SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Tarptautinės teisės ir verslo aukštosios mokyklos
VIZUALINĖS KOMUNIKACIJOS PROGRAMOS (653P90001)
VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *VISUAL COMMUNICATION* (653P90001)

STUDY PROGRAMME

At International School of Law and Business

Grupės vadovas:
Team leader:

Chris Maguire

Grupės nariai:
Team members:

Doc. dr. Dorte Madsen

Doc. dr. Titela Vilceanu

Danutė Rasimavičienė

Rasius Makselis

Arminas Varanauskas

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Vizualinė komunikacija*
Valstybinis kodas	653P90001
Studijų sritis	socialiniai mokslai
Studijų kryptis	komunikacija
Studijų programos rūšis	koleginės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (3), ištęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	komunikacijos profesinis bakalauras
Studijų programos įregistravimo data	2011 m. balandžio 15 d.

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Visual Communication*
State code	653P90001
Study area	Social Sciences
Study field	Communication
Kind of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Communication
Date of registration of the study programme	15 April 2011

CONTENTS

I. INTRODUCTION

The Visual Communication study programme at the International School of Law and Business was inspected by an independent, international panel of evaluators in October 2013.

The evaluation was conducted according to the framework of the external evaluations organized by the Centre for Quality Assessment in Higher Education (SKVC), based on the *Methodology for Evaluation of Higher Education Study Programmes*. The Methodology has been developed in the implementation process of the Procedure for the External Evaluation and Accreditation of Study Programmes approved by Order No. ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania in accordance with the provisions of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* and various related normative acts. The collection and interpretation of data was based on the analysis of the self-evaluation report (SER), of the accompanying documents (Annexes) and on the input provided by participants during the visit in order to secure an evidence-based mechanism.

The evaluators were: Chris Maguire (team leader), Dean of Academic Affairs, BPP University (London); Dorte Madsen, Associate Professor in the Department of Inter-cultural Communication and Management at Copenhagen Business School; Rasius Makselis, a PhD candidate at the Lithuanian Culture Research Instiitute and previously Head of the Strategic Planning Division of the Ministry of Culture; Arminas Varanauskas (student member of the panel) studying at Vilnius University and a member of the Lithuanian Education Council; Titela Vilceanu, Associate Professor and Director Department of Publications and Media, University of Craiova, Romania.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined, clear and publicly accessible. The Administration, teaching staff, students, alumni, and social partners have a clear and consistent understanding of the aims of the programme and its learning outcomes.

The programme aims and learning outcomes are based on the academic requirements, public needs and the needs of the labour market. The rationale for the programme is well supported by the strategic and legal documents, and studies presented. The design and implementation of the programme are supported by a broad variety of active social partners.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. However, it is too early in the life of the programme to verify these have been met by the assessment regime. The evidence of the coursework presented for review indicates a focus on creativity but not on reflection or analysis. This leads the panel to recommend that greater emphasis is placed on the higher levels of Bloom's taxonomy (analysis, evaluation, synthesis) in the delivery of the programme and its assessment mechanisms.

The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. However, it should be noted that the title "Visual Communication"

implies a narrower focus to the programme than is, in fact, covered by its curriculum. In spite of this the title and scope of the programme are clear to students and social partners.

2. Curriculum design

The curriculum design meets legal requirements. As described in the Self Evaluation Report (SER), the programme is composed of general subjects of college studies with a total of 15 credits, 5 of them elective; study area subjects with a total of 155 credits, 30 credits are designed for professional internship and 10 credits are designed for preparation and defence of the thesis. In the study plan of the programme, the professional internship is treated as a separate subject, unrelated to any one of the subjects studied. The internship and other practical training, which is associated with individual study subjects, make up 34 per cent of the volume of the study programme. The SER provides an overview of how the structure of the programme complies with the general requirements for study programmes and documents how the different elements of the study programme relate to the overall requirements.

There is an impressive breadth of different subjects and perspectives underpinning visual communication in this programme. And at the same time it provides coherence and a sufficient focus on the core of the programme. There is a good balance between breadth and focus. The team regularly reviews the structure and interconnection of the programme to make improvements. The subjects are diverse but carefully selected and interrelated.

