



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
TEATROLOGIJA IR SCENOS MENŲ VADYBA
PROGRAMOS (621U94002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF THEATRE STUDIES AND MANAGEMENT
(621U94002)

STUDY PROGRAMME

at Vytautas Magnus University

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teatrologija ir scenos menų vadyba</i>
Valstybinis kodas	621U94002
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Menotyra
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Menotyros magistras
Studijų programos įregistravimo data	1997-05-19, Įsak. Nr. 565 Atnaujinta reg.: 2001-08-02, Nr.1187 Atnaujinta reg: 2007-02-19, Nr. ISAK-225

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Theatre Studies and Management</i>
State code	621U94002
Study area	Humanities
Study field	History and Theory of Arts
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of History and Theory of Arts
Date of registration of the study programme	1997-05-19, Order No. 565 renewed registration: 2001-08-02, No.1187 renewed registration: 2007-02-19, No. ISAK-225

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

On Wednesday 10th October 2012 - following analysis of the programme's Self-evaluation Report (SER) and the preparation of Preliminary Reports - the Experts team (Prof. Atis Kampars, Prof. Wojciech Bałus, Dr. Egle Jaškūnienė, Dr. Ramunė Balevičiūtė, Justas Bujokas) visited Vytautas Magnus University: Department of Theatre Studies at the Faculty of Arts.

The visit to the University and Faculty involved meetings with the following groups:

1. The staff responsible for preparation of SER;
2. The Teaching staff;
3. The Students;
4. The Alumni;
5. The Employers.

Site visits to the physical resources (lecture-rooms, library, galleries, etc.) were conducted during the course of the day. The Expert team also had the opportunity to observe lectures and theses produced by the students to assess the level and quality of the work.

All the people involved in the accreditation process were very positive, co-operative and engaged fully in the process and the team was fully supported by a competent translator for sessions when it was needed. The Expert team was accorded a professional and very hospitable welcome. The team wished to encourage an open, constructively critical discussion with all concerned, and the level of involvement by those they encountered during the visit greatly enhanced the efficiency of the work that was carried out.

The Expert team has to draw attention that a number of institutionally similar conclusions will be repeated in different final reports.

The Expert team would like to extend its appreciation and warm thanks to everyone involved in organizing the event and those participating in the meetings.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Master study programme Theatre Studies and Management is aimed at “integration of theatre studies into a wider interdisciplinary field” and “to apply different theoretical approaches and to provide a complex understanding on theatre research and its practical application” (SER page 4). This attitude towards the performance and content is relevant to the state of the programme being under supervision of the Faculty of Arts and the Vytautas Magnus University.

The learning outcomes (hereinafter – LO) of the programme relate to the common system of the Vytautas Magnus University. LO's are organized in programme outcomes, course outcomes and the criteria of learning achievements and is assessed as good in general. It demonstrates a clear sequence and internal relations between the aims, the objectives and the methods of studies. However, the distinction between the knowledge and skills is not clearly shown - course descriptions explain only the general outcomes and more explicit formulations on the variety and levels of criteria would be advisable.

The principle to describe learning outcomes as professional duties is an effective way how to interconnect professional competences with the academic ones. It describes relations between the study subjects and professional competences as coherence between the learning outcomes of the theatre studies and management courses. For example, the study courses 'Management of Stage Art Institutions', 'Management of Art Projects', 'Marketing and Advertising of Stage Art', 'Culture Animation', 'Research Project No. 2' are assigned to the programme's outcome 'to curate various national and international projects and programmes of stage art' (SER annex 1.1.). There is a strong presence of professional field in the content of the Theatre Studies and Management programme - learning outcomes of the programme "correspond to the main functions of professional activities as seen by foreign and national institutions" (SER pages 6-7).

Graduates may be employed in the areas of:

- Applied theatre research (theatre critics, administrators, curators, coordinators);
- Theoretical art research (teachers, lecturers, researchers in the institutions of academic research and education);
- Management of theatre processes (theatres, festivals, communities, art agencies, etc.);
- The institutions of culture and education (organizations of stage arts, schools, libraries, cultural centers, museums);
- The media and publishing;
- National and public or private culture organizations institutions that require high cultural competence (local government institutions, ministries, cultural foundations, embassies, international agencies and organizations).

