



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kazimiero Simonavičiaus universiteto
**STUDIJŲ PROGRAMOS INTEGRUOTA KŪRYBOS
KOMUNIKACIJA VERTINIMO IŠVADOS**
(valstybinis kodas - 621P90008)

**EVALUATION REPORT
OF INTEGRATED CREATIVE COMMUNICATION
STUDY PROGRAMME**
(state code - 621P90008)

at Kazimieras Simonavičius University

1. Prof. Dr. Peter Neijens (team leader), *academic*
2. Dr. Kathleen Virginia Donnelly, *academic*
3. Dr. Viktors Freibergs, *academic*
4. Dr. Tim Smits, *academic*
5. Mr. Mindaugas Grajauskas, *representative of social partners*
6. Mr. Giedrius Žilinskas, *students' representative*

Evaluation coordinator – Ms. Dovilė Stonkutė.

Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Integruota kūrybos komunikacija</i>
Valstybinis kodas	621P90008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1.5), iššęstinė (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Komunikacijos magistras
Studijų programos įregistravimo data	2014-09-01

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Integrated Creative Communication</i>
State code	612P90007
Study area	Social Sciences
Study field	Communication
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1.5), part-time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Communication
Date of registration of the study programme	1 st September, 2014

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	5
2.1. Programme aims and learning outcomes.....	5
2.2. Curriculum design	7
2.3. Teaching staff	8
2.4. Facilities and learning resources	9
2.5. Study process and students' performance assessment.....	10
2.6. Programme management.....	11
III. RECOMMENDATIONS	13
IV. SUMMARY.....	14
<u>V. GENERAL ASSESSMENT.....</u>	16

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	Participants of international mobility programmes in 2014-2015
2	2014-2015 spring semester exam session statistics
3	Scientific publications of professors and doctors in Integrated Creative Communication study programme (2010 – 2015)
4	Students participation in mobility programmes

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 Integrated Creative Communication (hereafter ICC) programme that is evaluated in this report has seven part-time students. They started in 2014. In 2015 no student entered the programme. There are no graduates 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, Lessius University College, 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

Integrated Creative Communication is a brand new programme at KSU that started in September 2014. The programme is one of three programmes in Lithuania with 'creative' in the title, the others being: Creative Society Communication (Vilnius Gediminas Technical University), Communication and Creative Industries (Mykolas Romeris University), and Creative Industries (Vytautas Magnus University). The Self-Evaluation Report (hereafter SER) states that there 'are no programmes in Lithuania similar to the integrated creative communications programme of studies'. The Review Team (hereafter RT) understands that *the* defining characteristic vis-à-vis these other programmes is the focus of KSU on integrative and interdisciplinary approaches.

The key objective of the ICC programme is: "to train highly qualified specialists of integrated creative communications, able to integrally understand the processes of the creative society, to implement them, model and perform the research of integrated creative communications; to engage in methodological research, complex planning, analysis and efficient solving of modern communication challenges related with the development of the latest creative and cultural industries, and their transformation into supporting industries." (SER, p. 7). The SER lists five specific objectives, including the provision of relevant, interdisciplinary *knowledge*, the development of *methodological and practical abilities and skills* for (action) research, and *skills of complex solutions to integrate cultural, social and technological methods* of cognition and practical use of integrated creative communication (p.7 & 8).

The RT believes that these objectives make sense in light of the current needs of the industry and society in Lithuania and Europe. The RT would like to see further specifications of these objectives as they are pretty broad and formulated at a very general and abstract level. For example: what are creative communications, what are integrated creative communications, which processes of the creative industry (e.g. technical, political, sociological, legal, economical, business, communication) are included in the objectives, which creative and supporting industries are included, what is meant by methodological research? The RT believes that it is necessary to confine the scope of the objectives to a limited number of approaches and areas in order to make the objectives of the programme feasible.

Table 4 in the SER describes the links between these five objectives and the 13 learning outcomes of the study programme. The SER also details the relationships between the learning outcomes of the programme, the learning outcomes of each study subject ('results of the study subject'), and assessment of the students in each subject. The programme aims and learning outcomes are publicly accessible. The RT is positive about this systematic approach underlying the design of the programme.

