STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

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Kauno kolegijai,   2010- 07-10   Nr.   7-04-1383
Pramonės pr. 20, LT-50468 Kaunas   Į 2010-01-29   Nr. (11.2)-11-533

DĖL IŠORINIO VERTINIMO IŠVADŲ

Atsakydami į Jūsų prašymą „Dėl Kauno kolegijos filologijos krypties studijų programos „Anglų-vokiečių kalbų pedagogika" savianalizės suvestinės teikimo" vertinti Jūsų aukštojoje mokykloje vykdomą filologijos krypties studijų programą *Anglų–vokiečių kalbų pedagogika* (valstybinis kodas – 653X13007, ankstesnis – 65304H117) (toliau – Programa), informuojame, kad vadovaujantis Studijų programų išorinio vertinimo ir akreditavimo tvarkos aprašo[1] (toliau – Aprašas) V skyriumi bei Vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų[2] (toliau – Metodiniai nurodymai) II skyriumi, Studijų kokybės vertinimo centro (toliau – Centras) pasitelkti ekspertai atliko Programos išorinį vertinimą (vertinimo išvados pridedamos).

Pažymėtina, kad šios ekspertų išvados vadovaujantis Metodinių nurodymų 7.3.2, 51, 53 punktais, taip pat Studijų vertinimo komisijos (toliau – Komisija) nuostatų[3] 6, 7.1 punktais, buvo svarstytos 2010 m. birželio 18 d. Komisijos posėdyje, kuriame buvo nuspręsta ekspertų išvadoms pritarti.
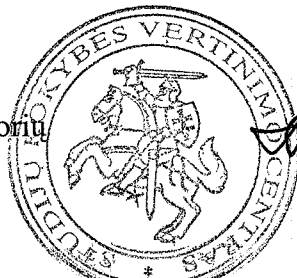
Centras, atsižvelgdamas į ekspertų parengtas Programos vertinimo išvadas bei Komisijos pritarimą, vadovaudamasis Aprašo 34 punktu, priėmė sprendimą Programą įvertinti teigiamai, kadangi surinkta 20 balų, nė viena vertinama sritis nėra įvertinta „nepatenkinamai" ar „patenkinamai".

Nesutikdami su šiuo Centro sprendimu, Jūs turite teisę vadovaudamiesi Aprašo VI skyriumi bei Metodinių nurodymų 60 punktu Centrui pateikti apeliaciją per 20 dienų nuo šio sprendimo išsiuntimo dienos.

Įsiteisėjus šiems Centro sprendimams pagal Aprašo 28.1. punktą Programa akredituotina 6 metams.

PRIDEDAMA: Kauno kolegijos *Anglų–vokiečių kalbų pedagogika* studijų programos išorinio vertinimo išvados, 11 lapų.

Direktoriaus pavaduotoja,
laikinai pavaduojanti direktorių   Aurelija Valeikienė
A.V.

Dalia Jelinskienė, tel. 8 5 210 47 73, faks. 8 5 213 25 53, e. p. dalia.jelinskiene@skvc.lt

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[1] Patvirtinta Lietuvos Respublikos švietimo ir mokslo ministro 2009 m. liepos 24 d. įsakymu Nr. ISAK-1652 (Žin., 2009, Nr. 96-4083).
[2] Patvirtinta Centro direktoriaus 2009 m. spalio 30 d. įsakymu Nr. 1-94.
[3] Patvirtinta Centro direktoriaus 2010 m. sausio 18 d. įsakymu Nr. 1-01-9 (Žin., 2010, Nr. 476).