The graduates of the master programme can continue their education in the third cycle of studies - there are also a doctoral study programmes at the VMU in the field of history and theory of arts (SER page 7).

The Vytautas Magnus University has established model of description of the learning outcomes which corresponds to the common principles used in Lithuanian higher education.

There are three levels of formulations: the study programme outcomes, the course outcomes and the criteria of learning achievement evaluation. Although the Team find this system as

intelligible method how to arrange and describe the content of the programme, reciprocity between the theoretical ideas and their practical application need to be better elaborated – the ‘criteria of learning achievements’ part is too simplified and does not provide insight into the different levels of student’s achievements in relation with the 10 point grading system.

The interconnection of the learning outcomes with related study subjects seems a logical approach how to express the content of the intended competences. In practice, each particular competence (9 ‘study programme learning outcome’ SER annex 1.1.) is supported by a number of ‘course learning outcomes’ represented by the names of study subjects (10 names in average; in amplitude from 5 to 15, SER annex 1.1).

The nominal of the programme Theatre Studies and Management directly reflects the content and thematic direction of master studies. The same can be said about the system of learning outcomes where programme, course and learning achievements are arranged in logical relations. The name of qualification Master of History and Theory of Arts may sound confusing for incoming students and future employers because it is too general and does not specify the programme’s direction (subfield) and the content.

2. Curriculum design

The study curriculum meets legal requirements of the Lithuanian state – its volume is 120 ECTS in two full-time study years and the types of subjects (obligatory, optional, graduation work) are also grouped and accounted in accordance with the related legislation.

The design of the study curriculum reflects a traditional academic approach – there are typologically defined groups of subjects, but no thematically unified study modules exist at the moment. Although this type of study plan may produce good knowledge and skills its design does not automatically support inner holistic structures of the content.

During the meetings with the representatives of the VMU experts have learned that the university is planning to establish modular organizational principles as a part of full-scale transition to the ECTS system.

The programme is structured to provide education in the field of theatre at the second cycle of studies and has no repetitive character. The dissemination of credits is very even – 6 ECTS for each of the subjects.

Distribution of credits seems simplified and leaves some doubts about its rationality – the electives might be of a smaller volume but of a larger variety to provide better opportunities to select the courses upon student’s particular interests.

In general, the content of the Theatre Studies and Management programme relates to the level of second cycle of studies – there is an attempt to organize student’s individual research (2 courses Research Project I and II, 6 ECTS each), the third semester is assigned for elaboration of the master’s thesis, the obligatory part covers both of the main directions of the programme – 6 courses for the Theatre Studies and 3 for the Management. The electives offer variety of humanitarian subjects that is basically related with study area of arts. Although the proceeding accreditation report points at the lack of practical courses no practical subjects on theatre studies or fine arts were introduced in the programme.

The Department seeks to arrange possibilities “to allow interdisciplinary exchange of knowledge for the Programme students”. There are endeavors to introduce courses of the other departments of the Faculty of Arts (Policy of Culture, Music and Theatre, Culture Animation, Postmodern Art).

However, there are no direct indications that implementation of systemic interdisciplinary studies has already started – though the specialty content is allocated in the group of obligatory subjects and optional courses offer a reasonable knowledge, the possibility to choose specific subject upon student’s interests seems unclear. The Expert team regards interdisciplinary as a system supporting interaction of different fields of humanities, arts and social sciences therefore very important for master studies of the area of arts; the Department should review the composition of curriculum to fulfill its own aim: “integration of theatre studies into a wider interdisciplinary field”. Therefore the comment from the preceding evaluation “There are also certain problems related to interdisciplinarity of the Programme studies: although the authors of self-evaluation report do acknowledge it themselves there is still no definite perspective of change” (SER annex 8, paragraph 3.4.6.) has to be repeated here again.

