high motivation of teachers, which was clearly observable during the site visit. They are ambitious and communicate their high standards to the students. This provides a good basis for constant high-level developments.

Especially the mode of allocating the work capacity to the areas of teaching, research and organization contributes to the overall good working conditions at the MRU. The experts received the impression that there are sufficient opportunities for further trainings in didactics and that staff members use them well and regularly.

4.4 Facilities and learning resources

Current situation

The MRU is located in a modern and accessible building with pleasant interior and elaborate technical equipment. There are four auditoriums of general lectures with 1140 seats, 66 auditoriums for seminars with 1798 seats, one internet reading room with 31 workplaces and one internet parlour with 33 workplaces in the central building, where the Translation and Editing programme is also lectured. All University area is computerized. There are 18 specially computerised auditoriums:

- Foreign languages laboratory with Auralog Tell MeMore and Sanako Lab software for teaching English, German and French (2 rooms with 32 workplaces),
- Rooms for teaching foreign languages with Robotel SmartClass + (2 rooms with 32 workplaces),
- Geographic information system computer room with ArcGIS software (13 workplaces),
- Computer rooms in the Faculty of Social Technologies (7 rooms with 110 workplaces),
- Two computerised rooms for exams (Moodle Quiz , 62 workplaces),
- Computer room with graphic design software Adobe Creative Suite Master Collection (9 workplaces)
- Computer room with Microsoft software (11 workplaces)
- Conference hall (21 workplaces).

Currently students and employees of MRU use more than 1,300 stationary and mobile computer workplaces as well as more than 200 printers and scanners.

One of the basic objectives of the MRU is – according to the self-evaluation report – its integration into the European Higher Education Area. Therefore, the university gives special attention to and invests in the provision of modern information technologies and computer networks as well as its implementation into the study process of the programmes. The modernization of the library and services provided for students and teachers are also part of these activities.

All the auditoriums designated to the Translating and Editing programme are equipped with modern furniture and media equipment like e. g. writing boards and screens, personal computers, television sets, video recorders, sound recorders, multimedia system projectors and smart boards.

A network data storage facility is installed in the data centre of the university alongside with virtual servers. The worldwide roaming access service Eduroam and email service are implemented, too. Furthermore, numerous other technical services are provided (e. g. storage of data, assignment of personal identifications, installation and update of operating systems etc.) and professionally maintained to support teaching and learning. The requirements for e-learning are developed extensively. MRU is currently purchasing SDL Trados Studio 2014 Professional has been installed in a computer classroom with 15 computers and one teacher computer tools for students of the Translation and Editing programme for the development of their translation skills and SDL Trados Studio 2014 Professional Network has been installed in teaching staff's room.

The library of the Mykolas Romeris University provides – according to the self-evaluation report – traditional and electronic resources of scientific information. Read-

ers can choose between different working areas: reading rooms, silent reading rooms and internet reading rooms. The library is accessible for readers with disabilities and offers two specialized computer work stations for persons with motoric and eyesight impairments. In total, the library accommodates 410 places for reading (with wireless internet and power sockets for laptops), 145 computer work stations and seven scanners. The library in the central building is open seven days and, with 141 hours, nearly around-the-clock.

In 2014, the library collection consisted of 244,916 volumes and 207 periodicals subscriptions. 29,132 e-journals and 315,949 e-books are accessible. Readers can also use a wide range of international databases.

Furthermore, the university created the mobile applications “MRU” and “MRU contacts”, which are available via the Apple App Store and Google Play. They enable the university members to read MRU news, check the studies calendar and search for contacts.

Assessment

The expert team acknowledges the excellent standards of facilities at MRU. The buildings and rooms are of adequate size to ensure a pleasant teaching and learning atmosphere. The team commends the MRU for its excellent and up-to-date media equipment, which provides very good conditions for a diversified education of the students. Especially noteworthy is the professional technical care and support, that helps the teaching staff to use the benefits of such tools.

Most of the teachers do not have their own office. However, the experts assess the pleasant furnished common room for teachers as a good way to get in touch and communicate.

The experts are impressed by the good general facilities of the library. During the site visit, they were able to convince themselves of the availability of important standard literature and generally of literature on key topics of the study programme. Many publications are available in several languages (e. g. English, French and German). Access to major international databases is given. With this equipment, the students are guaranteed good working conditions. The experts assess the numerous services of the library staff (e. g. to compile bibliographies) as a special feature that benefits both students and teachers.

