



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Europos humanitarinio universiteto  
***ŠIUOLAIKINIO MENO TEORIJA IR PRAKTIKOS***  
**PROGRAMOS (612U90002)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF THEORY AND PRACTICE OF CONTEMPORARY***  
***ARTS (612U90002)***  
**STUDY PROGRAMME**  
at European Humanities University

Grupės vadovas: Team Leader:	Atis Kampars
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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Šiuolaikinio meno teorijos ir praktikos</i>
Valstybinis kodas	612U90002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Menotyra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Menotyros bakalauras
Studijų programos įregistravimo data	2009-08-31

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Theory and practices of contemporary art
State code	612U90002
Study area	Humanities
Study field	History and Theory of Arts
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4); part-time (5)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of History and Theory of Arts
Date of registration of the study programme	31-08-2009

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

On Thursday 11th October 2012 - following analysis of the programme's Self-evaluation Report (SER) and the preparation of Preliminary Reports - the Expert Team (Prof. Atis Kampars, Prof. Wojciech Bałus, Dr. Egle Jaškūnienė, Dr. Ramunė Balevičiūtė, Justas Bujokas) visited European Humanities University: the Department of Social and Political Sciences.

The visit to the University and Department involved meetings with the following groups:

1. The Administrative staff;
2. The staff responsible for preparation of SER;
3. The Teaching staff;
4. The Students;
5. The Alumni;
6. The Employers.

Site visits to the physical resources (lecture-rooms, library, galleries, etc.) were conducted during the course of the day. The Expert team had the opportunity to observe study process, course papers and final theses produced by the students to assess the level and quality of the work.

All the people involved in the accreditation process were very positive, co-operative and engaged fully in the process and the team was fully supported by a competent translator for sessions when it was needed. The team was accorded a professional and very hospitable welcome. The team wished to encourage an open, constructively critical discussion with all concerned, and the level of involvement by those they encountered during the visit greatly enhanced the efficiency of the work that was carried out.

The Expert team would like to extend its appreciation and warm thanks to everyone involved in organizing the event and those participating in the meetings.

## II. PROGRAMME ANALYSIS

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

The Experts team appreciates the main aim of the Theory and Practices of Contemporary Art programme to serve the cultural and educational needs of Byelorussian people. This aim is also highly evaluated by the academic community of the EHU.

The cause of programme's emergence in Lithuania is connected with limitations of contemporary Art practice in Byelorussia, so it should be taken into account that there are no any tangible guidelines for the preparation of the specialists of contemporary arts for the

Byelorussian art market. The programme itself, being a pioneering one, tries to establish a framework and the guidelines.

The description of aims (or ‘the set of goals’) shows ambitious intentions to provide wide spectrum of knowledge and professional skills. There are both practically oriented goals „to form skills of interpretation and analysis of artistic practices, to acquaint with the theory of art management and with other fields of humanities” and theoretical goals like „to form a research and critical view of contemporary art and culture”.

The description of ‘indicated goals and aims’ consists of four sections: cognitive competences, scientific research competencies, mathematical competencies, core academic competences (SER pages 5-6). This divisional principle seems to be a pragmatic and logical however competences attached (learning outcomes) to the goals demonstrate a certain exaggeration, for example, the position of ‘scientific research competencies’ indicates that this particular ‘goal’ is hardly attainable for bachelor programme students due to its connection with the research-oriented studies – the second cycle master or the third cycle doctoral study programmes. Some particular competences are disproportionally high, for example, scientific research competences „fulfillment of an independent scientific research of an art phenomenon taken as a complex social and cultural event“ or „to have skills of analytical, expert, consulting activities taking into account market needs“ or core academic competence „use of foreign languages to collaborate with international partners and to make expert reports and other documents“. (SER page 6). Experts Team also holds a view that the level of intelligibility of the description of goals at the syllabi list is uneven.