The content of subjects is generally appropriate for the achievement of the intended learning outcomes. Only the optional subject ‘20th Century Philosophy of Art’ – according to the syllabus – is in a fact a theory of art because more than 50% topics are concentrated on cultural anthropology, psychoanalysis and sociology.

Group of ‘optional subjects’ is understood as a number of listed courses – a prescribed option for students. The concept and importance of independent studies are not yet properly judged by the academic leaders of the VMU – the ‘driving force’ of the master studies should be the development of the graduation work what, due to its unique character, may require specific information that cannot be anticipated.

This aspect should be reconsidered especially in the broader context of existing university subjects and the needs of independent master studies.

The scope of the programme clearly reflects the aims and the main thematic directions: the Theatre Studies and the Management. In general terms, the proposal of courses in the curriculum ensures programmes ability to provide competences formulated in the description of learning outcomes.

However the leaders of the Department are suggested to consider the possibility to arrange broader content including subjects of fine art and music especially for the group of optional courses.

The content of the programme in total it demonstrate features characteristic for the contemporary art studies – approximately 40% of the subjects have thematic relations with modern or contemporary culture.

3. Staff

Staff of the Theatre Studies and Management programme meets the national and university requirements concerning the second cycle study programmes - it consists of 4 professors, 6 associated professors, 1 lector with doctoral degree (SER page 13).

The proportion between the regular employees and invited teachers correspond to “the order of the Minister of Education and Science of the Republic of Lithuania claiming that no less than half of the volume of each part of study programme has to be taught by the regular employees of the higher education institution”.

The qualification of the academic personnel of the Department is high - all courses and projects are taught and theses supervised by teachers having doctoral degree. The motivation of teachers is very high - the staff members of the Theatre Department seem to be a driving force also for other academic units they are involved in.

The Theatre Studies and Management programme benefits from the presence of other university structures - teachers from other departments are involved in the provision of the courses as well as experienced academicians from abroad.

There are 12 teachers providing the course of the programme – all of them have scientific degree. Currently 12 students are involved in the master studies and it makes the student/teacher ratio as 1 : 1 thus providing variety of knowledge and teaching methods, high standards of expertise and individual approach.

The average age of the teaching staff is 44 year that demonstrates good age balance; the youngest teacher is 33 and the oldest is 62 years old. 4 teachers are 35-39 years old, 4 teachers are 40-50 years old.

Two new staff members started to work for the Department since 2009 in connection with revised learning outcomes and successive implementation of new study courses in management and creative and cultural industries.

It is possible to conclude that there is appropriate academic resource for the programme development in the coming years.

The Programme teachers are especially active in participation in international scholarly conferences. During recent 5 years the Programme teachers took part in more than 60 international congresses of professional organizations and other international academic events.

The majority of the teachers took part in the EU supported project “Renewal of the first study cycle and integrated study programmes at Vytautas Magnus University on the basis of unified European higher education area principles”. Within the project framework the content of the History and Theory of Arts programme subjects was renewed, focusing on learning outcomes and on the basis of experience of other European universities gained in the project training.

It can be summarized that during the period (2007-2011) almost 85 percent of the Programme teachers upgraded their academic qualification contributing to the higher quality of the Programme.

Since 2008 teacher qualification development enhancement system has been implemented at VMU. Following the order of the Senate, staff representatives once in five years teachers can be exempted from pedagogical work due to research or scientific, arts or pedagogical qualification improvement.

Teachers improve their qualification participating in research traineeships, attending and giving lectures in foreign universities. In the period from 2011 to 2012 four teachers went abroad within the frame of the Erasmus mobility programme.

4. Facilities and learning resources

The VMU library has three delivery rooms, 11 reading rooms and a phonotheque. There are 476 workplaces in the reading-rooms, whereof 72 are computerized and 6 workplaces for listening to audio records. The computers ‘software includes the Internet and intranet, scientific data bases and catalogues.

The students of the Theatre Studies and Management programme realize their studies in the separate building, where the Theatre Studies Department is located. There are 7 auditoria with 518 workplaces in this building.

