



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kazimieras Simonavičius universiteto  
**STUDIJŲ PROGRAMOS PRAMOGŲ IR TURIZMO  
INDUSTRIJOS** (*valstybinis kodas - 612P90006*)  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF ENTERTAINMENT AND TOURISM INDUSTRIES** (*state code -*  
*612P90006*)  
**STUDY PROGRAMME**  
at Kazimieras Simonavičius University

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i><b>Pramogų ir turizmo industrijos</b></i>
Valstybinis kodas	612P90006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3.5), iššęstinė (5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Komunikacijos bakalauras
Studijų programos įregistravimo data	2013-09-01

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i><b>Entertainment and Tourism Industries</b></i>
State code	612P90006
Study area	Social Sciences
Study field	Communication
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3.5), part-time (5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor of Communication
Date of registration of the study programme	1 <sup>st</sup> September, 2013

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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	2014/2015 Spring semester exams session statistics
2	Scientific publications of professors and doctors in Entertainment and Tourism study programme (2010 – 2015)
3	Entertainment and Tourism full-time and part-time teaching staff
4	Entertainment and Tourism study programme students sent to partner institutions by mobility programs in 2012 – 2015
5	Entertainment and Tourism participants of international mobility programs in 2012-2015
6	Entertainment and Tourism Industries study plan per semester

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

Kazimieras Simonavičius University (hereafter KSU) is a non-state university established in 2003. In 2012 the university was reorganized: its legal form was changed, new managers were appointed and new study programmes were developed. Currently the university has three faculties/institutes: Law, the Business School, and the Creative Society and Economy Institute (hereafter CSEI). CSEI has the following study programmes accredited: five programmes of the first cycle – Creative and Cultural Industries, Fashion Industry, Political Communication and Journalism, Entertainment and Tourism Industries, Business Sociology, and two second cycle

programmes – Creative Economy and Integrated Creative Communication. The University has 573 students (April 2015).

The Entertainment and Tourism industries (hereafter ETI) programme that is evaluated in this report was first accredited in 2013. There are no graduates of ETI yet.

#### **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 *28th October, 2015*.

- 1. Prof. Dr. Peter Neijens (team leader)**, *Professor of Persuasive Communication, Department of Communication, The Amsterdam School of Communication Research, ASCoR, University of Amsterdam, Netherlands.*
- 2. Dr. Kathleen Virginia Donnelly**, *Senior Lecturer, Birmingham City Business School and School of Media, Birmingham City University, United Kingdom.*
- 3. Dr. Viktors Freibergs**, *Head of Communication Studies Department, University of Latvia, Latvia.*
- 4. Dr. Tim Smits**, *Lecturer and researcher, KU Leuven, Institute for Media Studies, Belgium.*
- 5. Mr. Mindaugas Grajauskas**, *Consultant and manager of gamified products, OVC Consulting, Lithuania.*
- 6. Mr. Giedrius Žilinskas**, *graduate of Groningen university study programme International Business and Management, Lithuania.*

**Evaluation coordinator – Ms. Dovilė Stonkutė.**

## **II. PROGRAMME ANALYSIS**

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

Entertainment and Tourism Industries (hereinafter ETI) is a new programme at KSU that started in September 2013, after accreditation in January 2013. This ETI programme is unique for the Lithuanian Communication study field, since it is the only study programme combining entertainment and tourism industries as a research subject.

The RT believes that the objectives of the programme are rather ambitious with a diverse set of aims being included (for example, according to the SER p. 8, graduates are expected to be familiar with techno-entrepreneurship approaches (entrepreneurship and technology focused), be experts in communication (communication focused), have well developed analytical skills to understand business models (business and management focused) and more): systematic methodological knowledge combined with an in-depth insight in the structure and structural changes of the ETI, pertaining to economic, cultural and technological environments, etc. At the same time, this myriad of aims seems to obscure the true core of the programme such that external observers (or prospective students, or prospective employers of the programme's alumni) might be confused as to what the core of the programme's contribution is to the academic and professional development of the students. In such a mix of various subjects there is a chance that the programme can be easily miss-targeted or unachievable aims can be set. For example, the programme is called Entertainment and Tourism Industries, however social partners included have little in common with Tourism industry. The RT therefore advises to align the key objective more to the actual study fields that are most prominent in the programme. Next to

highlighting the core aims of the programme, the RT also believes that the rest of the objectives that are listed in the SER most probably make sense in light of the current perspective of the management on the ETI in Lithuania and Europe, but that the general and abstract level at which these objectives are formulated makes it rather problematic, if not impossible, to judge to what extent the programme and the graduates fulfil these objectives.

The RT is of the opinion that the programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. The needs of the labour market were shown through several studies and discussions with stakeholders. The staff based its decision on an analysis of the market, however the RT saw only loss ties between academic staff of the programme and ETI compared to other communication programmes provided by university. A prior market analysis among prospective students was not carried out, but given that the programme attracted a decent amount of students in the first year, it shows that there is a market for this programme among prospective students. However, the number of admitted students has fallen in 2015, what can either be explained by demographics of Lithuania or by limited competitiveness of the ETI programme. Given that the programme does not have graduates yet, it remains difficult to assess the mapping between what is offered in this programme and the actual needs of the industry.

The RT is of the opinion that learning outcomes, content and the qualifications offered are not fully compatible with each other. Given the specific, integrated, focus, of the ETI programme, the size and growth of the Tourism and Entertainment Industry, the RT believes that programme could be developed to be competitive at national and European level. At the same time, students appeared to be aware of the fact that their specific knowledge could also be used in other disciplines (e.g., computer games and software, multimedia design) emphasizing that rather broad scope was the attributed which influenced their choice of the study programme.

