VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS *KULTŪROS VADYBA*
(valstybinis kodas – 612N28001)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *CULTURE MANAGEMENT* (*state code - 612N28001*)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

Experts' team:

1. **Mr. John Cusack (team leader),** *academic,*

2. **Prof. dr. Karolina Prykowska-Michalak,** *academic,*

3. **Ms Mireia Cirera Hidalgo,** *academic,*

4. **Ms Giedrė Kabašinskienė,** *representative of social partners'*

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Evaluation coordinator -

Ms Rasa Paurytė

Išvados parengtos anglų kalba
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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Culture Management*
State code	612N28001
Study area	Social Sciences
Study field	Management
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time, (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Culture Management
Date of registration of the study programme	14-06-2002

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
-	Not applicable

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

Vilnius University was founded in 1579 and is the oldest and largest institution of higher education in Lithuania. As of 01 January 2016, the University had in excess of 20,000 students and approximately 1800 teaching and research staff members. Kaunas Faculty of Humanities, established in 1964 under the auspices of the parent University, is responsible for the design,

delivery and review of the study programme which is the subject of this evaluation. The Faculty implements a range of first cycle and second cycle study programmes, with the possibility of student progression to doctoral studies in particular scholarly fields. The Kaunas Faculty has about 80 teaching, research and administrative staff members and approximately 800 students.

The four-year programme leading to the qualification of Bachelor in Culture Management was registered on 14 June 2002 and attracts 240 credits. The work of the representative Self-evaluation Group (SER) commenced in January 2016, with a final draft of the document being produced in May 2016. Membership of this committee consisted of six academic staff colleagues, one social partner representative, and one current student. While academic management anticipates that the study programme will be in demand in the future, it is disappointing to learn that a first-year class group could not be formed in 2016.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *8/12/2016.*

1. **Mr. John Cusack (team leader),** *Council member of the Institute of Certified Public Accountants in Ireland (CPA), Ireland.*
2. **Prof. dr. Karolina Prykowska-Michalak,** *University of Łódź, Institute of Contemporary Culture, Professor and Head of cultural management studies, Poland.*
3. **Ms Mireia Cirera Hidalgo,** *Open University of Catalonia, Consultant in Cultural Management and Event Management, Spain.*
4. **Ms Giedrė Kabašinskienė,** *Lithuanian Academy of Music and Theatre, Department of International Relations, Projects and Programmes Coordinator, Lithuania.*
5. **Ms Ugnė Jakubauskaitė,** *student of ISM University of Management and Economics study programme Economics and Politics.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The purpose of the study programme is "to prepare broad-profile culture management specialists who are competent in the field of culture as an economic sector and are able to work as managers in cultural organisations of public and private sector as well as solve their economic and managerial problems, establish and develop their own businesses". The programme title is regarded by the review panel as suitable and consistent with the learning outcomes, curriculum

content and qualification offered. The breadth of studies reflects the scope and versatility of the teaching and learning process.

This programme was renewed in a major way during the period 2010-2012 via the implementation of the project 'The Renewal of Vilnius University Kaunas Faculty of Humanities Study Programmes in the Field of Social Sciences and Humanities'. The objective was to reflect a stronger emphasis on the acquisition of management knowledge and the development of managerial skills, as well as to ensure that graduates possessed appropriate research capabilities. On an ongoing basis, the learning outcomes are discussed with social partners and representatives of national and state cultural organisations, including employers who provide student placements. It is understood that learning outcomes conform to the requirements specified in international and domestic documents relating to the provision of this type of undergraduate studies.

The generic competences to be developed are arranged across the following eight themes, with each theme having been assigned three learning outcomes:

- Critical Thinking
- Research Skills
- Communication Skills
- Management Knowledge and Skills
- Marketing Knowledge and Skills
- Skills to apply Management Knowledge to Cultural Organisations in Practice
- Knowledge and Skills of Macro-analysis of Cultural Organisations
- Skills of Applying and Assessing Cultural Phenomena.

In general terms, the aims and learning outcomes are valid, comprehensive and up to date. The understanding of this dimension would have been enhanced for the review panel if the template provided had been extended to illustrate the links between the generic programme learning outcomes and the subjects responsible for their attainment. Reservations can be expressed about the likelihood of achieving some of the defined outcomes, as listed. For example, under the general heading of critical thinking it is stated that: "The graduates will acquire the knowledge of general features of the development of world and European history and culture, periodicity, relevant issues, methodological access to the research and will be able to apply the above mentioned knowledge during argumentation ". This goal is regarded as overambitious in the context of Bachelor degree studies.

