



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Socialinių mokslų kolegijos Vilniaus skyriaus
**STUDIJŲ PROGRAMOS KŪRYBOS IR PRAMOGŲ
INDUSTRIJOS (valstybinis kodas - 653P96001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF CREATIVE AND ENTERTAINMENT INDUSTRIES (state code
- 653P96001)
STUDY PROGRAMME**
at University of Applied Social Sciences, Vilnius department

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūrybos ir pramogų industrijos</i>
Valstybinis kodas	653P96001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kūrybinių industrijų profesinis bakalauras
Studijų programos įregistravimo data	2012 m. kovo 6 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

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

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The Centre for Quality Assessment in Higher Education

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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.	Start-Up and Social Entrepreneurship Initiatives Implemented by SMK Staff and Students in the Sector of Creative Industries
2.	SMK admission scores in Vilnius branch
3.	SMK students dropout rates in Vilnius branch
4.	Information table of the Final Thesis of graduates of Creative and Entertainment Industries study programme, 2014-2015 study year
5.	SMK lecturer publications in Vilnius branch
6.	SMK Methodological Manual for Writing Bachelor thesis

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

The study programme of Creative and Entertainment Industries is organized by the Department of Communication and Art of the University of Applied Social Sciences. University of Applied Social Sciences (here in after – the SMK) is non-governmental higher education institution established in 1994. At this moment SMK is one of the biggest non-governmental universities of applied sciences in Lithuania. There are 2346 students studying in SMK according to data of October, 2014. There are 16 study programmes of first cycle implemented in areas of Social Sciences, Physical Sciences and Arts. Study programme of Creative and Entertainment Industries (here in after – CEI) was started on September 1st, 2012. There were 185 students

studying CEI study programme at Vilnius branch of the SMK in 2014-2015. As it is a new study programme at the time of creation of self-evaluation report there were no data about the graduates of the programme and their employability. The first graduates finished their studies in 2015 spring. Therefore, the review panel had a possibility to have a meeting with the first graduates during the visit in the Institution on the 17th of September, 2015.

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 *17th September, 2015*.

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

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aim and learning outcomes are well defined, clear and ambitious. With this programme, SMK is seeking to prepare specialists of the sector of creative industries who could independently create and manage different cultural, entertainment and creative projects and activities in Lithuania and foreign countries.

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

entertainment industry. In the view of the review panel, this set of Learning outcomes is well defined.

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

The aim and outcomes correspond the objectives of the Bologna Process establishing the European Higher Education Area, European Union higher education development and guidance documents and legal documents of the Republic of Lithuania (SAR, para 27). Furthermore, it is important to mention that programme aims and learning outcomes are the result of continuous and successful involvement of different parties into the process: teachers, social partners, administration. This process was organized in this order: (A) Investigation of the need of labour market, (B) defining the aim of the study programme and learning outcomes, (C) designing the curriculum of the study programme, (D) organizing / hiring the necessary teachers in order to fulfil the curriculum. This was confirmed by the stakeholders during the visit at SMK.

The programme aim and learning outcomes are consistent with the type and level of studies and the level of qualifications offered: the composition of the learning outcomes of the CEI study programme is designed according to the Description of learning outcomes of the first study cycle of professional bachelor, which takes into account the following description parts:

- (1) Knowledge and its application,
- (2) Research skills,
- (3) Special abilities,
- (4) Social abilities,
- (5) Personal abilities.

Learning outcomes, the content and qualification offered are compatible with the name of the programme (Creative and Entertainment Industries) because it includes a combination of arts/culture and business/commerce – the most important parts of creative industries. Indeed, a variety of competences are provided – starting with the basics of acting and stage language, basics of directing, continuing with event organization, producing and marketing and ending with culture policy management, development and management of creative projects. Therefore, graduates are prepared to be both, generalists and specialists. They can perform themselves or generate ideas for creative projects, draft a plan for human, material and financial resources and finally, to present, publicize and commercialize the results.

The programme aim and learning outcomes are transparent and publically accessible on the website of the Institution (<http://www.smk.lt>) and methodical guide for writing a thesis, available for enquiring or intending students in information bulletin “Where Shall I Study?” (<http://www.kurstoti.lt/>) and system AIKOS (<http://www.aikos.smm.lt>).