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS KĖDAINIŲ JONUŠO RADVILOS FAKULTETO *ANGLŲ-VOKIEČIŲ KALBŲ PEDAGOGIKA* PROGRAMOS (65304H117) VERTINIMO IŠVADOS

EVALUATION REPORT
of *PEDAGOGY OF THE ENGLISH AND GERMAN LANGUAGES* (65304H117) STUDY PROGRAMME
at Kaunas College Kedainiai Jonusas Radvila faculty

Grupės vadovas: Team leader:	Prof. Brian Robinson
Grupės nariai: Team members:	Jolita Butkienė dr. Irina Moore Prof. dr. Janis Silis Prof. dr. Wolfgang Viereck

Išvados parengtos anglų kalba
Report language - English

Vilnius
2010

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Anglų-vokiečių kalbų pedagogika*
Valstybinis kodas	65304H117
Studijų sritis	humanitariniai mokslai
Studijų kryptis	filologija
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4)
Studijų programos apimtis kreditais[1]	160
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	filologijos profesinis bakalauras, mokytojas
Studijų programos įregistravimo data	2003 m. gegužės 29 d.

[1] – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	*Pedagogy of the English and German Languages*
State code	65304H117
Study area	humanities
Study field	philology
Kind of the study programme	college studies
Level of studies	first
Study mode (length in years)	full-time (4)
Scope of the study programme in national credits[1]	160
Degree and (or) professional qualifications awarded	professional bachelor of philology, teacher
Date of registration of the study programme	29 May 2003

[1] – one credit is equal to 40 hours of student work

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Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION

This programme is directly administered by the Kėdainiai Jonušas Radvila Faculty, a subdivision of Kaunas College. It trains specialists of non-university education: "foreign language teachers, translators-personal assistants and social pedagogues" (Self-Assessment Survey, 2010, p. 4). The last two are different programmes which the evaluation team was not asked to evaluate. Its task was to evaluate the programme: Pedagogy of the English and German Languages.

This evaluation is based on the self-assessment document made available to the external evaluators before the visit and on direct contact and interviews.

The following activities were carried out during the visit to Kaunas College on April 15, 2010:
09.00 – 09.30 Introductory meeting with administrative staff of the Faculty
09.30 – 10.30 Meeting with staff responsible for the preparation of the self-evaluation report
10.30 – 10.45 *Break*
10.45 – 11.45 Meeting with teaching staff
11.45 - 12.45 Meeting with students
12.45 - 13.45 *Lunch*
13.45 - 14.30 Examination of various support services (training rooms, library, computer services, etc.) indicated by the experts
14.30 – 15.00 Familiarization with students' final works
15.00 – 15.45 Meeting with graduates and employers
15.45 – 16.15 Discussions, observations of the visit (peer group only)
16.15 – 16.30 Introduction of general remarks of the visit.

After the visit the general assessment forms were discussed, filled out and signed by the experts. The report represents the members' consensual views.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

Teachers of foreign languages are badly needed. Yet their prestige is low and, moreover, the popularity of German is decreasing. It, therefore, comes as no surprise that the number of applicants to this programme is not increasing. However, the change is lower compared with other colleges and their programmes due to the education provided and to the different steps taken by the College to attract potential students and to foster their motivation.

The study programme corresponds with the requirements set by the Ministry of Education and Science. Also, institutional and international directives are sufficiently taken into account. The objectives of the programme are set in line with The standard of Training Foreign language Teachers for Basic School (Order of the Minister of Education and science of the Republic of Lithuania 17/09/2002 No. 1613), correspond to the standards of training English and German teachers (No. ISAK-1872/A1-209).

The lists of the aims and objectives of the programme included in the self-assessment report cover the various aspects of a Professional bachelor programme in philology in great

detail: the coverage of general aims is ambitious and takes into consideration both developing students' linguistic skills in two languages and preparation for a teacher's career. Social skills and and team work are stressed. In the more detailed list of objectives, emphasis is laid both on written and spoken skills, the mastery of grammar, phonetics and lexis, linguistic and literary analysis, pedagogy, etc. Special mention is made of preparing the student for jobs in the field of teaching.

The programme aims, learning outcomes, content, teaching/learning methods and resources available seem to be adequate to achieve the above mentioned aims.