At subject level, particular learning outcomes also appear to be unrealistic; in the subject Financial Accounting (4th semester) it is expected that the student "will be able to analyse and evaluate the company's financial condition and performance". An appropriate background

in relevant accounting knowledge and skills will not have been provided at that stage to enable learners to achieve such a target. Equally, it is difficult to accept that the module 'Commercial and Copyright Law', on its own, will qualify the student "to protect and defend the rights of authors". The subject 'Cultural Policy' also evidences an inflated learning outcome, namely, that the student " will be able to identify cultural policy patterns of different countries and formulate solutions" - this laudable objective would be more appropriate at postgraduate level. Many syllabuses also have somewhat impractical expectations, based on the time available for subject delivery and the fact that the designated self-study hours are generally not attainable. Modules in this category include 'History of Lithuanian Culture and Business', 'Sociology', and 'Communications Psychology'. The above examples are cited not for the sake of being critical, but rather for the purpose of ensuring that teachers and students are not faced with improbable expectations which cannot be achieved. A greater emphasis on confirming that all students are aware of the meaning of learning outcomes and of their importance in studies is also required. This comment is based on impressions formed during discussions between students and panel members on the occasion of the site visit to the University.

The panel noted the overall standard of the programme aims and learning outomes, together with the awareness of the staff in terms of the importance of continuous improvement and further development in this area. The efforts made to ensure that the programme aims and learning outcomes relate to the needs of the labour market are commendable. In conclusion it can be stated that this element of the study programme is generally impressive.

2.2. Curriculum design

The curriculum is generally good and appears to strike a balance between culture- based subjects and those focused on the business/ management dimension. The programme content is deemed suitable for the achievement of the defined learning outcomes. All modules are granted approximately equal status within the learning process.

The suggestions and reservations outlined below represent the views of the panel in terms of further desirable improvements which require attention.

• There is substantial scope for stronger content in the field of information technology and in areas such as new media and social media generally. Academic management has already identified this deficit and is planning corrective action.

• Some students aspire towards the establishment of their own small to medium-sized enterprises after gaining the degree qualification, and this is a stated objective of the programme. Consequently, there should be a greater emphasis on the opportunities, stages and actions

associated with such a process. The inclusion of a specific enterprise development module in the curriculum would benefit all students, as well as facilitating those graduates intending to create their own jobs.

- Proposals in relation to particular subjects are as follows:

o 'Macroeconomics' to be extended to include a wider coverage of EU matters, as well as international trade, and references to the distinction between wealth and welfare.

o 'Communication Psychology' should focus more strongly on intercultural and interdisciplinary communication.

o 'Marketing' does not include coverage of essential aspects such as selling, customer care, and e-Marketing. Topics associated with 'Selling and Sales Techniques' should receive a much stronger emphasis and, as a minimum, be given substantial recognition within a subject area such as 'Marketing' or 'Advertising'.

o In year 3, semester 5, 'Cultural Tourism' is an elective module alongside 'Fashion Industry'. 'Cultural Tourism' could be considered for mandatory status due its importance in both a national and an international context. Perhaps such a revision might be accommodated by an amalgamation of existing modules such as Sociology (semester 2) and Sociology of Culture (semester 5) with a suitably increased credit weighting, if required. However, it is not the intention of this report to be prescriptive.

o The relationship between the subject' Cultural Organisations Management' (semester 4) and 'Cultural Business Organisation' (semester 7) is worthy of further analysis by the Study Programme Committee (incidentally, the latter module contains 'sales strategy' but it seems to be afforded a total direct delivery time of just six hours). If the focus of the subject 'Cultural Business Organisation' is an intention to help students in their preparation to establish their own ventures after they graduate, a more specific title for the module would be appropriate.

o There is an option to select either' Music' or 'Dance' in semester 3. From the panel discussion with students, it is understood that this causes a difficulty for those who wish to study both modules.

o Academic management has identified "a need for additional preparation and stronger competences for the production of scholarly work ". From a limited inspection of students' theses, it is agreed that potential exists for further improvement to this dimension of studies. The panel is concerned that the average thesis result score is so high, together with the fact that a perfect 10 out of 10 mark has been granted to a number of students. These reservations are reinforced by factors such as the descriptive nature of and lack of analysis or recommendations in some sample student work surveyed. More evidence of reflective learning is also necessary. While the scoring system seems to correspond with the approach being

adopted nationally, it is not in line with accepted norms in many countries. This could have implications for the international credibility of both the study programme and the qualification.

