

**EXTRACT OF TRANSLATION STUDY FIELD AT MYKOLAS ROMERIS UNIVERSITY  
OF THE 11 OF FEBRUARY 2022 EVALUATION REPORT NO. SV4-14**



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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**EVALUATION REPORT  
STUDY FIELD OF TRANSLATION  
AT MYKOLAS ROMERIS UNIVERSITY**

**Expert panel:**

1. **Prof. dr. Andrew Goodspeed**, (panel chairperson), member of academic community;
2. **Associate Professor dr. Simo Määttä**, *member of academic community*;
3. **Lecturer Dr. Callum Walker**, *member of academic community*;
4. **Lecturer Andrejus Račkovskis**, *member of academic community*;
5. **Ms. Jurgita Mikutytė**, *representative of social partners*;
6. **Ms Renata Rachmanovaitė**, *students' representative*.

**Evaluation coordinator – Dr. Ona Šakalienė**

Report language – English

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## Study Field Data\*

Title of the study programme	<b>Translation and Editing</b>
State code	6121NX054
Type of studies	University studies
Cycle of studies	First cycle (undergraduate)
Mode of study and duration (in years)	Full time, 3,5-year studies
Credit volume	210
Qualification degree and (or) professional qualification	Bachelor in humanities
Language of instruction	Lithuanian, English
Minimum education required	Secondary education
Registration date of the study programme	19/04/2012

\* if there are joint / two-fields / interdisciplinary study programmes in the study field, please designate it in the foot-note

## II. GENERAL ASSESSMENT

**Translation** study field and **first cycle** at **Mykolas Romeris University** is given **positive** evaluation.

*Study field and cycle assessment in points by evaluation areas*

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	4
7.	Study quality management and public information	3
	Total:	<b>22</b>

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

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

3 (good) - the field is being developed systematically, has distinctive features;

4 (very good) - the field is evaluated very well in the national and international context, without any deficiencies;

5 (excellent) - the field is exceptionally good in the national and international context/environment.

## IV. EXAMPLES OF EXCELLENCE

**Core definition:** Excellence means exhibiting exceptional characteristics that are, implicitly, not achievable by all.

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—The ‘second foreign language’ element of this study programme is commendable for multiple reasons. It offers a substantial, curriculum-long commitment to this ‘second foreign language’; it was praised by students; it offers an element of curriculum personalisation; and it offers a broad selection of languages from which to select: notable particularly for the inclusion of Mandarin and Korean.

—The team believes that this study programme is unique in design and structure. Whilst the team advocates an augmentation of the formal elements of ‘editing’ in this study programme, the team also wishes to acknowledge the innovation, appropriateness, and intellectual validity in combining ‘translation’ and ‘editing’ into one comprehensive first cycle programme.

—The study programme benefits greatly from strong, committed, and motivated stakeholder engagement in the study programme.

## V. RECOMMENDATIONS\*

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ul style="list-style-type: none"> <li>-Increase formal attention given to the 'Editing' elements of the study programme.</li> <li>-Increase opportunities for students to develop and refine their abilities to use Lithuanian for academic purposes.</li> </ul>
Links between science (art) and studies	<ul style="list-style-type: none"> <li>-Increase student involvement in research projects involving translation studies research.</li> <li>-Increase the editing elements of research undertaken by both students and academic staff.</li> </ul>
Student admission and support	<ul style="list-style-type: none"> <li>-Increase (where practicable) student participation in Erasmus + mobility opportunities.</li> <li>-As far as possible, attempt to assist students seeking non state funded positions in the study programme.</li> </ul>
Teaching and learning, student performance and graduate employment	<ul style="list-style-type: none"> <li>-Data on graduate profiles and employment data should be more systematically collected and collated.</li> <li>-More could be done to maximise use of translation (and related) technologies and software on the programme, to better prepare students for their future professional employment.</li> </ul>
Teaching staff	<ul style="list-style-type: none"> <li>-Attempt to increase incoming mobility for guest/visiting lecturers (particularly, when possible, native speakers of English).</li> </ul>
Learning facilities and resources	<ul style="list-style-type: none"> <li>-Enter into agreements with additional developers of translation software (e.g. memoQ and Memsource), allowing the programme management to diversify teaching and independent learning opportunities, and better prepare students for the work environment.</li> </ul>
Study quality management and public information	<ul style="list-style-type: none"> <li>-Clarify how student survey results—particularly negative results—formally impact teacher assignments, retraining, or other necessary actions to address the student feedback.</li> <li>-Create (or stimulate, if existing) a special study programme-specific alumni group.</li> </ul>

\*If the study field is going to be given negative evaluation (non-accreditation) instead of RECOMMENDATIONS main **arguments for negative evaluation** (non-accreditation) must be provided together with a **list of “must do” actions** in order to assure that students admitted before study field’s non-accreditation will gain knowledge and skills at least on minimum level.

## VI. SUMMARY

### **Main positive and negative quality aspects of each evaluation area of the study field Translation at Mykolas Romeris University:**

Mykolas Romeris University has established a market-orientated, thoughtfully-designed programme in ‘Translation and Editing,’ which is a combination both innovative and regionally distinctive. Although this report advocates a greater focus on editing be built into the curriculum, it is evident that this programme as it stands now is effective and engaging for the students.

It is the opinion of the team that an interested and diligent student would obtain an admirable education through this programme as it is presently delivered.

One particularly significant feature of this programme is the ‘second foreign language’ component. This was praised to the team by students and stakeholders alike. It offers linguistically capable students the opportunity to develop their language skills for additional intellectual and professional development, and is of sufficient duration within the curriculum to achieve genuine results.

The institutional commitment to the study programme is evident. The teaching staff are appropriately skilled and specialised, and maintain strong research profiles. There are multiple academic integrity procedures and policies that are appropriate for the international comparability of the programme. There is strong stakeholder support and alumni commitment to the programme. ‘Translation and Editing’ possesses, quite simply, numerous programme strengths.

Several addressable weaknesses exist. The team recommends that more formal and extensive consideration be given to the editing components of the programme. The team also feels that it would be desirable to include opportunities for students to analyse, develop, and refine their use of the Lithuanian language for academic purposes. The team would also approve of an increase in both incoming and outgoing student mobility, although the Lithuanian language requirements of this programme somewhat complicate the mobility process.

On the whole, however, the team believes that the ‘Translation and Editing’ programme at Mykolas Romeris University is strong, regionally-distinctive, and is delivered with seriousness and capability by the instructors.

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