



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS *MENO VADYBA*
(*valstybinis kodas – 621N20027*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ART MANAGEMENT (*state code - 621N20027*)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Meno vadyba</i>
Valstybinis kodas	621N20027
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės studijos, (1,5)
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2012-06-11

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Art Management</i>
State code	621N20027
Study area	Social Sciences
Study field	Management
Type of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time, (1,5)
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	11-06-2012

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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
-	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 serving approximately 800 students.

This full-time Master's study programme is of 1.5 years' duration and attracts a total of 90 credits. It was officially registered in June, 2012. The Kaunas Faculty of Humanities has responsibility for the degree, and offers a total of 10 first-cycle and 10 second-cycle study programmes, while also implementing PhD studies in the field of social sciences, humanities and physical sciences. The programme, which was not externally assessed for accreditation prior to this evaluation, is administered by the Study Programme Committee.

In preparation for the external evaluation, a self-evaluation report (SER) was produced by a committee consisting of seven members of academic staff at different levels, as well as one social partner and a second-year student of Art Management. A total of 49 students joined the programme from 2012-2015, and only two did not complete their studies within the same period.

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 initial impressions of the review panel related to the precise title of the study programme. The question arose as to whether this should read 'Art Management' or 'Arts Management', as both terms 'Art' and 'Arts' are used interchangeably in subject titles within the SER. Another factor for consideration arises when consideration of the curriculum is related back to the programme title. Here, it can be seen that contemporary culture features prominently, and is also reflected in a number of student theses. However, the name of the degree does not automatically suggest such a focus to studies. Consequently, it could be claimed that the programme title does not adequately reflect the scope of the qualification. The absence of the word 'Strategic' from appropriate module/subject titles could also possibly lead to a perception that the programme is not sufficiently advanced beyond undergraduate studies level.

The purpose of studies is “to prepare highly qualified art management specialists who are able to apply management and marketing theories and social research methods in the assessment of art organisations environments, their internal processes and in solving the problems related to operations, to carry out innovative art and business cohesion projects which meet the needs of heterogeneous society”. With regard to the generic programme competences to be developed, there are references to: “acquire knowledge”, “acquire knowledge and skills”, “be able to communicate effectively”, and “be able to carry out the management research of art objects and phenomena”. In the context of the distinction between a Master's degree and a Bachelor qualification, the use of some more advanced terminology for aims and learning outcomes would be appropriate. As a result, learning outcomes would be presented in less descriptive terms and become more conceptual and analytical, as required at postgraduate level.

Despite the above reservations, the learning outcomes are generally satisfactory and consistent with this type of postgraduate study opportunity. For the most part, they are oriented towards the acquisition of new knowledge, a critical appraisal of contemporary art, and the development of enhanced skills and competences. However, the higher-level outcomes are not always integrated with the stated learning outcomes for particular modules. Also, for some subjects the number of learning outcomes is excessive. Examples in this regard include: 'Art, Society and Business' (eight learning outcomes) and 'Arts Marketing' (ten learning outcomes).

In the formulation of learning outcomes, the University took into account international and domestic documents related to academic and professional standards, as well as making comparisons with related study opportunities in selected Universities in the UK, Switzerland and

Canada. This research contributed to programme content development and the establishment of what seems to be an appropriate balance between theory and practice across the curriculum.

The documented link between generic competences which graduates are expected to possess and the learning outcomes for particular subjects is a welcome feature. However, a further analysis of the extent to which they complement each other should be undertaken. This comment is based on, for example, the omission of the module 'Performance Management in Arts Organisations' from the listing of subjects expected to deliver generic learning outcome 2.2 which reads "The graduate will be able to share tasks and carry them out responsibly in a team in order to attain the final result". Similarly, the module 'Art Organisation and Project Management' is not formally connected to generic outcome 3.2 which states "The graduates will be able to convincingly their decisions and/or creative ideas to an audience of specialists and non-specialists". It is also unrealistic to expect some modules to contribute to the achievement of so many programme learning outcomes - 12 out of 18 in the case of both 'Art, Society and Business' and 'Arts Industry', and 10 out of 18 for each of 'Arts Organisation and Project Management' and 'Art and Public Relations'.