o   Others factors worthy of comment include the necessity in subject delivery to relate business and management topics to the cultural sector, particularly when students are taught generic subjects alongside peers from   other disciplines. A more applied approach to subject delivery generally would be welcomed by students.

o   The timing of subjects such as 'Cultural Policy' , 'Arts Policy', and 'Ethno-cultural Management' might also be reviewed. The presentation of these modules at an earlier stage could give students a better understanding of concepts and prepare them more effectively for the programme content which they will encounter later on in the learning process.

o   As indicated in this report, management is aware of the necessity to integrate much stronger IT content across all aspects of the curriculum.

The panel understands that there is a lack of variety of organisations involved in providing student internships. However, the Faculty proposes to address this issue by working to both broaden the network of suitable placement centres within Lithuania and also to extend the search into foreign countries. If successful, this would enhance the international dimension of the study programme.

After having studied the descriptions of the individual courses, the overall majority of the textbooks used by the students date from after 2000.

It is understood that this impresssive curriculum meets all legal and other requirements governing the delivery of studies of this type and at this level.

2.3. Teaching staff

The study programme is implemented by 31 academic staff members, including 3 full professors, 10 associate professors, 3 lecturers with PhD qualifications, and 15 other lecturers. The qualifications and experience of the staff team are in accordance with legal and other requirements. More than fifty per cent of course units of the study field are delivered by scholars. Included amongst the teaching staff are four members who have already received the accolade of 'Best Lecturer'. The lecturing staff are open to new ways of presenting subject material and also committed to and welcoming of whatever self-development opportunities or initiatives might be introduced by the Faculty to enhance their effectiveness.

Individual academic staff members are evaluated every five years, with factors such as the following   taken into account: the number of research papers, lecturing, preparation of

teaching materials, participation in doctoral studies, supervision of students, and expert, managerial and other research- related activities. This systematic approach serves to motivate individual teachers towards further professional development and also helps to ensure high-quality standards in study programme delivery. While the number of lecturers involved in programme is decreasing, in tandem with a reduction in student numbers, their research output over the period 2011-2015 is highly impressive. Examples of scholarly work include having journal articles included in Thomson Reuters (ISI) Listings, and the publication of research studies in national and international peer-reviewed journals and in records of conference proceedings . Lecturers have also participated in both national and international research projects over the past five years. The record shows that a total of five national and eight international projects were completed by members of the same group of five teachers during this period. The level of funding received towards research project implementation and the provision of courses for academic staff development are other positive factors. Nearly all lecturers are said to use multimedia devices, and the University is consulting with social partners to establish how best to meet the deficit in information technology resources for staff and students.

It is understood that teachers utilise a variety of methods for subject delivery. The student-centred approach being adopted is appreciated by the students. Current practice could be improved by the organisation of more regular, formal meetings involving members of the teaching staff. This would result in greater information sharing and enable each lecturer to gain a fuller appreciation of how his or her contribution fits into the curriculum as a unit. Another benefit would be the opportunity to design integrated cross- disciplinary assignments and projects as part of the student assessment process. Best practices for the delivery of the curriculum could also be discussed, particularly with regard to those generic subjects requiring a cultural focus from teachers who do not have a specific background in the area. Scope also exists for increasing the role of foreign lecturers in subject delivery. In this respect, perhaps modern technology could be deployed more extensively to compensate for those factors which prevent a greater number of international experts from visiting Kaunas. On the other hand, the pattern of teachers going abroad is commended by the review panel.

For the delivery of programme material it is recommended that staff, in general, place a greater emphasis on reflective learning. Teachers should also review the assessment process attached to their specific subjects, and assess whether the instrument being used to measure the attainment of specific learning outcomes is the most appropriate available for the purpose intended. All staff are encouraged to use the capabilities of the Moodle learning platform to the fullest extent.

2.4. Facilities and learning resources

The premises, facilities and learning resources are generally good for the delivery of the programme to the standard required for the attainment of the stated aims and learning outcomes. The infrastructure has been enhanced by recent developments, which have included the establishment of the new Library and Information Centre in 2015, the refurbishment of buildings, the acquisition of software packages, and the introduction of Moodle, already referred to above.