The RT suggests to define the learning outcomes more *specific* and *measurable* and to relate the learning outcomes of the programme and the intended results of the study subjects more clearly and directly. That would make it possible that they really guide the development and evaluation of the programme. At the same time, in further evaluating the programme internally and communicating about the programme, the RT has the opinion that an international comparative perspective might be wise. One of the planned improvements (SER, p.13) was to ensure the uniqueness of the programme. While that can be a sustainable strategy at the national level, it is more dubious at the international level given that academic research and education pertains to disciplines that due to a more general embedding with other academics guarantees some degree of reflection and peer evaluation. Comparing oneself with other institutions furthers the understanding of oneself and others about what the programme aims for. Also, with respect to enhancing international contacts for teacher and student mobility, a clear description of the main focus of the programme can be of interest.

The academic level of the programme raised some considerations for the RT, as the programme seems to be oriented on developing more practical skills (for example courses like: Computer games and software; Heritage and crafts; Methodology for tourist sightseeing guiding and preparation; etc.) rather than focussing on outstanding academic body of knowledge in the field. The review of the programme design with the focus on possible fields of research could improve this programme's competitiveness, locally and internationally.

## **2.2. Curriculum design**

The general framework for elaboration of curriculum design is created following legal requirements and regulations. The scope of the ETI is 210 ECTS and takes 3.5 years (7 semesters) for full-time students and 5 years (10 semesters) for part-time students. The

programme (SER Annex 7) starts with fundamental courses of general university subjects, communication science subjects, later moving to the particular ETI subjects. The course descriptions are correctly elaborated following the standard form which includes information about the aims and competency developments, learning outcomes, teaching and assessment methods, compulsory and recommended literature etc. (SER Annex 1).

The study subjects are spread evenly. The scope of the study subjects varies from 3 to 21 ECTS which suggest a rather high level of precision. It is not clear to the RT why the university chose for this high variety. The descriptions of the study subjects and the explicitly stated relationships between learning outcomes of the programme and the 'intended results' (learning outcomes) of the study subjects aim to prevent overlap between study subjects and to guarantee that the combination of study subjects cover the programme aims. Also, student evaluations, teacher meetings and the Study Programme Committee examine the consistency of the programme. Some students mentioned during the site visit that they experienced overlap between the courses, but that they believed that the overlap is sometimes functional. The formal and informal meetings between the teachers (in a KSU context, but also on campuses of other universities – due to the fact that many are part-time at KSU) are said to prevent non-functional overlap. RT would like to suggest that the university should put additional attention to formalize mechanisms preventing non-functional overlaps by formalizing meetings between the faculty members, introducing similar subject groups or/and advising faculty to make interdisciplinary project as part of curriculum.

The RT concludes that the content of the subjects and/or modules is consistent with the type and level of the studies and are appropriate for the achievement of the learning outcomes. The curriculum of the programme covers theory and some research methods and combines literature study with practical work, and an extensive thesis (21 ECTS). The RT also believes that the description of the study subjects show that the methods of the subjects are appropriate for the achievement of the intended learning outcomes. In the programme a wide variety of methods are applied, including literature study, case studies, discussion, individual consultations, and (individual and group) assignments.

At the same time there is enough attention devoted to both the academic underpinnings of the programme aims (i.e., the aims as they are now apparent for the RT) and a focus on the specific Entertainment and Tourism industries. Students have a number of courses that cover basis principles and insights in communication, marketing communication, languages and business studies. They also have academic and more practical courses on Entertainment and Tourism industries. At the same time, the RT concludes that there is actually very little academic research available on the topic of Entertainment and Tourism, such that the typical evidence-based or research-based nature of academic education is compromised for these more specific courses. In meeting with the teachers, the same tension between empirical academics and academic opinions emerged, further demonstrating the RT's conclusion.

The RT is of the opinion that the scope of the programme is rather broad to ensure the learning outcomes are reached. Compared to some of the other KSU programmes, the ETI programme lacks integration of different approaches of Entertainment and Tourism. Students also seemed to confirm this observation as they stated that often they see tourism and entertainment as separate fields, and links between the two are not always clear in the study process.

While the feelings of the first-year students seem to tap into a universal phenomenon (that many freshman are unsure about the objectives or learning outcomes of their programme), the RT does want to stress that a more specific version of the objectives could help students in feeling more aligned with the programme. For instance, one could be more specific from the beginning about

the learning outcomes and in each course one could try to start with explaining how the course contributes to those outcomes.

The reading lists of the various study subjects are adequate and up-to-date. The literature that is prescribed to the students combines classic texts with recent books and articles. The RT, therefore, is of the opinion that the content of the programme reflects the latest achievements in science and art. The mandatory literature is made available through the Moodle system. The RT understands from the site visit discussions that it is not always the intention that the students read the books mentioned under the heading 'mandatory literature' from cover to cover, but that they only need to read selected chapters. Moreover, some courses seem to duplicate the mandatory materials from other courses, with the same books thus occurring in different syllabi. At the same time, when asked about these books, students did not remember having seen these books. Students also mentioned that they actually do not like to read the books physically and preferred to have online materials. This was also evidenced in the library with some of the mandatory books still being available in impeccable condition (which suggests that students do not study them intensively).

The first wave of students just began to think about their thesis, which can be seen as the keystone of a programme. The staff will thus have to closely monitor this thesis process in the upcoming period such as to evaluate whether students are indeed capable of demonstrating the learning objectives attached to a thesis and, conversely, whether the programme fulfils the requirements such that students can actually be expected to demonstrate these competencies. The RT believes that there might be a lack of methodological and scientific research knowledge developed by the programme, what could be seen with the first wave of graduates only.

