SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

SOCIALINIŲ MOKSLŲ KOLEGIJOS
**STUDIJŲ PROGRAMOS *AUDIOVIZUALINĖ KŪRYBA*
(valstybinis kodas - 653W61001)
VERTINIMO IŠVADOS**

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EVALUATION REPORT OF *AUDIOVISUAL PRODUCTION*
(*state code - 653W61001*)
STUDY PROGRAMME
at COLLEGE OF SOCIAL SCIENCES

Experts' team:

1. **Prof. dr. Annie Doona (team leader)** *academic,*

2. **Mr. Mika Ritalahti,** *academic,*

3. **Prof. dr. Peter Purg,** *academic,*

4. **Mr. David Quin,** *academic,*

5. **Ms. Vilma Samulionytė,** *representative of social partners'*

6. **Ms. Julija Paulauskaitė,** *students' representative*.

Evaluation coordinator -

Ms Natalja Bogdanova

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Audiovizualinė kūryba*
Valstybinis kodas	653W61001
Studijų sritis	Meno studijos
Studijų kryptis	Fotografija ir medijos
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 3 metai
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Audiovizualinio meno profesinis bakalauras
Studijų programos įregistravimo data	2012-09-26

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Audiovisual Production*
State code	653W61001
Study area	Arts
Study field	Photography and Media
Type of the study programme	College
Study cycle	First
Study mode (length in years)	Full-time – 3 years
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Audiovisual Art
Date of registration of the study programme	2012-09-26

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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	A description of individual practise work

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

SMK University of applied sciences was established in 1994. Its central office is in Klaipeda and a branch in Vilnius. There are 2346 students in the institute (10/2014). The SMK has 16 study programmes of first cycle in areas of Social Sciences, Physical Sciences and Arts.

The study process is administrated by the Studies Department. The International Relations Department organizes exchanges. The Project Management Centre implements national and international projects. The Career Centre offers assistance for the students planning their careers. The Academic Council -governs academic affairs. The SMK also has a Student Council.

The SMK is a member of among others, Lithuanian Business Employers' Confederation, Lithuanian Confederation/ICC Lietuva, Association "New Generation Science and Business Cluster", Klaipeda County Employers' Association, Klaipeda Chamber of Commerce, Industry and Crafts, Baltic Management Development Association, Association of Lithuanian Digital Development Industries, EURASHE and EAIE.

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 *26th November, 2015*.

1. **Dr. Annie Doona (team leader),** *President of Dún Laoghaire Institute of Art, Design and Technology, Ireland.*
2. **Mika Ritalahti,** *Silva Mysterium Oy producer and managing director, Finland.*
3. **Dr. Peter Purg,** *professor of University of Nova Gorica, SQAA evaluator, Slovenia.*
4. **David Quin,** *lector of Dún Laoghaire Institute of Art, Design and Technology, Ireland.*
5. **Vilma Samulionytė,** *photographer, curator- project manager and secretary of board of Lithuanian Photographers Association, Lithuania.*
6. **Julija Paulauskaitė,** *student of Kaunas University of Technology study programme Phiolosophy of Media, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme defines its aim: *To prepare creators of audiovisual production, able to design media products independently or in the team, through application of the modern principles of visual production and the technologies of the new media, to act innovatively and responsibly in the national and international market of audiovisual industries*.

The programme aims and learning outcomes are based on the professional requirements and the needs of the labour market. The audiovisual industry has grown in recent years in Lithuania. In 2011 a feasibility study "Mediapolis" was produced by SMK University of Applied Social Sciences. According to the study, there is a demand for the specialists in the areas of production, directing, editing, cinematography, animation and sound engineering. The programme was established as a result of this study.

The programme aims and learning outcomes are well defined, but learning outcomes are partly defined in a way that makes them hard to understand and achieve fully. Programme aims and learning outcomes are publicly accessible. The LOs have been divided in to ten sub categories. These areas vary from applying in one's professional activity knowledge of art nature and development, to forming a creative team and to professional development. The area the study programme covers is broad. An example of this is LO 21.6 "To create and realize, maintain and, if necessary, develop an original creation of audiovisual art or a creative project, based on author directing or attitude and needs of a customer" covers the whole area of film making and may be difficult to achieve, if aiming for artistic quality. Another example is LO 21.10 "To foresee the perspectives of professional development and to continue developing one's creative activity in the area of audiovisual production through generalization of individual experience, while applying innovative methods of professional activity and while adapting to the changing conditions of professional environment and technological advance." This LO is too broad and it is difficult to assess.