4.5 Study process and student’s performance assessment

Current situation

The procedure of admission to the study programme, the number of students and the rules are set by the MRU. The admission requirements are regulated by MRU Senate Resolution “Rules of Admission of Persons to Mykolas Romeris University First Cycle (Bachelor’s)”. The rules are updated annually.

All the information that is needed for the students in order to enter the study programme is freely available on the University website, which serves as an informational portal and a guide for newcomers as well as for long-time community members. The admission requirements are determined in the Rules of Admission. During the admission period a special phone line is available to get additional information about the study programme and the admission procedure.

The admission depends on a ranking of the sum of the following scores:

- mark of the Matura examination (School Certificate) in a foreign language multiplied by weighted coefficient of 0.4;
- mark of the Matura examination in Lithuanian language and literature multiplied by weighted coefficient of 0.2;
- mark of the Matura examination in History multiplied by weighted coefficient of 0.2;

The application procedure is described in detail in the self-evaluation report and is published on the websites of MRU. The programme starts once a year in September.

In 2012/2013 the MRU started the programme with 32 students (421 applicants), in 2013/2014 28 students enrolled to the programme (335 applicants). The drop-out rate is currently 17 %. According to the faculty members as well as the students the main reasons for the drop-outs or the suspension of studies are various, some of them were expelled from MRU due to academic debts, some of the students did not enrol to studies, and some stated personal reasons for leaving the university. Currently there is a student/teacher ratio of about 3:1.

Students have the opportunity to participate in mobility programmes. The MRU takes actively part in the Erasmus programme and has about 287 partner institutions in Europe. The Bachelor's students participate more actively in mobility programmes, whereas most Master's students are working and have families. Therefore, it is difficult for them to reconcile academic mobility, family and work activity.

Every course unit ends with a student assessment. The Procedure for the Assessment of Learning Outcomes at Mykolas Romeris University establishes principles and criteria for the assessment of the learning outcomes of study subjects and study programmes, for the procedure for the preparation and assessment of the fulfilment of examinations and other academic credits, of students' written works, final examinations and theses at the university. In the description of each study subject, the assessment system is presented. With exception of the Bachelor's thesis, the subject assessment is composed of elements of cumulative and combined assessment according to a pre-defined formula. The final grade is made up of the grades of interim credits and grades of the examination. This leads to a variety of different examination methods, e. g. written and oral exams, colloquia, case studies, presentations, individual research course papers, assessing different competences. Knowledge and skills are evaluated on a ten-point grading system (ten = excellent, one = totally bad). The assessment methods and formulas to create the final mark are described in the description of the course units, which are publicly available. The grades of interim credits and grades of the examination are submitted to the electronic information system "Studies" which is linked to information for students and to the study administration process.

In order to graduate from the programme, each student has to submit a Bachelor's thesis which is awarded with twelve credits in accordance with the Law of the Minister of Education and Science of the Republic of Lithuania on Description of General Requirements for the Degree-Awarding First Cycle and Integrated Study Programmes. The students write a BA thesis which develops their scientific research skills. Topics proportionally represent three academic subject groups of the study field: 1) English and the second foreign language; 2) English and the second foreign language for specific purposes; 3) Literature and culture. Students may propose their own original topics. In the second year of studies, the topic for the thesis has to be proposed to and approved by the Institute of Philosophy and Humanities at the Faculty of Politics and Management. The Bachelor's final thesis is an individual research project based on newly collected empirical data in which problems are analysed together with analysis

of literature and research papers. Requirements for a Bachelor's thesis are set by the faculty, in accordance with general university requirements for a Bachelor's thesis. A Bachelor's thesis is written in consultations with the supervisor and accounted for intermediate tasks.

It is expected that students of the programme would defend their Bachelor's thesis in 2016.

The MRU offers both a psychological service as well as a large number of individual consultation hours for full- and part-time students. The Faculty of Politics and Management offers advisory hours face-to-face, via e-mail and Moodle. As described in detail in the self-evaluation report, several services supporting the students learning processes are offered by the library, the Student Affairs Office, the International Exchange Unit and the Electronic Studies Unit. MRU offers favourable conditions enabling a wide segment of high school graduates and other interested groups, despite any handicaps or disabilities, to attend and study the programmes. There is a regulation for the procedure for granting scholarships to students. The Procedure for Administration of Payment of Tuition Fees establishes conditions for paying, returning, reducing etc. students' tuition fees. Full-time students have to pay 18060 Litas for the whole programme, 2580 Litas per semester.