As a general observation, the panel would like to see a further strengthening of the international and intercultural aspects of studies within the learning process. Specific references to learning outcomes in the context of curriculum content are included in the next section.

2.2. Curriculum design

The curriculum consists of one compulsory module (20 ECTS credits) in each of the first two semesters, combined with a 10- credit optional module to be selected from a choice of two per semester, thereby ensuring 60 credits for the first year of studies. The final thesis in semester 3 accounts for the remaining 30 credits. Themes of the various study subjects are not regarded as repetitive. The following comments refer to the subjects contained within the curriculum:

- **Arts Organisation and Project Management**

This element consists of a wide-ranging syllabus which, however, is not fully in line with the module title. For example, the words "Arts Organisation" do not automatically suggest certain essential topics which have been included such as "contemporary management theories and concepts, as well as business models and innovation development, including entrepreneurial activities". The content is to an extent devalued by the comparatively lower-level wording of certain learning outcomes involving the use of terminology such as "know" and "understand".

- Art, Society and Business

This is one of the two optional 10- credit modules from which the student selects a preference (the other being 'Performance Management in Arts Organisations', which will be discussed below). While the learning outcomes for this subject are more analytical than those for the previous module, the syllabus seems to be mainly descriptive in nature. The panel suggests that the module and the qualification would benefit from a more focused title for this particular component. Consideration should also be given to whether it is possible to cover all of the listed syllabus topics to the depth required in the time available. For example, it is proposed to teach four modern society themes in approximately three hours.

- Performance Management in Arts Organisations

Due to the relevance of this module in the context of overall aims and objectives, it is surprising that it does not have mandatory status. This view is based on the inclusion of such key topics as “strategic management of arts organisations”, “leadership theories”, “strategic human resource management”, and “arts organizations under globalization”, as part of syllabus content. While not explicitly listed, it is also assumed that corporate social responsibility is also covered. It is felt that business ethics and the intercultural aspects of management should be given a stronger emphasis in this module or elsewhere within the curriculum. A preferable subject title might read 'Strategic Management in Arts Organisations'.

- Arts Marketing

This major module (20 credits) is presented during the second semester. Some learning outcomes, with references to “know” and “understand”, are weaker than would be expected in postgraduate studies. The content should also be strengthened to enhance the teaching and learning process. Suitable additional material could include a greater emphasis on the role of social media, new media, and graphic design in effective marketing practice, together with an emphasis on the selling and sales strategy aspects of marketing in practice. A focus on cross-cultural marketing, in line with the stated intention that graduates "will be able to communicate in a multicultural environment" should be included. The syllabus would also be enriched by a greater concentration on the role of advertising within the theory and practice of strategic Art/Arts marketing.

- Arts and Public Relations

This is one of two 10- credit optional modules in the second semester (the other being 'Arts Industry'). The learning outcomes could be more closely connected to the module title.

Besides, they appear to be mainly written at a level below both students' expectations and the standard of teaching and learning to which academic staff aspire. Reference to "the effective delivery of power- point presentations", as a syllabus topic, might be regarded as somewhat outdated in the context of the latest technological developments in the field of pedagogy and communications. It is also suggested that a greater time allocation be provided for topics such as "PR technologies and techniques".

- Arts Industry

The title of this alternative optional 10-credit module in the second semester is ambiguous as it does not suggest which aspects of the arts industry are covered or where the particular emphasis lies in syllabus delivery. The focus on creativity and innovation is welcomed, and might be reflected in some way in the name of the subject. As in the case of other subjects discussed above, the panel would encourage a strengthening of learning outcomes for this module. Also, one of the anticipated outcomes is probably overoptimistic in expecting students "to solve the main problems of heritage management".