The Review Team were also concerned that the programme aims and LOs may be too superficial and may need to be amended to enable learning to occur at a deeper level. This is particularly relevant in relation to a number of aims that highlight creative activity and artistic results e.g. LO 21.10. The Review Team felt that more attention needs to be paid to the theoretical aspects of the programme in relation to artistic development. There is a danger that this too superficial approach to some programme aims and an over emphasis on the practical aspects may

produce graduates who do not have the depth of learning necessary for a professional bachelor level programme.

Some of the LOs of the course descriptions are difficult to achieve. For example in the course „Basics of Directing" the Annotation states: „Studies of the course unit aim at introducing students to the fundamental peculiarities of a directing work, its principles, creative technologies and means, revealing the understanding and control of stage plot, peculiarities of work with actors, while analysing the possibilities of stage interpretation, relationship between style and genre, music, stage image or stage objects." The course is consisting of 15 hours of lecturing, and covers a broad range of the work in theatre. It is not possible to achieve for example "peculiarities of work with actors" in such a short course. The Aim of the course unit is: "To prepare students, able to analyse the process of stage production and artistic result, to direct performances and events, to organise theatrical action, combining various components of stage production, to work with professional and unprofessional actors. Practical work is for cognition and consolidation of a practical creative process, when the work is done with actors, scenography of a performance is created as well as musical figuration, artistic lighting." Again, this is very challenging to achieve. During the site visit the Review Team was told by the management that the graduates of the study programme will be working on lighting and as assistants, for example, in editing and as costume designers. Lighting is a very demanding job, that requires many skills and it is important that the people working with the electricity know all the safety issues thoroughly. The Review team wasn't convinced that this was adequately covered in the modules as the study programme doesn't have any lighting equipment the students could train with. The *costumes* -word is mentioned only on "Basics of Acting and Stage Language" course unit. The *directing* -word was mentioned more than 70 times in the course descriptions. This may be a matter of translation, but if the actual directing is such an essential part of the programme it should be seen in the curriculum too, or consideration be given to the use of words other than *director*. The Review Team was of the view that some essential vocational skills of TV or Film Production should be taken to a deeper level.

The Review Team suggests that the study programme reviews the LOs. Employment opportunities may be limited for some graduates due to the lack of emphasis on deep professional and studio based skills across the programme.

All the programme aims are written in a way which may lead to difficulties for potential students to understand them. This may be a problem of translation, but the Review Team suggests the study programme reviews the learning outcomes to ensure that they are clear and easily understandable for students.

The programme aims and learning outcomes are published on the SMK website.

In 2014 SMK conducted a demand analysis. According to that review the social partners and employers stated there is a demand for specialists, and the study programme was improved accordingly. The clear need for specialists in this area was confirmed in the meeting with the social stakeholders. A graduate of the study programme should be able to work in most areas of the audiovisual production chain as an assistant. Many employers confirmed their urgent need for various professionals working in the different parts of production.

The name of the programme is too general. The programme's learning outcomes, content and the qualifications offered are not completely compatible with each other. When the study programme started in 2013 it was named Audiovisual Media Direction. In January 2014 the name was changed to Audiovisual Production to better reflect the current situation in the programme. Partly this change of the title was done with the purpose of increasing the popularity of the programme with potential students. The Review Team suggest that SMK consider the title of the programme to better reflect the intended career possibilities of the graduates. Names like Media Assistant or Production Assistant might be more accurate, although in the study programme some weight is put on art itself.

The study programme is quite expensive to deliver, as are all audio-visual art programmes. The Review Team was concerned as to whether the SMK has the capacity to properly finance and resource the programme. There is a need for a plan for facilities and equipment maintenance and renewal, this is elaborated on below.

2.2. Curriculum design

The curriculum design meets the legal requirements. The scope of the programme is sufficient to ensure learning outcomes. The study programme is the type of College studies. The graduate will receive the degree of Professional Bachelor in Audiovisual Art. The volume of the programme is 180 ECTS. The study programme structure is: 18 ECTS for the general course units of college studies, 138 ECTS for major study field units, out of which 33 ECTS are for professional practises and 9 ECTS for final thesis. Optional studies include 3 ECTS for general courses of college studies, 4 ECTS for major studies, 15 ECTS deepening studies in the study field and 9 ECTS for studies in other study fields. The number of optional studies is quite on the minimum level of the optional studies being 31 ECTS when the requirement is 30-60 ECTS. The study programme could consider adding more optional studies in the programme.

