STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Socialinių mokslų kolegijos Klaipėdos skyriaus

STUDIJŲ PROGRAMOS *KŪRYBOS IR PRAMOGŲ INDUSTRIJOS (valstybinis kodas - 653P96001)* VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *CREATIVE AND ENTERTAINMENT INDUSTRIES (state code - 653P96001)* STUDY PROGRAMME

at University of Applied Social Sciences, Klaipėda department

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Išvados parengtos anglų kalba

Report language – English

Vilnius
2015

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Creative and Entertainment Industries*
State code	653P96001
Study area	Social Sciences
Study field	Communication
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Creative Industries
Date of registration of the study programme	6th March, 2012

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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
1.	Business plan of Lithuanian cluster „Mediapolis" of Digital creative industry
2.	The 'Methodological Manual for Writing CEI Thesis'
3.	Study on the need for training professionals of creative industries sector. Approved by Order No. T-05 of 8 January 2015 of the Director of SMK University of Applied Sciences
4.	Information table of the Final Thesis of graduates of Creative and Entertainment Industries study programme, 2014-2015 study year

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

The study programme of *Creative and Entertainment Industries* is organized by the Department of Communication and Art of the University of Applied Social Sciences. University of Applied Social Sciences (here in after – the SMK) is non-governmental higher education institution established in 1994. At this moment SMK is one of the biggest non-governmental universities of applied sciences is Lithuania. There are 2346 students studying in SMK according to data of October, 2014. There are 16 study programmes of first cycle implemented in the areas of Social Sciences, Physical Sciences and Arts. Communication field study programmes "Creative and Entertainment Industries" and "Public Relations" are between most popular study programmes in

Klaipėda. Study programme of *Creative and Entertainment Industries* (here in after – CEI) was started on September 1st, 2012. There are 59 students in CEI study programme now in Klaipėda. As it is a new study programme at the time of creation of self-evaluation report there were no data about the graduates of the programme and their employability. The first graduates finished their studies in 2015 spring. So when the review team was visiting the Institution on the 15th of September, 2015, there was a possibility to have a meeting with the first graduates of this study programme. However, very short period of time has passed since the first graduates have finished this programme, so it is hard to get and analyze concrete data of the employability of the graduates of this programme.

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 *15th September, 2015.*

1. **Prof. Dr. Johannes Bardoel (team leader)**, *emeritus professor in Communication Science of the Radboud University of Nijmegen, researcher at the Amsterdam School of Communications Research (ASCoR), as part of the Department of Communication Science of the University of Amsterdam, Netherlands.*
2. **Mr. Andrew David Dawson,** *Director of International Relations and Projects, Director of Studies, Senior Teaching Fellow at the Department of Information Studies, University College London, United Kingdom.*
3. **Prof. Dr. Triin Vihalemm,** *Professor at the Institute of Journalism, Faculty of Social Sciences and Education, University of Tartu, Estonia.*
4. **Mr. Mindaugas Grajauskas,** *Consultant and manager of gamified products, OVC Consulting, Lithuania.*
5. **Ms. Meda Keleckaitė,** *student of Kaunas University of Technology PhD study programme Economics, Lithuania.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

There is a clear and well defined aim in the study programme stating that the programme aims to prepare specialists of the sector of creative industries who could independently create and manage different cultural, entertainment and creative projects and activities in Lithuania and foreign countries.

The aim of the study programme was formulated based on the need of the labor market which was investigated by the Institution (SMK). The survey showed that businesses today find difficulties to find qualified, capable and innovative professionals in the field of creative and entertainment industries. The greatest demand was indicated for these professions: producers, directors of cultural and entertainment projects, audio-visual products installers, mount directors, audiovisual operators, screenwriters.

What is more, the review panel noted that the process of defining the need of the study programme and designing the programme's aim, learning outcomes and curriculum was organized by involving different parties into the process: teachers, social partners, students, administration. This process was organized in this order: (A) Investigation of the need of labor market → (B) defining the aim of the study programme and learning outcomes → (C) designing the curriculum of the study programme → (D) organizing / hiring the needed teachers in order to fulfill the curriculum. This was confirmed by the stakeholders during the visit at the Institution.