With a view towards further improvements, management should consider introducing a module in Finance/Financial Management, normally an essential feature of this type of postgraduate study opportunity. The rationale for including such a subject is reinforced by one of the programme's objectives, namely "to prepare the graduate to manage budgetary and private organisations". Greater concentration on legal aspects than that provided in the subject 'Performance Management in Arts Organisations' is also warranted. A similar comment applies to the area of human resources management, which gets very limited coverage in this optional subject. The added legal component would allow for an extended coverage of business and contract law, health and safety legislation in art management, etc.

In recognition of the likelihood that some graduates will aspire towards setting up their own companies in the field of Art/ Culture, and bearing in mind that this is a stated purpose of the studies, the curriculum would benefit from additional content related to the challenges and opportunities involved in such a process. A greater concentration on research methodology and practice in the first year of studies would also improve programme quality and help to overcome the "skills deficit" which some students experience during the production of the Master's thesis.

Due to the comparatively small number of students, it is not always possible to deliver all listed optional subjects. This can pose a dilemma, not only in regard to unfulfilled expectations on the part of particular students but also due to the potential dilution of at least one of the subjects actually being provided. This view is based on the panel's understanding that parts of

the 'missing' subject are subsequently incorporated into the taught subject(s) as a compensatory gesture.

Otherwise, during the site visit students and the team of staff made it clear to the team of experts that the final theses are done in collaboration with social partners. In this sense, the close collaboration between both of them, students and social partners, is a good value for the programme and for the introduction of students to the labour market. However, at the same time, during the meeting students underlined the need to acquire additional skills in order to improve the production of thesis.

In order to enhance the learning process, potential exists to integrate arts topics more fully into the study of arts management and project management. Consideration should also be given to expanding the coverage already provided in relation to areas such as visual art, new media art, and European Theatre and Orchestras organisation systems. Some additional hours could be provided for the delivery of art knowledge. The use of international case studies in curriculum delivery is particularly relevant, and teaching staff are advised to assess whether further opportunities for such an approach might be available in their particular subject(s).

In light of the above remarks, the panel wonders whether the programme might be extended to run over a two-year period. Additional content, along the lines suggested above, could then be readily accommodated. Alternatively, a revision of the current structure and curriculum content would be necessary. Either way, the status and quality of the Master's qualification should be further improved for the benefit of all stakeholders. The existing curriculum meets all defined legal and other requirements for higher education studies at this level.

The subject reports show that the literature recommended for the course is relatively new but there is some literature older than 5-10 years, for instance in cultural consumption and statistical subjects.

2.3. Teaching staff

The programme is delivered by seven members of academic staff, of which two are Professors and two Associate Professors. All staff are recorded as meeting general legal requirements, as well as being in compliance with regulations governing the University's study programmes.

The quality of teaching and learning is enriched by the fact that lectures and workshops are delivered not only by highly qualified experts of the Art market but also by specialists in the field of marketing, communications and the management of specific organisations (e.g. law) who are either permanent lecturers or visiting speakers. Additionally, over the period 2012-

2016, a total of 13 researchers, teachers and practitioners from abroad were involved as guest lecturers. The calibre of the teaching staff leads to a high standard of content delivery across the curriculum. This conclusion is reinforced by the panel's understanding of the strong teamwork ethos amongst academic colleagues. Teachers use a variety of approaches for subject delivery, with a focus on problem-based learning.

While much informal communication takes place between staff members, more meetings of a formal nature should be held on a regular basis. This would also assist the Study Programme Committee in carrying out its duties and responsibilities. An additional benefit would be the opportunity provided to develop integrated projects/ assignments for students, thereby allowing for the testing of the conceptual framework and analytical skills across more than just a single subject or module.

From discussions during the panel visit to the University, it became apparent that the concept of learning outcomes requires further explanation in regular communication between academic staff and students. The repeated communication to students of the links between learning outcomes and each assessment test, of whatever type, would be an important step towards increasing their awareness of their relevance of the concept throughout the study process.