Study subjects are spread evenly generally, their themes are not repetitive but work is needed to develop clearer progression of learning. The curriculum for this study programme is

still evolving. The curriculum design would benefit from a much stronger framework and more clearly defined pathways between years with a much clearer identification of the learning and development across the years. The structure of the curriculum does have some logical aspects. For example, in the V semester there is a course Intellectual Property Law, following the Law Basics

In the optional studies the student can choose for the two modules of the study field: Film production and TV production. Both are 15 ECTS. Both Film production and TV production are quite established practises. These two areas are the ones that usually have high Labour market demand. In both production cultures the job descriptions are quite well developed and solid. Most of the heads of the various departments in film production are educated in other higher institutions in Lithuania. Most of these artists need assistance in their assignments, who understand the practises. However, while the programme is looking for growth it is questionable if having only these two optional courses is the best for the programmes future. The study programme should consider adding more optional studies and creating other modules for the students that would fit the needs of audiovisual art outside traditional film or TV production practises.

The content of the programme reflects the latest achievements and the cultures in art and technologies. The close collaboration with the TV production studio confirms that the study programme is reflecting the production standards in industry. In the course Animation Production the students do both 2D and 3D digital animation, which is contemporary way of producing animation. In the course "Sound directing" the students have tasks on sound recording, dubbing and montage also attention is paid on silence and pause.

The Review Team suggest however that the Audio-visual Production Curriculum and the other programme documents are revised to offer more stronger and deeper, structured and iterative learning opportunities, especially in core audiovisual areas such as filming, the basics of direction, studio craft and post-production. The study programme should also consider adding critical and conceptual studies in the programme. This can be done by developing some course units, for example Art History more towards Media History. The course Popular Culture could be included, also internet and TV cultures, and other contemporary media. Critical thinking about students' own work and in relation to their own work is important as well.

The Review Team suggests that the study programme structure and curriculum need to be revised to ensure that by the end of the third year all the aims are met and the intended learning outcomes achieved. It is suggested that a three stage structure for the programme be introduced, basics, advanced, and professionalized stages. In the first year the students should learn the basics and core skills of audiovisual production. In the second year their knowledge should be deepened to include more complicated areas such as post production. Finally, in the third year students on this

programme should be able to do a range of professional assignments including modest directing, animation and sound directing.

During the site visit the management told the Review Team that there are some extracurricular activities such as business creativity studio and the Review Team welcomes that. However, the Review Teams suggests that the study programme reviews the mapping and sequencing of the curriculum to ensure that all the students are able to achieve the intended learning outcomes of the study programme.

During the site visit interdisciplinary work was mentioned frequently. The Review Team strongly supports this but would stress the importance of proper guidance to enable students to achieve the full benefit from their interdisciplinary studies.

The practise is divided into two parts. The first one is 12 ECTS Training Internship of Professional Field, which is on the IV semester. On the VI semester there is Final Internship of Professional Field, 20 ECTS. The volume of the practise is quite modest, but having it on the sixth and last semester is wise, as it may support students to find job assignments after graduation. The Review Team was told during the site visit that the first practise has been moved to the III semester; this was done to improve the impact of the practise. The practical teaching and learning is 33% of the volume of the study programme.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. All the study field subject courses include lectures and practical activities, except the internships. The amount of practical activities is the same or a bit higher than the lectures. All the courses also include independent work. The content of the subjects is consistent with the type and level of the studies. The amount of practical studies is sufficient to meet the practical nature of the intended learning outcomes and is in line with the Professional Bachelor Degree.

Some social partners of the study programme articulated a desire to see more business skills education included in the curriculum of the programme. The importance of psychological skills was also mentioned by the social stakeholders. The social partners strongly supported the inclusion of pitching and other forms of presenting yourself and as key components of the curriculum. One social partner pointed out that the students of the study programme don't have enough understanding of financing. The inclusion of teaching on financing does not take place until semester III, which may explain the comment.

The study programme is new, and the first students will graduate in 2016. The Review Team was not able to review the neither theses nor final works. However the arrangements for the final theses were in place.

2.3. Teaching staff

The staff of the study programme meets the legal requirements. The study programme study field subjects are taught by 21 lectures, four of them have a PhD and three are recognized artists. According to general requirements, at least ten percent of the study field subjects must be taught by PhD or recognized artists. In this study field the percentage is 22% of the total volume of the course units of the study field. Over half of the lecturers in the study field have more than three years practical work experience in the field of their course unit, which is another general requirement. Most of the lecturers work only part time for this Study Programme. The Review Team suggests that the study programme gives consideration in the future to acquiring more full time teachers for the study programme instead of part time teachers. **The number of the teaching staff is adequate to ensure learning outcomes, but more full time teachers should be acquired.**

The qualifications of the teaching staff are adequate to ensure learning outcomes. The teaching staff of the programme is involved in art directly related to the study programme. Among the teachers of the study programme are recognised artists. Lecturer Ramune Rakauskaite, who teaches for example Audiovisual Production and Development in Audiovisual Products in TV production module, has won several prizes in international festivals, and Lecturer Saulius Berzinis, who teaches for example basics of Filming and Film Language, has more than 43 years of experience as a film director.