Assessment

The expert team assesses the admission requirements as well-founded and the study process of the programme as very well organised and balanced. The organisation of the study process seems to be adequate to achieve the intended learning outcomes. The students of the programme also confirmed this assessment during the site visit. They were very satisfied with their study situation and appreciated MRU due to its good reputation and good job opportunities. The students also mentioned the very close and easy contact to their lecturers. The examination scheme is described transparently and uses multiple assessment methods to check different competences of the students. The study programme documents are publicly available on the MRU's websites.

MRU and the Faculty of Politics and Management are offering opportunities of international mobility for students and academic staff. So far eight students have participated. The expert team was astonished to see that many students are strongly rooted in their home country and have some hesitations about going abroad. Others obviously doubt their English skills. The experts are happy to state, that the language level of the students they met is of a high standard compared to students of some other countries, so that doubts concerning English skills appear unfounded. However, the expert team encourages the MRU and the faculty to strengthen these mobility programmes and to further motivate Bachelor's students to participate in student exchange activities. The social partners could support this as well and the Erasmus cooperation should be further expanded.

The academic and social support of the students is excellent. The services offered by the faculty and the university ensure an adequate level of academic and social support. The lecturers are highly committed to finding individual solutions for students in special situations. The experts are impressed by the diverse support activities of the university and encourage the MRU to pursue these activities and to monitor the results with regard to the drop-out rates in the study programme.

During the site visit, the students reported a clearly structured study process and that they are encouraged to participate in applied research activities. All in all the students report a high level of satisfaction with their situation at the university.

Due to the close cooperation with social partners and employers in updating the study programme, the expert team feels optimistic that students will be able to find appropriate jobs in their profession.

4.6 Programme management

Current situation

According to the self-evaluation report, the policy of quality assurance at MRU is based on a general agreement of the academic community with regard to the application and development of a quality culture. Consequently, the entire academic community participates in the processes of evaluation, monitoring and assurance of quality. Each member of the MRU is responsible to contribute to the quality of the study programmes according to his/her duties, competences and commissions. This policy is documented in several legal acts e. g. in the MRU strategy, Quality Policy Provisions for the Studies and Research at Mykolas Romeris University, Regulations of the System of Internal Study Quality Assurance at Mykolas Romeris University, Regulations of the Committee for Study Quality Assurance of Mykolas Romeris University, Regulations for Study Programme Committees, Procedure for Organizing Feedback on Studies of Mykolas Romeris University and in different information packages.

The university uses the following tools and procedures of quality assurance: procedure of approval, monitoring and periodic evaluation of study programmes, assessment of learning outcomes, recruitment process, qualification improvement system, students and graduates surveys. Additionally there are several meetings between students and teaching staff, the members of the dean's office and members of the rectorate concerning the quality of study programmes and their improvement. Changes in the labour market, expectations of employers and pupils are analysed on faculty and institute level. The competences of the teachers servicing the Translation and Editing programme are ensured by strict staff selection procedures. The Faculty Board applies a competition procedure to select faculty teachers and research fellows for the term of five years. Academic-methodological work, scientific publications, other research studies, participation in organizational work and project implementation as well as participation in public activities are evaluated.

MRU publishes all legal acts, orders, process descriptions and documents as well as qualitative and quantitative information on the study programmes, qualifications and achievements of the university and the teachers on their website.

The internal system of quality assurance is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area. Teachers, students and committees reflect results of surveys and analyses, and measures are taken to improve quality. Summarized poll data is submitted to the Centre of Academic Affairs, which announces the results to the community of the university. There is a clear distribution of responsibilities for quality assurance, divided between the senate, the rectorate, the university's study quality assurance committee, the faculty, the institute and the individual teachers. In MRU's view, students are responsible for their personal learning results and the quality of their studies. They are expected to comply with academic discipline, university ethics and other requirements of the university community, which are intended for the quality of the study process.

The study programme is monitored by the Faculty of Politics and Management study programme committee, involving teachers, students and representatives of social partners. Subjects of the revision processes are the learning outcomes and students' com-

petencies, programme contents and structures, exam results, students' data, students' workload, causes for dropout and the services for students.