Internships are part of the programme, but the management is not satisfied with the current place of the internship in the programme. The management considers changing the programme in order to have more but shorter internships. The RT is not yet convinced of the desirability of this intention as a serious and academic internship is in general better guaranteed in longer internships. Also, the social partners were not in favour of such a practice with shorter internships. Furthermore, the majority of students met by the RT, were active in labour market, working in the fields related to the study programme or looking for job opportunities in these fields.

A real concern for the RT is the relative absence of research methods subjects in this academic programme. RT identified that there is only one subject related to academic research - Entertainment and tourism market research - which does not prove to the RT that students are capable to prepare bachelor thesis and future research papers on the appropriate level since there are no subjects in the programme aimed to introduce students to quantitative and qualitative research methods. Research training is almost non-existent. This is true both for the more passive version of research training, where one is trained in critically evaluating research and the more active version where one is trained to do actual research. The first, passive, type is critical because it will train students to deal with, for instance, market analyses that will inspire their future professional decisions. If one is not properly trained in discerning good research from bad research or appropriate conclusions from inappropriate ones, then the students are not capable of making research-based decisions. The absence of the second, more active, version of research training is a problem, also for the final thesis, as the final thesis must demonstrate the ability to choose the right data collection methods and the ability to properly analyse the collected material. When the RT asked the students during the site visit what they believed they should do for their thesis in terms of actual research to confirm hypotheses or test research questions, they also were very vague in what they believed were necessary competences. Students did not see the lack of research methods as problematic, but the RT believes that this is more due to the



students' biased expectations about the thesis (which they seemed to conceive more as an extended literature review paper mixed with opinions) and general students expectations to the programme (to have as less maths and statistic as possible). Based on these observations, the RT advises the management to consider adding more research subjects to the programme.

### ***2.3. Teaching staff***

The study programme is provided by competent staff meeting legal requirements. Additional information provided to the RT during the site visit showed that the programme is taught by 35 percent full-time teachers and 65 percent part-time teachers. Many teachers have a doctorate degree and there is a strong motivation to level-up to PhD for those who did not yet achieve that. Since KSU does not (yet) have third-cycle education this implies collaboration with other (often international) universities.

Although, the number of part time basis working teaching staff is great to the programme (1 part time staff to less than 2 students), however, full time working staff to student ratio in RT opinion is low. Low ration means that mostly students would be unable to receive help after the classes. However, the RT was convinced by the students that professors are always available at the university or electronically (social networks, emails, etc.).

Also, the qualifications of the teaching staff are adequate to ensure learning outcomes. The university has brought together a competent team of professionals and researchers. The group of teachers reflects the interdisciplinary and intersectorial nature of the programme. The staff composition encompasses both theoretical and practical expertise and includes all major topics of the programme. The university mentioned in the SER that the small number of full time faculty is one of the weaknesses in the programme and that they want to take action to improve the working conditions. A high percentage of part time faculty could limit university ability to provide same level of education year after year. Since the programme has only started in 2013, teaching staff turnover has not been an issue for the adequate provision of the programme.

KSU as a private university has little opportunities to create good research conditions for the teachers. The teaching staff is highly motivated to conduct research. A substantial number of teachers is also affiliated to other universities where they have research opportunities. Documents provided to the evaluation team showed that many teachers published on topics pertaining to the KSU bachelor programmes, however few of them are specific to the ETI. Some publications are in English, most publications are in Lithuanian. Given that only a minority of publications specifically pertain to ETI, the majority of the publications are only indirectly related with this study programme (For example: "Evaluation of the determinants of growing current account deficit"; „Expression of Cultural Values in Contemporary Lithuanian Media. Values, Stratification, Transformation“; „Reflection as a tool for (self) education of arts“; etc.) and such publications are typically more interpretative (e.g., books) rather than research-based, the RT would like to encourage the KSU staff to try to move to the international forefront of research output on entertainment or/and tourism. Given its rather unique position with a programme devoted to this mix of topics, this could be a logical next objective for the staff.

The teachers consider themselves really internationally oriented, through Erasmus and international research projects. Many of them also have a teaching position at another university and others are in business as well and this is often international business. The SER and additional documents provided to the RT during the site visit showed that in 2014/2015 there were 61 incoming teachers and 29 outgoing teachers for the KSU programmes. Incoming teachers came from Poland, the UK, Switzerland, Croatia, Norway, Germany, Turkey, Latvia, Spain and Denmark. The outgoing teachers went to Denmark, Poland, Germany, Turkey, France, Italy and Portugal, amongst others. However, students from the ETI programme said they wanted to have

more guest lectures, so the RT believes that at least a substantial part of these visiting scholars did not teach specifically on ETI related topics. The teachers themselves seemed to confirm this observation that the mobility per programme (outgoing and incoming) could be increased.

The teachers meet often. Formally they do so for the programme management committee (every 6 to 8 weeks), although this can be a hassle due to the fact that most teachers are only part-time affiliated to KSU. But teachers also meet informally.

To ensure the quality of education, the University prepared – amongst others – the management motivation system. The University is creating a Human Resource Development System and a Human Resource Training Programme. The staff said that they were satisfied with the conditions for professional development. They also considered their workload satisfactory.

#### ***2.4. Facilities and learning resources***

Lectures of the ETI programme are held on the premises of KSU. These premises include classrooms, study facilities, a library, online information resources, computer equipment, and internet access.