2.2. Curriculum design

According to the material made available to the review panel, the programme is generally consistent with the Law on Science and Studies of the Republic of Lithuania and the General Requirements for Study Programmes. The programme has 180 ECTS credits allocated thusly: 138 credits for the subjects in the study field (of which 33 credits are dedicated to teaching and

final practices of professional activity and 9 credits to final thesis). The volume of general course units of college studies contains 18 credits, 15 credits are given to the deepening of knowledge of creative industries branch of communication study field and 9 credits are foreseen for optional course units. The duration of studies in full-time study form is 3 years and in part-time study form – 4 years. In general, the scope of the programme is sufficient to ensure learning outcomes. However, during the meetings with teachers and graduates, the review panel found out that efforts and time dedicated to the preparation and writing the final thesis are bigger than it is foreseen in the plan. Therefore, the review panel recommends that the volume of the final thesis should be 12 or 14 credits.

The meeting with graduates has shown that students are encouraged to think “out of the box” and gain general and broad understanding of creative and entertainment industries. Nevertheless, at the same time, they try and learn different fields (e.g. combining Basics of Acting and Stage Language, Basics of Directing Art Aesthetics, Sound Directing, Video and Light technologies with Producing, Marketing Event organization, Creative enterprise, etc.). Thus, as students claim, sometimes it is difficult to decide and find their own way. In spite of having a lot of practical tasks and a module, called „Personal management and career“, it would be beneficial to include more personal coaching and career orientation. Furthermore, the graduates underlined that the curriculum could be improved by adding more credits for a law module.

Due to the fact that the studies are non-university (college) and students should be prepared for practical professional activities, practical teaching/learning including practical activities and practical training and final professional practices, is devoted about 33% of the volume of the Study Programme (according to SER, para 79).

The content of the subject modules is consistent with a modern approach to creative and entertainment industries. During the meetings, the review panel were ensured that students are prepared to join a fast-changing labour market and adapt quickly because teachers tend to use multidisciplinary (e.g. scriptwriting was combined with television and cinema projects). Furthermore, social partners stressed the fact that students of CEI programme are able to create networks, to attract foreign clients, to manage projects, to generate ideas, to identify the target audience.

During the visit, teachers and students confirmed that there is no significant overlapping between different subjects and all of the content of curriculum is relevant for this study programme. The review panel had also found out that teachers have freedom to decide which teaching methods to use and students are satisfied with a wide range of them, such as case analysis, group work, “blitz” tasks, role-plays, creative projects, self-reflection, SWOT, analysis of video material, open rehearsals and simulations.

Annex No 6 (“Interrelation between the aim, study cycle study outcomes, planned study outcomes and subjects creative and entertainment industries study programme”) and Annex No 7 (“Interrelation between studies and assessment methods and outcomes of studies”) provide evidence that there is also a clear interrelation between the aim, learning outcomes, subjects and assessment methods. During the meeting with teachers, review panel was acknowledged that methods ensure an objective evaluation of students because they are adapted to their specific needs. Therefore, frontal surveys, concept maps, oral and written questioning, essays, learning diaries are used.

2.3. Teaching staff

The academic staff of the study programme meets the general requirements for first-level professional bachelor study. The requirements stating that at least 10% of the modules must be delivered by teachers with a scientific academic qualification are met by 3 lecturers that have PhDs. Out of 27 lecturers implementing the study programme there are also 2 who have an award of recognized Art Creator by Lithuanian Culture Minister. The information in SER (para 102) shows that the requirement that over half of the total number of lecturers of the study programme must have at least 3 years of practical work experience in the field of the lectured course is also fulfilled.

The Institution has great professionals. There are film, theatre and sound directors, actresses, filmmakers, telecast presenters, editors and journalists who have practical experience in the movies and television, sound directing, stage, light technologies projects, mass events organizing and are able to share their knowledge, give practical examples and best cases. However, graduates complained that not all of the practitioners are good teachers and that they sometimes lack skills of didactics. Therefore, the review panel suggests that there should be more systematic didactical support at the institutional level which would ensure that all teachers (especially the practitioners) have sufficient basic skills on how to teach effectively.