The library has more than 20,000 books and an electronic book- issuing and recording system, as well as self- service printing and copying equipment. With regard to the proposed international dimension of studies, the library subscribes to publications such as 'The International Journal of Arts Management'. However, in relation to recommended reading for the programme, certain improvements are necessary . For example, much of the prescribed material is somewhat outdated e.g. in the subjects 'Publishing Industry' and' Sociology' the most recent text listed is from 2006; for 'Aesthetics' the most up-to-date publication is nine years' old; the latest book for the subject' Public Relations' was printed in 2010, while other subjects such as 'Microeconomics' and 'Corporate Finance' have not extended the recommended reading material beyond 2011. While there is student access to databases and to material from other library sources, perceptions about the currency and quality of any degree programme are likely to be influenced negatively if the recommended essential and supplementary reading is not reasonably current. Facilities introduced in recent years include the establishment of a Creativity Incubator or workshop for the implementation of students' creative business ideas. To date, the benefits of this resource have not been fully realised.

In positive terms, the academic staff have produced specific learning and methodological materials, much of which can be accessed on the Faculty's website, while study course units are uploaded to the Moodle platform. Within the broader sphere of quality infrastructure, it is understood that the Faculty is close to providing its own permanent catering facilities and working towards owning, rather than renting, hostel accommodation for students. There is also a determination to provide for students and staff with special mobility needs.

In order to further expand the value of key resources associated with teaching and learning, attention should be paid to the apparent need for more use of relevant software and related training so that students can enhance their skills in editing and the use of packages such as Adobe Photoshop, Adobe in Design, and Excel. The addition of graphic design facilities and related training for students is also strongly recommended.

It is worth mentioning that 15 credits are allocated to the students´internships, which can

be carried out individually or in a group (the group internships perform case analysis). Even if the internships' methodologies are explained and prepared to a good extent, there is a weakness with regards to the variety of organisations providing internships, both at local and international level. However, during the site visit, management staff explained that they are going to introduce the measure of free choice for students for their practice placement.

It is understood that special provision can be made so that students are accommodated with individual study plans. The system whereby students may ask questions and get fairly immediate replies from an answering system is indicative of positive customer care. A relatively recent development has been the establishment of the Commission of Academic Ethics in December 2014. The work of this Commission reinforces the emphasis placed on honesty and integrity in this and other study programmes. The focus on ethics as part of student development is evidenced by the availability of the module 'Business Ethics' (semester 3) and the inclusion of ethics within other subjects such as:' Social Research Methods', 'Quantitative Scientific Research', and 'Advertising Management'. In terms of physical infrastructure, programme management is aware of the need to provide teachers with individual study desks.

It is understood that the current effective level of provision in terms of facilities and learning resources is being further enhanced on a continuous basis, along the lines identified above.

2.5. Study process and students' performance assessment

As already referenced above, it is unrealistic to expect students to devote the quantity of self-study hours allocated to the various modules within the curriculum. Consequently, there is a responsibility to ensure that the direct delivery and student consultation hours cover the prescribed topics to the required level within each module. This suggests that certain syllabuses may need revision, as appropriate, to include fewer topics which would allow for a deeper and more analytical study of the prescribed content. The resultant outcome would be more satisfactory than attempting to cover numerous topics at a somewhat superficial level. The panel also proposes the implementation of efforts to convince students of the relevance of each subject within the curriculum.

The decline in student numbers over recent years and no addmition during the 2016 is a cause for concern. The fact that fewer students are now eligible to avail of State funding is regarded as a contributing factor. While it is accepted that there are mitigating circumstances, including a stringent Mathematics requirement for entry, a fuller and more effective marketing and promotional campaign to attract students is necessary. Another aspect requiring further

analysis and attention is the level of student attrition. It is estimated that up to one third of students leave the programme for different reasons, mainly in the first and second years. The introduction of a module such as 'Learning to Learn' could help the students to cope more effectively with the transition to higher education. Included in the content might be topics such as, study and learning techniques, note-taking, introductory research methods, time management, preparation for assessment, stress management, employment and career planning, academic supports available, and how to maximise your potential.