The list of attainable competences (SER pages 5-6) should be reconsidered and focused on the learning outcomes that the Bachelor’s programme can provide – for example, „comprehension of main notions of art criticism: style, manner, forms and genres of arts, iconography and iconological types“ or „organization and realization of individual projects (planning, creating a concept, describing expected results, promoting and searching for potential financial assistance)“; also the relationship between the world and Byelorussian contemporary art must be purified in the programme’s goal and LO’s definitions.

EHU programme Theory and Practices of Contemporary Art was reviewed, analyzed and improved during the elaboration of the self-evaluation report. The actual demand for contemporary art specialists in Belarus is well explored and validated in the review of art study programs’ in the Post-Soviet space. However more consistent frame, descriptive methods and common concept about the meaning and application of learning outcomes should be implemented.

Teaching staff have informed the team that a number of students are already existing practitioners from Belarus so they bring an information about the actual problems from the field to the programme's management. It attaches important information about professional and public needs in the specific environment of contemporary Byelorussian art scene.

The presence of academic aspects and professional requirements of LO's is evident allowing to believe that the homogeneous system of competences is in a positive process of development.

In general, the programme outcomes and learning outcomes correspond to the requirements of the first cycle of studies; the formulations of learning outcomes are included in the course descriptions and are accessible to students.

The name of the programme Theory and Practices of Contemporary Art gives clearly mirrors the general goals: to „to form skills of interpretation and analysis of artistic practices” and „to form a research and critical view of contemporary art and culture”.

The necessity to continue education at the second cycle of studies is recognized as a particular goal of the programme as well.

It is possible to conclude that the name of the programme is compatible with the qualification of the Bachelor of History and Theory of Arts providing adequate information to the students and employers.

## ***2. Curriculum design***

The volume and amount of ECTS in total meets the requirements for first cycle studies. Prior to the site visit Experts Team was informed that the statement at the title page of the self-evaluation report that the volume of the programme in ECTS is 210-240 is incorrect and the volume of the programme is 240 ECTS.

The organizational system of subjects demonstrates presence of stable standards; the dissemination of content is logical and does not have repetitive features. The first and second year of studies are allocated for compulsory study and a few courses of elective studies. The third year is reserved for professional and specialized subjects - art courses start from the Spring semester 4. The fourth and fifth year in part-time studies consists of the courses specialized in contemporary art and art management. (SER page 16).

However, with regard to the ongoing transfer to the ECTS the administration of the programme is advised to review the compliance of the curriculum with the legal acts – the SER states that the content of the programme consists of three main units: the first is the group of humanitarian courses (general subjects of the university level studies, 56 ECTS), the second represents the subjects of the art history and theory (subjects of study field, 103 ECTS), and the third is

dedicated to the specialization (69 ECTS), and 12 ECTS credits are allocated for the optional subjects (SER, page 10). In fact, the allocation of the credits as well as the methodology of calculation is not clear and does not correspond fully the legal acts of Lithuanian educational system: no less than 165 ECTS should constitute the subjects of study field and no more than 60 ECTS should be allocated for subjects for specialization, the amount of practice has to be increased from 12 to 15 ECTS.

A teaching schedule based on periods of teachers' visits and on block design of courses. This approach seems to be a logical and pragmatic solution in arranging low-residence study plan. The university should take into account the slow rhythm of the part-time study process that demands very efficient tutoring of student's individual work.

Organizational principles meet the requirements of the Bachelor's education providing good basic knowledge and broad understanding. The curriculum demonstrates tendency to provide fundamental understanding about the modern and contemporary processes – there are around 12 introductory subjects in the curricula. For example: the group of obligatory subjects: Introduction into philosophy (4 ECTS), Introduction into the European Law Culture (3 ECTS), Introduction into European Intellectual Traditions (4 ECTS), Introduction into Contemporary social Theory (3 ECTS) or group of elective courses: Introduction into Museology (5 ECTS), Web 2, Introduction into Web Design (5 ECTS), Web 3, Introduction into Multimedia (5 ECTS), Introduction into the Art Work Analysis (6 ECTS). (SER Appendix 1, 2) There is also a misbalance between the contemporary and local content: 32 credits allocated for contemporary studies but only 6 on Byelorussian thematic.