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 are one of the foundations of the programme. Also, during the site visit, students and stakeholders expressed their appreciation of the programme.

The RT understands that 'integration' of different communication fields and approaches is one of the main aims of this master's programme. The title of the programme reflects this. Programme aims and learning outcomes are formulated at master's level and focus on integrated creative communication, and are therefore consistent with the type and level of studies and the level of qualifications offered. The programme aims, learning outcomes and content of the study subjects all focus on integrated creative communication and are systematically and explicitly related to each other. The RT is of the opinion that learning outcomes, content and the qualifications offered are compatible with each other.

The RT is not convinced that the programme aims and especially the learning outcomes are 'well defined' and clear. Programme aims and learning outcomes (of programme and study subjects) are formulated on a very general and abstract level which makes it difficult to judge them and to assess to what extent these different elements correspond. The table below provides an example of how one of the learning outcomes of the programme (no. 1.2) is related to the intended results of the two study subjects that contribute to this learning outcome according to the SER (see page 9). The table shows that it cannot be judged to what extent the 'results of the study subjects' cover this learning outcome, as it is unclear which communicative value chains and competitiveness models are referred to in the learning outcome, and what level of knowledge and understanding of the value chains and competitive models is sought. 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.

<i>Learning outcome</i>	<i>Intended results of the study subjects related to this learning outcome</i>
1.2 To know and understand the communicative value chains and competitiveness models.	<p><u>Study subject: Creative and intercultural communication</u> Students will be able to describe and use the main tools of new media communication. Students will be able to analyse the literature on creative media and communication theories, have theoretical and practical understanding of modern communication technologies.</p> <p>Students will be able to use non-verbal communication, applying modern negotiation tactics and strategies, effectively communicate and cooperate constructively.</p> <p><u>Study subject: Intellectual property</u> Knowledge in and understanding of the legal protection of the value created in the idea expression communication by legal means of intellectual property; understanding of intellectual property and its legal protection (the system, principles and institutions of the legal protection of intellectual property); ability to identify objects, subjects and rights of intellectual property objects, ability to select and substantiate a method for a result of intellectual creation.</p>

Source: Annex 1, SER

2.2. Curriculum design

The curriculum design meets the legal requirements. The scope of the programme is 90 ECTS and takes 1.5 years (3 semesters) for full-time students and 2 years (4 semesters) for part-time students. The programme starts with general courses and continues with more specific areas. The programme includes theoretical subjects, research subjects and practical subjects.

The study subjects (all made up of 6 ECTS, except for the thesis which is scheduled for 30 ECTS) are spread evenly. 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 keep an eye on the consistency of the programme. The RT notes that the study subjects are not repetitive.

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 master’s programme covers theory and research methods and combines literature study with practical work, and an extensive thesis (30 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. The methods in the programme are based on a problem-based learning concept in which students learn about a subject through the experience of solving an open-ended problem.

The RT is of the opinion that the scope of the programme is sufficient to ensure the learning outcomes: the programme offers a very wide range of themes and subjects, ranging from creative economy, creative society, creative and intercultural communication, intellectual property, postmodern aesthetics to research methodology.

As the relationship between the learning outcomes and the content of the programme is described at a general level (see the comments of the RT under ‘Programme aims and learning outcomes’) it is not completely clear to what extent the content of the subjects are sufficiently appropriate for the achievement of the intended learning outcomes of the programme.

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. However, as also admitted by the programme management during the site visit, digital technologies are not well represented in the programme and the RT advises to pay more attention to these new developments.

Integration or interdisciplinary is one – not to say *the* - defining characteristic of the programme. The RT notes that integration of different industries - fashion, entertainment, creative - is pursued in the programme. The integration of different approaches – e.g. communication, management, economic, business, sociological - is less clear. On request of the students one project was started that combined all the fields as a comprehensive project. As real integration and interdisciplinarity should be more than just offering a collection of different subjects and disciplines, the RT would advise to include (more) study subjects in the curriculum that are explicitly aimed at the integration of the different approaches.