With regard to the student placement component(15 ECTS), it is recommended that the application of specific, tailor-made, clearly identifiable and readily understood learning outcomes for each student would be highly beneficial. This approach would promote a deeper awareness and understanding of the relevance of what the student actually does during the work experience placement and also assist in determining whether, in every case, this element of the learning process conforms with the University's defined study programme requirements. It would also be relevant in helping to maintain the balance between theory and practice is being maintained. Any misconceptions on the part of work experience supervisors with regard to their roles and responsibilities would also be clarified. The panel wishes to acknowledge the number of successful internships which have been completed by students, together with significant project work such as the digitisation of theatre online plays.

The volume and variety of assessment tests administered to students raises questions as to whether a more refined and streamlined approach would be preferable. Some of the assessment instruments in use are considered by the panel to be inappropriate. For example, in the subject 'Culture Studies' it is expected that the student "will be able to prepare an event project", while the assessment process includes an open and closed question test. Similarly, in the module 'Publishing Industry' an essay is used to monitor whether students "can analyse the publishing process/ be able to communicate and cooperate with other individuals". A more innovative approach to assessing the extent to which students develop creative writing skills is also recommended. In the context of the assessment process, it is important to guard against an overgenerous allocation of marks for student attendance/class participation. The lack of a consistent approach to the assessment process across modules should be reviewed for justification purposes. Somewhat fewer assignments, of which a proportion would test the integration of learning across subjects, could significantly improve the entire learning experience for students. The regular communication to students with regard to which learning outcomes are being measured by the particular test/assignment is also advisable.

In relation to theses, the necessity for a generally more critical and analytical approach to the chosen topics, as distinct from a mainly descriptive approach, is essential. Theses would

benefit from the inclusion of sections linking research findings to conclusions and recommendations, while evidence of reflective learning should also receive more attention in this element of student work. The University strives to ensure the maintenance of academic honesty and integrity throughout all dimensions of the teaching and learning process, including the use of appropriate software such as the EPAS system, to detect the possibility of cheating during the production of the thesis.

The planned research aimed at discovering additional work experience placements abroad is commended by the panel. It is noted that over the period 2011-2016 a total of 36 students travelled to foreign countries for studies or work practice placements. However, graduates of the programme, in discussion with the review panel, indicated that they would have welcomed more practice, especially at international level. While the delivery of the study programme currently places a strong emphasis on the integration of theory with real- life practical examples, further scope exists for strengthening this aspect of the learning process. Consideration should be given to providing students with the opportunity to work on assignments, preferably with an international dimension, commissioned by cultural organisations for the purpose of obtaining solutions, under the guidance and supervision of teaching staff.

The success of current study process and student assessment procedures is reflected by the fact that approximately two thirds of graduates have progressed to Master degree studies in Lithuania or abroad, while around fifty percent of those in employment are working as managers in the field of culture. Feedback from students assists academic management in identifying issues and problems which may need to be addressed. However, students sometimes expect speedier responses to their concerns or, alternatively, an explanation as to why a prompt reply to the matter raised is not possible. The students appreciate the possibility within the programme to organise individual study plans. The panel advises that the above suggestions for additional improvemt in the area of study process and student assessment should further enhance the quality of the current programme.

2.6. Programme management

The 'Vilnius University Quality Manual' and the 'Standards and Guidelines for Quality Assurance in the European Higher Education Area' help to foster and promote a quality culture within the Faculty. All study programmes are monitored and updated on a regular basis, as stipulated in the 'Regulation of Study Programmes of Vilnius University'. The Study Programme Committee is responsible for ensuring the quality of the programme across all dimensions,

including keeping its design and delivery up to date and relevant to the needs of the labour market. Membership of this committee consists of five Associate Professors, one social partner and one students' representative. Feedback from the various stakeholders helps to inform decision making, although, in this context, the Alumni involvement needs to be formalised in order to gain maximum benefit from the experience and expertise of graduates. A stronger input into the design, delivery and review of the study programme should be sought from social partners, whose goodwill was readily apparent in the discussion with the review panel.

The formula for securing feedback is enshrined in the Vilnius University publication entitled 'Procedure of Ensuring Feedback to all Involved in the Study Process'. Since 2014, the organisation of round table discussions between the Study Programme Committee and lecturers has facilitated an improved understanding of existing quality and helped towards the identification of necessary corrective actions. More regular meetings of this type could involve all stakeholders. Subsequent to amendments or innovations being agreed in such discussions, proposed modifications to the programme are subject to review by the Study Programme Committee and the Faculty Council.