The course descriptions must be supplemented and completed according to a higher requirements, for example, not all subjects and CV are included into the list, there is no distribution of hours inside course's.

The team had learned that there are two forms of graduation work – theoretical and theoretically-practical. The structure and notion of the later is that a part of the graduation work is connected with „a creative artistic project which is actualizing by artistic means different art concepts and problems in contemporary cultural and social context“. During visit the Expert team had opportunity to examine only final thesis.

The existence of this form or graduation work rises the question to what extent the programme provide necessary practical artistic skills – fine art studies usually demand a reasonable amount of contact hours that in part-time programme can be replaced with efficient tutoring of individual studies. The university has good technical means to do this task but it is not clear if the fine art studies are taught in that form.

Two main principles can be distinguished in the study process: the distant learning and self-learning. The classroom activities (contact hours) are combined with students' self-learning work - the proportion is 20 percent for the work in a classroom and 80 percent for the controlled self-learning activity.

The overall contents are achievable and the methods of teaching are appropriate. The scope of the programme reflects its main thematic orientations as well as its name - Theory and Practices of Contemporary Art. However more explicit definitions on the core group of subjects would be advisable, because students find the content too general and missing some practical knowledge courses (copyright, for example). More comprehensive courses on Lithuanian culture (art, music, photography and cinema) would be advisable as a bridge to understand modern Western art practice. At the moment the subject is concentrated on personalities of traditional Lithuanian art and on questionable proportions of artistic content included into the course "Lithuanian language and culture", where main attention is paid to the basics Lithuanian language.

During the meeting with students expressed their feelings about the lack of profession oriented subjects and a certain professional singleness. Students would appreciate the presence of subjects on the copyrights, performing arts studies and the more diverse attitudes towards contemporary culture.

The programme has a clear emphasize on the problematic of modern practices and intellectual processes - a great part of it mirrors the ideas of modern and contemporary culture; the Bachelor's theses are written according to the very actual standards in humanitarian sciences.

The necessity to improve the courses is understood by the teaching staff as regular and continuous duty but, taking into account the institutional mission of the EHU, more analytic reflections on contemporary cultural processes of Byelorussia would be welcome.

### **3. Staff**

The qualification of members of the existing teaching staff is sufficient – there are 7 persons with doctoral degree involved in the teaching process. However the small number of elected teachers makes the evaluation of the staff difficult for Expert team - the lack of permanently involved staff can create a teaching quality problem in the nearest future.

Although it is possible to assert that the existing academic resource can provide planned competences to the students and fulfill student's expectations, still the structure of teaching staff (the ratio between permanent and invited teachers) leave doubts about its consistency. There are 15 staff members listed in the SER and only 3 of them are permanently involved in the EHU.

The average age of the staff members is comparatively young – 11 of the 15 persons are younger than 50 years.

Low number of full-time teachers does not allow guaranteeing the stability of the study process in the coming years and consequently, the provision of the learning outcomes. Discussion with self-evaluation group revealed, that significant part of staff is located in Byelorussia and Russia. Although the EHU did not provide the plan how to increase the presence of its own full-time staff, during the discussions the expert's questions were met with understanding.

The EHU is advised to form a stable academic structure that can guarantee the provision of the core subjects. The earlier mentioned "Distance learning" system can be regarded as one of the possibilities to ensure increase of the number of full time teachers.

The self-evaluation report confirms (page 13) that "being a faculty member requires a scientific research activity", accordingly, a number of teachers already have PhD from foreign universities. The EHU has various projects where lecturers can realize their academic potential - seminars and PhD programs. Also „...young faculty members have an opportunity to take paid academic vacation for writing PhD thesis and preparing for the thesis defense" (SER page 13).