The teaching staff is good, enthusiastic and meets the general requirements. Because the programme is quite new the number of lecturers and lecturer-student ratio is very favourable to the students when looking at the years 2013-2015. Also the **turnover** of the teachers has been modest, due to the new nature of the programme, but it **ensures an adequate provision of the programme.** Among the teaching staff there are very experienced persons as well as young practitioners. The compilation of the staff is good.

Very few of the study programme teachers have pedagogical studies. The Review Team encourages management to find ways for the study programme teachers to participate in these studies which are offered by SMK. In the College there is a department "Smart Learning Centre" which provides programmes in pedagogical and subject-specific skills.

SMK creates conditions for the professional development of the teaching staff necessary for the provision of the programme. Three lecturers of the study programme have participated in the teacher's mobility programmes. The management should monitor the development of the mobility among teachers and find ways to increase also the number of incoming teachers. The lecturers should also be more active in applied research.

2.4. Facilities and learning resources

The study programme has its facilities in the SMK building at Kalvariju st. 137. The building is new and is a fine campus for the study programme. The building is modern and creates a perfect atmosphere for studies. The rooms for lecturing are excellent and the auditorium and other presentation and study areas s are well equipped.

The premises for studies are adequate both in their size and quality for general lecturing, but there is an urgent need for facilities and equipment for practical assignments. The teaching and learning equipment is modest and not adequate both in size and quality. There are no studio facilities to train practise in TV production. There is only one HD video camera for the use of the study programme. The microphones are modest. The study programme has got good connections to industry and has made an ad hoc arrangement with a production company in the building next door for the delivery of some teaching; some of the teaching is done in the production company's studio. The Review Team notes that this offsite delivery arrangement is a pragmatic response to insufficient learning equipment at SMK, but expressed a number of concerns regarding this arrangement. The Review Team were concerned that offsite delivery may impact negatively on student learning as teaching delivered on premises other than the provider; it may be more difficult to control and quality assure. The regular access to equipment may also be less certain due to the studios other commitments. This is a matter that the SMK needs to take action on upon immediately. A plan for a new (TV/film) teaching studio for the study programme is to be done as a matter of urgency.

The editing of the student practical assignments is done in a room with 8 computer working stations. The study programme should find some smaller rooms in the building and refurbish them for proper editing suites (with the software most commonly in use in Lithuanian film and TV production cultures) where editing in an undisturbed atmosphere is possible.

The arrangements for students' practise are adequate but need to be confirmed upon first graduates. The arrangements for the practise are well designed, but the real final practise will be done on the VI semester, and none of the students have done this yet.

Teaching materials are adequate and accessible. The SMK has an automated library with access to 15 Lithuanian and foreign databases. It is open 10 hours a day. The Library is an attractive space and there are good opportunities for the further development of e-learning and e-resources. The study programme has not used the possibilities effectively to order books and magazines for the study programme's use. The use of Moodle across the college is extensive and appropriate.

2.5. Study process and students' performance assessment

The admission requirements are well-founded. There is an entrance examination for the study programme. The examination is weighted on 70% on the calculating the entrance grade. The History/Foreign language/ information technologies/mathematics/biology is weighted 10% and Lithuanian language and literature 20%. According to a survey of the first year students, 98% of them found the admission procedure clear and understandable.

The number of applicants that were giving the study programme the highest rank in their application was seven in 2013 and 14 in 2014, while the intake was four and nine respectively. There is a progress in the annual number of applicants. In 2015 the actual intake was eight.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes, but it needs some adjusting. The programme is a three years professional bachelor programme. The volume is 180 credits, 60 each year. One semester is 20 weeks, 15 weeks of lectures and practical assignments and four weeks examination period. All the contact hours, teaching and practicals takes place during the first half of the day. The afternoons are left for independent work. The arrangement is good for the teaching. While the programme evolves this arrangement may need to be adjusted; for example in film production some filming needs to be done at night time or evenings, according to the daylight condition etc.

In the years 2013-2014 the study programme has taken 13 students in of which 11 have remained. Both drop outs are from the 2014 intake. The reason for the drop out has been analysed. One student left because of financial reasons and the other because of changing their study field.