The Vilnius University information system of studies (VUSIS) is also utilised for the purpose of study programme management. While the Faculty promotes active cooperation with up to 20 main social partners, the panel recommends stronger collaboration with such key stakeholders on a regular, continuous basis. This should lead to outcomes such as the availability of more and varied work experience opportunities for students, the introduction of real-life assignments for completion as part of the learning process, a wider availability of guest lecturers, and a stronger reassurance that the programme is providing future graduates with the knowledge and skills likely to be in demand in the labour market. The strengthening of relations with practising professionals has already been identified by academic management as a priority, as well as an expansion of the Study Programme Committee by involving more social partners and scientists representing both management and cultural fields.

In line with the Faculty's aspirations to develop the international dimension of studies, academic management is complimented on the appointment of a partner professor to help in the process. The agreements with other higher education institutions which are currently in place are for the field of study only and could be extended to encompass individual study programmes. The panel also encourages the intention of management to implement a stronger follow-up of graduates and to continue to involve social partners in future reviews of the student internship system. Other positive aspects of current management practice include the plan to reinforce the already impressive links which have been forged with national and state cultural organisations.

III. RECOMMENDATIONS

This report should be considered as a unified document which contains proposals and suggestions under each criterion used in the evaluation of the study programme. Consequently, the recommendations which follow are all encompassing, but rather an outline of some of the improvements which the review panel members deem to be worthy of implementation in order to enhance and enrich the teaching and learning process.

The recommendations below are not presented in any particular order of priority.

1.   As explained earlier in this document, certain generic and some subject-specific learning outcomes are overambitious and incapable of achievement within the time available. While these were reviewed in a major way in the period 2012-2014, the definition of learning outcomes should place a greater emphasis on the conceptual framework and reflective learning. Students' understanding of the learning outcomes concept also appears to be vague.

2.   A further review and analysis of the content of particular syllabuses is required to ensure that the volume of material listed can actually be covered in more than a superficial manner within the time available. Somewhat fewer topics, with each being studied in greater depth, would improve the learning process and increase the likelihood that the higher-level, generic programme learning outcomes can be achieved. A greater emphasis on the health and safety aspects likely to be encountered by students in employment is also proposed for inclusion within the curriculum.

3.   The addition of some new curriculum content, as already advised earlier in this report, would help to ensure that students are more effective in subsequent employment and have better career progression prospects.

4.   The international dimension of studies needs to be strengthened in different ways, including   student involvement in suitable projects and work experience placements. A target date for the delivery of the study programme through the medium of English should also be confirmed.

5.   With regard to the assessment process, it is necessary to design as many integrated assignments as possible for student completion. All tests, of whatever type, should be seen by students as directly linked to clear, unambiguous learning outcomes. A similar approach should be implemented in respect of the work experience component of the programme. The question as to whether each assessment instrument is the most suitable for the purpose intended should also form part of any future analysis of the teaching and learning process.

6.   The thesis component of studies is regarded as a landmark indicator of student progress and achievement. Consequently, the quality of the underlying research work is of paramount importance. The review panel notes, from the sample surveyed on the occasion of the

visit to the Faculty, that a number of students gain the maximum possible result 10/10 for the completion of the thesis. This apparently generous allocation of marks does not accord with international standards generally in the field of higher education, as was referenced already. As a minimum, all theses should contain sections encompassing 'Conclusions', 'Recommendations' and 'Reflective Learning'.

7. Existing infrastructure and student services could be suitably strengthened by the acquisition of additional IT resource material (as already proposed by the Faculty), the utilisation of the Creativity Incubator to maximum effect, the addition of some more modern essential reading materials, the widespread adoption of Moodle, and the ongoing personal and professional development of staff on a continuous basis. Lecturer usage of the most recent technology for syllabus delivery purposes is also essential.

8. More frequent formal communication between all stakeholders associated with this degree programme is deemed to be necessary by the panel. The focus of such interaction could extend in different directions. Amongst future agenda items for discussion might be the making of representations to the Lithuanian Department of Education and Science to have the currently perceived excessive Mathematics level needed for entry to the programme reconsidered. A further action might be to identify the causes behind the fall off in demand for this degree opportunity and the development of a corrective strategy to counteract the situation.

9. The emphasis on ethical standards as an integral part of the learning process must be maintained, while the social responsibility concept could be manifested via a wider student engagement in community -based projects and initiatives.