1.2. Learning outcomes of the programme

The Programme has developed a very comprehensive set of learning objectives and learning outcomes to cover the needs of future teachers. These outcomes are matched to the subjects studied and cover the areas of professional competencies of the profession. It would be better however if these outcomes were specifically related to individual modules because at present there is a high degree of repetition across the subjects studied. Nevertheless, the learning outcomes seem to be attainable in the view of the content, teaching and evaluation methods planned.

The learning outcomes are adequately designed to correspond to the aims and objectives. Taking into consideration the richness and demanding quality of the aims, the curriculum requires a lot of work of the students to attain the learning outcomes.

2. Curriculum design

2.1. Programme structure

The volume of the study programme is 160 national credits (240 ECTS credits). Compulsory courses account for 150 credits and elective courses make up 10 credits.

The curriculum includes the following compulsory subjects:
   a. subjects for general higher education (32 credits, i.e. 20% of the curriculum),
   b. subjects for acquiring professional qualification (96 credits, i.e. 60% of the curriculum),
   c. a research paper (2 credits, i.e. 1.25%),
   c. final examinations (4 credits, i.e. 2.5%),
   d. practical teaching (20 credits, i.e. 12.5%).

The ratio can be regarded as satisfactory, taking into consideration the large amount of basic skills and more theoretical knowledge necessary for all students of English/German with teacher's qualification.

The Programme is well designed with an appropriate balance between the development of pedagogic and academic skills. There is a very detailed study plan which is made available to students and there is progression and development built into the curriculum. The courses are well-designed and the number of credits both for theoretical and practical subjects is generally well balanced.

2.2. Programme content

The content of the studies fully complies with national legal acts.

As, unfortunately, the knowledge of German of the students is generally rather low, more obligatory courses and fewer electives should be envisaged for German.

The Programme is developing the subject and pedagogic skills in two languages, English and German. The students' initial knowledge of English is very good and the balance between the compulsory and elective courses works well in the English part of the curriculum. The students' initial knowledge of German is weaker and the Programme team might like to reconsider the balance between elective and core courses in this area. The students need to develop their German language skills and the learning outcomes should be modified appropriately.

A point that was also made by the students is that teaching practice should begin earlier and should be differentiated according to different levels.

3. Staff

3.1. Staff composition and turnover

During the period of 2004 – 2009 the average number of lecturers working in the programme was 22.6. The number of staff working on a permanent basis grew in this period from 33% to 68%. This aspect was evaluated very highly, namely with 5. The staff is well qualified and demonstrated professional commitment and enthusiasm. There is a very good staff/ student ratio and there is an appropriate mix of full-time and visiting teachers. The staff was mutually supportive and there was good leadership.

Staff changes were few and had several reasons: 2 lecturers changed their employment place, 2 lecturers changed their place of living, one retired and 3 lecturers are on maternity leave. There is an appropriate turnover of staff. There are many staff who have worked on the Programme for a number of years which gives stability to the Programme. There was also new staff to provide new ideas and new directions on the curriculum.

3.2. Staff competence

Since the last external evaluation in early 2008 more staff members have acquired Doctoral Degrees now, namely 15%, and 88% have a Master Degree. Qualification of the lecturers working in this programme corresponds to the requirements set by the regulations of the Ministry.

Staff members are enthusiastic and open to innovations and – another positive aspect observed by the expert group – increased numbers of publications. During the period assessed, 117 articles were published. More importantly the majority of the publications relate to the lecturer's subject matter. Their publications are available on the intranet. The staff members' pedagogical experience is supported and developed by a variety of external expert activities including participation in Lithuanian National Quality Assessment process., Staff participate in Erasmus Exchange Programmes, in Grundtvig/Comenius qualification courses abroad and in international projects. Although the teaching load of most of the staff of the department is high, special load is allotted for the research activities and competence development (courses, seminars, internships). Furthermore the Staff is encouraged to develop their competences in a formal way by enrolling at master or doctoral programmes.

4. Facilities and learning resources

4.1. Facilities

Classrooms are mostly adequate and equipped with state-of-the-art teaching facilities and are appropriate for the needs of staff and students. The teaching rooms are large, well positioned and well maintained.