Because of small number of students (currently 12 students engaged) in the programme the premises for studies are sufficient and appropriate for Master studies. However it should be

considered that MA study process demands more of a 'private space' for concentration on the research themes.

In the Theatre Department building all study rooms are equipped and courses are delivered with multimedia and/or LCD sets. During the process of studies video and audio reproduction video /DVD /Blue-ray players, LCD equipment technologies are used most often for watching and analyzing the theatre production records - this equipment is sufficient for the needs of the Programme.

Teachers of the Theatre Department and students can use a common equipment of Faculty of Arts (including 28 computers with the internet, 3 laptops, 8 printers, 1 digital printer, 6 video recorders, 7 photo cameras, 2 TV sets, 2 Blue-ray players, 2 record-players, 2 video players; on request the additional equipment can be provided by VMU Infrastructure service). Most of the enumerated equipment is of high quality (the average age of computers is 5 years) and completely satisfies the needs of the Programme. (SER page 19)

Student's practical studies are organized by the VMU by using its own resources and the Theatre studio. Proper infrastructure is provided for the practical activities of students - rooms for consultations, individual workplaces in the Faculty of Arts Reading Room. Public events are performed in the VMU spaces as well.

There is a constant cooperation between the Theatre Department and the stakeholders organizing opportunities for students to participate in the practice of research and expertise as well as to demonstrate their own public initiatives - participating in the juries of young theatre critics and international and local student theatre festivals; students have an opportunity to participate in the international theatre festivals themselves as well.

Faculty of Arts has a vast and periodically renewed network of social partners (currently 6 cooperation agreements are signed) and target contracts with 53 different kinds of government and non-governmental cultural institutions that the Programme students use for their individual researches and practical activities (SER page 20).

Teaching materials are accessible, of a good quality and amount. Library resource proves that there are all necessary resources for both specialized and academic research.

The premises are in a good condition and can serve student's needs to fulfill the study tasks as well as their independent research. The Faculty of Art has also a small local 'Reading Room' (formally a part of the central library) with basic study literature (an important part is comprised of study books and methodological publications written by VMU teachers) and a mediateque - more than 200 video and DVD records (listed in the SER annex 9) of theatre performances. This compact yet concentrated intellectual resource within an easy reach indicates at positive and efficient academic practice.

5. Study process and student assessment

Admission to the Master studies is performed in accordance with the national legislation. Students are admitted to the programme via public competition under condition that they meet the general requirements of admission to the second cycle university programme: have graduated the first cycle (Bachelor's) studies, have a qualification diploma in humanitarian or social study area (SER page 23). Each applicant participates in an interview performed by the Admission Committee, explaining his/her motivation related to Theatre Studies and Management. The motivational factor can give a higher position in the 'competitive queue' (SER page 24).

However the Team of experts ascertains that there are certain constraints in student's admission – a limited number of study fields are compatible with Master studies of the Theatre Studies and Management programme. It has to be reviewed to provide open access for all possible candidates thus avoiding any kind of exclusion.

The leaders of the programme are advised to rethink the requirements of admission to provide an approach that demands the formulation of the MA thesis at possibly early stage of the programme, recommendable at the beginning of the second study semester.

Quality Assurance center is well-established at the VMU providing overall guidance for local QA units – Programme Committees at the Departments with social partners involved.

The process in total can provide qualitative results of learning however show the marks of traditional approach. More thoroughly defined nucleus of the specialization together with presence of evolving master's thesis would activate the students choice of optional subjects and the performance altogether.

The presence of the principles of 'independent learning' is not yet clearly reflected in the curriculum. This is a future task of the Department to establish such kind of learning environment that encourages master programme students initiative to develop their own ideas and fields of interest

The elaboration of the master's final thesis is provided by the staff members with doctoral degree; a supervisor is selected by the student according to teacher's and student's research interests. A supervisor assists the student with all the necessary methodological means. The Faculty of Arts secretaries consult students on study organization issues every day during the working hours.