Classrooms, computer facilities, software and media equipment of KSU and the partners are nearly sufficient both in their size and quality. Some students complained that the facilities to document (e.g. street interviews or observations they want to film) are not available such that they resort to using their smartphones and other own devices.

The library is small and not sufficient for the number of students in the programme. The number of books in the library is limited. The RT did not find all the books that are listed as mandatory materials. Students also say to go to other libraries in Vilnius to look up for the books. There is electronic access to the basic scientific databases, but they are not fully exploited in the study process (e.g., RT hardly saw any of such references in the student work that was available for the RT). Students also confess they lack the drive to consult physical resources in the library but it is unclear whether this is due to their motivation or rather the limited availability of the resources (both the books and a place to study or discuss them). The remote access to the online resources is not available to students, although some students said that they got permission for such access. In any case, such access should be granted to all students to further inspire a research-based approach where students are actively looking for articles (rather than using the books and other resources that are made available to them by the teachers). The management informed RT that they are working on a VPN connection to solve that accessibility issue.

Infrastructure for group work is not sufficient. Students said that they have to meet in their homes for their group assignment work. The SER also mentions that in relation to the growing number of students it is necessary to extend the number of well-equipped auditoriums, classrooms, laboratories and team-work spaces. Students complained about the weak Wifi though some claimed this was a “last-year’s issue” that got solved by now.

The SER, and also the teachers during the site visit, expressed a strong need for ‘study digitization’: advanced technology for teaching. Besides that, RT was informed that computers are relatively slow and outdated. RT believes that certain software should be updated to match the software used in the market (for example: Office 2003). Facilities for physically challenged students are also lacking. Facilities specific for the ETI programme are not available, and general meeting and project room are often occupied or booked in advance, students have told to the RT. One can think of having preferential rooms for these students or the projects they are working on.

The RT advises the management to invest in facilities and learning resources, in particular the library, facilities for audio-visual arts, entertainment and game laboratories, infrastructure for group work, and advanced technology for teaching, facilities for physically challenged students.

The RT had limited possibilities to assess arrangements for professional practise, due to the fact that the study programme is rather new, there are no students who have done their mandatory professional practices a part of study programme. The RT met number of motivated social partners, who ensured RT what all the students will find an offer to make practices at their organizations. The RT however would like to emphasise that majority of social partners are newly included into the programme. That could cause mismatch between their expected and actual skills and performance of students. The RT advises the management to take additional steps to ensure that the actual professional practices will greatly correspond to the expected learning outcomes and social partners will have clear picture what to expect from students.

### ***2.5. Study process and students' performance assessment***

The admission requirements are well-specified. The admission to the ETI programme is carried out in two ways: through the LAMA BPO general admission system and through the direct admission to the university. All students above the minimum LAMA mark are admitted. All direct applicants had to take part in an interview with the Admission Committee. The RT notes that the number of admitted students is steady. The SER does mention reasons for dropout (lack of motivation, academic failure, financial reasons, and work abroad), but this analysis pertains to the whole KSU rather than for ETI specifically. The ETI students also gave their interpretation of dropout that they witnessed along the years and they mainly attribute it to lack of motivation. Currently there are 95 students in the programme (as of academic year 2014/2015). Also, students, teachers and management mentioned during the site visit that they wanted to grow the university. For a specific programme such as the ETI programme a substantial growth beyond the current enrolment numbers might not be feasible or advisable, but a larger group of students in the three bachelor programmes pertaining to the more general group of creative industries is indeed needed to make for a more sustainable department. The RT realises that the factors mentioned are often beyond the control of the university.

The university has implemented professional quality assurance policies and procedures, including student feedback through regularly held surveys. Students indicated that in addition to the formal feedback procedures, teachers ask 'all the time' for feedback and are responsive to the comments by the students. Nevertheless, during the site visit RT found out that due to being a relatively small university, students hold personal relations between them and faculty members, hence they can seek for help or guidance in an informal way. RT would like to emphasize that growing university should focus on promoting formal structures. Students emphasized the need for the career and professional guidance service at university. Besides that RT would propose to establish a formal structure to seek for financial or psychological help at the university.

The RT believes that the organisation of the study process (e.g. the study plan, the order and spreading of the study subjects, the combination of theoretical and practical work) ensures an adequate provision of the programme and the achievement of the learning outcomes.

Students' participation in mobility programmes could be enhanced as currently participation rate of outgoing students (according to the additional provided documents 2 students) is low, and the incoming student number (according to the additional provided documents 12 students) is insufficient to ensure that international perspective and different points of view is brought into the class. During the meeting with the RT students named finance and employment to be the main reasons for their limited abilities to participate in the mobility programmes. The RT was convinced that KSU provides all needed assistance and information for students to participate in

mobility programmes, however, KSU could consider opportunities to enhance the financial aid for exchange programs.

Nevertheless, KSU is on the right path to ensure an adequate level of academic and social support for the students. There are several support mechanisms established by the university, including organizational support by the coordinators, the Career path's system, and financial assistance, including waiving and discounts of tuition fee. After meeting with the students the RT came to the conclusion that all of the support except Career path's system is in place, but that communication about them is not spread widely, as only few people knew how to receive assistance if needed. Students told the RT that in case of assistance needed they would contact the faculty in informal way. Students told the RT also that at the university there are no professional guidance services, but there is possibility to have informal chats with their professors who are active in the field. The RT would like to emphasize the importance of the listed guidance systems and information distribution about them.