A study of the SER and its annexes, including the course descriptions, confirms that the content of the subjects and its modules is consistent with the type and level of the studies. But the subjects and its modules are not only consistent in themselves but they are also carefully planned and reviewed and adjusted to meet the objectives of the programme. Content and methods are sophisticated in their interaction and application. There is a strong interdisciplinary approach in connecting themes between subjects, and in our meeting with the teachers it was confirmed that different courses address the same themes from different disciplinary vantage points.

The SER provides an overview of the interfaces of programme competencies, learning outcomes and subjects implementing them. This is a sophisticated way of connecting the different elements of the programme and demonstrating the coherence which we find highly commendable.

As indicated in the SER "*Visual communication* study programme is based on and reflects tendencies of modern communication and audiovisual industry development." Scrutiny of the course descriptions and the literature suggests that the latest achievements in the field are reflected in the curriculum and course literature. Furthermore, the content of the programme reflects the rationale of the programme, viz. its roots in the field of visual studies, a new international area of research. The curriculum design elegantly articulates how visual literacy is not an ability gained intuitively, but should be developed systematically and consistently. Moreover, according to the SER, the programme is formed in such a way that students are educated in the spirit of entrepreneurship and private business development. In our discussions with both enthusiastic students, alumni and social partners this was indeed confirmed.

In addition, the programme is informed by international speakers, staff attending international conventions, staff working in the sector as leading practitioners and the emergence of visual communication as an important channel in the globalised economy.

3. Staff

The study programme is provided by 14 teaching staff members (out of which 5 are Associate Professors) meeting the legal requirements: Law on Science and Studies of the Republic of Lithuania, 2009, the Lithuanian Labour Code, the Statute of ISLB, management procedures VP12 *Teaching staff competence management* and VP15 *Personnel Management* (SER, p.18).

The qualifications of the teaching staff are adequate to ensure learning outcomes: most of the Associate Professors and Lecturers are qualified in the field of the subject(s) they teach – taking into consideration their academic or professional background – leading practitioners – for instance, a well known actress (see also Annexes 2 and 3); 5 of the teaching staff members hold a scientific degree; more than 50% of the teaching staff members have no less than 3 years of practical experience matching the subject (ranging between 4 and 40 years) (according to the data provided in the CVs); the teaching staff pursue updating of knowledge and skills through participation in training courses, seminars, conferences and projects (see Annex 3). Some of the teaching staff members are involved in the coordination of the students' applied research (see Annex 3). The teaching staff members have language competence in English, Russian, German, French, Spanish, Italian and Polish (ranging from beginners to advanced users), which enhances their updating of knowledge and international cooperation (see Annex 3).

The number of the teaching staff is adequate to ensure the learning outcomes are covered: the teaching staff/student ratio ranges from 21.5 to 23.25 (calculated from the data provided in SER, p.17 and the data provided by CVs, where there is mention of the subjects taught), the workload of the teaching staff holding a scientific degree and of experienced lecturers-practitioners amounts to 19% in the programme (SER, p.16).

Teaching staff turnover is able to ensure an adequate provision of the programme: the teaching staff members have been employed in the programme for at least 1 year and there was an increase from 8 teaching staff members on 1 October 2011 to 14 in March 2013 (SER, p. 17 and Annex 3).

The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme: participation of some of the teaching staff members in internships abroad (The Netherlands, Belgium, China, Italy Denmark), in training courses organised by the institution (SER, p. 16; Annex 3) within different projects and by other bodies in country; assessment of the teaching staff scientific, communicative, educational and subject competencies; international visibility is encouraged through the organisation of an international research seminar – "Strategies of Propaganda in Visual Communication", through participation within ERASMUS (see also SER, pp.16-17). Therefore, the opportunities for and methods of professional development are rich and varied.

The teaching staff of the programme are involved in research (art) directly related to the study programme being reviewed: publication of papers in the fields related to the subjects taught; members of editorial boards (for instance, art editor in Lithuanian national encyclopaedia – Annex 3); participation in projects, in national and international conferences in country and abroad; coordination and monitoring of student applied research (see Annex 3). Yet, the teaching staff should further develop their research capability so as to strike a balance between their high profile practice and scientific visibility.