There are 10 learning outcomes stated in the design of the study programme. The set of learning outcomes of the study programme describes that the graduates of this study programme will be able to apply knowledge and progressive theories of communication, management, law and other sciences when implementing producing activity in the sector of creative industries, will be able to analyze and assess the local and the global field of culture, the situation in the market of creative industries and trends in change when foreseeing the directions, goals and strategies of professional activity, will be able to assess the demand for creativity and entertainment projects, their profitability, impact of creative activity on the cultural development of society, while applying quantitative and qualitative research methods to a consumer; will generate ideas and conceptions of creative projects both individually and in a team when foreseeing the ways of implementation, means of expression and communication; will be able to draft a plan of creative project when foreseeing the necessary activities, processes, human, material and financial resources aiming at the optimal realization of a creative idea; and will be able to implement different projects of creative and entertainment industry. In the view of the review panel, this set of Learning outcomes is well defined.

The learning outcomes elaborate the aim and clearly define for what professional activity the graduates will be prepared after successful completion of the study programme.

Learning outcomes are based on academic requirements. There is a clearly stated interrelation between the study programme's aim, study cycle, study outcomes, planned study outcomes of the programme and each study subject in the curriculum of *Creative and Entertainment Industries* study programme. This means that every study subject directly correlates with the main aim of the CEI study programme.

The aim of the study programme as well as the learning outcomes of the programme correspond with the qualification offered: the composition of the learning outcomes of the CEI study programme is designed according to the Description of learning outcomes of the first study cycle of professional bachelor, which takes into account the following description parts:
(1) Knowledge and its application,
(2) Research skills,
(3) Special abilities,
(4) Social abilities,
(5) Personal abilities.

The name of the programme - CREATIVE AND ENTERTAINMENT INDUSTRIES - is clear and it corresponds with the content of the programme, its aim and learning outcomes as this study programme aims to prepare professionals of creative and entertainment industry.

All information about the study programme, its aim, learning outcomes and all information about the curriculum is freely accessible on the internet, so anyone can access it (http://www.smk.lt/studyprograms_v2/detail/Kurybos-ir-pramogu-industrijos/20314). There is no information on this in English language, so the international students are not able to get to know with this study programme so easily.

2.2. Curriculum design

After analyzing self-evaluation report (SER) and after the visit at the Institution the panel of experts states that the structure of the programme meets the General Requirements for College Study Programmes: the volume of Study Programme is defined by the Law on Science and Studies of the Republic of Lithuania and the General Requirements for Study Programmes. Following the General Requirements for Study Programmes, 138 credits are given to the studies of the basics of a study field, 33 credits of which are dedicated to teaching and final practices of professional activity, 9 credits are allocated to Final Thesis. The volume of general course units of college studies contains 18 credits. 15 credits are given to the deepening of knowledge of creative industries branch of communication study field. 9 credits are foreseen for optional course units, developing general and interdisciplinary competences. The curriculum of the study programme allows to achieve the learning outcomes of the study programme.

Each study subject of the study programme has its learning outcomes, which correlate directly with the learning outcomes of the study programme. These correlations are given in the SER (Annex No.6, "Interrelation between the aim, study cycle study outcomes, planned study outcomes and subjects"). For instance, the table below shows the correlation of the learning outcomes of "Creative writing" study subject and the learning outcome of the CEI study programme:

Learning outcomes of a Study Programme	Learning outcomes of a "Creative writing"
To be able to generate ideas and conceptions of creative projects both individually and in a team when foreseeing the ways of implementation, means of expression and communication.	1. Is able to generate creative ideas and to express them in texts of different texts and styles.
To be able to present, publicize and commercialize the results and products of producer activity, while applying effective methods of marketing and communication.	2. Is able to write texts for the presentation and advocacy of producer activities

These correlations are given to every study subject in curriculum.

The content of the subjects is consistent with the type and level of the studies. As most of the staff are professionals of the field of creative and entertainment industry, the content of the study subjects oriented to practice and helps students gain practical skills and knowledge.