There is a sufficient number of computer-supplied workplaces. A language laboratory exists and is being used actively. However, the costly Sanako-system is not used to its full potential and the Programme Team might like to consider staff development activities to maximise its potential and use.

The quality control of institutions for teaching practice is very good. The Institution has good relationships with local schools and has an efficient system for monitoring the students' progress in their placements. The practical elements of the programme are suitably spread across the levels. The students spoke favourably of the support they received from the Institution.

4.2. Learning resources

Library resources have greatly improved since the external evaluation in early 2008, even the British National Corpus is available. The Institution has made great strides in improving its provision in this area. This was well documented with the statistics provided in the Self-Assessment Document. There has been a steady increase in the Library resources over the last five years. There are also appropriate sets of textbooks provided for the development of language skills in both English and German However, it should be pointed out that the new acquisitions are not reflected in the course outlines.

There are also appropriate sets of textbooks provided for the development of language skills in both English and German.

The great majority of the publications available in the library appeared within the last ten years. Most of the textbooks were published in the last five years and are, thus, up-to-date. The Evaluation Team was impressed by the resources in this area. The only aspect of possible improvement is to advertise these resources more fully to the student body. The Assessment Team felt that students were not always aware of the depth of resources available.

5. Study process and student assessment

5.1. Student admission

Requirements for admission are rational. Student enrolment follows the regulations laid down by the Association of Higher Establishments of Lithuania (LAMA BPO).

The Institution pays a lot of attention to public relations and communication with all stake holders. These activities are systematic and continuously improved and include involvement with school leavers, teachers and potential employers. The Institution is also concerned to market itself beyond the immediate local environment of Kedainiai and recruits students from other regions. Potential students are approached in the following ways:

- information about study programmes implemented in KC and KJRF, sent by e-mail to the schools of general education in Kedainiai and surrounding districts;

- cooperation with Centers of Learners' Professional Information and Professional Orientation in the schools of general education in Kedainiai and surrounding districts;
- meetings with learners of senior forms in schools and at KJRF;
- introduction of the PEGL study programme at Local Labour Exchanges (Kaunas, Kėdainiai, Jonava, Panevėžys, Raseiniai, Ukmergė), Job Clubs for young unemployed and school-leavers as well as during KC and KJRF Career days;
- annual Days of 'Open Doors' in KC and KJRF;
- introduction of the PEGL and other study programmes to learners of secondary schools and the community via mass media reports (regional newspapers and various internet sites);
- information about study programmes on Internet sites of KC and KJRF ;
- educational events for learners of secondary schools (e.g. European Day of Languages events);
- Advertising booklets, calendars and other marketing publications are designed and distributed.

5.2. Study process

The programme schedule is rational. As many students have work and family commitments, they plan their classes and examination timetables together with their teachers.

Student academic performance is good. The statistics provided in the Self-Assessment Document demonstrate that good students are recruited and that the results they obtain on graduation show a value-added element to the Programme. The results have also been improving over the last four years, this might be due to the close student supervision by the Programme Staff.

Mobility of staff and students is encouraged, but is hampered by financial considerations and the high work load of the teachers. 45% of the lecturers working in the programme on a permanent basis participate in international projects. 31% of all the lecturers working in the programme on a permanent basis, i.e. 18 lecturers, participated in staff mobility between 2005 and 2009. In this period 9 lecturers, mainly from Austria, Finland and the Czech Republic, delivered lectures to students of the programme. Between 2004 and 2009 28 students studied abroad, mainly in Poland, Finland and Austria, whereas only 3 students were welcomed from abroad during that period.

5.3. Student support

The students are given information on the College, student organizations, the study programme, and opportunities for professional careers or further studies. The teaching staff (group tutors) have regular weekly consultation hours. Administration of the faculty organizes meetings with first-year students at the beginning of the study year to help them adapt in a new learning environment. Students have also a possibility of studying under the Individual programme which has to be approved by the Dean.
Thus, information on studies and study environment is most satisfactorily organized

The financial and social circumstances of the students are also taken care of in a number of ways. Some of the students receive grants (social grants, incentives and one-off payments). Fee-paying students may get loans. The accommodation situation of the students is unproblematic.
Students also receive psychological support in various forms: through special seminars or counseling.