The record of academic staff in research output and publications is very strong, as is their collaboration with foreign peers. The production of monographs, the number of Thomson Reuters(ISI) Listings, the input into national and international periodicals as well as peer-reviewed publications, and the participation in projects and conference presentations confirm their impressive level of involvement in scholarly activities. A total of 23 internships and external study periods were undertaken by academic staff during the period 2012-2015, three of these taking place in 2015.

It was apparent during the panel visit that the rapport between students and staff is very good, a factor evidenced by the efforts of teachers to encourage students to take on some projects on their own. The average age of lecturers participating in the study programme is 42 years, with the majority having more than five years' teaching experience. Academic staff are reported to be constantly training by participating in international and national conferences, seminars and workshops. Over the years 2012-2016, employees of the Department of Philosophy and Cultural Studies, which is responsible for this degree, produced 21 methodical journals aimed at raising expertise in art and culture management. In 2016, a course book 'Art Management' was also published. In terms of desirable further developments, the study programme would benefit substantially if all teachers adopted the learning platform Moodle and utilised its features to

maximum capacity. Efforts towards achieving this outcome from 2017 onwards is already underway.

The commitment of programme management towards continuous improvement is reflected by the intention to invite art industry experts and foreign lecturers for longer-term visits, thereby integrating their material into the taught subjects on the curriculum. It is also proposed to become involved in the organisation of international projects. Such developments would strengthen the reputation and status of the qualification. The possibility of teachers offering this Master's degree through the medium of English should be given further careful consideration, and a target date might be set for such an accomplishment.

2.4. Facilities and learning resources

The facilities and learning resources are deemed to be good and fit for purpose. Amongst recent infrastructural developments has been the introduction of a new, modern Faculty Library and Knowledge Access Centre, in 2015. This facility was funded by the EU project 'The Renewal of the Infrastructure and Basic Equipment within the Field of Philological, Social and Communication Science Studies at Vilnius University'.

The Faculty has approximately 200 computers (75% for students and the remainder for staff). The computer classrooms/ laboratories have also been refurbished recently. As the University is a member of MSDNAA, the legal practitioner use of all modern software products from an established source is possible within the study process. Access to a range of databases and other electronic sources is also available. For example, students have the opportunity to use open access Getty Publications with more than 250 publications related to their studies (Getty publications draws upon the work of the J. Paul Getty Museum, the Getty Conservation Institute and the Getty Research Institute). The FOSTER training portal, an e-learning platform, is also in place. Students who cannot attend lectures have the opportunity to avail of remote learning material. The FTP server is used for storing lecturers' teaching material and providing it for students over the internet.

Despite the quality of facilities and material resources available and the progress which has been made, there is scope for further improvement. In this respect, it is intended to improve facilities and access for people with disabilities. The Creativity Incubator could be utilised to full capacity, thereby providing additional infrastructure and equipment to enable the students to conduct experiments and become involved in cultural projects. An expanded range of methodological material for seminars and workshops is also needed. Extended cooperation with social partners and international contacts is likely to occur and expected to support the preparation of course books and the production of ICT- based materials. Some of the available

textbooks are outdated and this could be detrimental to the image of the programme. The planned acquisition of more electronic course books should not deflect from ensuring that the book stock is expanded and brought up to date, as appropriate.

Greater integration with the parent University was referred to as being desirable during the panel visit. For example, the facilities of the Psychological Innovation and Research Training Centre in Vilnius might also be placed at the disposal of Kaunas students. With regard to local staff facilities, efforts to provide individual desk space for teachers should be maintained.

2.5. Study process and students' performance assessment

Admission to the programme complies with the 'Regulations of Admission to the Vilnius University Graduate Programmes', approved by the Senate of the University. With reference to entrance standards, an anomaly seems to exist in that applicants with Bachelor degree qualifications in other areas (all fields) are eligible for entry, provided they have collected at least 15 credits in the area of marketing and/ or management during their education or from additional studies completed within the Faculty. This policy can lead to a situation whereby graduates from the Master's programme have different levels of expertise in terms of knowledge acquired and skills developed. The holder of a Bachelor degree directly related to Art and Culture, supplemented by this postgraduate award in the same field, should be better qualified in the discipline than a Master's graduate who entered the study programme from a non- specialised background. Rather than gaining a Master's qualification in the study field, perhaps students from non-specialised backgrounds could be offered a suitable study programme leading to a conversion-type qualification such as a Graduate Diploma, on the assumption that this type of initiative is possible in Lithuanian higher education.