The RT was convinced by the SER that the students have a number of possibilities and incentives to participate in various conferences, art events, etc. During the visit to KSU, the RT found out that the students take initiatives to organize events themselves, however, the RT learned that students' participation rate in research activities is low. While participation in various events and projects definitely helps students to develop practical skills, the university should encourage interactions between students on academic – theoretical and analytical – levels. Enhancement of national/international guest lectures inclusion in subjects followed by the theoretical discussion in class could be the key to fuel students' academic interests.

The assessment system of students' performance is clear, adequate and publicly available. The programme uses a 'cumulative assessment score'. Usually, 45% of the student's final grade is based on interim deliveries and 55% is based on an examination of knowledge and understanding. During the site visit, students mentioned that they considered the assessment procedures fair and they valued the – often written – feedback on their work. The data on students' pass and fail rates of the last spring semester show that on average 0 to 10% of full-time students failed an exam, while for part-time students this was 0 to 22%. In all, these are rather low fail rates, certainly for the full-time students. That might indicate that the students are of high quality and very motivated, but it may also show that student assessment is too easy. The discrepancy with the part-time students is noticeable. On the one hand, it can be expected that part-time students do not show equally good grades, but the staff should try to increase the involvement of these students such that their pass rates are a better match with the full-time students.

KSU has implemented some checks on plagiarism and cheating. The management also mentioned the fact that the classes are small and there is a strong social control. Still, the RT wants to stress the importance of educating students in this respect. For instance, the RT had the opportunity to read the short manuals that are compiled to assist the students in making papers, but these manuals did give very little information about the importance of using truly academic sources (rather than books and websites), proper referencing and citation. This was mirrored in the student work that did show very few academic references.

With respect to the assessment of the students the RT advises to further professionalize the assessment procedures including formal rules about the '4 eyes' principle (at least two colleagues should have a look at the exam questions and the answer key) and rigorous procedures to prevent and check for plagiarism and cheating.

There are no graduates yet, neither have there been completed internships. The RT cannot judge to what extent the professional activities of the graduates meet the programme providers' expectations. The part-time students indicated during the site visit that the programme met their expectations and is a welcome addition to their job. Also stakeholders indicated that they value the programme.

Most students also have a job although being in the full-time programme (the RT did not meet part-time students). Some worked nearly full-time although they did claim that this work was either ETI related or allowed them to study during working hours. Still, these students believed that the combination with a full-time programme was manageable. When asked for an assessment of their average workload per week (following classes, doing assignments, preparing for exams, etc.) students said they were not able to estimate this because studying for this programme was a passion. That is of course a good thing. On the other hand, the RT thinks that if the combination with such extended job hours is feasible, the programme could also be a bit too light. For instance, with regard to the exams, it could be questioned whether expectations about what students should study could be higher.

## **2.6. Programme management**

### *The programme portfolio*

In 2012 the new management team of KSU decided to develop four new programmes. Firstly *Creative & Cultural Industry* (2012) and *Entertainment & Tourism Industry* (2012), then *Fashion Industry* (2013), and finally (2014) the master programme *Integrated Creative Communication*. The choice for these four programmes was motivated by the need of the Lithuanian and European industry as had become clear in several reports and consultations.

All programmes aim to combine theoretical and practical elements and are based on a 'project based learning' concept. The university highly values input from stakeholders - practitioners from industry - for the development of the programmes. Practitioners participate in the Study Programme Committee.

The RT values these initiatives. As the programmes are brand new - the first group of students still have to graduate - the RT is of the opinion that in the coming years a broad evaluation of the programmes and the portfolio of the programmes by the university, stakeholders and students would be appropriate. The reports on the different programmes which are produced in the current SKVC evaluation inform the evaluations and discussions about the individual programmes.

The RT is not fully convinced of the choice that was made for the specific programmes and their profiles. Why a combination of creative and cultural industries in one programme? Why a combination of entertainment and tourism industries in one programme? What are differences between creative and entertainment industries? Among the three bachelor programmes, the Fashion Industry programme seems to be the most focused of all, the students seem to value it the most, and the RT also has good impression about it. Maybe, the structuring principle of that programme could be considered exemplary for the other bachelor programmes?

Would it be possible and advisable to schedule a common first bachelor year after which the students specialize in for instance fashion, tourism, culture or entertainment? This also corresponds with some of the statements made by the social partners not to "trap students in a specific field. Students might now believe this will be the field of their future profession, but this might not be true. Therefore, some general, transferable set of competencies is too preferred".

Is the master programme *Integrated Creative Communication* (currently without further specialization options) the most logical 'next step' after, or in addition to, the bachelors

programmes that the university offers? What aspects – such as communication, management, economic - and which fields - fashion, entertainment, culture, art - make up the typology of programmes offered? The university is strongly recommended to rethink the logic and feasibility of the programme portfolio, to consider the need and desirability of adaptations, to state clearly the similarities and differences between the programmes, and to give strong arguments for the choices made.

#### *The ETI programme*

Responsibilities for decisions and monitoring of the ETI programme are clearly allocated. Programme management is divided between the Creative Society and Economy Institute and the Study Programme committee which both are responsible for decision making and change implementation according to the SER. During the meetings the RT has found that due to the small university community, representatives in both structures are overlapping. The RT would like to stress that the growing university requires to formalize the structure as currently there is a lot of room for overlaps in decision making and no clear distribution of responsibilities.

The programme management searches for input from students: students are encouraged to participate in study quality surveys and meetings held in the middle of each semester. Also, teachers ask students regularly for comments and suggestions. Students indicated that the teachers and management are receptive to suggestions and complaints, and provided some specific recent examples such as one teacher was removed from the university due to the complaints from students and programme schedule was rescheduled due to the request from the majority of students.