Social partners and students during the meetings confirmed that in essence the design of the study programme covers their needs, which are to prepare a professional of the creative and entertainment industry. The experts found that the curriculum of the programme and its content allows to achieve planned learning outcomes. What is more, the administration and the staff of the Institution are putting extra efforts to provide students with the basics of entrepreneurship which is necessary for a specialist of creative industries nowadays. It is done through extra activities for students on the topic of entrepreneurship. The social partners and business representatives state that entrepreneurship skills are very important in order to develop different creative and entertainment projects. During the visit students confirmed this being very important and a big advantage for the students.

During the meetings with self-evaluation report group, teachers and administration, the review panel was convinced that all of the main stakeholders are putting their efforts to improve this programme's curriculum and each study subject. Some of the improvements are being made by giving extra activities for the students to choose in order to get the necessary content, for instance "Design thinking", "Entrepreneurship". Teachers gave concrete examples of the improvement of the content and the learning methods in the subjects that they teach, for instance, teachers shared that the subject of "Intellectual Property Law" has been improved by implementing more interesting and engaging learning methods. Generally, the content of the study programme of Creative and Entertainment Industry reflects the latest achievements in science, art and technologies.

As a big part of the staff are practitioners from the creative industry, students get the opportunity to have special visits to companies and other institutions during the study process, for instance, students go to the backstage of theatre with their teachers to see how everything works in practice.

Teachers and students confirmed that there is no significant overlapping between different subjects and all of the content of curriculum is relevant for this study programme. However, the panel of experts found it difficult to understand the difference between the first and second students' practice. What is more, there seems to be a balance between the framework of planned activities of a study process that teachers must deliver and a freedom of self-expression and content realization in the field of teaching a course unit. This allows teachers to reflect on students' progress and flexibly adapt to the needs of students' improvements. For example, teachers can organize some special visit to the theatre or a business company and give some lecturing "on the site" showing up some practical aspects.

At the end of the study programme students prepare the final theses which have the volume of 9 study credits. However, the scope of the final papers of the students and their efforts and time dedicated to this seems to be bigger than 9 credits. This was confirmed by the students themselves. The review panel recommends that the volume of the final thesis should be 12 or 14 credits.

There are some aspects to be mentioned concerning the elective learning subjects of the programme, as they might be important for some students who would like to specialize in this area of entertainment industry. Students mentioned that the subjects "Sound directing" and "Video and light technologies" are very important as the knowledge and general understanding of sound directing and lights directing is crucial for the specialists of creative and entertainment industry. But as these are elective subjects, some students might lack the knowledge of sound directing or light directing as they don't have these courses and they get to choose either one or another. The panel thinks that the possibility to choose a specialization for every student is needed. At the moment only the whole course of students can choose the same electives. As students are different with different needs and fields of interest, they don't have a possibility to freely choose what specialization they would like to have and study. The whole group of students in the same year has to choose the electives all together, so this means that different students cannot choose the specialization freely. This disappointment was expressed by students during the meetings, who didn't have a chance to have a "Sound engineering" study subject although they were interested in this field and now they lack this knowledge and skills.

What is more, students and social partners emphasized the need of more knowledge and skills for graduates on producing, project management and preparation of projects' applications. Although there is a subject of project management in the curriculum ("Development and Management of Creative Projects"), its volume of 5 credits and the division of work load don't

let this very important topic to be revealed completely. 16 hours to lectures, 16 hours of practical tasks and seminars, 15 hours of consultations and 86 hours of individual work are dedicated for project management topic. But project management as a study topic is connected with lots of other aspects, such as communication management, human recourses management and others, so there are too little hours dedicated for lecturing and practical tasks and seminars.