Based on the system of quality assurance Translation and Editing programme is renewed, study plans are corrected, new learning and assessment methods are introduced.

On the management level, there is a Study Programme and Quality Assurance Group that supports faculties, institutes and study programmes in their quality assurance efforts.

Assessment

The experts certify that the MRU has implemented a comprehensive quality management system. It can be assessed as exemplary in the European Higher Education Area. All organizational levels and necessary stakeholders are involved and their responsibilities and tasks are clearly described and published. During the site visit, the students confirmed that they are involved in all processes and they have plenty opportunities for participation and the articulation of critique. According to them, their own concerns are taken seriously. A strictly systematic and methodologically sophisticated approach to quality management is visible. The quality cycles are closed on all levels and work steadily and reliably. For this, MRU and the Faculty of Politics and Management are investing enough time and resources.

Particularly, the expert team was impressed with the dedication of the programme representatives to its quality and continuously further development. Obviously, quality management is an important approach to sustain the international competitiveness and innovativeness of the Translation and Editing programme.

The experts emphasise the good integration of the employers into the development of the programme and the orientation on the labour market. This reflects the importance of employability that is aimed at through the study programme.

The good cooperation between the Study Programme Committee, the stakeholders involved in the programme and the central study programme and quality assurance group is also noteworthy. The support is efficient and target-oriented. Regarding the instruments and procedures, there is a good balance between effort and benefit. The staff members do not feel disproportionately burdened by bureaucracy. They rather share the overall objectives of the quality management system and accept it as part of their work.

It is the expert team's impression, that the representatives of Translation and Editing programme are using the quality management system for constant improvements. The self-evaluation report and the discussions during the site visit showed that data and developments are differentiated and self-critical analysed.

5. Overall assessment

The experts acknowledge the open and respectful culture of communication, pleasant working environment and visibly high commitment and dedication for continuous development and innovation of the university's rectorate and administration, programme representatives, teachers and students.

In general, the expert team assesses the Translation and Editing programme positively. MRU provides a high-quality education on the level of European universities and prepares the students well for future professions in this field.

In several aspects of the study programme, the competition with other local, national and European universities is noticeable. This generates high motivation for the MRU, the faculty and the programme representatives and leads them to creating a distinctive profile for their institution. An atmosphere of continuous development and innovation was evident for the experts. They would like to strengthen MRU's strategic focus on quality, internationalisation and interdisciplinarity. In all three aspects, the university and the faculty show remarkable success. The experts encourage the programme representatives explicitly to follow and expand into this direction.

Particularly evident for the expert team was the high level of satisfaction and of engagement of students in their studies.

This accreditation of Translation and Editing is the second within a relatively short time. According to the expert group, at this point the programme should have time to run and to develop over some years.

According to the expert team, the Translation and Editing programme meets the Lithuanian requirements for programme accreditation. Therefore, the expert team recommends the programme for accreditation.

The expert team also recommends awarding the **evalag** label for international programme accreditation since the programme meets the Lithuanian evaluation criteria for study programmes on which the label is based. The experts recommend that the MRU consider and implement the recommendations in this report to improve the programme into this direction.

6. Decision of the accreditation commission

The accreditation commission of **evalag** accredited the Bachelor's programme Translation and Editing of the Mykolas Romeris University (MRU) and awarded the **evalag** label for international programme accreditation. The accreditation is valid **from 8 December 2014 until 31 August 2021**.

To further improve the programme the accreditation commission affirms the recommendations given by the expert team.

7. Evaluation Scores

Evaluation scores of the Translation and Editing programme

No	Evaluation Area	Evaluation of the area, points
1	Programme aims and learning outcomes	3
2	Curriculum design	3
3	Teaching staff	4
4	Facilities and learning resources (facilities, equipment, learning materials)	4
5	Study process and students' performance assessment (student selection, performance assessment, support)	4
6	Programme management (administration of the programme, internal quality assurance)	4
	Total	22 Maximum score: 24

Evaluation scale

Level/Score	Evaluation	Description
1	Unsatisfactory	There are essential irregularities to be eliminate
2	Satisfactory	Meets the minimum requirements, requires improvement
3	Good	The area is systemically developed and possesses original features
4	Very good	The area is exceptionally good