Master's final thesis is defended in a public meeting of qualification committee in accordance with the requirements for final thesis defense procedure. Theses are assessed on the basis of

criteria assessed in didactical guidelines; advisor's and reviewer's comments are also taken into account.

During the studies in the programme students are encouraged to actively participate in the research or artistic activities. Students are offered to involve in the research projects performed by the Faculty of Arts and the Theatre Study Department. Students also participate in organizations of conferences (SER page 26) – there is a list of student's publications in the SER annex 7 showing 83 academic and professional articles and presentations from the latest period (mainly 2007-2012).

There is also a doctoral study programme available at the VMU for the graduates of master programme.

Mobility may look good (even up to 30%) but there are a very limited number of local students in the programme (every student going abroad critically decrease the size of the study group) and no incoming Erasmus students whatsoever. It questions sustainability of mobility as well as the 'interdisciplinary character' of the programme. This aspect is already indicated in the SER as the 'weaknesses.

Participation in the mobility programmes are performed on the basis of competition between different departments of the VMU. Students feel that they are expected to find the possible international partner institutions themselves and this aspect put the planned character of mobility under the question – more guidance and practical support should be given in response to student's initiatives.

Accessibility and variety of social support for Master programme student's is sufficient and adequate: 3 VMU own student dormitories; one of them is in the centre of the city with special accommodations for disabled students. Students are provided with spiritual, psychological, sport and health support and have possibilities to join cultural events by entering the "Theatre Club", VMU Musical Society, "Collegium Artes Liberales" and "Students' Santara" aimed at development of humanitarian values (SER page 28). Students can consult on academic issues in different University offices - the Office of Academic Affairs, the International Office and the Office of Student Affairs.

General assessment principles of students' performance are described in the 'criteria of learning achievements'. This information is accessible for students and exists as a system of reference-points. Still more detailed explanation on the gradual levels of learning achievements is needed.

The university supports the cumulative structure of grading; there are several forms for student's study achievements' evaluation: colloquiums, tests, homework, projects, individual assignments, final examination.

The methods of assessment are also supported by comparatively flexible principles of accounting the 'constituents of evaluation' of the final grade (colloquium: 15-35%, seminars, homework, practical work, tests and individual assignments: 15-35%) (SER page 28). The amplitude of 'constituents' demonstrate a good example of academic practice that respects the specific needs of every type of study subject.

The Master graduation work is defended in public and the list of titles demonstrates variety of student's interests.

The development of students' professional skills is also supported and encouraged by the Faculty of Arts and the Theatre Study Department in the form of public activities initiated by the students themselves. The range of activities includes development of discussions on contemporary Lithuanian theatre and cultural events.

According to the information received during the site-visit, the students employability satisfy the institution – students work in prominent workplaces (Ministry of Culture, UNESCO office) and State's Department of Culture Heritage as well as in the private enterprises.

6. Programme management

The Theatre Studies and Management master study programme is implemented by the Theatre Studies Department of the Faculty of Arts.

The efficiency of the proceedings of the VMU managerial system is of a high quality - the responsibilities of the programme's implementation are clearly distributed and supervised: the Faculty of Arts Council approves the programme and the Theatre Studies Department coordinates and implements it. The Study Programme Committee of the Theatre Studies and Management is responsible for the following duties:

1. Achievement of the Programme learning outcomes;
2. Quality supervision;
3. Renewal of the contents and procedures (SER page 32).

Teachers from the Faculty of Arts History and the Department of Theory of Arts Faculty of Humanities, Faculty of Political Science and Diplomacy and Music Academy are also involved in teaching process of the programme; each teacher is responsible for the teaching quality of his/her course.

The accreditation team highly appreciates the assuring role undertaken by the Theatre Studies Department and its academic personnel. The responsiveness and involvement in the discussions

during the site-visit indicates an active self-reflective attitude of the teachers also proving existence of democratic academic environment at the Department.

Teaching staff has been involved in the Project of quality monitoring, content revision, LO's establishing in connection with transfer to the ECTS in 2011. The Theatre Studies Department unlike the other art departments is advancing towards effective and students-centered practices by upgrading the admission procedures to the programme (see Section 5, paragraph 1).