The provided data (table 2, para 3.3.) illustrates that the lecturer-student number ratio was 9,54 in 2012-2013; 8,35 in 2013-2014; and 6,85 in 2014-2015. Considering this data it can be stated that the number of the teaching staff is adequate to ensure learning outcomes.

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

Lecturers have to prepare their professional development plan every year and the implementation is controlled by the Head of the Chair. At the end of the period, lecturers are obliged to write reports on their activities. To facilitate the processes, the University has established a “Smart Learning Centre” which applies methodology SMART (Smart Educator Qualification Improvement) and includes trainings regarding different modules: Synergic teaching/learning (S), Modern teaching/learning (M), Active teaching/learning (A), Reflective teaching/learning (R), Advanced educational technologies (T). For each implemented module programme a person receives a certificate. Furthermore, lecturers are given an opportunity to do internships and visits in schools in other countries – Portugal, Poland, United Arab Emirates. In the meeting they admitted that administration staff creates comfortable conditions to improve their skills abroad. For example, if they need to travel a lot in autumn, their teaching module can be transferred to the spring semester. On the other hand, there were no arriving foreign lecturers during the analyzed period of time. Having in mind that SMK is seeking to prepare specialists of the sector of creative industries in foreign countries as well, it is important to develop a stronger plan of internationalization of this programme.

2.4. Facilities and learning resources

The brand new building of the Institution was opened in September 2014 and provides 36 classrooms (2278 seats) which include 3 classrooms for big groups (540 seats), 5 IT classrooms (105 seats) (1 APPLE classroom included), 13 classrooms for workshops (454 seats), 2 classrooms for seminars, group projects (31 seats), 10 classrooms for workshops and seminars

with movable furniture (240 seats). The building also has a dance studio, video creation studio, open access internet zone, leisure/recreation space, cafeteria, internet zone with computers for public use. The review panel can confirm that premises for studies are adequate both in size and quality.

There is a lot of choice options for the design, photo and movie making software such as Applose - Adobe Master Collection, Adobe Design Studio Std, 3DMAX, Grass Valley EDIUS Pro7, Cubase Pro 6. Students also can use laboratories with Wacom Intuos5 Pen M tablets, cameras, light and sound consoles for the audio recording and video projections.

The Institution puts great effort in modernising the premises, in computer equipment, and in literature (in the period of 2011-2014, the allocated amount was 627,398.00 LTL – around 181.707 EUR). The library collections of the Institution (in Klaipėda and Vilnius) contain over 30,000 books, magazines and other literature in Lithuanian and foreign languages, books with over 7,000 different titles (SER, para 144). The Institution also has ALEPH information system, Lithuanian Academic e-Library eLABa installed in the library, therefore students have access to 15 Lithuanian and foreign databases (including EBSCO Publishing, Emerald, Taylor & Francis) and containing 15,600 scientific magazines.

Due to the fact that the majority of teachers are practitioners, they directly include the latest development trends in creative and entertainment industries into their modules. On the other hand, the review panel, after the review of library's resources and analysis of Annex No 1 ("Description of study subjects") decided that not all of the methodological literature is constantly updated. For example, Basics of Acting and Stage Language – the mentioned Annex shows that the newest literature is of the year 2005. Other materials were published in 1947, 1987, 1995, 2001, 2003. Also, some improvements regarding the update of literature could be done in Basics of Directing, Script Production, Development of Audiovisual Products, Sound Directing. Furthermore, during the site-visit, students and teachers claimed that they usually use slides as learning/teaching materials because there is a lack of books with the background of creative and entertainment industries. Therefore, the review panel recommends either investing more in translating the newly published foreign literature or encouraging teachers of this programme to create the textbooks for study subjects.