4. Facilities and learning resources

The accommodation in which the programme is delivered is housed within one, large building and provides appropriate space and facilities for class-based teaching, practical activities and private study. The facilities and accommodation are well maintained.

Teaching and learning equipment is adequate both in size and quality. Students benefit from free access to the internet. All the necessary equipment (computers, cameras, projectors) is available or can be accessed at the premises of social partners through arrangements made by members of the teaching team (eg. LNK TV building). Access to partner's equipment should be formalized to ensure consistency of availability as it currently depends on the goodwill and individual relationships of the lecturers and the partners.

The arrangements for students' practice are adequate in size and quality. Students are encouraged to make their own arrangements in choosing a company/workplace and setting up their placement; a practice the panel considers fosters the initiative of the students. If necessary, students may obtain a placement arranged by the institution. Scrutiny of the programme documentation indicated that more information should be provided to students on the level of supervisory support they should expect during the placement and how they would be assessed. Feedback from students indicated that practice assignments would benefit from closer correlation with the subjects taught.

Teaching and learning materials cover the whole range of subjects and many of them are in English; nevertheless, there is a need for more communications literature and professional publications, both in Lithuanian and English. Access to scientific databases is provided free of charge to the whole academic community as well as the teaching material on Moodle prepared by the programme lecturers. It is noticeable that the volume of the material on Moodle differs from subject to subject and it is suggested that this is reviewed to ensure students are provided with access to a sufficient amount across all subjects.

5. Study process and student assessment

The admission requirements comply with the Lithuanian legislation in force.

The organisation of the study process corresponds to the requirements of the official documents on the volume of contact and independent work as well as to the structure of the programme and volume of the workload. Where necessary, students are permitted to retake the examination. The students were enthusiastic about the learning experience provided by the programme.

The programme team is encouraged to improve the level of activity in applied research. Although the College involves students in the artistic and scientific activities through participation in various creative competitions, course work and practice reports, the level and character of their research is sometimes very descriptive (as evidence in the assessments made available to the panel during the visit), and does not demonstrate analytical skill. Students do, however, have many opportunities to demonstrate their artistic skills and exhibit externally.

Students have opportunities to participate in ERASMUS mobility programmes: 7% having taken part this year. Nevertheless, wider participation of incoming students should be encouraged.

The School – at the level of academic management and at the level of the department – ensures adequate support for the students' professional training and personal growth. Students' feedback

is taken into consideration in relation to the programme improvement and development. Nevertheless feedback of the actions taken should be provided to the students more often.

The assessment of students' performance is clear, consistent and rigorous. It is regulated by the Study QA procedure: Student Achievement Assessment Procedure VP09. Students are aware of the type of assessment (continuous and summative, formal – examinations, alternative – portfolio, project work, ideas and concepts' maps, poster presentations and demonstrations of the works) and the timeline. Students appreciated that the majority of assignments are oriented to the development not only professional but also social, personal skills.

6. Programme management

Responsibility for the implementation and monitoring of the programme are clearly allocated. The programme is situated in the Department of Communications within the Faculty of Management and Law. As is usual for an inter-disciplinary programme of this nature it draws on subject areas from a range of Departments within the Faculty. The primary vehicle for oversight of the delivery and quality of the programme is the Programme Committee which includes among its members the Dean of Faculty, Head of Department, two lecturers from the Department and three student representatives. Proposals for changes and enhancements to the programme are approved by the School's Academic Council while the effectiveness of the Programme Committee is reviewed by the School's Regulations of Study Programmes Committee. Executive responsibility is vested in the programme manager who, in this case is also the Head of Department and who reports to the Dean of Faculty. There are centrally set and published management procedures governing and overseeing the design, development and implementation of the School's programmes which are approved by the Academic Board and which provide a clear and helpful framework within which the programme operates.