University should undertake more active role in organizing communication between the Department, employers and students. It also relates to the strategic data about the economic processes and information for students about possibility to join 'real' projects should be gathered by the administrative institutions of the VMU.

During the preparation of the SER the personnel of the VMU managed market research projects together with local and foreign partners. There were regional projects (Nordic-Baltic-NW Russia Network in Theatre Studies and Education) to collect information about the methods of performance and approaches to the Theatre study programmes; the results were used to improve self-assessment procedures and methods of efficient planning.

Practices how to collect information from the professional field exist and are used by the Department – stakeholders are involved and interviewed. Although this external communication can be improved by adding more regular and better documented format the whole process is regarded as positive and promising one.

Quality assurance mechanisms are established at the VMU and can effectively provide academic and administrative solutions at all levels; the university provides overall guidance for local QA units – Programme Committees at the Departments. Well-established and working quality monitoring system guarantees the stability of the qualitative aspects of studies.

Programme self-evaluations are performed each two years on the basis of methodology prepared by VMU Centre for Quality of Studies. The self-evaluation is carried out by the Study Committee, and the results are discussed in the Department and the Faculty Council. The Study Committee is consulted by the Centre for Quality of Studies, Office of Academic Affairs and Vice Rector for studies.

III. RECOMMENDATIONS

1. The whole academic offer of the Vytautas Magnus University should be actively explored to guarantee possibly broad choice of elective courses.

2. Concentrated modules of specialty (core) subjects are to be established to arrange groups of content-related subjects instead of organization in accordance with obligatory or optional principles.
3. Interdisciplinary principles should be discussed within the academic community to activate and modernize the academic performance of the programme.
4. More detailed descriptions on the criteria of learning achievements have to be elaborated – existing state of the course descriptions informs only about the general level of achievements avoiding explanation on the gradations of student's success.
5. The requirement should be introduced that the master's thesis should be proposed and confirmed within the first year of studies as the latest. In this context also the revision of the admission requirements would be advisable.
6. Organization of the study process should support students' independent learning allowing replacing planned courses with extra-curricular activities being confirmed by the Department.
7. The VMU should provide more guidance and practical assistance for its students in finding international partners for mobility studies. Master study period allows a very short period for studies abroad; therefore the Office of International Affairs should act very intensively to support student's initiatives.
8. Admission requirements should be reconsidered by introducing requirement to present a master's study motivation paper. At the same time the admission principles should be flexible enough to avoid exclusion of those candidates not having previous degree in particular subfields of art.

IV. SUMMARY

The Vytautas Magnus University in Kaunas was re-established in 1989 to revive tradition of liberal and modern academic education in Lithuania. The University is united by its mission to provide higher education in accordance with classical traditions of *artes liberales* and broad humanistic concept of university education.

The Vytautas Magnus University (hereinafter – VMU) has 10 faculties: Arts, Catholic Theology, Economics and Management, Humanities, Informatics, Law, Natural Sciences, Political Science and Diplomacy, Social Sciences, Music Academy. There are 41 departments, 1 institute, 22 study and research centers, Multimedia laboratory, Psychological Clinic, Art Gallery 101. There are 1 institute and 7 university centers including Arts Centre and VMU Kaunas Botanical Garden. The whole structure of VMU conforms to classical standards of a university thus

reflecting its mission to unify different fields of sciences; in this context the presence of art studies at the University requires specific attitudes that lead the learning process towards intelligible accomplishments and critical thinking.

The learning outcomes of the programme correspond to the ideas expressed through the aims - the content of subjects is appropriate for the achievement of the intended learning outcomes. The common VMU principles how to formulate 'study programme outcomes', 'course outcomes' and 'criteria of learning achievement evaluation' are effective form how to communicate those educational concepts to the students' community. Also the comparison of learning outcomes with subjects of studies demonstrates methodical efforts to link systemic elements with the content of studies.