A total of 48 students joined the programme in the period 2012 to 2015. The fact that only eight enrolled in 2015 is a cause of some concern. Availability of State-funded places is a key factor determining the level of student demand. The success rate of degree holders in gaining suitable employment and career opportunities is a source of pride for all associated with the programme. Only one graduate to date is officially recorded as being unemployed. While the University maintains contact with graduates, there is, as yet, no formal Alumnus Association in place.

The international dimension of the study programme is open to further development, as already indicated above. Even though strong collaboration exists between the University and foreign counterparts, no student from the Master's programme has gone abroad for either study

or internship purposes. Equally, there have been no incoming students, even for a short period, since the commencement of the programme.

Studies are organised on a weekend modular system basis which seems to work well. However, the scheduling of the teaching for Friday/ Saturday could be problematic for potential students, such as actors and musicians, who are obliged to work at weekends.

The assessment arrangements for Master's students seem to reflect those at Bachelor degree level. This can lead to a somewhat fragmented approach, with consequences for the deeper quality of learning associated with postgraduate studies. It is understood that in certain subjects a certain percentage of total marks is assigned for class participation/attendance. While the rationale for encouraging student involvement is readily understood, the subjective nature of such a process may be difficult to defend in every case. Consideration might be given to the assignment of a higher percentage of marks to sustainable, research-based projects, preferably integrated across modules and with an international dimension. Through the auspices of the Study Programme Committee and social partner connections, it may be possible to source suitable, real-life assignments which would supplement efforts to balance theory and practice. Another factor, already alluded to, is the desirability of reiterating the links between assessment tests and the specific learning outcomes which have already been defined for the module in question.

The reaction of students towards the programme is largely positive. Their feedback is taken seriously (an example being the decision to establish a suitable time interval between examinations on the timetable). It is also understood that members of the Student Council act as observers during examinations. The preparatory work for student theses is comprehensive. However, the allocation of maximum marks for this research project work is not in accordance with generally accepted international standards and does not seem to be justified on the basis of the sample reviewed by panel members. The awarding of a perfect score for the thesis could suggest an over-generous marking policy. It should be mandatory that each thesis includes analytical sections headed 'Conclusions' and 'Recommendations', together with evidence of reflective learning on the part of the student. A special information system to help detect plagiarism is in operation as part of the implementation of the University's Code of Academic Ethics. The Academic Ethics Commission, established in December 2014, aims to uphold traditions of honesty and integrity in all areas of scholarly endeavour.

2.6. Programme management

The programme is considered to be generally well managed, with the various duties and responsibilities clearly defined. A culture of using outcomes from ongoing internal evaluations

for the purpose of introducing quality improvements is well established. The involvement of different stakeholders in the process is commendable, despite the fact that much social partner input is provided on an informal rather than the more preferable formal basis. The role of the Study Programme Committee is of paramount importance, and the panel suggests that consideration be given to involving a representative from the Business Faculty in the workings of this group.

Outlined above are both some strengths of the study programme and those areas which have been identified for further improvement and development. The implementation of the required amendments is seen as the responsibility of programme management, in cooperation with social partners and other stakeholders.

The fall-off in student demand requires attention in order to ensure its continuity and long-term viability. It behoves management to explore how any funding deficit which affects the programme might best be overcome. Potential support from commercial and other sources might be forthcoming, on foot of a campaign which could include employers, agencies and philanthropists alike. In this context, the social partnership network ought to be utilised to maximum advantage. The goodwill of all stakeholders towards the further development of a postgraduate study programme of the highest quality was readily apparent in discussions during the panel visit to the University. The delay in co-opting a member of the Student Council onto the Study Programme Committee should also be addressed.