Information and data on the implementation of the programme are regularly collected and analysed. Requests by the RT for additional information about the programme during the site visit were promptly granted.

The teachers mentioned that there are formal meetings to discuss the programme with each other; some said once per semester, others said every 6-8 weeks. Teachers also indicated that they discuss the programme and the alignment of the study subjects regularly.

The willingness of the social partners to contribute to the programme is substantial. However, during the site visit, almost all partners indicated that they have not substantially contributed to the programmes yet. Some were new and their contribution to the programme had just started. Also the SER mentioned as a necessary 'improvement action': A better integration of the social partners into problem solving, study programme management and improvement.

The university has implemented the internal study quality management and assurance system (LST ISO 9001:2008) however, in order to have a final conclusion about the usage of the standard the assessment of how the changes are implemented after internal and external evaluations should be implemented. The RT found evidence mentioned above that university takes proactive actions to ensure quality after places for improvements are exposed by internal stakeholders. The output of external review will be assessed during the next accreditation of the programme as currently no external assessment has been performed yet and RT cannot assess the outcome of it.

The documents and discussions with management, teachers, students and stakeholders have strengthened the opinion of the RT that the Study Programme Committee manages the programme well. Still, the management faces some important issues for the near future. These include:

- the need to evaluate and rethink the logic, design and feasibility of the three new bachelor programmes and the master programme that have been founded in 2012;

- the need to attract more students;
- the need to find real and sustainable collaborations with industry partners;
- the wish to transform from a teaching university to a research university; to explore options for doctoral degrees partnering with other universities;
- the need to formalize various university structures to match needs of growing university;
- the need to strengthen internal communication with social partners and students about the current issues and developments in the important fields.

### **III. RECOMMENDATIONS**

1. The university is strongly recommended to rethink the logic and feasibility of the portfolio of the four new programmes that have been founded since 2012, to consider the need and desirability of adaptations, to state clearly the similarities and differences between the programmes, and to give strong arguments for the choices made.
2. It is necessary to concretize the objectives and to redefine the scope of the objectives of the ETI programme in order to make them manageable and feasible. It is also recommended to redefine the learning outcomes of the ETI programme following SMART (simple, measurable, achievable, realistic and time bounded) framework and to relate the learning outcomes of the programme and the intended results of the study subjects more clearly and directly, in order to make it possible that they really guide the development and evaluation of the programme.
3. The RT advises to add more research subjects to the programme and to add subjects focused on the integration of topics and approaches or add more inter course group projects.
4. The RT advises the university to further develop and implement the announced Human Resource Development System and a Human Resource Training Programme to increase academics level of the staff and to attract more full-time teaching personnel.
5. The RT advises to evaluate, and if necessary reconsider the workload of the current study programme.
6. The RT advises to invest in 'in house' facilities and learning resources, such as well-equipped library, databases, auditoriums, classrooms, laboratories and team-work spaces, and to create facilities for physically challenged students.
7. The RT advises to professionalize the assessment procedures including formal rules about the '4 eyes' principle (at least two colleagues should have a look at the exam questions and the answer key) and rigorous procedures to check for plagiarism and cheating.
8. The management should also make important decisions about how to attract and keep students, how to find real and sustainable collaborations with industry partners, and how to transform from a teaching university to a research university.

#### IV. SUMMARY

The new management team that was established at Kazimieras Simonavičius University in 2012 developed three new bachelor programmes and one new master programme in the areas of creative, cultural, entertainment and tourism industries. All programmes aim to combine theoretical and practical elements and are based on the 'project based learning' concept. The university highly values input from stakeholders - practitioners from industry - for the development of the programmes. The design and evaluation of the programmes is based on a 'learning outcomes' approach.

Now, after a little more than three years of experience, it is a good moment to rethink the logic and feasibility of the programmes portfolio, to consider the need and desirability of adaptations, to state clearly the similarities and differences between the programmes, and to give strong arguments for the choices made.

The key objective of the Entertainment and Tourism Industries programme is to train highly qualified professionals of entertainment and tourism industries with the worldview and professional thinking focused on the integration and relation of these two industries. The overall objective of the programme makes sense in light of the current needs of the industry and society in Lithuania and Europe, but the set of objectives that is formulated for the programme is rather ambitious and they are formulated at a very general and abstract level. The Review Team is of the opinion that it is necessary to concretize the objectives and to confine the scope of the objectives in order to make them manageable and feasible.

The Review Team is positive about the 'learning outcomes' approach underlying the programme: learning outcomes of the programme and the study subjects, content of the programme and the qualifications offered seems to be compatible with each other. Programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. Programme aims and learning outcomes (of programme and study subjects), however, are formulated on a very general and abstract level. The Review Team suggests to define the learning outcomes more *specific* and *measurable* and to relate the learning outcomes of the programme and the intended results of the study subjects more clearly and directly. That would make it possible that they really guide the development and evaluation of the programme.

The content of the study subjects is consistent with the type and level of the studies and are appropriate for the achievement of the learning outcomes. It is advised to include study subjects explicitly aimed at integration of topics and approaches, as a real multi-disciplinary and interdisciplinary programme requires more than offering different topics and approaches in different study subjects.

A real concern for the Review Team is the limited number of research methods subjects in this academic programme. Also the SER lists this as a weakness (p. 29). Research training is almost absent. Based on these observations, the Review Team advises the management to add more research subjects to the programme.

The qualifications of the teaching staff are adequate to ensure learning outcomes. The group of teachers reflects the interdisciplinary and intersectorial nature of the programme. The staff composition encompasses both theoretical and practical expertise and includes all major topics of the programme. The staff publishes extensively and is active in research and international exchange. The university faces some difficulties in attracting full-time teaching staff.