Students are encouraged to participate in artistic activities. The students participate in external activities for example by making SMK reporter TV shows. They participate in various film festivals, Entrepreneurial Week and on a fair "Bud of Business" (Verslo pumpurai). The students of the study programme are also active in various SMK student activities.

The students have opportunities to participate in student mobility programmes, but they should be encouraged to do so. Only one of the students participated in the international mobility programme in the year 2014-2015. Since this is a fairly new programme this is good progress, but the study programme should pay attention to encouraging it. The study programme sees the funding as the main reason for the low number of outgoing students. The University should find additional financing for the mobility of the students. There have not yet been any incoming students, maybe due to the language of the programme or the programme being young.

SMK ensures academic and social support. The SMK has a Student Induction Programme that facilitates introduction of SMK's rules and other information. An introductory week is arranged in the study programme on the first week of September each year. During the week all the necessary

practises of the University are introduced to the new students. During the week and after the new students are familiarized with the study programme's aims, intended learning outcomes and other useful information. During the first week of every month the specialists of the Study Department have a meeting with the representatives of the group, to provide them with all the latest information. However, the feedback from the administration to the students is given only through informal means. A more systematic approach to students involvement on the study programme level should be created. The more crucial this will be when the number of students in the study programme will grow in the future.

All the information for the students is available on the SMK website, on the e-learning environment and in SMK information publications. A lot of emphasis is put on consultation given by the teachers to the students. This is done via individual meetings or remotely. There is also a Career Centre for the use of the students. However, the usefulness of the Career Centre for the student will be tested when there will be graduates and a survey of the support can be done.

The Review Team found the internet-based support to teaching and learning to be excellent. SMK is centrally managing the Moodle system and combines it with a cloud-storage and communicating system. All students get an in-house email account. The teachers are motivated and trained for using Moodle accordingly, and the students are happy with its implementation. All the active courses on the programme have their own e-realm, mostly with an optimal use of Moodle's features, only a few were found to merely present course materials for download, without any online interaction. The Review Team considers this to be an example of excellence.

The assessment system of students' performance is clear and publicly available. Half of the final grade is based on a written examination. This may not be appropriate for evaluating courses which include a lot of creative and practical elements. A little less rigid system for assessing students' performance in the study programme may be welcomed. This is even more important if the study programme will evolve towards more creative sides of the production. The final theses are assessed by a qualification commission. The final mark is given by taking into account the assessment of the supervisor, reviewer and other commission members. The first students from the study programme will graduate in 2016.

There is a system in the University to recognize professional, prior learning, or non-formal achievements. No person has used this system on the study programme yet. The evaluation of this system will be possible when it has been used.

2.6. Programme management

SMK has a clear and transparent system for management on College level. The responsibilities are clearly allocated. It has a quality assurance system, which is well designed and effective. During the site visit The Review Team was told that the key performance indicators for the quality control are the students' satisfaction, the contentment of the social partners and also the number of students in the study programme. The study programme committee is responsible for the quality of the study programme. It consists of three lectures of the study field, out of which one is a PhD staff member, one a student and one an employer. However, some of the students the Review Team met were not of a clear understanding of the management structure. Also, not all the social stakeholders were aware of the official line of communicating with the programme. The Review Team suggest that the programme management is reviewed, and articulated clearly to the students and social partners to ensure transparency, efficient communication and administration of the study programme itself.

Information and data on the implementation of the programme are collected and analysed. A self-assessment is carried out every year. Implementation of improvements in the study programme is controlled by the quality management representative. The self-assessment is based on the data collected, processed and analysed. During the visit the Review Team was told by the management that there is no regular forum for meeting students. The meetings are done on an ad hoc basis according to the needs of the student. Although the Review Team appreciates the flexibility of the programme, systematic and formal method for collecting feedback from the students and the social partners should be created to ensure the development of the communication. This is crucial to ensure the students involvement in the development of the study programme and to confirm that the key performance indicators are on a satisfactory level. This is even more important when there is growth in student numbers.

An example of developments in the programme is that the name of the programme was changed 2014 from Audiovisual Media Direction to Audiovisual Production. This is the first external evaluation of the study programme.

The Audiovisual Production study programme is the only art programme in the SMK. While being very active on international level most strategic partners of the SMK are in areas other than art. The Review Team suggests that the study programme articulates a strategy for international co-operation on the study programme level. The study programme should find equal partners also at a European level, while deepening the co-operations with the New York Film Academy.