5.4. Achievement assessment

The students' knowledge and skills are assessed using a cumulative score system. At the beginning of a semester, teachers inform students about the value of each component in percent in their subject. The assessment criteria are published to give some indication of the interpretation of marks.

This system is not really detailed enough however. There needs to be a more comprehensive set of grade criteria to explain what is meant by 'exceptional performance' and what is meant by 'shortcomings' in the lower grades. These need to be specified to give full transparency to the system.

Students receive feedback from their teachers in both written and oral form. With these arrangements the students are satisfied. As to the student achievement assessment, however, the feedback forms should be formalised.

Unfortunately there is no final thesis. The final examination is organized following clear and comprehensive set of regulations made public to the students in the document Regulations on Final Assessment of the Results of Non- university Studies. The competences of graduates are assessed by the Qualifying Board representing Staff, employers, and teachers from other high education institutions.

The expert team feels that the present system of assessing students'language competences is too easy and should be discontinued, a more comprehensive system should be in place.

The College does not operate the system for assessment and recognition of achievements acquired in non-formal and self-education. However, the SAR indicated that a working group has been formed to develop such procedure.

5.5. Graduates placement

Information about the employment of the graduates is collected by group tutors. Teachers of foreign languages are in constant demand. The schools in the region offer very good employment opportunities. Most of the graduates work as teachers. Only two are planning to continue their studies at a university and only three were registered as unemployed, this being their personal choice. Thus, the level of employability of the graduates is satisfactory.

6. Programme management

6.1. Programme administration

The study programme is administered by the working team for study programme improvement. The team includes lecturers, specialists and social partners of various fields as well as representatives from Lithuanian higher establishments and potential employers. Students and graduates of the programme are also involved. At present the team consists of seven members. The implementation of the study programme is managed well.

6.2. Internal quality assurance

According to the Self-Assessment Survey, lecturers analyse students' achievements every year, their needs and expectations. Deans deliver self-assessment surveys of their faculties to the Office of Study Quality Management. The Department of Philology, where the study programme is implemented, regularly organises meetings where the quality of the study programme is evaluated.

The Self-Assessment Survey points out that students and social partners have access to the results of quality improvement. Special attention is paid to investigate students' opinion about the study quality.

All stakeholders make a significant contribution to the design and implementation of the Programme. They are involved in the marketing of the programme through to the development of the curriculum and its relevance to the vocational needs of students and employers. Stakeholder involvement has made a significant contribution to the successful development of the Programme over recent years.

III. RECOMMENDATIONS

3.1. Unfortunately the students' knowledge of German is generally rather low. More obligatory courses and fewer electives should be envisaged for German.

3.2. Teaching practice should begin earlier and should be differentiated according to different levels, a point that was also made by the students.

3.3. A weak aspect is the present form of the final examinations. The three parts (Grammar, Listening Comprehension and [short] Essay on some general topic) in English/German are too easy and should therefore be discontinued. Graduates and evaluators alike favour a PBA research thesis instead, also in view of a better preparation for further study.

IV. GENERAL ASSESSMENT

The study programme *Pedagogy of the English and German Languages* (state code – 65304H117 (653X13007) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	3
2	Curriculum design	3
3	Staff	4
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	3
6	Programme management (programme administration, internal quality assurance)	4
	Total:	20

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated
2 (poor) - meets the established minimum requirements, needs improvement
3 (good) - the area develops systematically, has distinctive features
4 (very good) - the area is exceptionally good

Grupės vadovas:
Team leader: Prof. dr. Brian Robinson

Grupės nariai:
Team members: Jolita Butkienė
                         dr. Irina Moore
                         Prof. dr. Janis Silis
                         Prof. dr. Wolfgang Viereck