The faculty members participate in research and creative projects (Byelorussian -German project "towards contemporary museum", 2008-2011, "Vilnius/Vilna and Byelorussian arts of the 20th century", 2009, "Opening the doors? Byelorussian art today" Byelorussian contemporary art in the Center for Contemporary art in Vilnius), writing articles and participating in international and regional scientific conferences, workshops and master classes (Project: HESP/ReSET "Teaching the Spatial Turn: Critical concepts for a Globalizing World". Paper "The Local Spaces of the Contemporary Medicine: Practices of The Everyday", winter session, February 2011, Budapest) (SER pages 13, 14). Activities of the teachers prove their natural interests and direct involvement in the professional field.

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

The EHU has adequate premises for the provision of the goals of programme. The library, lecture rooms and studios demonstrated to the Team during the site-visit seems sufficient for planned short-term presence of students.

The library occupies 117 m<sup>2</sup> and has about 10 000 books, there is also a reading room with a book loan system. The copy machine, scanner and printing facilities are available for students. The library has Wi-Fi.

The presence of equipment necessary for planned activities during the sessions is sufficient.

The program has all technical equipment needed „...to carry on practical courses on photography, video art and on applied arts; classrooms are equipped with multimedia projector, Pa-system and screen“.

The self-learning work of students is organized in the „Moodle“ system which seems to be an effective learning tool for full-time and part-time students. The potentialities and actual teaching&learning practices of the Moodle were demonstrated to Expert team.

The EHU organizes environment for practice opportunities for its students in Lithuania - students are involved in master classes, work in art laboratories, film and video screenings, participate in art exhibitions and visit museums. They are encouraged to do a research activities and participate in events organized by the Center for Contemporary Art, the unit of the EHU. The fact that a number of students are practitioners themselves and does not stay in Lithuania for long periods allows concluding that there are enough of practice possibilities. Nevertheless, the more concrete practice implementation plans are required.

The library is at students' disposal where literature on history, theory of art, art management, languages and on other fields of humanities can be found. Students are well equipped with methodical material in “Moodle” system - the reference sources in Russian and English are indicated (in some cases – reproduced) in the system.

The size and resource of the library seems sufficient for the existing number and field of interests of actual bachelor programme students.

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

Admission procedure to the programme conforms to the mission of the EHU to serve students of Byelorussia with contemporary education. There is a statement at the SER that “The program is designed for the students with Byelorussian citizenship but it is also accessible for students from other countries“ and “students from Byelorussian State Universities are eager to enter our Bachelor's program in order to improve their professional level in the chosen field. For last few years our low residence students are teachers from Lithuanian provinces“.

The preliminary selection of applicants is based on a filled out questionnaire, an essay, secondary school GPA and grades on particular disciplines. The writing of essay is organized in form of exam. Topics of an essay can be on varieties of subjects in the field of contemporary arts and culture. Applicants who have passed this preliminary selection are invited for the final interview. During interview an applicants have to motivate their choice of the bachelor's degree specialization.

Meeting with programme group revealed that applicants – Byelorussian school competition winners in certain subjects – are granted with admission bonuses. This practice also conforms to the general aim of the programme to serve the cultural and educational needs of Byelorussian people.

Organizational aspects of study process are appropriate – the principles and technical means of the EHU teaching methods are efficient and can provide planned competences of the programme. In accordance with student's opinion more of practically oriented study subjects would be welcome.

„Semester's plan of all courses is coordinated and designed in such way that students get the week schedule of all courses for the whole semester“. The study plan is organized on a weekly basis: „each week has a topic, a deadline for an evaluated task, a classroom activity – scheduled lectures, seminars and workshops, or a task for self-learning“.