2.3. Teaching staff

The study programme is delivered by the staff which composition meets legal requirements of college study programmes. That is, more than 20% (that is 5 study subjects) of the study field subjects' volume is taught by academics. Majority of staff has more than 3 years of practical experience matching to the subjects they teach as it is required in the legal documents. Study programme is implemented by 27 lecturers (in 2015). 4 of them have PhD degree and are involved into the academic research activities. The composition of the staff is adequate in order to achieve the designed learning outcomes of the programme. The lecturers who are mostly practitioners from the creative industry have at least 3 years of professional work experience. They teach more than a half of the basic course units, such as Producing, Marketing, Event Organization and others. What is more, there are some well-known people from Lithuanian society and artists who are lecturers of this study programme. 4 lecturers participate in applied research and publish their research works, share their experience in scientific conferences held in Lithuania and foreign countries and engage in expert activities, such as making publications (scientists Dr. D. Labanauskaitė, Dr. A. Virbalienė, Dr. R. Vismantienė, Dr. R. Vaičiulė). For instance, during 2015 University of Applied Social Sciences together with "New Generation Science and Business Cluster" published a science journal „Science to Business (S2B). Research and Innovations" No.1. Publications for this journal were prepared by Chair lecturers: G. Vaicekauskienė („Role of Higher Education Teachers': Development Of Rhetoric Skills"), J. Brazauskas, R. Uznienė – Vaičiulė („Media influence on Perseption of Change of social roles content"), K. Meskys („Modern Advertisement in the Context of Sociocultural Presence").

There are well known and experienced professionals as well as scientists working as teachers in this programme and the review panel can make a conclusion that the qualification of the staff is adequate to ensure learning outcomes of the programme.

The administration gives information in the Self-evaluation report that within the period of implementation of the Programme, the academic staff turnover has not been significant and has not affected implementation of the Study Programme. Neither students, nor social partners as well as the staff and administration had no complains or doubts with the staff turnover rate. This is natural that it can be some changes in staff composing during different years, but overall the administration manages to overcome the issues with teaching staff turnover and this process is managed well.

At the meeting with staff the panel was convinced by concrete examples that teachers get strong support for their professional and personal improvement as teachers. There were examples mentioned during the meetings that teachers are encouraged to participate in special training courses of best teaching practices by other teachers. When asked, the majority of the teachers have participated either as participants or as lectures in these special courses. What is more, "Smart Learning Centre" is operating at the Institution; it implements programmes of pedagogical and subject-specific skills' improvement and competence development. It provides a special pedagogical training and certification for the teachers according to a methodology SMART. According to the SMART teaching programmes, qualification improvement training of lecturers is organized regarding different modules: Synergic teaching/learning (S), Modern teaching/learning (M), Active teaching/learning (A), Reflective teaching/learning (R), Advanced

educational technologies (T). For each implemented module a person receives the certificate of SMART EDUCATOR. This is a very structural way to help teachers to improve their skills very systematically and constantly.

However, as the majority of teachers are practitioners from business and other sectors, it is of a high risk that some teachers might lack pedagogical skills for efficient teaching of the students. There is no systematic way at the institutional level which would allow ensuring that all the teachers have a basic knowledge and skills of how to teach effectively. Although the students give a feedback on every teacher and his/her subject after every semester, a positive feedback from students about a teacher does not guarantee that the teacher knows how to help students to learn in the most efficient way. It might happen that students like the teacher, especially if he/she is a well know artist or famous practitioner, but this does not guarantee that the learning process is being organized in the most efficient way. There could be a system of teachers' pedagogical competences evaluation established during the hiring process.

2.4. Facilities and learning resources

The University of Applied Social Sciences has a modern teaching environment. It is equipped with all necessary materials for the study process.

There are 20 auditoriums used for studying process: 4 auditoriums are used for the general lectures, 11 auditoriums are used for seminars and project or group activities, discussions, practical activities. There are 4 computer laboratories (one of which uses APPLE OS) with 76 computerized work places. There is a library with a reading room, which has 20 computerized work places. There is a canteen for students and the staff of the university. What is more, there are some recreation zones in the university for students. All of the auditoriums are equipped with computers, stationary video projectors, stationary white screens and stationary boards. There is special equipment which allows to organize video conferences and record specific lectures. It is being used for giving the possibilities for distant learning students to follow up the learning materials as well as for students who miss the classes for different reasons. There are 2 special auditoriums, dedicated for generating creative ideas and creating media products. The software used to fulfil assignments related to design, photo and movie making in the study process includes tablets Wacom Intuos5 Pen M (15 pcs.), Applose - Adobe Master Collection, Adobe Design Studio, 3DMAX programmes. There are 2 photocameras dedicated for filming. There is an intranet academic system for students as well as a free Wi-Fi available at the university, so students find no problem to access it. The premises and teaching equipment are adequate in order to achieve the learning outcomes of the study programme.