Both the Career Centre and the Head of Communication and Arts Chair are responsible for providing students with a list of possible practice placements. It is important to note that if students request, they can find practice placement themselves. During the Training internship, students get introduced to the basics of Institution – such as activities and local documents, working methods, etc. During the Final internship, practical tasks oriented to the gained knowledge in studies, are performed. A student has also a Practice Mentor who consults students undergoing practical training, but also monitors the progress of their practice during visits to practice placements. A number of social partners and strong cooperation with them ensure the quality of implementation of the study programme. Students can practice in theatres, show businesses, cinema and TV studios, producing companies. Social partners also emphasized that they tend to employ students after their internships.

2.5. Study process and students' performance assessment

Students are admitted to the Creative and Entertainment Industries study programme under the regulations of Ministry of Education and Science of the Republic of Lithuania. In 2014, competitive admission criteria were the scores of four examinations (Lithuanian Language and Literature – coef. 0,4; Information Technologies – coef. 0,2; Foreign Language / Geography / Mathematics/Arts – coef. 0,2 and history – coef. 0,2). The number of admitted students is

unstable (full time: in 2012 – 104, in 2013 – 62, in 2014 – 66; part time: in 2012 – 10, in 2013 – 16, in 2014 – 14). The admission scores are getting lower (though the procedure of calculation and conversion of a competitive score was changed in 2014, the provided document “Admissions Scores of Creative and Entertainment Industries Study Programme” shows that the vast majority of admitted students’ admission scores are below the average).

The organization of studies is flexible – students have an opportunity to choose distance learning even if they are studying in a full-time mode. All the content can be found in Moodle, lectures can be recorded or provided online. Information in SER and insights from the meetings show that all stakeholders see these studies as very student-centered, lecturers act as mere facilitators and promote independent learning. On the other hand, this may be a factor leading to the rather poor academic performance of students. The students’ performance results are slightly changing during the analyzed years. Annex No 10 illustrates summary of academic performance results. The progress average (7,13) of first year full-time students from 2014-2015 was considerably lower than those from the year 2013-2014 (8,23). The same situation is with part-time students (accordingly 7,70 and 8,02). It might be directly related with the lower admission scores. Yet, neither teachers nor administration see this situation as a problem. As they declared, their task is to make students interested in the field and motivated to work professionally rather than stimulate their good academic performance.

Review panel found out that students make presentations at scientific conferences, nevertheless, they tend more actively to participate in various extra-curriculum activities (talent shows, singing or dancing groups, implementation of real-life creative projects, representational events, creation of start-ups) than in applied research.

The Institution organizes Erasmus weeks during which students communicate and participate in joint activities together with Erasmus students from foreign countries studying at Vilnius Branch but no students arrived for partial studies of CEI study programme during the analyzed period. During the site-visit, administration staff admitted that they are currently creating the favorable conditions – networking with possible partners, preparing the courses in English language.

While analyzing the outgoing students, the review panel sees that students of this programme are quite mobile. In the analyzed period of time, they travelled to Sweden, Croatia, Hungary, United Kingdom, Malta, Portugal, and Czech Republic. In 2013-2014 11,9% used Erasmus opportunities to study or have an internship abroad, while the percentage in 2014-2015 was more than twice smaller – only 4,2% (table 9, para. 202). These facts slightly contradict the statements in SER (from par 28 to 46) that students contribute to the integration of Lithuania into the global markets of the creative industries sector.

Students admitted that the Institution has a Student Induction Programme which facilitates introduction to the inner rules and culture of the SMK and the available resources. Furthermore, according to SER (par 206 and par 209), it creates favorable microclimate, strengthens motivation and reduces student drop out/withdrawal from the study process and 90% of students agree that it helps them to integrate. All the necessary information is provided in the website www.smk.lt, virtual learning environment E-learning and SMK information publications. Furthermore, every month a meeting with the specialists of the Study Department and elders of groups is organized in order to exchange information and solve the arisen issues.

Even though the Institution does not have its own dormitory, almost all requests of students willing to live in one are fulfilled by the arrangements with other education institutions. On the other hand, students claimed that there are issues related to this situation because other

institutions tend to prioritize their own students and sometimes even after a year of studying students can be forced to move out and change the dormitory.