The evaluation and improvement processes involve stakeholders. The social partners the Review Team met were well informed about the study programme. One social partner was a

member of the SER team; however the Review Team would have expected a wider survey on the partners for their views while preparing the SER. The contact between the study programme and the social stakeholders is active and the social partners felt that their voice is heard in the area of programme development. The partners actively participated in the teaching by letting the study programme use their facilities. This is due to a good contact between the individual teachers of the study programme and the stakeholders. However, the study programme is encouraged to develop more systematic ways to include the social stakeholders more closely in all aspects of programme development. Also the study programme should pay attention to the contact between the study programme and the social stakeholders if the studio facilities for practical assignments will be invested and no teaching in the social partners facilities will be needed any more.

2.7. Example of excellence

The Review Team found the internet-based support for teaching and learning to be excellent. SMK is centrally managing the Moodle system and combines it with a cloud-storage and communicating system. The teachers are motivated and trained for using Moodle accordingly, and the students are happy with its implementation. All the active courses on the programme have their own e-realm, mostly with an optimal use of Moodle's features.

III. RECOMMENDATIONS

1. The Review Team recommends a review of the programme and module **learning outcomes** to ensure the areas referenced in the outcomes are delivered, achieved and are assessable.

2. The Review Team recommend greater evidence of **conceptual and theoretical frameworks** in the early stages of the programme.

3. The Review Team recommend a review and revision of the **programme aims** and **learning outcomes** to ensure clarity and presentation.

4. The Review Team recommend a revision of the curriculum to ensure that learning and progression are adequately **mapped and correctly sequenced** between the three years of study.

5. The Review Team recommend a **balance** between full time and part time teachers in the study programme.

6. The Review Team recommend greater involvement of part time staff in the **pedagogical training** already offered by the SMK.

7. The Review Team recommend the development of greater opportunities for international staff **mobility** and applied **research**.

8. The Review Team recommend development of an **international strategy** at programme level.

9. The Review Team strongly recommend the provision of on-site specialist **studios, equipment**, hardware and software for this programme to create a professionalized environment. Considerable investment is needed to sustain the planned growth.

10. The Review Team recommend that the **study programme** need to be **revised** to ensure by the end of the year three all the programme aims are fully met at professional bachelor level.

11. The Review Team recommend the development of a more systematic and formal approach to **student representation** and **involvement**.

12. Whilst students are being trained at effective assistant level for industry, the Review Team recommend the development of deeper and richer **academic and professional** skills.

13. The Review Team recommend greater involvement of social partners in all aspects of the programme.

14. The Review Team recommend the inclusion of more **business skills** and updated software in the programme to enable greater graduate career progression.

IV. SUMMARY

The *Audiovisual Production* is a good programme that meets local regional and national needs for graduates who are equipped with some good basic video skills which will enable them to find employment as assistants in a range of areas. This programme is new and still evolving.

Programme aims and learning outcomes (LOs) are in general simple and clear but would benefit from some review and revision including clarity of presentation. Some refer to areas that the Review Team could not see evidence of being met in the programme e.g. lighting and directing. Some modules lacked appropriate level descriptors and clear reference both to production and the artistic processes.

The curriculum is still evolving and would benefit from a much stronger framework; learning and progression wasn't adequately mapped and sequenced between the years.

The teaching staff are well qualified and enthusiastic. As the programme progresses and develops more full time staff should be involved in the programme. The inclusion of part time staff who are practitioners is important but the balance needs to be reviewed. The programme would benefit from a more integrated approach across the modules and more involvement of part time staff in the pedagogical training already being offered at the college.

There is a need for more international staff mobility and opportunities for applied research.

The magnificent buildings and excellent study facilities are available to this programme and the opportunities for further development. The lack of onsite specialist equipment, hardware and software for this audiovisual programme is a major concern. Considerable investment in onsite equipment and studio facilities is needed to sustain planned growth.

The Library is an attractive space and there are good opportunities for the further development of e learning and e resources. The use of Moodle across the college is extensive and appropriate.

Study processes are currently not as strong as the ambitions articulated in the learning outcomes. The study programme needs to be revised. The dependency on external equipment and spaces to deliver the LOs may pose a threat to the programme.

There is involvement of students by means of surveys and one to one informal relationships between individual lecturers and students. This works well when numbers are small but a more systematic approach to student representation will need to be developed as the programme grows. Some students did not appear to be aware of, or had participated in, the twice yearly formal meetings. The use of informal systems may lead to ad hoc changes and reactive decision making.

Academic support is in place but students appeared unaware of supports available for person or psychological difficulties.

There was a clear management structure in place with good administrative support on the College level. The college is not in any way being disadvantaged by the distance from Klaipeda, communication between the two sites is good.