However, as there is a strong focus on the learning outcomes regarding the skills of teamwork (Self-evaluation report, pg. 6, Learning outcome number 5: *To be able to generate ideas and conceptions of creative projects both individually and in a team when foreseeing the ways of implementation, means of expression and communication*), the panel of experts missed adequate special working places designed for group work during different team projects at the Institution. The experts were explained that the Institution is going to move to different building with all of the modern equipment, premises and other necessary infrastructure, but for now the panel states that there is a lack of special working places specially designed for group work during different team projects at the Institution.

What is more, the libraries resources are quite limited. During the meetings students expressed the idea that they miss more qualitative resources for their study process. For instance, the subject's "Sales management" literature resources are of the year 2008 latest, other books are of the years of 2002, 2007, 2006. What is more, there is only one copy at the library of this book -

Miller, W. ProActive Sales Management: How to Lead, Motivate and Stay Ahead of the Game, 2008) and only three copies of the book "Active Sales", Rysev N., 2007. The mentioned resources are named as the main for this study subject.

The Institution arranges appropriate agreements for students' practices. Students get to visit different companies and organizations and have possibilities to get their practice there. For example, students get possibilities to do their practice at event organizing companies. There are cases when students were hired after the period of their practice at the company.

2.5 Study process and students' performance assessment

The admission requirements for the study programme of *Creative and Entertainment Industries* are well-founded on the website of the Institution. In order to be admitted to this study programme applicants must have at least secondary or equal education in the Republic of Lithuania or abroad. There are no age restrictions or special requirements to the applicants. They are admitted by competition, where priority is given to applicants in higher positions on the list of applicants. The position of the applicant on the list depends on the number of competitive scores, which are calculated by well-found formula.

The way this study programme is organized ensures that the learning outcomes, designed for this study programme are being achieved. Students after every semester are asked to give a feedback about each study subject and each teacher. The administration as well as the teachers take the feedback from the students into account and constantly improve the curriculum and each study subject. For instance, the experts were given an example of improvement of the subject of "Intellectual Property Law" by implementing new learning methods.

Students of the programme are involved in different art and social activities inside and outside the college, such as event organization inside the college, participating as volunteers at the city's festivals. The administration of the College manages different extra activities for students, which they can choose free of charge. For instance, students can choose to have an extra learning activity on Entrepreneurship. The review panel was explained by the students themselves that these opportunities of extra activities allow them to gain more practical skills as they are organizing events for students.

Students can get all the academic and social support if they need it. At the beginning of the studies students get the special introductory course. What is more, there is a special Centre of Career operating at the Institution. However, during the meeting with the students they stated that they lack the support from this center as, according to students, it is more focused on providing support for students from other study programmes. The experts would like to get attention of the administration for the fact that students don't feel a strong support from the Center of Career, and that maybe there is a need for more effective communication about how Center of Career can help students with the career issues they face up during their studies.

There are two disabled students studying in this programme. They can get a full support needed (social and financial).

During the study process different learning/teaching methods are used, such as lecturing, case studies, site visits, individual work, group work, writing essay, preparing projects. At the beginning of every study subject students are well informed about the evaluation system of every study subject and get a constant feedback on their performance. Every study subject is finalized with a final exam.

There are possibilities for students to participate in mobility programs, but only few of them actually are using it. The administration of the university states that they see themselves in the future as an international institution. However, the fact that in the academic year of 2014 and 2015 only 3 students (Jam Amos Komensky University (Czech Republic), Instituto Politechnico de Lisboa (Portugal), Sample Solutions Europe VOF (Netherlands)) are involved into mobility program Erasmus+ as well as the fact that there are no students studying from abroad indicates the need for a strategic action plan in order to become a well-known international institution.