According to the provided document "Official Data of The Students' Drop Out", the drop-out rates of full-time students are as following: 15,4% in 2012-2013, 17,8% in 2013-2014, 13,5% in 2014-2015. The drop-out rates of part-time students are: 40% in 2012-2013, 26,6% in 2013-2014 and 27% in 2014-2015. The most common reasons are unsatisfactory study results, financial problems and removal on own request. In order to solve the problem of financial issue, SMK is looking for sponsors and opportunities for additional support of advanced students, and seeking to establish personal or creative companies' scholarships.

General requirements for assessment of learning outcomes of course units and their records are regulated by the Provisions of Assessment of Learning Outcomes (SER, para 220). A teacher of a course unit, before starting a course, introduces students to programme of the course unit, assessment provisions, and assessment criteria of learning outcomes. Students also have a possibility to get acquainted with the composition of an assessment mark in the virtual learning environment „E-mokymas“ (E-teaching). Student's independent and class work during a semester makes up to 50% of the final mark and the rest part of it student gets during a written examination. During the visit, students indicated that teachers tend to give the assessment feedback primarily by explaining the main mistakes and praising the good parts of the students' work.

The Methodical Manual for Writing CEI Theses is published in order to introduce students, lecturers and commission members with the requirements for writing and assessment. There is a supervisor of the thesis assigned allying with coordinating students' interests and the supervisors' scientific interest field. Firstly, the prepared thesis is discussed collegially in the department with participation of a student, supervisor of work and lecturers of the department. The student is given a certain deadline to correct the mistakes (if any) and then the thesis is defended in qualification commission which is formed under the order of the director of the Institution. The level of students' knowledge, real practical value of the theses, students' preparedness for the defense of the theses, use of professional terms, speech culture, ability to demonstrate the achieved results, defend their opinion and provide conclusions are assessed by the commission. The reviewers, whereas, are responsible for assessing the quality of the research of theses, its applicability in practice, interrelation of scientific literature used in the thesis with the topic analyzed.

The review panel would like to praise the good initiative to assess and recognize the performance results acquired by non-formal and informal learning. The implementation of the system was started in 2013-2014, after approval of Procedure for Assessment and Recognition of Competencies Acquired by Non-formal and Informal Learning. Such recognition gives opportunities to give sense to professional experience and prior learning achievements and to expand career opportunities or finish studies at SMK in a shorter period of time. Nevertheless, it is too early to determine the efficiency of the system, as there were no persons willing to have their knowledge acquired by way of non-formal learning to be assessed in CEI study programme.

The professional activities of the majority of graduates meet the programme providers' expectations. During the site-visit, it turned out that graduates work as event organizers, project managers, hosts of events, self-employed creators, videographers, etc. Nevertheless, although all stakeholders expressed their admiration and confidence about this study programme and its' graduates, it is too early to certainly state that the study process ensures that the graduates of this study programme are fully prepared for the labor market as there is only one cycle of graduates so far.

2.6. Programme management

As it is stated in the Self-Evaluation Report, the quality of studies is one of the key priorities of University of Applied Social Sciences. Therefore, the Quality Assurance System has been established. Regular inspections, monitoring, surveys, analyses and improvement procedures are being held. It includes students, graduates, lecturers, employers and administration representatives (heads of Chairs, Study Programme Committees, the director of Institution, quality management representative). Despite the fact that SER provided information that for all quality assurance processes, each and every stakeholder is responsible within the scope of competence and authority prescribed to them, the review panel found out during the site visit that the programme management is very enthusiastic and pro-active, but at the same time tends to be rather top-down. This means that students are involved in a primarily informal way and are invited to come up with ideas and suggestions, but at the same time that decisions are taken by the management, posing students in the role of consumers, rather than of co-producers of the programme. Therefore, the review panel believes that one student representative in a study programme committee is not enough to ensure the well-functioning structure of formal student representation.

The results of the latest student surveys show that about 92 % of the students of CEI study programme assess most of the study quality assurance parameters favorably: organization of studies, a business-like and motivating communication of participants in the study process, an impartiality of the assessment system, applied proactive teaching and study methods, provided academic support, information and consultation (SER, para. 279). The review panel can conclude that information and data on the implementation of the programme are regularly collected and analysed.