The committee also believes that the requirements for the final thesis (SER, page 13) are pretty tough, including amongst others: ‘exceptional originality’, ‘innovation and scientific reasoning in different contexts; students must demonstrate creativity, excellent versatile knowledge, must achieve original significant results in terms of theory and/or applicable in practice’, ‘use of advanced research methods’. As the programme has no graduates yet, it is difficult to judge to what extent the programme is able to prepare the students for these requirements and to what extent these requirements are met.

The RT has some doubts about the academic rigor of the programme. Descriptions of the content and the mandatory literature indicate that some study subjects and literature are at introductory bachelor level rather than at master level. Furthermore, students said that they do not always study the mandatory literature completely and thoroughly; they perceive discussions and practical work more relevant. The number of research methods subjects in the programme is limited. The papers and the thesis plans that the RT examined during the site visit indicate the students’ preference for descriptive studies and references to web addresses instead of academic literature.

On the other hand, the academic qualifications of the teachers contribute to the scientific level of the programme. Also the students said that they were convinced that the programme is at master’s level. The teachers recognized the preference of the students for practical work (‘as students have everywhere in the world’) and said that they did their best to focus the students on theoretical work as well.

Based on these observations, the RT advises the management to evaluate the academic thoroughness of this master level programme and to consider adding more research subjects and research articles to the programme.

2.3. Teaching staff

The study programme is provided by competent staff meeting legal requirements. Additional information provided to the evaluation team during the site visit showed that the programme is taught by 3 full-time teachers and 10 part-time teachers. All teachers have a doctorate degree. The full-time teachers teach 48 ECTS (42.1%) and the part-time teachers 66 ECTS (57.0%) of

the credits of the master's programme. This shows that the number of teachers is adequate to ensure learning outcomes.

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 it faced challenges in attracting permanent teaching staff; the greater part of the lecturers is not permanently employed. Since the programme has only started in 2014, 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. However, 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 the teachers published 162 publications directly related to topics of the master's programme in the period 2010-2015, an average of 26 publications per year. Some publications are in English, most publications are in Lithuanian. The staff organizes one or two academic conferences per year. They also apply for research funding (7 applications this year).

The SER and additional documents provided to the Expert Team during the site visit showed that in 2014/2015 there were 19 incoming teachers and 4 outgoing teachers. Incoming teachers came from Turkey, Poland, Latvia, Spain and Denmark and provided a series of lectures. The outgoing teachers went to Denmark, Poland, Germany and the UK.

The SER mentioned as a weakness that the training of teachers has not been intensive enough. The University is now creating a Human Resource Development System and a Human Resource Training Programme. Nevertheless, 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 ICC programme are held on the premises of KSU and on the premises of the university partners of Audiovisual Arts Industry Incubator. KSU and the Audiovisual Arts Industry Incubator have premises and material resources such as classrooms, library, online information resources, computer equipment, study facilities, internet access, and facilities for audio-visual arts. Classrooms, computer facilities, software and media equipment of KSU and the partners are adequate both in their size and quality. Given the facts that this is a master's programme with an emphasis on theory and (literature) research, the small number of students, and that these students meet once a month in the weekend only, the RT believes that premises and the computer and lab facilities are certainly sufficient for this programme. Also staff and students of the ICC programme expressed their satisfaction with these facilities and learning resources.

The teaching materials (textbooks, books, periodical publications, databases) are available through the library and scientific databases. Also other study materials are made available electronically. Teaching materials are adequate for the subjects. Some students suggested to improve the access to the digital library databases from home. The management explained that they were working on a VPN system to facilitate library access from home, and that further digitalization of the (distant) learning process is high on the agenda.

The RT also recommends to create facilities for disabled students which are lacking at the moment. The management certified that they would do.

2.5. Study process and students' performance assessment

The admission requirements are well-specified. Students who have successfully completed a university bachelor programmes in communication, social sciences, or humanities (history, philosophy, theology and culture) are allowed to the master programme. Students who have completed a university Bachelor programmes in other fields can be enrolled to the master's studies directly, without additional studies, provided that they have collected at least 30 ECTS credits from the list of the main or special subjects in the Rules for enrolment to KSU. Additional studies are organised for individuals who have no minimum of 30 ECTS credits.