Classrooms, computer facilities, software and media equipment of KSU and the partners are nearly sufficient both in their size and quality. The library is small and not sufficient for the number of students in the programme. The number of books in the library is limited. There is electronic access to basic scientific databases, but they are not fully exploited in the study process. Infrastructure for group work is not sufficient. It is necessary to extend the number of well-equipped auditoriums, classrooms, laboratories and team-work spaces. There is a strong need for 'study digitization': advanced technology for teaching. Facilities for disabled students are lacking.

The Review Team advises the management to invest in facilities and learning resources, in particular the library, facilities for audio-visual arts, infrastructure for group work, advanced technology for teaching and facilities for disabled students.

The admission requirements are well-specified. The university has implemented professional quality assurance policies and procedures, including student feedback through regularly held surveys. The assessment system of students' performance is clear, adequate and publicly available. The programme uses a 'cumulative assessment score'. Students' pass rates are pretty high (above 90% on average). The Review Team advises to professionalize the assessment procedures including formal rules about the '4 eyes' principle (at least two colleagues should have a look at the exam questions and the answer key) and rigorous procedures to check for plagiarism and cheating.

The willingness of the social partners to contribute to the programme is impressive. The real participation of social partners is, however, limited. The university has to find ways for real and sustainable collaborations with industry partners in the future.

## V. GENERAL ASSESSMENT

The study programme *Entertainment and Tourism Industries* (state code – 612P90006) at Kazimieras Simonavičius 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	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	3
	<b>Total:</b>	<b>13</b>

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

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

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

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

Grupės vadovas: Team leader:	Prof. Dr. Peter Neijens
Grupės nariai: Team members:	Dr. Kathleen Virginia Donnelly
	Dr. Viktors Freibergs
	Dr. Tim Smits
	Mr. Mindaugas Grajauskas
	Mr. Giedrius Žilinskas

**KAZIMIERO SIMONAVIČIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS PRAMOGŲ IR TURIZMO INDUSTRIJOS (VALSTYBINIS KODAS – 612P90006) 2016-01-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-3 IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Kazimiero Simonavičiaus universiteto studijų programa *Kūrybinės ir kultūrinės industrijos* (valstybinis kodas – 612P90006) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	<b>13</b>

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

## IV. SANTRAUKA

2012 m. Kazimiero Simonavičiaus universitete suburta nauja vadovybės komanda parengė tris naujas bakalauro studijų programas ir vieną naują magistro studijų programą kūrybinių, kultūrinių, pramogų ir turizmo industrijų srityse. Visose programose siekiama suderinti teorinius ir praktinius aspektus ir remiamasi „projektų metodu pagrįsto mokymosi“ koncepcija. Universitetas labai vertina socialinių dalininkų, t. y. industrijose dirbančių praktikų, indėlį kuriant studijų programas. Studijų programų sandara ir vertinimas pagrįsti studijų rezultatų metodu.

Po šiek tiek daugiau nei trejų metų patirties šiuo metu yra gera proga persvarstyti studijų programų paketo pagrįstumą ir įgyvendinamumą, išnagrinėti poreikį ir pageidavimus jį keisti, aiškiai nurodyti studijų programų panašumus bei skirtumus ir svariai argumentuoti savo sprendimus.

Pagrindinis studijų programos Pramogų ir turizmo industrijos tikslas – parengti aukštos kvalifikacijos pramogų ir turizmo industrijos specialistus, kurių pasaulėžiūra ir profesinis mąstymas orientuotas į šių dviejų industrijų integravimą ir ryšį. Bendrasis studijų programos tikslas pagrįstas, atsižvelgiant į dabartinius industrijos ir visuomenės poreikius Lietuvoje ir Europoje, tačiau studijų programai suformuluotas uždavinių paketas yra gana ambicingas, jų

formuluotės labai bendro pobūdžio ir abstrakčios. Ekspertų grupės manymu, būtina uždavinius sukonkretinti ir sumažinti jų skaičių, kad būtų galima įgyvendinti ir valdyti.

Ekspertų grupė teigiamai vertina į studijų rezultatus orientuotą metodą, kuriuo grindžiama studijų programa: studijų programos ir dalykų studijų rezultatai, studijų programos turinys ir siūlomos kvalifikacijos, atrodo, tarpusavyje dera. Studijų programos tikslai ir studijų rezultatai grindžiami akademiniiais ir profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais. Tačiau studijų programos tikslai ir studijų rezultatai (tiek pačios studijų programos, tiek studijų dalykų) suformuluoti labai bendrai ir abstrakčiai. Ekspertų grupė siūlo konkrečiau apibrėžti studijų rezultatus, kad juos būtų galima išmatuoti, ir aiškiau bei labiau tiesiogiai susieti programos studijų rezultatus su studijų dalykų numatomais studijų rezultatais. Tada būtų galima jais iš tikrųjų vadovautis plėtojant ir vertinant studijų programą.

Studijų dalykų turinys atitinka studijų rūšį ir lygį ir yra tinkamas studijų rezultatams pasiekti. Rekomenduojama įtraukti studijų dalykų, kurie būtų aiškiai orientuoti į temų ir metodų integraciją, kad tai būtų tikra daugiadalykė ir tarpdalykinė studijų programa, o ne tik siūlyti įvairias temas ir metodus įvairiuose studijų dalykuose.