The Panel received evidence from the Quality Office demonstrating that an appropriate range of qualitative and quantitative data is regularly collected and collated to contribute to programme evaluation. This includes student retention, progression, achievement and mobility statistics, student evaluations of the programme and reviews by staff and social partners. During the visit the panel asked for evidence that the rich information that the evaluation provided was analysed and considered by the Programme Committee and other senior committees. In addition to the detailed collation of evidence the panel received a report addressed to the Academic Council which provided a high level overview of provision but did not provide an analysis of the specific and detailed evidence available. The panel heard that the detailed analysis is undertaken by the Programme Committee, but did not see an analytical report to this Committee or to the School's Regulations of Study Programmes Committee. Sight of such a report would have been helpful in clearly demonstrating that the Programme Committee and the School exercise determinative oversight of the scrutiny of the programme. However, it was clear to the panel that the Programme Team is open and energetic in its efforts to enhance the programme and responds effectively and positively to feedback.

III. COMMENDATIONS AND RECOMMENDATIONS

The panel commends:

1.   the innovative theoretical design and the practical approach of the programme;

2.   the strong, unifying conceptual underpinning to the programme;

3. the synergy of the ambitions and interests of young people with the needs of industry and economy;

4. the quality of the teaching team, and in particular their high level of practice expertise and their engagement in pedagogy.

The panel recommends that:

1. the programme team sets out in the programme documentation how the practice placements are assessed, particularly in relation to the final mark, and the minimum level of supervision and support a student may expect while on the placement;

2. greater attention is paid to the theoretical foundation of the programme, the development of cognitive skills within it and their demonstration within the assessment process. In particular the team is encouraged to increase the breadth and depth of literature citations and the inclusion of critical analysis and reflection within coursework, particularly in demonstrating level 6 according to the Lithuanian Qualifications Framework;

3. the programme team seek to enhance the internationalisation of the programme particularly through incoming Erasmus students;

4. the programme team is commended on its responsiveness to student feedback. However, we recommend that this is complemented by judicious and measured reflection to enable the programme to develope strategically over the long term.

5. the programme team members further develop their research capability and production.

V. SUMMARY

The Visual Communication programme at ISLB is carefully designed and structured, offers an impressive breadth of subjects and has a strong and elegant approach to inter-disciplinarity. The programme's aims and learning outcomes are based on diligent research and consultation with a range of social partners and reflect the needs of the labour market. The aims and learning outcomes are clearly articulated, publically available and meet the relevant legal requirements governing Bachelor's qualifications in the discipline. The programme is strong in its focus upon the development and application of practical skills. However, equal focus should be placed on demonstrating the coherenec of the programme's theoretical foundations, students' engagement with theory and the development of their cognitive skills, particularly those of analysis and synthesis. The burden and level of assessment is appropriate, but more information should be provided on the support for and assessment of the practice placement. The programme would benefit further from a stronger international perspective and the impressive practical abilities of the programme team should be augmented by a stronger focus on research in their subject areas.

The subjects and curricula are conscientiously delivered by committed and talented staff, many of whom are also notable practitioners in their field. Consequently, the staff team satisfies the legal requirements for delivery of the programme. Students are appropriately supported (both academically and pastorally). Resources are very good and are enhanced by access to the resources of some social partners, fostered through members of the staff team. Overall the programme is soundly managed as demonstrated by the coherence of its delivery and the very positive comments of students. Rich but raw data is collected from student feedback and from

social partners and this would benefit from being drawn together in to a summary report identifying strengths, areas for development and trends.

V. GENERAL ASSESSMENT

The study programme *Visual Communication* (state code – 653P90001) at the International School of Law and Business is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**21**

*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: Chris Maguire

Grupės nariai:
Team members: Doc. dr. Dorte Madsen

                      Doc. dr. Titela Vilceanu

                      Danutė Rasimavičienė

                      Rasius Makselis

                      Arminas Varanauskas

TARPTAUTINĖS TEISĖS IR VERSLO AUKŠTOSIOS MOKYKLOS STUDIJŲ PROGRAMOS *VIZUALINĖ KOMUNIKACIJA* (VALSTYBINIS KODAS – 653P90001) 2013-12-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-577 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos studijų programa *Viešieji ryšiai* (valstybinis kodas – 653P20001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	**21**