III. RECOMMENDATIONS

The purpose of this review is to add value to the study programme by highlighting areas and aspects of the teaching and learning process which the r panel considers to be in need of strengthening. Consequently, the report should be regarded as a unified document, with not all of the stated recommendations or proposals confined to this particular section. What follows is a reiteration of some of the proposals for improvement which have already been made or alluded to under the separate criteria used for the evaluation process.

In order to enhance and enrich programme quality across the teaching and learning experience, the Faculty is presented with the following proposals aimed at the further development of graduates in order to allow them to continue making a significant impact on artistic and cultural progress, nationally and internationally.

1. The programme title and related aims require further analysis due to a potential misunderstanding which could be caused by the alternate usage of the word 'Art' and 'Arts' as between subject headings, and the extent to which culture and cultural development represent a focus of the curriculum. As highlighted above, some learning outcomes need to be re-expressed using terminology which clearly distinguishes postgraduate studies from undergraduate level.

2. The panel members are surprised that certain modules are formally linked to so many generic programme learning outcomes, and that the curriculum does not contain more subjects with a strategic dimension reflected by the title.

3. The lack of essential study content should be remedied along the lines suggested earlier in this report, while the categorisation of particular modules as mandatory or optional should be revisited in the context of overall study programme aims and objectives. Certain subject titles do not automatically suggest what the syllabus has been designed to achieve.

4. In the context of curriculum delivery, the input of visiting international lecturers should be expanded. Student involvement in more real-life project work, commissioned nationally and internationally, would not only improve their research capabilities but also prepare them more effectively for the high-level positions to which graduates normally aspire.

5. Use of the most modern teaching methods and associated technology is imperative for programme quality and is expected to form part of continuous teacher development. A greater number of staff internships and more study periods abroad are recommended. The introduction of a 'Train the Trainers' programme for teaching staff should also be considered.

6. The intention to introduce the learning platform Moodle on an extensive scale from 2017 onwards is a welcome development. Further planned action should include the possible setting of a target date for the delivery of this study programme through the medium of English.

7. Proposals to explore how best to exploit the Creativity Incubator resource, to expand the range of methodical material for seminars and workshops, to engage in further collaboration with social partners, and to overcome the deficit which was already identified in IT facilities and resources are endorsed by the panel and regarded as indicative of efforts towards ongoing programme development and improvement.

8. The recent enhancements to the teaching and learning infrastructure is regarded by the panel as a substantial investment in both postgraduate and related undergraduate studies. Further improvements should be achieved through the updating of essential reading material, the introduction of electronic material sources, and the production of additional course books and ICT-based teaching and learning resources.

9. The assessment process more or less replicates the approach adopted at undergraduate level. An alternative system, with wider scope for student creativity and innovative thinking, would be preferable e.g. perhaps students could be requested to write their own case studies in addition to analysing those already available. Stronger communication, on a formal basis, with Alumni and social partners generally could be beneficial in many different ways, including a review of the current assessment procedures.

IV. SUMMARY

This study programme is regarded by the panel as having much potential, based on further development along the lines proposed in this report. The University displayed foresight in establishing such a postgraduate studies opportunity, and the ongoing emphasis which is placed on continuous improvement across the teaching and learning process is commendable.

The conclusions of the panel regarding desirable amendments and adjustments are outlined throughout this report and not just confined to the section which includes recommendations. As may be seen, concerns relate to the title and focus of studies, the manner in which aims and learning outcomes have been defined and delineated, and aspects of the curriculum. Certain features of the academic infrastructure, teaching delivery methodologies, and the current assessment process are also referenced with a view towards further analysis.

The apparent goodwill of all stakeholders towards the Faculty, the Department, and this particular programme represents a key strength now and into the future. The profile and reputation of staff is likely to be a major contributing factor in this regard. Social partners and Alumni are keenly interested in the design, delivery and review of all aspects of studies, and it is recommended that they be given maximum opportunity to contribute to the formulation and implementation of plans.