The social partners and employers confirm that they seek specialists of creative and entertainment industry and are very satisfied that the University of Social Applied Sciences started to prepare such specialists for this region of Lithuania as it is hard to attract specialist from the Capital or other cities. Social partners confirmed that the graduates, whom they have a chance to observe during their practice or other extra activities, are fully ready to work as qualified employees independently. Although the social partners and other stakeholders expressed their admiration and confidence about this study programme and its' graduates, it is too early to certainly state that the study process ensures that the graduates of this study programme are fully prepared for the labor market as there is only one cycle of graduates so far.

2.6. Programme management

There is a quality control policy at the Institution. There are all responsibilities of quality assurance and control at all levels described. During the meetings the review panel had a chance to make sure that it is the way it actually works in practice:
- The students participate in feedback procedures, assessing the quality of studies and providing ideas for the improvement actions;
- The lecturers are responsible for the conformity of the content of their course unit;
- Heads of Chairs and study programme managers are responsible for the supervision of the implementation of the study programme, regular monitoring, initiation of improvements and coordination of work of the Study Programme Committees;
- Study programme committees are responsible for an improvement and revision of the study programmes. The committees consist of at least one representative of employers and/or graduate;
- The director of the SMK is responsible for approval of the local legal acts, for providing conditions and material resources for the implementation of the study programmes and opportunities for the development of the Institution;
- Representative of Quality Management is responsible for the functioning of the Quality assurance system, monitoring, management and accountability of the SMK activity processes, improvement of effectiveness, internal communication management, providing methodological and information assistance on the quality assurance issues;
- Other academic divisions that carry out the study organization functions are responsible for the quality of their functional fields.

The annual assessment of the study programmes is conducted by the SMK lecturers, students, graduates, employers in whose companies the students did their practices, and members of the thesis defense commissions. The SMK also conducts assessment of the general theses evaluation system, analyses of graduates' competencies.

At the end of each semester the quality of all study subjects is monitored. Students provide their feedback on each of the study subjects and each teacher.

The social partners and employers confirmed that they are constantly involved into the design and improvement of the study programme both - formally and informally. Representatives of

social partners are participating in bodies of quality assurance and quality control such as the Committee of CEI study programme and Qualification Commission which evaluate the final theses.

However, the management staff faces the challenges of providing the latest recourses of literature and studying materials; students and teachers agree that they lack those in the study process. As the Creative and Entertainment industry is a new field of study in Lithuania and there is a lack of appropriate learning resources in this field, it is an objective issue that the managers or the programme have to cope with. What is more, students and some teachers said they would like to have more practical seminars and conferences (even international ones) where different professionals of creative and entertainment industry could share their best practices with each other and the students.

2.7. Examples of excellence

In 2014 there was a structural department "Smart Learning Centre" established at the University of Social Applied Sciences which implements the teachers' training programmes of pedagogical and subject-specific skills' improvement and development of teachers' competences. It also provides specific certification, according to a methodology called SMART (SMK Smart Educator Qualification Improvement). According to the SMART, teaching programmes, qualification improvement training of lecturers is organized regarding different modules: Synergic teaching/learning (S), Modern teaching/learning (M), Active teaching/learning (A), Reflective teaching/learning (R), Advanced educational technologies (T). For each implemented module programme a person receives the certificate of SMART EDUCATOR (S, M, A, R or T). After receiving the certificate from each category, and collecting all five existing certificates, a person receives the SMART certificate of SMART EDUCATOR. SMART certification for lecturers of the University of Social Applied Sciences is a part of obligatory regular qualification improvement and is at no charge. SMART certificates are recognized at the time of lecturer's certification. In the view of the review panel, this is a very good example of an integrated system of constant improvement of teachers' skills and competences.

III. RECOMMENDATIONS

1. The volume of the Final Thesis should be expanded up to at least 12 credits.

2. The panel recommends integrating more study subjects of management, producing and project application into the curriculum of the study programme of *Creative and Entertainment Industry*. It should be at least 10 credits of these topics.