IV. SUMMARY

This study programme has many strengths, as outlined in the Self-evaluation Review document. The main thrust of the current review is to identify scope for further improvements in teaching and learning, with a consequent enhancement of the qualification conferred on graduates.

The review panel commends the Faculty on the comprehensive documentation supplied for the purpose of facilitating the evaluation process. The goodwill which exists towards the Faculty and the study programme was very obvious from the discussions conducted by the panel during the site visit. As indicated in this report, scope exists to draw upon such positive attitudes to a fuller extent for the benefit of current and future students. In this context, Alumni are willing to play a significant role in programme design, delivery and review over future years. A wider access to the resources of the parent University, as appropriate, would augment the existing infrastructure and resources available for programme delivery.

The efforts already undertaken to strengthen the programme are highly encouraging, as is the analysis conducted by the University in order to identify how the quality of student learning might be developed further. It is the wish of the review panel that the proposals and recommendations contained in this report will assist the Faculty in achieving the avowed aim to provide a study programme of the highest national and international quality.

The panel members would also like to thank academic management for the professional manner in which the study programme evaluation was facilitated. The kindness and courtesy shown to us by all stakeholders during the visit is greatly appreciated.

V. GENERAL ASSESSMENT

The study programme Culture Management (state code – 612N28001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**18**

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

Grupės vadovas: Team leader:	Mr. John Cusack
Grupės nariai: Team members:	Prof. Dr. Karolina Prykowska-Michalak
	Ms Mireia Cirera Hidalgo
	Ms Giedrė Kabašinskienė
	Ms Ugnė Jakubauskaitė

VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
KULTŪROS VADYBA **(VALSTYBINIS KODAS – 612N28001) 2017-05-09**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-83 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Kultūros vadyba* (valstybinis kodas – 612N28001) vertinama **teigiamai**.

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

* 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)

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IV. SANTRAUKA

Ši studijų programa turi daug stiprybių, kurios išvardytos savianalizės suvestinės vertinimo dokumente. Šio vertinimo pagrindinis tikslas – nustatyti, kaip pagerinti mokymąsi ir mokymą, kas leistų patobulinti absolventų įgytą kvalifikaciją.

Ekspertų grupė rekomenduoja fakultetui parengti išsamius dokumentus, kurie palengvintų vertinimo procesą. Fakultetas ir studijų programa turi gerą vardą, tai išryškėjo diskusijų su ekspertų grupės nariais metu lankantis universitete. Kaip nurodyta šiame išvadų dokumente, šį teigiamą požiūrį galima išnaudoti esamų ir būsimų studentų naudai. Atsižvelgdami į tai alumnai pageidauja imtis svarbaus vaidmens sudarant studijų programą, ją vykdant ir vertinant ateityje. Geresnė prieiga prie pagrindinio universiteto išteklių padėtų gerinti esamą infrastruktūrą ir studijų programai vykdyti turimus išteklius.

Ypač sveikintinos pastangos, kurių iki šiol imtasi studijų programai pagerinti, pavyzdžiui, universiteto atlikta analizė, siekiant nustatyti, kaip galėtų būti toliau gerinama studentų mokymosi kokybė. Ekspertų grupė mano, kad šiose išvadose pateiktos rekomendacijos ir pasiūlymai padės fakultetui siekti viešai įvardyto tikslo – vykdyti aukščiausios kokybės studijų programą šalies ir tarptautiniu mastu.

Ekspertų grupės nariai dėkoja akademinei vadovybei už profesionalią pagalbą, suteiktą vertinant šią studijų programą. Dėkojame visiems dalininkams už mums parodytą gerumą ir pagalbą vizito metu.

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III. REKOMENDACIJOS

Šios išvados turi būti traktuojamos kaip vieningas dokumentas, kuriame pateikiami pasiūlymai ir rekomendacijos pagal kiekvieną studijų programos vertinimo kriterijų. Todėl toliau pateikiamos rekomendacijos apima viską, o ne tik tam tikrus patobulinimus, kuriuos, ekspertų nuomone, verta įgyvendinti, siekiant pagerinti ir papildyti mokymo ir mokymosi procesą.

Toliau pateikiamos rekomendacijos nėra išvardijamos pagal prioritetą.