The international dimension of the programme also needs attention and, in this context, the ambition to deliver the curriculum through the medium of English is worthy of strong support.

The review panel members wish to thank the Faculty for the professional manner in which the evaluation process was organised. The kindness and courtesy shown to us by all stakeholders during the visit to Kaunas is greatly appreciated. We wish this Master's degree study programme every success, and express the hope that the graduates will continue to make a significant impact, not only nationally but also internationally, in the years ahead.

V. GENERAL ASSESSMENT

The study programme Art Management (state code – 621N20027) 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	15

*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
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VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *MENO VADYBA* (VALSTYBINIS KODAS – 621N20027) 2017-05-09 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-82 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Meno vadyba* (valstybinis kodas – 621N20027) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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

Ekspertų grupės nuomone, ši studijų programa turi daug potencialo, jei bus ir toliau plėtojama atsižvelgiant į šiose išvadose pateiktus pasiūlymus. Universitetas pademonstravo įžvalgą, studentams suteikdamas galimybę rinktis tokias trečiosios pakopos studijas. Ypač sveikintinas dėmesys, skiriamas nuolatiniam viso mokymo ir mokymosi proceso gerinimui.

Ekspertų grupės išvados, ką reikėtų keisti ir tikslinti, pateikiamos visame dokumente, ne tik rekomendacijų skyriuje. Kaip matyti, nerimą kelia studijų pavadinimas ir akcentai, tai, kaip apibrėžti ir aprašyti tikslai bei studijų rezultatai, studijų turinio aspektai. Taip pat rekomenduojama dar kartą išanalizuoti kai kuriuos akademinės infrastruktūros aspektus, dėstymo metodologijas ir esamą vertinimo procesą.

Akivaizdus visų dalininkų teigiamas požiūris į fakultetą, katedrą ir šią konkrečią studijų programą yra esminė studijų programos stiprybė dabar ir ateityje. Personalas ir jo reputacija, panašu, prie to ypač daug prisideda. Socialiniai partneriai ir alumnai labai domisi visais studijų programos, jos vykdymo ir vertinimo aspektais, todėl rekomenduojama jiems suteikti maksimalias galimybes prisidėti rengiant ir įgyvendinant studijų planus.

Daugiau dėmesio reikia skirti studijų programos tarptautiškumui ir ypač padėti įgyvendinti siekį studijų programą vykdyti anglų kalba.

Ekspertų grupės nariai dėkoja fakultetui už profesionalumą organizuojant šį vertinimo procesą, taip pat visiems dalininkams už gerumą ir pagalbą, parodytą vizito į Kauną metu. Linkime visokeriopos sėkmės vykdant šią magistro studijų programą, tikimės, kad absolventai ir toliau turės didelę įtaką ne tik nacionaliniu, bet ir tarptautiniu mastu.

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III. REKOMENDACIJOS

Šio vertinimo tikslas – padidinti šios studijų programos pridėtinę vertę, akcentuojant tas dėstymo ir mokymosi proceso sritis ir aspektus, kuriuos, ekspertų nuomone, reikia stiprinti. Todėl šios vertinimo išvados turėtų būti suprantamos kaip vieningas dokumentas, ir šiame konkrečiame skyriuje pateikiamos ne visos nurodytos rekomendacijos ar pasiūlymai. Toliau kartojami kai kurie išsakyti arba paminėti pasiūlymai pagal atskirus vertinimo procesui taikomus kriterijus.

Siekdami pagerinti studijų programos mokymo ir mokymosi kokybę, fakultetui teikiame siūlymus, kurie skirti patobulinti absolventų rengimą, kad jie galėtų daryti didelę įtaką meno ir kultūros plėtrai nacionaliniu ir tarptautiniu mastu.