There are good quality systems in place but these may need to be further developed as the programme grows.

Social partners were supportive of and strongly enthusiastic about this programme and the need for it. They articulated the need both for the level and the type of students the programme will produce. Potential graduates are being trained to operate at assistant level. The social partners would welcome more involvement in the programme and the inclusion of more business skills and updated software.

V. GENERAL ASSESSMENT

The study programme *Audiovisual Production* (state code – 653W61001) at College of Social Sciences 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	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	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: Annie Doona

Grupės nariai:
Team members: Mika Ritalahti

Peter Purg

David Quin

Vilma Samulionytė

Julija Paulauskaitė

SOCIALINIŲ MOKSLŲ KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
AUDIOVIZUALINĖ KŪRYBA **(VALSTYBINIS KODAS – 653W61001)**
2016-02-03 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-55 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos studijų programa *Audiovizualinė kūryba* (valstybinis kodas – 653W61001) 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	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	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)

<...>

IV. SANTRAUKA

Audiovizualinė kūryba – gera programa, tenkinanti vietos regioninius ir nacionalinius poreikius, nes išleidžiami absolventai yra įgiję gerų pagrindinių vaizdo kūrybos įgūdžių, leidžiančių įvairiose srityse įsidarbinti asistentais. Programa dar nauja ir tebeplėtojama.

Studijų programos tikslai ir studijų rezultatai - apskritai yra paprasti ir aiškūs, tačiau būtų naudinga juos kiek peržiūrėti ir pertvarkyti, įskaitant aiškesnį pačios studijų programos pristatymą. Turimos omenyje sritys, kurių atitikties studijų programoje įrodymų ekspertų grupė neįžvelgė, pvz., apšvietimas ir režisūra. Daliai modulių trūksta tinkamo lygio aprašų ir aiškios nuorodos į kūrybos ir meninius procesus.

Programos sandara dar tebeformuojama, jai labai praverstų stipresnė sąranga; studijos ir jų progresija nebuvo tinkamai suplanuoti ir išdėstyti per studijų metus.

Dėstytojai – kvalifikuoti ir pozityviai nusiteikę. Kadangi studijų programa tobulinama ir plėtojama, į ją reikėtų įtraukti daugiau visu etatu dirbančių dėstytojų. Įdarbinti dalimi etato praktikų – svarbu, bet šią pusiausvyrą būtina persvarstyti. Studijų programai būtų naudinga didesnė integracija tarp modulių ir geresnis dalimi etato dirbančių dėstytojų įtraukimas į pedagoginio rengimo programas, kurias jau siūlo kolegija.

Reikia labiau skatinti tarptautinį darbuotojų judumą ir taikomųjų mokslo tyrimų galimybes.

Studijų programos vykdytojai gali naudotis nuostabiais pastatais ir puikiais materialiaisiais ištekliais, tačiau yra tolesnės plėtros galimybių. Didelį susirūpinimą kelia tai, kad programai *Audiovizualinė kūryba* trūksta vietoje įrengtos specializuotos įrangos, kompiuterių aparatinės ir programinės įrangos. Tvariam planuojamam augimui užtikrinti būtinos nemažos investicijos į vietinę įrangą ir studijos aparatūrą.

Biblioteka – patraukli vieta; esama gerų galimybių tobulinti el. studijas ir el. išteklius. Kolegijoje aktyviai ir tinkamai naudojamasi sistema „Moodle".

Studijų procesas šiuo metu nėra toks kokybiškas, kaip ambicingai teigiama studijų rezultatų formuluotėse, todėl studijų programą reikia persvarstyti. Kolegijoje nėra pakankamai įrangos ir patalpų, reikalingų studijų rezultatams pasiekti, todėl studentai naudojasi įranga ir patalpomis už kolegijos ribų. Dėl to nukenčia programos kokybė.

Su studentais bendraujama arba vykdant apklausas, arba rengiant neformalius individualius dėstytojų ir studentų susitikimus. Tokia tvarka puikiai veikia, kai studentų yra nedaug, tačiau studijų programą plėtojant, būtina išsiugdyti sistemiškesnį požiūrį į atstovavimą studentams. Panašu, kad kai kurie studentai nieko nežino arba nėra dalyvavę dukart per metus rengiamuose oficialiuose susitikimuose. Neformalių sistemų naudojimas gali sąlygoti spontaniškus pokyčius ir paskatinti priimti tokius sprendimus, kuriais problema pripažįstama, bet nesiimama priemonių užkirsti jai kelią.