1. Kaip anksčiau nurodyta šiame dokumente, kai kurie bendrojo pobūdžio ir kai kurie konkrečių dalykų studijų rezultatai yra pernelyg ambicingi ir jų neįmanoma pasiekti per numatytą laikotarpį. Nors jie jau buvo iš esmės peržiūrėti 2012–2014 m. laikotarpiu, studijų rezultatų apibrėžime daugiau dėmesio reikėtų skirti konceptualiajam pagrindui ir refleksyviajam mokymui. Studentai taip pat neaiškiai supranta studijų rezultatų koncepciją.

2. Reikia dar kartą peržiūrėti ir išanalizuoti programos tam tikrų dalykų turinį, siekiant užtikrinti, kad būtų faktiškai apimta visa išvardyta medžiaga, o ne paviršutiniškai dėstoma per skirtą laiką. Temų galėtų būti mažiau ir jos studijuojamos giliau, tai pagerintų mokymosi procesą ir leistų pasiekti aukštesnio lygio bendrųjų studijų programos studijų rezultatų. Daugiau dėmesio skirti sveikatos ir saugos aspektams, su kuriais studentai gali susidurti dirbdami; šias temas siūloma įtraukti į studijų turinį.

3. Kaip pirmiau minėta šiose išvadose, siūloma papildomai įtraukti tam tikrus naujus studijų turinio dalykus, kas padėtų studentams veiksmingiau dirbti įsidarbinus ir jie turėtų geresnes karjeros galimybes.

4. Įvairiais būdais stiprinti studijų tarptautiškumą, studentus įtraukti į tinkamus projektus ir specialiąją praktiką. Taip pat reikia patvirtinti numatytą datą, kada studijų programa bus vykdoma anglų kalba.

5. Kalbant apie pasiekimų vertinimo procesą, būtina sukurti kiek įmanoma daugiau užduočių ar pavedimų studentams. Įvairių tipų testus studentai turi suprasti kaip tiesiogiai susijusius su aiškiais ir vienareikšmiškais studijų rezultatais. Panašus metodas turi būti taikomas studijų programos darbo patirties komponentui. Taip pat reikia išnagrinėti, ar visos vertinimo priemonės yra tinkamiausios numatytam tikslui pasiekti. Tai turėtų tapti mokymo ir mokymosi proceso ateities analizės dalimi.

6. Baigiamasis darbas laikomas studijų dalimi, kuri iš esmės parodo studentų pažangą ir pasiekimus. Todėl atliktų mokslinių tyrimų darbo kokybė yra ypač svarbi. Susipažinusi su pateiktu pavyzdžiu per vizitą fakultete, ekspertų grupė pastebėjo, kad daugumos studentų baigiamieji darbai įvertinti maksimaliu galimu balu, t. y. 10 iš 10. Akivaizdu, kad tai dosnus balų skyrimas, kas apskritai neatitinka tarptautinių standartų aukštojo mokslo srityje, kaip jau buvo minėta anksčiau. Visuose baigiamuosiuose darbuose privalo būti bent jau šie skyriai: „Išvados", „Rekomendacijos" ir „Refleksyvusis mokymasis".

7. Esamą infrastruktūrą ir paslaugas studentams būtų galima tinkamai pagerinti įsigijus papildomų IT išteklių (kaip siūlė fakultetas), kiek įmanoma aktyviau išnaudoti Kūrybos inkubatorių, fondus papildyti šiuolaikiškesne pagrindine literatūra, plačiai

naudoti Moodle aplinką ir užtikrinti nuolatinį asmeninį ir profesinį personalo tobulėjimą. Taip pat svarbu, kad dėstytojai naudotų pačias naujausias technologijas atskirų dalykų turiniui dėstyti.

8. Ekspertai mano, kad šio lygio studijų programoje tikimasi dažnesnio formalaus visų dalininkų bendravimo. Toks bendravimas gali būti plėtojamas įvairiomis kryptimis. Į diskusijų darbotvarkę ateityje galėtų būti įtraukti prisistatymai Lietuvos švietimo ir mokslo departamentui, kuomet būtų aptartas šiuo metu nustatytas galimai pernelyg aukštas matematikos žinių reikalavimas stojant į šią studijų programą. Reikėtų išsiaiškinti priežastis, kodėl sumenko šio studijų programos laipsnio poreikis, taip pat verta parengti strategiją, kuri numatytų taisomąsias priemones šiai problemai spręsti.

9. Būtina akcentuoti etikos standartus, kurie yra neatsiejama mokymosi proceso dalis, o socialinę atsakomybę demonstruoti aktyviau studentus įtraukiant į visuomeninius projektus ir iniciatyvas.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)