According to data provided by the SER and collected during the meetings, the Programme is running only part-time studies. However the full-time study plan was also presented in the ESR. Students, typically, stay in Byelorussia, the contact meetings in Vilnius take place two or three times a year. Students are perfectly provided with methodical and reference material, stored in “Moodle” system, which, in its turn, enables flexible and personal touch with teachers. Despite the fact, that study process is well equipped, the “Distance Learning” system, as the proposal for future implementation of the programme, is strongly recommended.

In general, students are satisfied with the critical concepts of the programme and the course descriptions (especially comparing them with actual practice in Byelorussia).

Students of a part-time studies are encouraged to participate in a scientific research, creative projects and events organized by the EHU unit – the Center for Contemporary Art. Students are also involved into various master classes, in work of art laboratories, film and video screenings. They participate in art exhibitions and visit museums.

The strategy of EHU also points at the need to establish contacts with international partners from EU and Baltic countries in particular. Actual level of exchange activities should be increased however this aspect can be interpreted from a specific viewpoint that the large number of students involved in the programme is permanently living out of Lithuania.

EHU assist its students giving them information on traveling and possibilities to stay in Lithuania.

The University should continue to develop its academic procedures providing intelligible explanations of final marks' design are necessary (accumulation system - proportions and relevance of each task in a structure of final mark).

Academic society recognizes difference between the theoretical subjects and practically oriented courses – it reflects two main directions of the Bachelor's thesis: „It can be either theoretical research upon the contemporary problems of history, theory and sociology of art or it can be a creative artistic project which is actualizing by artistic means different art concepts and problems in contemporary cultural and social context”.

The procedure of graduation underwent serious reconstruction in 2009: there were two exams at the end of the programme - the final exam and the defense of a final thesis but after the revision of 2009 there is only one graduation examination. Also syllabus of compulsory studies in humanities has been reformulated and enlarged. The goal of this change is an optimization of the study process and an improvement of its interdisciplinary character. The Team regards these changes as pragmatic and logical solution to enhance student's performance.

The representatives of professional field recognize the need for young specialists equipped with the knowledge that EHU programme Theory and Practices of Contemporary Art tend to provide.

They look at the graduates as to “highly motivated ... curious ... and independent activists”.

The employers also points at the need to provide more of public presentational skills.

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

The administrative location of the programme has been changed during the self-evaluation process - currently, the programme belongs to a study unit of the Department of Social and Political Sciences, but, according to the decision of the Rectorate from June 15, 2012 the program will be transferred to the Academic Department of History. The reasons of this restructuration were explained during the meeting with administrative staff of the EHU and the Team was assured that the performance of the programme will be improved thereof.

The self-evaluation report was worked-out in the period from November 2011 till June 2012 as a first attempt to obtain international accreditation. This might be the reason why there are a number of inconsistencies found in the text, for example, remains of the original text in Russian.

The EHU has its inner System of Quality Management which is still under the process of formation. Its function is „to help academic society to develop and to support academic standards“. This simultaneously managerial and academic institution has a wide range of responsibilities starting form the quality assurance, criteria development, student's and teacher's monitoring till the improvement of the whole EHU system and market analysis. The Team points at the aspect that there is a certain risk in overlapping of academic responsibilities and managerial tasks, so the EHU should consider implementation of gradual academic structure.

Existing partnership with foreign specialists is based on professional or academic relations – it has to be institutionalized to guarantee the continuity. Although there is a large number of foreign institutions financially supporting the EHU there is an obvious lack of international educational partners - these may be the reasons why Erasmus cooperation level is low.

According to the records made during the meetings employers, graduates and professional partners positively evaluate the results of studies still more effective communication system to collect students' opinion is needed.

The main external partners of the EHU are private institutions and foundations. Therefore the concept on stakeholders at the EHU is broader than it usually is – the extended system of donor's obliges university to perform in accordance with certain requirements. This also means that the responses from these international institutions should be somehow integrated in the self-evaluation report. At this present moment no information on the donor's point of view is provided there.

The System of Quality Management (SQM) provides the overall requirements for both managerial and academic activities; the responsibilities of the SQM are overextended therefore clear division of tasks and objectives is needed to create appropriate environment of contemporary HEI.