The name of qualification Master of History and Theory of Arts is not very appropriate for the Theatre Studies and Management programme because of its nonspecific character. It would be advisable to use more precise title of the qualification to forward direct message to future employers or business partners about the content of the awarded grade.

The plan of studies might be reviewed to create more flexible and dynamic structure necessary for contemporary culture studies. Also the fixed amount of credits (6 ECTS) allocated for every single course demonstrate too mechanic attitude and therefore questions of academic compliance with the content of the subjects.

There are no direct indications that thorough implementation of interdisciplinary studies has started in the programme. The study plan shows a fixed list of optional subjects thus pointing at the academic attitude to plan student's activities in advance. Leaders of the VMU should declare every Master's thesis as a unique attempt to place an individually motivated research therefore the study plan should demonstrate the flexible response to this concept. The absence of interdisciplinary processes, i.e., the possibility to modify study programme in accordance with student's individual project - may damage the whole idea about the Master programme as a specialized studies. It also contradicts to the programme outcome No.3 "...to use interdisciplinary tools of theatre analysis, to compare and evaluate...".

The fact that the VMU admission process demand also an interview in addition to the competition of the grades from the previous educations is important step to establish Master's research (or thesis-centered) based programme. This activity has to be continued by opening access to the programme to all kind of applicants being able to qualify for the second cycle of studies and prove their determination to make a specialized research.

V. GENERAL ASSESSMENT

The study programme Theatre Studies and Stage Arts Management (state code – 621U94002) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	19

*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.

Grupēs vadovas:

Team Leader:

Atis Kampars

Grupēs nariai:

Team members:

Wojciech Bałus

Eglē Jaškūnienē

Justas Bujokas

**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TEATROLOGIJA IR SCENOS MENŲ VADYBA* (VALSTYBINIS KODAS
– 621U94002) 2012-11-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-130 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Teatrologija ir scenos menų vadyba* (valstybinis kodas – 621U94002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	19

* 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

Vytauto Didžiojo universitetas Kaune buvo atkurtas 1989 metais, siekiant atgaivinti liberalaus ir modernaus universitetinio švietimo tradiciją Lietuvoje. Universitetą vienija jo misija - pagal klasikinės *artes liberales* tradicijas ir plačią humanistinę universitetinio išsilavinimo koncepciją suteikti aukštąjį išsilavinimą.

Vytauto Didžiojo universitete (toliau - VDU) yra sudarytas iš 10 fakultetų: Menų, Katalikų teologijos, Ekonomikos ir vadybos, Humanitarinių mokslų, Informatikos, Teisės, Gamtos mokslų, Politikos mokslų ir diplomatijos, Socialinių mokslų ir Muzikos akademijos; taip pat universitete yra 41 katedra, 1 institutas, 22 studijų ir mokslinių tyrimų centrai, Multimedijos laboratorija, Psichologijos klinika, Meno galerija „101“; taip pat VDU yra 1 institutas ir 7 universitetų centrai, įtraukiant Menų centrą ir VDU Kauno botanikos sodą. Visa VDU struktūra atitinka klasikinius universiteto standartus ir tai atsispindi jo misijoje - vienyti įvairias mokslo kryptis. Todėl meno studijos universitete reikalauja ypatingo požiūrio, kuris studijavimo procesą orientuotų į aiškius pasiekimus ir kritinį mąstymą.

Programos studijų rezultatai atitinka tiksluose išsakytas mintis - dalykų turinys yra tinkamas numatomiems studijų rezultatams pasiekti. Bendrieji VDU principai studijų programos rezultatams, dalykų rezultatams ir studijų pasiekimų vertinimo kriterijams suformuluoti yra veiksmingi, norint švietimo koncepcijas perduoti studentams. Studijų rezultatų palyginimas su studijų dalykais parodo metodines pastangas sisteminius elementus susieti su studijų turiniu.

Teatrologijos ir scenos vadybos programos Menotyros magistro kvalifikacijos pavadinimas nėra labai tinkamas dėl savo nekonkreto pobūdžio. Patartina parinkti tikslesnį kvalifikacijos pavadinimą, kuris būsimiems darbdaviams ar verslo partneriams tiesiogiai leistų suprasti įgyto laipsnio turinį.