3. It is crucial for a specialist of the creative and entertainment industry to have an understanding of sound directing and light technologies as he/she has to manage and organize these issues on daily bases of work. The panel recommends to provide a specialization possibility for different students with different needs, so that they could choose more specific specializations they are more interested in.

4. The panel recommends administration to put extra efforts to motivate and encourage students of the study programme to actively participate in mobility programs and to attract students from other countries. For this reason there should be study courses available in English language and international marketing plan should be developed and implemented.

IV. SUMMARY

The study programme of *Creative and Entertainment Industries* is organized by the Department of Communication and Art of the University of Social Applied Sciences. The study programme was started in 2012, so this evaluation process if the first for this programme.

The aim of the study programme is well defined and reflects the current issues of the labour market. The composition of the curriculum of the programme allows to achieve the designed learning outcomes. However, it is necessary to integrate more subjects of management and professional producing activities. Representatives of employers stated that there is a need in the labour market for the creative and entertainment industry's specialists to have specific skills on preparation of project application. What is more, there could be improvements made in curriculum by providing the opportunity for students to have more specific specializations. The volume of credits for students' final thesis should be expanded up to 12 or 14 credits.

The majority of the staff teaching in the study programme are practitioners from different types of organizations and business companies with different backgrounds. Teachers are provided with different kinds of support for their personal improvement. The administration manages the process of hiring professionals from different fields of creative industry and entertainment business. However, there is a risk that the professionals hired as teachers in this programme are might not have basic knowledge and skills of methodical teaching.

The Institution has a modern teaching environment. It is equipped with all of the necessary materials for the study process. However, there is a lack of group work places for students to work in group projects or do different group assignments. Other concern is with the resources of the literature according which students study. At some study subjects, for instance "Sales management", books are quite old (2008 and older) and there are only few copies at the library of SMK.

The study process is organized in a structured and well defined way. All the students' performance evaluation is clear and well known by the students. Students are constantly informed and provided with all information needed, including general, academic, social, financial support. Students can get consultations on different topics provided by the different staff of the Institution. Students are provided with extra activities they can choose, such as entrepreneurship courses, they can also be involved in different practical activities such as participating as volunteers during city festivals. Nonetheless, the students' mobility rate is limited: only 3 students are using the mobility programs in the year of 2015 and there are no international students at all in this programme.

The management system is well designed and functioning. There is a clear division of responsibilities among different bodies and positions within the Institution and the department. The quality of the study programme is under constant monitoring, control and improvement. There is a strong involvement of social partners in the process of improving the study programme. However, the administration has to overcome the challenges of the lack of studying resources and the missing premises for the group work.

V. GENERAL ASSESSMENT

The study programme *Creative and Entertainment Industries* (state code – 653P96001) at University of Applied Social Sciences, Klaipėda department 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	4
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:	**19**

*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:	Prof. Dr. Johannes Bardoel
Grupės nariai: Team members:	Mr. Andrew David Dawson
	Prof. Dr. Triin Vihalemm
	Mr. Mindaugas Grajauskas
	Ms. Meda Keleckaitė

SOCIALINIŲ MOKSLŲ KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *KŪRYBOS IR PRAMOGŲ INDUSTRIJOS* (VALSTYBINIS KODAS – 653P96001) 2015-11-25 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-297 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos studijų programa *Kūrybos ir pramogų industrijos* (valstybinis kodas – 653P96001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**19**

* 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

Programą Kūrybos ir pramogų industrijos vykdo Socialinių mokslų kolegijos Klaipėdos skyriaus Komunikacijos ir menų katedra. Studijų programa pradėta vykdyti 2012 m., todėl vertinama pirmą kartą.