The RT understands that under the Bologna agreements, universities (have to) welcome students from related fields and that unnecessary thresholds should be avoided, but has some doubts about the broad spectrum of disciplines that are allowed to enter the ICC programme without additional studies. It is not clear to what extent there is a level playing field at ICC master's level for incoming students.

The RT discussed the admission requirements with two students during the site visit. One student, who had a bachelor degree in a College and Erasmus experience in the UK indicated that she had completed a transitional year before she entered the master's programme. Another student, who was a film maker and assistant lecturer at KSU had not. The RT understands that the need for and composition of a transitional year requires a 'tailored' made approach, but still advises to be as transparent as possible and to specify some general rules and guidelines, to ensure equal treatment of students and to inform prospective students.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Currently there are only part-time students and most students perform their studies in addition to their jobs or running their company. They come to the university once a month during the weekends. This format is adequate for their situation and students expressed their positive evaluation of this organisation of their studies.

The specific conditions (mature students with a demanding job who meet the teachers and their fellow students only once a month) make it a challenge to impose a heavy study load on the students. Students' estimation of their workload varied from 5 to 20 hours per week. Students indicated that especially extensive reading assignments were problematic for them. They preferred to have smaller assignments.

All (part-time) ICC students have jobs and perform artistic and applied research activities in their daily life or as part of their studies. They are encouraged by the teachers to bring work-related ideas to the programme and to participate in research, artistic and applied research activities.

With respect to students' mobility: the university has 95 foreign partners. The university has thus created sufficient opportunities to make mobility for students possible. For part-time students who have a job (the ICC programme has part-time students only) it is difficult, if not impossible, to participate in international mobility programmes (according to the SER and the addition documents provided to the RT). The number of incoming students in the master's programme was 7 in 2014-2015; these were students from Spain, Italy and Turkey.

KSU ensures an adequate level of academic and social support for the students. There are several support mechanisms, including organizational support by the coordinators, the Career path's system, and financial assistance, including waiving and discounts of tuition fee.

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 feedback on their work. The data on students' pass and fail rates show that the average pass rate was 93% in the academic year 2014-2015. That might indicate that the students are of high quality and very motivated, but it may also show that student assessment is too easy.

KSU has implemented some checks on plagiarism and cheating. The management also mentioned the fact that this is a small university with a strong social control.

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 more rigorous procedures to prevent and check for plagiarism and cheating.

As the programme has started in 2014 there are no graduates yet. 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.

In summary, the RT advises to evaluate, and if necessary reconsider the admission requirements in order to ensure a level playing field for students starting at ICC master's level. The RT also advises to evaluate, and if necessary reconsider the workload of the current study programme. Further, 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. The RT advises to improve students' access to the digital library databases from home, to improve and invest in further digitalization of the (distant) learning process, and to create facilities for disabled students.

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* (hereafter ICC). The choice for these four programmes was motivated by the need of the Lithuanian and European industry as had become clear in several reports.

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? 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? 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 ICC programme

Responsibilities for decisions and monitoring of the ICC programme are clearly allocated. The Study Programme Committee is responsible for the design, evaluation and changes in the curriculum and the study subjects.

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. They could not mention examples of changes in the curriculum and study subjects after their comments, because they said 'there was no need to'.

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 impressive. 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 (SER, p. 32).

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 satisfactory. 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 since 2012,

- the need to attract more students. Currently there are only 7 (part-time) students in the programme; in 2015 no student entered the programme,
- 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.