The leaders of the EHU recognize these aspects and the recent changes to the programme's institutional location demonstrate the ongoing evolution of the university system.

### III. RECOMMENDATIONS

1. The administration of the EHU should elaborate staff's development plan by the spring of 2013 and start to realize its procedures in the study year of 2013/2014. Existence and successful implementation of the plan will be a mandatory condition for the next accreditation event.
2. Better elaboration of the course descriptions and revision of the programme's goals and learning outcomes is needed to achieve more clear and complex explanations on the course content and learning achievements.
3. The allocation of the credits and the methodology of calculation should be corrected in correspondence with the legal acts of Lithuanian educational system. The distinction between the subjects of study field and the subjects for specialization ought to be founded more clearly.
4. The content of the study subjects and the use of foreign languages should be reviewed to provide more practical skills necessary for the future professional activities.

5. It is recommended to study foreign educational concepts and practices and involve more of visiting lecturers.
6. Efficient and permanently working EHU inner communication system is needed to gather student's opinion on the character and content of the courses and the programme.
7. The introduction of "Distance learning" system as staff completing and part-time studies alternative decision is advised.
8. Implementation of gradual levels of the academic structure of the EHU is recommended.
9. Closer involvement of the donor institutions in the monitoring process of the EHU performance is advised.

#### IV. SUMMARY

EHU was established in Minsk in 1992 and restarted in 2004 in Vilnius. The leaders of the programme understand that the evolution of the EHU programmes is a unique process that, according to the information collected during the meeting „has never been done in the post-soviet area". The Experts Team also takes into the consideration that actual self-evaluation process and the following accreditation is the very first attempt to critically review programme's characteristics and performance.

The Team fully respects the social and cultural mission of the European Humanities University to serve students from Byelorussia with the contemporary knowledge in democratic teaching&learning environment. This specific context should be taken into account to evaluate activities which meaning goes far beyond the frame of a single higher educational institution.

The main deficiency of the programme is the lack of permanently elected teaching staff - the Team recommends to urgently recruiting the amount of academic personnel that can continuously guarantee the provision of the core subjects of the programme. Strategic prospect demands thorough staff's development plan that should be confirmed by the administration of the EHU by the spring of 2013 and its implementation started in the study year of 2013/2014. The existence of such a plan and the description of its realization will be a mandatory condition for the next accreditation.

The leaders of the programme have to focus on pragmatic characteristics typical for the Bachelor's level of studies. The descriptions of learning outcomes demonstrate a certain misunderstanding on the competences relating to the first cycle of studies – the Team considers it as a result of absence of permanently working academic community - typical feature of the part-time studies. The level of understandability of LO's is uneven and demand more thorough

elaboration - more training and monitoring is needed thereof. The planned competences should be more attained with the pragmatic programme's aim reflecting contemporary processes of arts to provide Byelorussia with experienced specialists of the field of culture.

The system of international partnership is under the development; it is very important for EHU evolution in the nearest future to learn foreign educational practices and involve visiting lecturers. The initial aim of the EHU is to add international prospect to the HEI studies – this initiative should be continued by arranging stable partnership with Lithuanian and European universities in making regular exchange lectures, joint study courses and intensive student mobility.

The level of student's satisfaction has to be understood in relative aspect (from students' point of view) because of the comparison with apparently orthodox teaching and learning attitudes in Byelorussia.

There is a comparatively large amount of ECTS allocated for the language classes but the meeting with student's did not assure experts that these studies had provided confidence and stable communication skills. The quality of students' foreign language should be continuously improved to reach the standards that meet the international prospect of studies in the 'Theory and Practices of Contemporary Art' programme.