Galėtų būti peržiūrėtas studijų planas, siekiant sukurti lankstesnę ir dinamiškesnę struktūrą, kuri yra būtina šiuolaikinės kultūros studijoms. Fiksuotas kiekvieno dalyko kreditų (6 ECTS) skaičius rodo pernelyg mechaninį požiūrį, todėl kyla klausimas dėl dalykų turinio atitikties.

Nėra požymių, kurie tiesiogiai įrodytų, kad programoje pradėtos įgyvendinti tarpdalykinės studijos. Studijų plane nurodytas fiksuotas pasirenkamųjų dalykų sąrašas, kuris taip pat pabrėžia universiteto požiūrį iš anksto suplanuoti studentų veiklą. VDU vadovai turėtų pripažinti kiekvieno magistro baigiamojo darbo unikalias pastangas realizuoti individualiai motyvuotus mokslinius tyrimus, todėl studijų planas turėtų lanksčiai reaguoti į šią sąvoką. Tarpdalykinių procesų stoka, t. y. galimybė keisti studijų programą pagal studento individualų projektą, gali sugadinti visą magistrantūros programos, kaip specializuotų studijų, sąvoką. Jis taip pat prieštarauja programos rezultatui Nr. 3 „... naudoti tarpkryptines teatro analizės priemones, palyginti ir įvertinti ...“.

Tai, kad be ankstesniojo išsilavinimo pažymių VDU priėmimo procese yra numatytas interviu, rodo svarbų žingsnį siekiant sukurti magistro moksliniais tyrimais (arba į baigiamąjį darbą orientuotą) grindžiamą programą. Ši veikla turi būti tęsiama ir programa turėtų būti prieinama visiems, kurie galėtų pretenduoti į antrosios pakopos studijas ir įrodytų savo pasiryžimą atlikti specializuotus tyrimus.

III. REKOMENDACIJOS

1. Visa Vytauto Didžiojo universiteto akademinė pasiūla turėtų būti kruopščiai išnagrinėta, siekiant užtikrinti platų pasirenkamųjų dalykų pasirinkimą.
2. Turėtų būti nustatyti į specialybę sutelkti (pagrindiniai) dalykų moduliai, siekiant sugrupuoti su turiniu susijusius dalykus, o ne grupuoti juos laikantis privalomumo arba pasirenkamumo principų.
3. Akademinė bendruomenė turėtų aptarti tarpdalykiškumo principus, siekiant suaktyvinti ir modernizuoti programos akademinį atlikimą.
4. Studijavimo pasiekimų kriterijai turėtų būti aprašyti išsamiau – šiuo metu esantys studijų dalykų aprašai tik bendrai informuoja apie pasiekimų lygį, tačiau nepaaiškina studentų pasiekimų balų skyrimo.
5. Reikėtų numatyti reikalavimą, kad magistro baigiamasis darbas turėtų būti pasiūlytas ir patvirtintas ne vėliau kaip pirmaisiais studijų metais. Atsižvelgiant į tai, taip pat turėtų būti peržiūrėti priėmimo reikalavimai.
6. Studijų proceso organizavimas turėtų skatinti savarankišką studentų studijavimą, leidžiantį suplanuotus dalykus pakeisti Katedros patvirtinta neauditorine veikla.
7. VDU turėtų pateikti daugiau rekomendacijų ir suteikti praktinės pagalbos savo studentams ieškant mobilumo studijų tarptautinių partnerių. Magistrantūros studijų užsienyje laikotarpis yra labai trumpas, todėl Tarptautinių ryšių tarnyba turėtų aktyviau veikti studentų iniciatyvoms remti.
8. Turėtų būti persvarstytos priėmimo sąlygos ir įtrauktas reikalavimas pateikti magistro studijų motyvacinį laišką. Taip pat, priėmimo principai turėtų būti pakankamai lankstūs, kad nebūtų atmesti tie kandidatai, kurie neturi anksčiau įgyto meno krypties laipsnio.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341