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. The RT suggests to define the learning outcomes of the Integrated Creative Communication programme 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, in order to make it possible that they really guide the development and evaluation of the programme.
3. As real integration and interdisciplinarity (*the* defining characteristics of this programme) should be more than just offering a collection of different subjects, it is advised to include study subjects in the curriculum that are explicitly aimed at the integration of approaches.
4. The RT advises the management to evaluate the academic thoroughness of this master level programme and to consider adding more research subjects and research articles to the programme.
5. The RT advises the University to further develop and implement the announced Human Resource Development System and a Human Resource Training Programme.
6. The RT advises to evaluate, and if necessary reconsider the admission requirements in order to ensure a level playing field at ICC master's level for incoming students. The RT also advises to evaluate, and if necessary reconsider the workload of the current study programme.
7. The RT advises to improve students' access to the digital library databases from home, to improve and invest in further digitalization of the (distant) learning process, and to create facilities for disabled students.
8. 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.
9. The management should also make important decisions about how to attract more students to the ICC programme, 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 installed 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 Integrated Creative Communication master's programme is to train highly qualified specialists of integrated creative communications, able to integrally understand the processes of the creative society. Learning outcomes, content and the qualifications offered are compatible with each other. Programme aims and learning outcomes (of programme and study subjects) are formulated at a very general and abstract level. 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.

'Integration' of different communication fields and approaches is one of the main aims of this master's programme. The integration of different industries - fashion, entertainment, creative - is clearly pursued in the programme. The integration of different approaches - communication, management, economic, business, sociological - is less clear. As real integration and interdisciplinarity should be more than just offering a collection of different subjects, it is advised to include study subjects in the curriculum that are explicitly aimed at the integration of the different approaches.

Some doubts exist about the academic rigor of the programme. Descriptions of the content and the mandatory literature indicate that some study subjects and literature are at introductory bachelor level rather than at master level. The number of research methods subjects in the programme is limited. The papers of the students show a preference for descriptive studies with very few references to academic journal articles. The specific conditions of this programme (mature part-time students with a demanding job who meet the teachers and their fellow students only once a month) make it a challenge to impose a heavy study load on the students. The RT also advises to evaluate and if necessary reconsider the admission requirements in order to ensure an even playing field for students starting at ICC master's level.

The RT advises to improve students' access to the digital library databases from home, to improve and invest in further digitalization of the (distant) learning process, and to create facilities for disabled students.

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.

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 permanent teaching staff.

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.

The interest of students for the ICC is rather limited: only 7 part-time students selected this programme in 2014; in 2015 no students entered the programme. It is absolutely necessary for the viability of the programme to attract more students.

The management of the university faces some important issues for the near future. These include, in addition to what was listed above, also the wish of the management to transform from a teaching university to a research university and to explore options for doctoral degrees.

V. GENERAL ASSESSMENT

The study programme *Integrated Creative Communication* (state code – 621P90008) 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	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	14

*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 ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *INTEGRUOTA KŪRYBOS KOMUNIKACIJA* (VALSTYBINIS KODAS – 621P90008) 2015-12-08 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-338 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kazimiero Simonavičiaus universiteto studijų programa *Integruota kūrybos komunikacija* (valstybinis kodas – 621P90008) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	14

* 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 studijų 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 programų panašumus bei skirtumus ir pateikti svarius sprendimų argumentus.

Pagrindinis studijų programos *Integruota kūrybos komunikacija* tikslas – parengti aukštos kvalifikacijos integruotos kūrybos komunikacijos specialistus, gebančius integraliai suvokti kūrybinės visuomenės procesus. Studijų rezultatai, turinys ir siūlomos kvalifikacijos tarpusavyje dera. Studijų programos tikslai ir studijų rezultatai (tiek studijų programos, tiek studijų dalykų) suformuluoti labai bendrai ir abstrakčiai. EG siūlo konkrečiau suformuluoti studijų rezultatus, kad juos būtų galima išmatuoti, o programos studijų rezultatus aiškiau ir labiau tiesiogiai susieti

su numatomais studijų dalykų rezultatais. Tada būtų galima iš tikrųjų jais vadovautis plėtojant ir vertinant programą.

Įvairių komunikacijos sričių ir metodų integracija – vienas iš pagrindinių šios magistrantūros studijų programos tikslų. Aiškus programos siekis – skirtingų industrijų (mados, pramogų, kūrybos) integracija. Įvairių metodų (komunikacijos, vadybos, ekonomikos, verslo, sociologijos) integracija mažiau aiški. Siekiant užtikrinti realią integraciją ir tarpdalykiškumą, turėtų būti numatyta ne tik įvairių dalykų rinkinio pasiūla, todėl siūloma į studijų turinį įtraukti studijų dalykų, kurie būtų aiškiai orientuoti į įvairių metodų integraciją.