The management of the EHU together with the leaders of the Theory and Practices of Contemporary Art programme should take into the consideration the fact that many students of the Bachelor's programme are also full-time students in other countries, especially Byelorussia or those who already have a higher education diploma and are already working in Byelorussia. This fact conditions a high motivation of the students, but also questions the format of the studies: is the bachelor studies the most relevant form of studies in the given circumstances that answers the demands of the students and the labor market? There is also a specific question of 'academic recognition' that the university has to consider while continuing to improve the process and content of the Bachelor's programme. The EHU should also reflect on the form of the studies reconsidering its relevance with the second cycle of studies or other format that would adequately answer to the expectations of students and the demands of the labor market.

## V. GENERAL ASSESSMENT

The study programme Theory and Practice of Contemporary Arts (state code – 612U90002) at European Humanities University is given **positive** evaluation.

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

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>18</b>

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

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

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

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

Grupēs vadovas:  
Team Leader:

Atis Kampars

Grupēs nariai:  
Team members:

Wojciech Bałus

Eglē Jaškūnienē

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**EUROPOS HUMANITARINIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS ŠIUOLAIKINIO MENO TEORIJA IR PRAKTIKOS (VALSTYBINIS  
KODAS – 612U90002) 2012-11-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-125  
IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Europos humanitarinio universiteto studijų programa *Šiuolaikinio meno teorija ir praktikos* (valstybinis kodas – 612U90002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</b>

\* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

**IV. SANTRAUKA**

EHU buvo įkurtas 1992 m. Minske, o jo veikla atnaujinta 2004 m. Vilniuje. Programos vadovai supranta, kad EHU programų raida yra unikalus procesas, kuris, remiantis susitikimo metu Studijų kokybės vertinimo centras

surinka informacija, „niekada nebuvo atliekamas posovietinėje teritorijoje“. Ekspertų grupė taip pat atsižvelgia į tai, kad realus savianalizės procesas ir po to sekanti akreditacija yra tik pirmasis bandymas kritiškai peržiūrėti programos ypatybes bei jos atlikimą.

Ekspertų grupė visapusiškai atsižvelgia į Europos humanitarinio universiteto socialinę ir kultūrinę misiją - studentams iš Baltarusijos suteikti šiuolaikinių žinių demokratinėje dėstyto ir studijavimo aplinkoje. Vertinant veiklą turėtų būti atsižvelgta į šią specifinę situaciją, kuri reiškia žymiai daugiau nei pavienė aukštojo mokslo įstaiga.

Pagrindinis programos trūkumas yra nuolat dėstančių dėstytojų trūkumas. Ekspertų grupė rekomenduoja skubiai priimti pakankamai akademinio personalo darbuotojų, kad užtikrintų pagrindinių programos dalykų dėstymą. Strateginė perspektyva reikalauja, kad būtų parengtas išsamus personalo ugdymo planas, kurį iki 2013 m. pavasario turėtų patvirtinti EHU administracija ir pradėtų jį įgyvendinti 2013/2014 studijų metais. Toks planas ir jo įgyvendinimo aprašas yra būtina šios programos kitos akreditacijos sąlyga.

Programos vadovai turėtų sutelkti dėmesį į pragmatiškus dalykus, būdingus bakalauro studijų pakopai. Studijų rezultatų aprašai rodo tam tikrą su pirmosios pakopos studijomis susijusių kompetencijų nesupratimą. Ekspertai mano, kad taip yra todėl, kad nėra nuolat dirbančio akademinio personalo, būdingo ištestinėms studijoms. Studijų rezultatų suprantamumo lygis yra nevienodas, reikėtų jį kruopščiau peržiūrėti ir daugiau dėmesio skirti dėstymui ir stebėsenai. Numatomos kompetencijos turėtų būti daugiau susietos su pragmatišku programos tikslu, kuris atspindi šiuolaikinius meno procesus - aprūpinti Baltarusiją patyrusiais specialistais kultūros srityje.