The learning outcomes of the study programme were improved and grouped according to the provisions, the structure of the Course Units of Deepening Study Field Group and Optional Course Unit Group were changed from modular to course unit (subject), the volume of the training practice was increased from 9 to 12 credits, the course paper was replaced with an expanded report of the training professional practice activities, the study content was updated, the lists of mandatory and additional literature sources were improved. These facts prove that, the Study Programme Committee annually evaluates updatedness, market needs, feedback from employers, human and material resource issues, student performance, mobility, learning outcomes.

Continuing with the involvement of social partners into the development of the programme, it can be stated that their input can be clearly seen. During the site-visit, the review panel was provided with the information that common meetings happen several times per year, that social partners, together with the administration, discuss about the future trends of creative and entertainment industries, possible implementations to the programme and that their advice is taken into account.

The self-assessment group emphasized that Programme lacks international recognition. Hence, they offer a very beneficial solution – to develop the connection for cooperation with New York Film Academy and to provide SMK students with opportunities to perform internship in creative industry companies in the USA.

Another mentioned issue was related with the absence of social partners' investment into preparation of specialists and allocation of scholarships. Therefore, the self-assessment group proposes the “SMK Talent programme”, which would foster long-lasting company investments into specialist preparation. The review panel believes that if these ideas are implemented, two

issues – first one related with the lack of internationalization of this programme and second one - students' drop-out rates, will be at least partially solved.

2.7. Examples of excellence

The review panel would like to highlight two examples of excellence.

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

Secondly, the brand new building of the Institution was opened in September 2014. The total area of the premises is 8,948 m². There are 36 classrooms (2278 seats) which include 3 classrooms for big groups (540 seats), 5 IT classrooms (105 seats) (1 APPLE classroom included), 13 classrooms for workshops (454 seats), 2 classrooms for seminars, group projects (31 seats), 10 classrooms for workshops and seminars with movable furniture (240 seats). The building also has a dance studio, video creation studio, open access internet zone, leisure/recreation space, cafeteria, internet zone with computers for public use. In general, this building creates an excellent and state of the art modern teaching and learning environment, also suitable for students' communication, independent learning, events, and self-expression.

III. RECOMMENDATIONS

1. Despite good informal relations with students and the fact that students are invited to give their opinion and suggestions, the students' input and influence is not secured in a more structural way. Therefore, the review panel recommends developing adequate structures of formal representation of students.
2. The volume of the Final Thesis should be expanded up to at least 12 credits.
3. The methodological literature should be updated with a respect to the expressed needs of teachers and students.
4. Adequate measures should be taken to cope with the problem of high drop-out rates, especially among part-timers.
5. The review panel recommends the programme administration to put extra effort to motivate and encourage students of the study programme to actively participate in international mobility programs and to attract students from other countries. For this reason, there should be study courses available in English language, and an international marketing plan should be developed and implemented.

IV. SUMMARY

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

The programme aims and learning outcomes are clear and ambitious. Different parties, such as teachers, social partners, and administration were involved into the processes of investigating the needs of the labour market, defining the aims and learning outcomes of the study programme, designing the curriculum and hiring the teachers in order to fulfil the high ambitions of the programme.

The curriculum is designed to include a combination of culture and business. This is a modern approach to the creative industries in which students are encouraged to think 'out of the box' by applying different teaching and learning methods, such as case analysis, group work, "blitz" tasks, role-plays, creative projects, self-reflection, SWOT, open rehearsals and simulations. Despite the fact that overall the scope and composition of the programme is consistent, the review panel found out that the efforts and time dedicated to the preparation and writing of the final thesis are bigger than it is foreseen in the curriculum. Therefore, the review panel recommends that the volume of the final thesis should be expanded up to at least 12 credits.

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

The University of Social Applied Sciences invest highly in modernizing the premises. The brand new building creates an excellent up-to-date teaching and learning environment, also suitable for students' communication and group work, independent learning, events, self-expression et cetera. There are classrooms for big groups, workshops, seminars, also a dance studio, video creation studio, leisure/recreation space, cafeteria, internet zone with computers for public use. Continuing with the practice placements, it can be stated that the strong cooperation with social partners ensures the quality of students' internships. Nevertheless, some effort should be made in order to update the (methodological) literature for study modules, directly related to creative and entertainment industries.