1. Dar kartą išanalizuoti studijų programos pavadinimą ir susijusius tikslus, nes gali kilti nesusipratimų dėl pakaitinių žodžių „menas“ ir „menai“ vartojimo dalykų pavadinimuose, taip pat išnagrinėti, kokia apimtimi studijų turinyje atspindima kultūra ir kultūros plėtra. Kaip pabrėžta pirmiau, kai kuriuos studijų rezultatus reikėtų iš naujo suformuluoti vartojant terminus, kurie magistrantūros studijas aiškiai atskirtų nuo bakalauro studijų.
2. Ekspertus nustebino, kad kai kurie moduliai (dalykai) yra formaliai susiję su tiek daug bendrųjų programos studijų rezultatų, o studijų turinyje nėra daug dalykų, kuriuose atsispindėtų strateginė pavadinime nurodyta kryptis.
3. Studijų programą papildyti trūkstamu studijų turiniu, atsižvelgiant į anksčiau šiose išvadose pateiktus pasiūlymus, taip pat peržiūrėti privalomųjų ir pasirenkamųjų modulių (dalykų) skirstymą į kategorijas pagal visos studijų programos tikslus ir uždavinius. Kai kurių dalykų pavadinimai automatiškai neparodo, ko siekiama atskiro dalyko turiniu.
4. Kalbant apie studijų turinio dėstymą, reikėtų aktyviau įtraukti kviestinius tarptautinius lektorius. Aktyvesnis studentų įtraukimas į daugiau su realiu gyvenimu susijusį darbą, atliekamą šalies ir tarptautiniu mastu, ne tik pagerintų jų mokslinių tyrimų gebėjimus, bet ir sudarytų sąlygas jiems sėkmingiau užimti aukšto lygio pozicijas, ko paprastai absolventai ir siekia.
5. Šiuolaikiškiausių dėstymo metodų ir susijusių technologijų taikymas yra būtinas studijų programos kokybei užtikrinti ir tikimasi, kad tai bus tęstinio dėstytojų tobulinimosi dalis. Rekomenduojama didinti darbuotojų specialiųjų praktikų ar stažuočių skaičių ir pailginti studijų laikotarpius užsienyje. Siūloma apsvarstyti ir įtraukti dėstytojams skirtą programą „Dėstytojų mokymas“.
6. Sveikintinas siekis nuo 2017 m. plačiau naudoti mokymo platformą Moodle. Reikėtų nustatyti datą, kada ši studijų programa bus vykdoma anglų kalba.
7. Ekspertų grupės nariai siūlo išanalizuoti, kaip veiksmingiau išnaudoti Kūrybos inkubatorių, išplėsti seminarams ir praktiniams seminarams skirtos metodinės medžiagos spektrą, kaip tęsti bendradarbiavimą su socialiniais partneriais ir

- pašalinti jau nustatytą IT priemonių ir išteklių trūkumą. Visos šios priemonės padėtų plėtoti ir pagerinti vykdomą studijų programą.
8. Naujausi mokymo ir mokymosi infrastruktūros pagerinimai, ekspertų nuomone, yra žymi investicija tiek į trečiosios studijų pakopos, tiek į susijusias pirmosios pakopos studijas. Toliau reikėtų atnaujinti pagrindinės literatūros sąrašą, įtraukti elektroninius šaltinius, parengti papildomas studijoms skirtas knygas ir informacinius bei ryšių technologijomis (toliau – IRT) pagrįstus mokymo ir mokymosi išteklius.
 9. Pasiekimų vertinimo procesas daugiau ar mažiau atkartoja tą, kuris taikomas pirmosios studijų pakopos atveju. Siūloma parengti alternatyvią sistemą, kuri leistų daugiau dėmesio skirti studentų kūrybiškumui ir novatoriškam mąstymui, pavyzdžiui, galbūt reikėtų paprašyti, kad studentai parašytų savo atvejo studiją be tų, kurios jau yra analizuojamos. Apskritai, reikia stiprinti formalią komunikaciją su alumnais ir socialiniais partneriais, kuri būtų naudinga įvairiais būdais, pavyzdžiui, įtraukti esamos vertinimo tvarkos peržiūrą.

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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)