Akademinė pagalba yra pakankama, bet studentai atrodo neturintys informacijos apie tai, kokios pagalbos gali tikėtis tada, kai patiria asmeninių arba psichologinių sunkumų.

Kolegijos lygiu įdiegta aiški vadybos struktūra ir teikiama gera administracinė pagalba. Atstumas tarp pagrindinės kolegijos būstinės Klaipėdoje ir filialo Vilniuje nėra trūkumas, nes susisiekimas tarp dviejų miestų geras.

Kolegijoje įdiegtos geros kokybės sistemos, tačiau programą plėtojant, jas būtina toliau plėtoti.

Socialiniai partneriai labai palaiko studijų programą ir vadina ją itin reikalinga. Pasak jų, reikalingi tiek tokio lygio, tiek tokios specializacijos, kokius ketina paruošti šios studijų programos vykdytojai, studentai. Potencialūs absolventai rengiami dirbti asistentais. Socialiniai partneriai pageidautų labiau įsitraukti į programą patys ir įtraukti į ją daugiau verslo įgūdžių, taip pat norėtų matyti atnaujintą programinę įrangą.

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III. REKOMENDACIJOS

1. Siekiant užtikrinti, kad būtų studijų rezultatuose minimos sritys būtų aprėptos, pasiektos ir galimos įvertinti, ekspertų grupė rekomenduoja peržiūrėti studijų programos ir modulių **studijų rezultatus**.

2. Ekspertų grupė rekomenduoja ankstyvųjų studijų programos etapų **koncepcinę ir teorinę sandarą** labiau pagrįsti įrodymais.

3. Ekspertų grupė rekomenduoja persvarstyti ir iš naujo įvertinti **studijų programos tikslus** ir **studijų rezultatus** – tai užtikrintų skaidrumą ir būtų naudinga pristatant pačią studijų programą.

4. Ekspertų grupė rekomenduoja peržiūrėti studijų programos sandarą ir užtikrinti, kad tiek pats studijų procesas, tiek jo pažanga būtų atitinkamai **suplanuota ir tinkamai nuosekliai išdėstyta** per visus trejus studijų metus.

5. Ekspertų grupė rekomenduoja išlaikyti **pusiausvyrą** tarp visu etatu ir dalimi etato dirbančių studijų programos dėstytojų.

6. Ekspertų grupė rekomenduoja labiau įtraukti dalimi etato dirbančius dėstytojus į SMK teikiamas **pedagoginio rengimo** programas.

7. Ekspertų grupė rekomenduoja sudaryti geresnes sąlygas tarptautiniam dėstytojų **judumui** ir taikomiesiems **tyrimams**.

8. Ekspertų grupė rekomenduoja parengti šios studijų programos **tarptautinę strategiją**.

9. Ekspertų grupė primygtinai rekomenduoja įrengti kolegijoje **studijas** ir įsigyti **įrangos**, kompiuterių aparatinės bei programinės įrangos, kad kolegijoje studijuojantiems studentams būtų sukurta profesinė aplinka. Planuojamam augimui užtikrinti reikalingos gana didelės investicijos.

10. Ekspertų grupė rekomenduoja **peržiūrėti studijų programą** ir užtikrinti, kad per trejus studijų metus būtų pasiekti visi profesinio bakalauro lygmens tikslai.

11. Ekspertų grupė rekomenduoja parengti sistemiškesnį ir labiau formalizuotą **atstovavimo studentams** ir **studentų įtraukimo** metodą.

12. Kadangi studentai ruošiami kaip šios srities asistentai, ekspertų grupė rekomenduoja labiau gilinti ir plėsti jų **akademinius ir profesinius** įgūdžius.

13. Ekspertų grupė rekomenduoja įtraukti socialinius partnerius į visus studijų programos aspektus.

14. Ekspertų grupė rekomenduoja į studijų programą įtraukti daugiau **verslo įgūdžių ugdymo** ir atnaujinti programinę įrangą, nes baigus studijas absolventams tai padėtų sparčiau siekti karjeros.

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2.7. Išskirtinės kokybės pavyzdys

Ekspertų grupės nuomone, kolegijoje veikianti internetinė pagalba dėstytojams ir studentams yra aukščiausio lygio. SMK centralizuotai valdo sistemą „Moodle" ir naudoja ją kartu su debesų saugyklos ir duomenų perdavimo sistema. Dėstytojai – motyvuoti ir deramai apmokyti naudotis „Moodle", studentams naujai įdiegta sistema taip pat patinka. Optimaliai išnaudojant „Moodle" savybes, visiems aktyviems programos kursams sukurta po atskirą el. sritį.

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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)