Kyla abejonų dėl studijų programos akademinio intensyvumo. Turinio aprašas ir privalomoji literatūra rodo, kad kai kurie studijų dalykai ir literatūra yra įvadinio bakalauro, o ne magistro studijų lygio. Tyrimo metodų dalykų skaičius studijų programoje mažas. Studentų darbai rodo, kad prioritetas teikiamas aprašomojo pobūdžio tyrimams ir pateikiama nedaug nuorodų į akademinį žurnalų straipsnius. Specifinės šios studijų programos aplinkybės (brandūs iššęstinių studijų studentai, turintys reiklų darbą, su dėstytojais ir kolegomis studentais susitinka tik vieną kartą per mėnesį) lemia tai, kad sunku studentams skirti didelį darbo krūvį. EG taip pat pataria įvertinti ir, jei reikia, persvarstyti priėmimo reikalavimus, siekiant užtikrinti vienodas sąlygas studentams, pasirinkusiems IKK magistrantūros studijas.

EG siūlo pagerinti studentų prieigą prie bibliotekos skaitmeninių duomenų bazių iš namų, tobulinti ir skirti investicijų tolesniam (nuotoliniam) mokymosi proceso skaitmeninimui ir sukurti sąlygas neįgaliems studentams.

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.

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

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

Studentų susidomėjimas IKK studijų programa nedidelis – šią studijų programą 2014 m. pasirinko tik 7 iššęstinių studijų studentai, o 2015 m. į ją neįstojo nė vienas. Norint išlaikyti studijų programos gyvybingumą, būtina pritraukti daugiau studentų.

Universiteto vadovybė artimiausioje ateityje turi išspręsti daugiau svarbių klausimų. Be jau minėtųjų, tai vadovybės pageidavimas studijų universitetą pertvarkyti į mokslinių tyrimų universitetą ir išnagrinėti galimybes dėl doktorantūros studijų.

<...>

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. Ekspertų grupė (toliau – EG) pataria konkretizuoti programos Integruota kūrybos komunikacija (toliau – IKK) studijų rezultatus, kad būtų galima juos išmatuoti, taip pat aiškiau ir labiau tiesiogiai susieti su numatomais dalykų rezultatais, kad būtų įmanoma vadovautis plėtojant ir vertinant studijų programą.
3. Siekiant užtikrinti realią integraciją ir tarpdalykiškumą (šią programą apibūdinančias ypatybes), turėtų būti numatyta daugiau priemonių nei tiesiog įvairių dalykų rinkinio siūlymas, todėl siūloma į studijų turinį įtraukti studijų dalykų, kurie būtų aiškiai orientuoti į metodų integraciją.
4. EG pataria vadovybei įvertinti šios magistro studijų programos akademinį išsamumą ir apsvarstyti, ar nereikėtų į studijų programą įtraukti daugiau mokslinių tyrimų temų ir mokslinių straipsnių.
5. EG rekomenduoja universitetui toliau plėtoti ir įgyvendinti paskelbtą Žmogiškųjų išteklių plėtros sistemą ir Žmogiškųjų išteklių mokymo programą.
6. EG pataria įvertinti ir, jei reikia, persvarstyti priėmimo reikalavimus, siekiant užtikrinti vienodas sąlygas į IKK magistrantūrą stojantiems studentams. EG taip pat rekomenduoja įvertinti ir, jei reikia, persvarstyti dabartinės studijų programos darbo krūvį.
7. EG pataria pagerinti studentų prieigą prie bibliotekos skaitmeninių duomenų bazių iš namų, tobulinti ir skirti investicijų tolesniam studijų eigos skaitmeninimui ir sukurti sąlygas neįgaliems studentams.
8. 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.
9. Vadovybė turėtų priimti svarbius sprendimus, kaip pritraukti daugiau studentų į IKK studijų programą, kaip užtikrinti realų ir tvarų bendradarbiavimą su savo srities partneriais ir kaip iš studijų universiteto tapti mokslinių tyrimų universitetu.

<...>

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)