* 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

TTVAM vykdoma programa *Vizualinė komunikacija* yra kruopščiai sudaryta, siūloma įspūdinga mokymo dalykų įvairovė su būdingu tvirtu ir elegantišku tarpdalykiškumu. Programos tikslai ir numatomi studijų rezultatai grindžiami kruopščiai atliekamais tyrimais ir konsultacijomis, kurias teikia įvairūs socialiniai partneriai, bei atspindint darbo rinkos poreikius. Tikslai ir numatomi studijų rezultatai aiškiai apibrėžti, viešai prieinami ir atitinkantys teisinius reikalavimus, susijusius su disciplinos bakalauro laipsnio įgijimu. Programa stipri praktinių įgūdžių plėtros ir pritaikymo aspektais. Tačiau lygiai tiek pat dėmesio reikėtų skirti programos teoriniams pagrindams, studentų darbui su teorija ir kognityvinių įgūdžių, ypač analizės bei sintezės, tobulinimui. Vertinimo krūvis bei lygmuo yra tinkami, bet daugiau informacijos derėtų suteikti apie praktikos atveju teikiamą pagalbą bei praktikos vertinimą. Programai ir toliau būtų labai naudinga tvirtesnė tarptautinė perspektyva, o įspūdingus programos komandos praktinius gebėjimus reikėtų sustiprinti didesniu dėmesiu tiriamajai veiklai mokomųjų dalykų srityse.

Dalykus dėsto ir veiklą organizuoja tikrai savo darbui atsidavęs ir talentingas personalas, daug jų yra žinomi praktikuojantys savo srities specialistai. Atitinkamai, personalas tenkina teisinius reikalavimus, keliamus programai. Studentams teikiama tinkama pagalba (akademiniu ir pamokomuoju atžvilgiu). Mokymo ištekliai labai geri ir tai sustiprinama, įgalinant prieigą prie kai kurių socialinių partnerių išteklių, kuriuos galima pasiekti personalo narių dėka. Apskritai, programa yra puikiai valdoma, kaip tai atskleidė darnus jos vykdymas bei itin teigiami studentų atsiliepimai. Iš studentų grįžtamojo ryšio ir socialinių partnerių gaunama gausių, bet neapdorotų duomenų, tai galima patobulinti, šiuos duomenis pateikiant apibendrinamojoje ataskaitoje, pažyminčioje stipriąsias vietas, tobulintinas sritis bei tendencijas.

III. REKOMENDACIJOS

Ekspertų grupės pagyrimai:

1. programa pažangi teoriniu bei praktiniu aspektu;

2. tvirtas ir vientisas konceptualus programos pagrindimas;

3. jaunų žmonių interesų ir ambicijų sinergija su rinkos ir ekonomikos poreikiais;

4. aukšta dėstytojų komandos darbo kokybė, ypač aukšto lygio praktinė patirtis bei pedagoginis darbas.

Ekspertų grupės rekomendacijos:

1. programą įgyvendinančiai komandai programos dokumentuose nurodyti, kaip yra vertinamos praktikos, ypač atsižvelgiant į galutinį pažymį, taip pat kokio minimalaus vadovavimo ir pagalbos studentas gali tikėtis, atlikdamas praktiką;

2. didesnį dėmesį kreipti į teorinį programos pagrindą, kognityvinių gebėjimų tobulinimą tose ribose ir jų demonstravimą vertinimo procese. Programą įgyvendinanti komanda ypač skatinama praplėsti ir pagilinti literatūros šaltinių aprėptį bei kritinės analizės ir refleksijos naudojimą studentų darbuose, ypač siekiant atskleisti 6 Lietuvos kvalifikacijų sandaros lygį;

3. programą įgyvendinančiai komandai siekti sustiprinti programos tarptautiškumą, ypač per atvykstančius Erasmus studentus;

4. programą įgyvendinančią komandą galima pagirti už reagavimą į studentų grįžtamąjį ryšį. Tačiau rekomenduojame tą ryšį papildyti apgalvotais ir pamatuotais svarstymais, kaip vystyti programos ilgalaikę strategiją.

5. programą įgyvendinančios komandos nariams toliau plėtoti mokslinės tiriamosios veiklos galimybes ir produkciją.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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[1] Žin., 2002, Nr.37-1341.