The study process is organized in a structured and well defined way. The way in which the students' performance is evaluated by the Institution is clear and known by the students. Students are constantly informed and provided with all information needed, including information about the general, academic, social, and financial support that is available to them. The organization of studies is flexible - students have an opportunity to choose distance learning because lectures are recorded or provided online. In general, the study programme is very student-centered, and students also have the opportunity to participate in a broad range of extra-curriculum activities such as talent shows, implementing creative projects or initiating start-ups. The professional activities of the majority of the first graduates meet the programme providers' expectations. On the other hand, it also has to be mentioned that, the academic performance of students is getting poorer. Furthermore, the drop-out rates are quite high, the outgoing and ingoing mobility could be more promoted and even though the SMK fulfills the needs for students' dormitories by arrangements with other educational institutions, students claim that sometimes those other institutions tend to prioritize their own students.

The programme is constantly being improved after annual evaluations of market needs, feedbacks from employers, human and material resource issues, student performance, and learning outcomes. It is also clear that there is a strong and successful partnership with the social partners. At the same time, the review panel notes that the relations with students are good on the informal level, but also that the management style tends to be top down, and advises the institution to develop also adequate structures of formal representation and participation of the students.

V. GENERAL ASSESSMENT

The study programme *Creative and Entertainment Industries* (state code – 653P96001) at University of Applied Social Sciences, Vilnius department is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

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

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

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

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

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

**SOCIALINIŲ MOKSLŲ KOLEGIJOS VILNIAUS SKYRIAUS PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *KŪRYBOS IR PRAMOGŲ INDUSTRIJOS* (VALSTYBINIS
KODAS – 653P96001) 2015-11-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-285
IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

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

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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

Studijų programą *Kūrybos ir pramogų industrijos* vykdo Socialinių mokslų kolegijos Komunikacijos ir menų katedra. Studijų programa pradėta vykdyti 2012 m., todėl ši programa vertinama pirmą kartą.

Programos tikslai ir studijų rezultatai yra aiškūs ir ambicingi. Skirtingos šalys, pavyzdžiui, dėstytojai, socialiniai partneriai ir administracija buvo įtraukti į darbo rinkos poreikių tyrimą, studijų programos tikslų ir studijų rezultatų apibrėžimą, studijų turinio kūrimą ir dėstytojų samdą, siekiant realizuoti aukštas šios programos ambicijas.

Studijų turinys sudarytas taip, kad jame būtų derinami kultūros ir verslo aspektai. Tai šiuolaikiškas požiūris į kūrybos industrijas, kuomet studentai skatinami mastyti nestandartiškai taikant įvairius dėstyto ir mokymosi metodus, pavyzdžiui, atvejo analizė, grupinis darbas, „blitz“ užduotys, vaidmenų kūrimas, kūrybiniai projektai, savirefleksija, SSGG, atviros repeticijos ir simuliacijos. Nepaisant to, kad bendra šios programos apimtis ir sandara yra suderinta ir nuosekli, ekspertų grupė pastebėjo, kad baigiamojo darbo pasirengimui ir rašymui skiriama daugiau pastangų ir laiko nei numatyta studijų programoje. Todėl ekspertų grupė rekomenduoja padidinti baigiamojo darbo apimtį ir skirti ne mažiau kaip 12 kreditų.

Dauguma studijų programą vykdančių dėstytojų yra puikūs specialistai, praktikai iš įvairių kultūros organizacijų ir verslo įmonių, turintys įvairų išsilavinimą. Dėstytojams teikiama įvairi parama profesinio ir asmeninio tobulėjimo srityje. Administracija tvarko specialistų iš įvairių kūrybos industrijos ir pramogų verslo samdos procesą. Tačiau atsiranda rizika, kad specialistams įdarbintiems dėstytojais šioje programoje gali trūkti reikiamų didaktikos žinių ir įgūdžių tinkamam dėstymui užtikrinti.