Studijų programos tikslas apibrėžtas gerai ir atspindi šiuolaikines darbo rinkos aktualijas. Studijų programos turinio sandara leidžia siekti numatytų studijų rezultatų. Tačiau būtina įtraukti daugiau vadybos ir profesionalaus prodiusavimo dalykų. Darbdavių atstovai teigė, kad darbo rinkoje reikia kūrybos ir pramogų industrijų specialistų, kurie turėtų konkrečių projektų paraiškų rengimo įgūdžių. Be to, reikia tobulinti studijų turinį ir numatyti studentams galimybę rinktis konkretesnes specializacijas. Studentų baigiamojo darbo kreditų skaičius turėtų būti padidintas iki 12 arba 14 kreditų.

Dauguma studijų programą vykdančių dėstytojų yra skirtingą išsilavinimą turintys praktikai iš įvairių organizacijų ir verslo bendrovių. Dėstytojams teikiama įvairi profesinio tobulėjimo pagalba. Administracija tvarko profesionalų iš įvairių kūrybos ir pramogų industrijos sričių priėmimą į darbą. Tačiau yra rizika, kad šią programą dėstyti įdarbintiems specialistams gali trūkti bazinių žinių ir metodinio dėstymo įgūdžių.

Institucijoje sukurta šiuolaikinė dėstymo aplinka. Ji aprūpinta visa studijų procesui reikalinga medžiaga ir įranga. Tačiau studentams trūksta vietų darbui grupėse, kad jie galėtų dirbti grupiniuose projektuose arba vykdyti įvairias grupines užduotis. Susirūpinimą taip pat kelia literatūros ištekliai, iš kurių studentai studijuoja. Kai kurių studijų dalykų, pavyzdžiui, Pardavimų vadybos, knygos gan senos (2008 m. ir senesnės) ir SMK bibliotekoje jų yra tik keletas egzempliorių.

Studijų eiga struktūrizuota ir apibrėžta tinkamai. Studentų pasiekimų vertinimas aiškus, studentai jį gerai žino. Studentai nuolat informuojami, jiems suteikiama visa reikiama informacija, įskaitant bendrąją, akademinę, socialinę ir finansinę paramą. Studentai gali konsultuotis įvairiais klausimais su institucijos darbuotojais. Jie gali rinktis papildomą veiklą, pavyzdžiui verslumo kursus, taip pat dalyvauti įvairioje praktinėje veikloje, pavyzdžiui, kaip savanoriai miesto festivaliuose. Nepaisant to, studentų judumas mažas: 2015 m. judumo programa pasinaudojo tik 3 studentai, o tarptautinių studentų programoje išvis nėra.

Vadybos sistema sukurta ir funkcionuoja tinkamai. Yra aiškus atsakomybės ir funkcijų pasiskirstymas tarp įvairių institucijos ir katedros padalinių ir pareigybių. Studijų programos kokybė nuolat stebima, kontroliuojama ir gerinama. Studijos programos tobulinimo procese aktyviai dalyvauja socialiniai partneriai. Tačiau administracija turi įveikti iššūkius dėl studijavimo išteklių trūkumo ir patalpų stygiaus darbui grupėse.

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III. REKOMENDACIJOS

1. Padidinti baigiamojo darbo apimtį bent iki 12 kreditų.

2. Ekspertų grupė rekomenduoja į studijų programą Kūrybos ir pramogų industrijos įtraukti daugiau vadybos, prodiusavimo ir projektų kūrimo dalykų. Šie dalykai turėtų sudaryti ne mažiau nei 10 kreditų.

3. Kūrybos ir pramogų industrijų specialistui labai svarbu suprasti garso režisūros ir šviesos technologijas, nes jam reikės tvarkyti ir organizuoti šiuos klausimus kasdieniame darbe. Ekspertų grupė rekomenduoja numatyti galimybę skirtingus poreikius turintiems studentams rinktis specializaciją, kad jie galėtų pasirinkti konkrečias specializacijas, kuriomis labiau domisi.

4. Ekspertų grupė rekomenduoja administracijai papildomai motyvuoti ir skatinti studijų programos studentus aktyviai dalyvauti judumo programose ir pritraukti studentų iš kitų šalių. Todėl būtina studijų dalykus siūlyti anglų kalba, parengti ir įgyvendinti tarptautinės rinkodaros planą.

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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)