Tarptautinės partnerystės sistema yra kuriama. Tai labai svarbu EHU raidai - artimiausiu metu susipažinti su užsienio švietimo praktika ir įtraukti kviestinius dėstytojai. Pradinis EHU tikslas – suteikti tarptautinę perspektyvą HEI studijoms. Šią iniciatyvą reikėtų tęsti užmezgant tvirtą partnerystę su Lietuvos ir Europos universitetais nuolat mainantis paskaitomis, organizuojant jungtinius studijų dalykus ir suaktyvinus studentų mobilumą.

Studentų pasitenkinimo lygis turi būti suprantamas santykinai (studentų požiūriu), kadangi lyginamas stačiatikių dėstymas ir studijavimo požiūriai Baltarusijoje.

Palyginti didelis ECTS kreditų skaičius skirtas kalbos užsiėmimams, bet susitikimai su studentais ekspertų neįtikino, kad šios studijos suteikia pasitikėjimą ir nuolatinius bendravimo įgūdžius. Studentų užsienio kalbos mokėjimo kokybė turėtų būti nuolat gerinama, kad atitiktų tarptautinės Šiuolaikinio meno teorijos ir praktikos programos studijų perspektyvos standartus.

EHU vadovybė kartu su Šiuolaikinio meno teorijos ir praktikos programos vadovais turėtų atsižvelgti į tai, kad daugelis bakalauro programos studentų taip pat yra nuolatinių studijų studentai kitose šalyse, ypač Baltarusijoje, arba jau turintys aukštojo mokslo diplomą ir jau

dirbantys Baltarusijoje. Šis faktas lemia didelę studentų motyvaciją, tačiau kelia klausimų dėl studijų formos: ar bakalauro studijos yra pati tinkamiausia studijų forma, atsižvelgiant į esamas aplinkybes, ir ar atitinka studentų ir darbo rinkos poreikius? Taip pat kyla klausimas dėl akademinio pripažinimo, kurį universitetas turėtų apsvarstyti toliau gerindamas bakalauro programos procesą ir turinį. EHU taip pat turėtų dar kartą apsvarstyti studijų formos tinkamumą antrosios pakopos studijoms arba kitai formai, kad būtų tinkamai atsižvelgta į studentų lūkesčius ir darbo rinkos poreikius.

### **III. REKOMENDACIJOS**

1. Iki 2013 m. pavasario EHU administracija turėtų parengti personalo ugdymo planą ir pradėti jį įgyvendinti 2013/2014 studijų metais. Plano parengimas ir įgyvendinimas yra būtina kitos akreditacijos sąlyga.
2. Reikėtų geriau parengti dalykų aprašus, peržiūrėti programos tikslus ir studijų rezultatus, kad būtų aiškiau ir visapusiškiau paaiškintas dalyko turinys ir studijų pasiekimai.
3. Kreditų paskirstymas ir jų skaičiavimo metodika turėtų būti atliekami pagal Lietuvos švietimo sistemos teisės aktus, studijų krypties dalykai turėtų būti aiškiau atskirti nuo specializacijos dalykų.
4. Studijų dalykų turinys ir užsienio kalbų vartojimas turėtų būti peržiūrėtas, siekiant suteikti daugiau praktinių įgūdžių, būtinų būsimai profesinei veiklai.
5. Rekomenduojama išstudijuoti užsienio mokymo koncepcijas ir praktiką bei įtraukti daugiau kviestinių dėstytojų.
6. Reikėtų veiksmingesnės ir nuolat veikiančios EHU vidinės komunikacijos sistemos, kad būtų galima sukaupti informaciją apie tai, kokia studentų nuomonė apie dalykų ir programos pobūdį ir turinį.
7. Rekomenduojama įdiegti nuotolinio mokymosi sistemą, kaip galimą sprendimą personalui suformuoti ir ištestinėms studijoms užtikrinti.
8. Rekomenduojama palaipsniui įgyvendinti EHU akademinės struktūros laipsniškas pakopas.
9. Rekomenduojama aktyviau įtraukti institucijas-donores į EHU stebėsenos procesą.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,  
parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341