Tikrą nerimą ekspertų grupei kelia mažas šios akademinės studijų programos mokslinių tyrimų metodų dalykų skaičius. Tai kaip silpnybė nurodoma ir savianalizės suvestinėje (29 p.). Beveik nėra mokslinių tyrimų mokymo. Remdamasi šiais pastebėjimais, ekspertų grupė rekomenduoja vadovybei į studijų programą įtraukti daugiau mokslinių tyrimų dalykų.

Pedagoginio personalo kvalifikacija tinkama ir leidžia pasiekti studijų rezultatus. Dėstytojų komanda atspindi studijų programos tarpdalykinį ir tarpsektorinį pobūdį. Dėstytojai turi teorinės ir praktinės patirties ir apima visas pagrindines studijų programos temas. Dėstytojai plačiai skelbia publikacijas, aktyviai dalyvauja moksliniuose tyrimuose ir tarptautiniuose mainuose. Universitetas patiria tam tikrų sunkumų bandydamas pritraukti dėstytojų dirbti visu etatu.

KSU auditorijų, kompiuterinės, programinės ir medijų įrangos bei partnerių beveik pakanka tiek kiekybės, tiek kokybės prasme. Biblioteka maža, jos nepakanka tokiam studijų programos studentų skaičiui. Knygų skaičius bibliotekoje nedidelis. Teikiama elektroninė prieiga prie pagrindinių mokslinių duomenų bazių, tačiau ji nėra visiškai išnaudojama studijose. Nepakankama grupinio darbo infrastruktūra. Būtina didinti gerai įrengtų auditorijų, klasių, laboratorijų ir komandinio darbo patalpų skaičių. Būtina ypač didinti studijų skaitmeninimą, t. y. taikyti pažangias mokymo technologijas. Trūksta neįgaliems studentams pritaikytų sąlygų.

Ekspertų grupė rekomenduoja vadovybei skirti investicijų patalpoms ir materialiesiems ištekliams, visų pirma bibliotekai, garso ir vaizdo menų įrangai, grupinio darbo infrastruktūrai, pažangioms mokymo technologijoms ir įrangai neįgaliems studentams.

Priėmimo reikalavimai apibrėžti tinkamai. Universitetas įgyvendino profesionalią kokybės užtikrinimo politiką ir tvarką, įskaitant studentų grįžtamąjį ryšį per nuolat rengiamas apklausas. Studentų pasiekimų vertinimo sistema aiški, tinkama ir viešai prieinama. Studijų programoje naudojama kaupiamojo balo vertinimo sistema. Studentų pažangumo lygis gana aukštas (vidutiniškai daugiau nei 90 proc.). EG pataria profesionaliau apibrėžti vertinimo procedūras, įskaitant oficialias taisykles dėl keturių akių principo (egzamino klausimus ir atsakymus turi peržiūrėti bent du kolegos) ir griežtą plagijavimo ir sukčiavimo kontrolę.

Socialinių partnerių noras prisidėti prie studijų programos įspūdingas, tačiau realus jų dalyvavimas menkas. Universitetas turi rasti būdų realiai ir tvariai bendradarbiauti su industrijos partneriais ateityje.

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### III. REKOMENDACIJOS

1. Universitetui ypač rekomenduojama persvarstyti keturių naujų 2012 m. pradėtų vykdyti studijų programų paketo pagrindimą ir tinkamumą, išnagrinėti pakeitimų poreikį ir pageidavimus, aiškiai nurodyti studijų programų panašumus bei skirtumus ir svariai argumentuoti savo pasirinkimą.
2. Būtina konkretizuoti studijų programos Pramogų ir turizmo industrijos (toliau – PTI) tikslus ir iš naujo apibrėžti uždavinių skaičių, kad juos būtų galima valdyti ir įgyvendinti. Taip pat rekomenduojama iš naujo apibrėžti PTI programos studijų rezultatus pagal SMART sistemą (konkretus, išmatuojamas, įgyvendinamas ir apribotas laiku), aiškiau ir labiau tiesiogiai studijų programos studijų rezultatus susieti su numatomais dalykų rezultatais, kad jais būtų vadovaujamasi plėtojant ir vertinant programą.
3. Ekspertų grupė (toliau – EG) pataria į studijų programą įtraukti daugiau mokslinių tyrimų ir į temų bei metodų integraciją orientuotų dalykų arba daugiau tarpdalykinių grupinių projektų.
4. EG rekomenduoja universitetui toliau plėtoti ir vykdyti paskelbtą Žmogiškųjų išteklių plėtros sistemą ir Žmogiškųjų išteklių mokymo programą siekiant gerinti personalo akademinį lygį ir pritraukti daugiau dėstytojų dirbti visu etatu.
5. EG pataria įvertinti ir, jei reikia, persvarstyti dabartinės studijų programos darbo krūvį.
6. EG pataria investuoti į vidaus įrangą ir materialiuosius išteklius, pavyzdžiui, tinkamai aprūpintą biblioteką, duomenų bazes, auditorijas, klases, laboratorijas, komandinio darbo erdves, ir sukurti sąlygas neįgaliems studentams.
7. EG rekomenduoja užtikrinti vertinimo procedūrų profesionalumą, įskaitant oficialias taisykles dėl keturių akių principo (egzamino klausimus ir atsakymus turi patikrinti bent du kolegos) ir griežtą plagijavimo ir sukčiavimo kontrolę.
8. Vadovybė turėtų priimti svarbių sprendimų, kaip pritraukti studentų ir juos išlaikyti, kaip užtikrinti realų ir tvarų bendradarbiavimą su industrijos partneriais ir kaip iš studijų universiteto tapti mokslinių tyrimų universitetu.

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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)