Socialinių mokslų kolegija skyrė daug investicijų patalpoms modernizuoti. Visiškai naujas pastatas sukuria puikią šiuolaikišką dėstymo ir mokymosi aplinką, tinka studentų bendravimui ir darbui grupėje, savarankiškam mokymuisi, renginiams, saviraiškai ir kitiems tikslams. Yra patalpos, skirtos didelėms grupėms, seminarams, konferencijoms, taip pat šokių studija, vaizdo kūrybos studija, poilsis zona, kavinė, interneto zona, kurioje yra kompiuteriai viešam naudojimui. Kalbant apie mokomajai praktikai atlikti skirtas vietas, galima teigti, kad glaudus bendradarbiavimas su socialiniais partneriais užtikrina studentų atliekamos praktikos kokybę. Vis dėlto, reikėtų atnaujinti studijų modulių ir dalykų (metodinę) literatūrą, kuri tiesiogiai susijusi su kūrybos ir pramogų industrija.

Studijų eiga organizuota tinkamai ir gerai apibrėžta. Kolegijos taikomas studentų pasiekimų vertinimas yra aiškus ir suprantamas studentams. Studentai nuolat informuojami ir jiems teikiama visa reikiama informacija, įskaitant informaciją apie bendrąją, akademinę, socialinę ir finansinę paramą, kurią jie gali gauti. Studijos organizuojamos lanksčiai, studentai turi galimybę pasirinkti nuotolinį mokymąsi, nes paskaitos yra įrašomos arba teikiamos internetu. Apskritai, studijų programa labai orientuota į studentą, studentai taip pat turi galimybę dalyvauti plataus spektro papildomo ugdymo veikloje, pavyzdžiui, talentų šou, įgyvendinant kūrybinius projektus arba juos inicijuojant. Daugumos pirmųjų absolventų profesinė veikla atitiko programos vykdytojų lūkesčius. Kita vertus, reikia paminėti, kad studentų akademiniai pasiekimai prastėja. Be to, iškritusiųjų skaičius gana didelis, reikėtų labiau skatinti ir didinti išvykstančiųjų ir atvykstančiųjų pagal judumo programas skaičių. Nors SMK patenkina studentų poreikį bendrabučiui, nes yra sudariusi susitarimus su kitomis švietimo įstaigomis, studentai skundžiasi, kad kartais tos kitos įstaigos prioritetą skiria savo pačių studentams.

Programa nuolat tobulinama atlikus metinį rinkos poreikių vertinimą, atsižvelgiant į grįžtamąjį darbdavių ryšį, žmogiškuosius ir materialinius išteklius, studentų pasiekimų rezultatus ir studijų rezultatus. Akivaizdu, kad sukurta tvirta ir sėkminga partnerystė su socialiniais partneriais. Ekspertų grupė pastebėjo, kad santykiai su studentais yra geri neoficialiame lygmenyje, tačiau vadyba vykdoma labiau iš viršaus į apačią, todėl pataria įstaigai taip pat sukurti atitinkamas studentų oficialaus atstovavimo ir dalyvavimo struktūras.

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III. REKOMENDACIJOS

1. Nepaisant gerų neformalių santykių su studentais ir to, kad studentai raginami pareikšti savo nuomonę ir teikti pasiūlymus, studentų indėlis ir įtaka nėra sistemingai užtikrinami. Todėl ekspertų grupė rekomenduoja sukurti atitinkamas formalaus studentų atstovavimo struktūras.
2. Padidinti baigiamojo darbo apimtį bent iki 12 kreditų.

3. Atnaujinti metodinę literatūrą atsižvelgiant į dėstytojų ir studentų išreikštus poreikius.
4. Imtis tinkamų priemonių dideliame iškritusiųjų skaičiui mažinti, ypač išstetinių studijų studentų.
5. Ekspertų grupė rekomenduoja programos administracijai dėti daugiau pastangų motyvuojant ir skatinant studijų programos studentus aktyviai dalyvauti tarptautinėse judumo programose ir pritraukti studentus iš kitų šalių. Todėl būtina studijų dalykus siūlyti anglų kalba ir parengti tarptautinės rinkodaros planą bei jį įgyvendinti.

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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)