SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO TARPTAUTINIO VERSLO MOKYKLOS

STUDIJŲ PROGRAMOS *KŪRYBINIS VERSLAS* (621N10006)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF STUDY PROGRAMME

CREATIVE BUSINESS (621N10006)

at VILNIUS UNIVERSITY INTERNATIONAL BUSINESS SCHOOL

Grupės vadovas: Team leader:	John Cusack
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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Kūrybinis verslas*
Valstybinis kodas	621N10006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo magistras
Studijų programos įregistravimo data	2011-04-15

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Creative Business*
State code	621N10006
Study area	Social Sciences
Study field	Business
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Business
Date of registration of the study programme	15-04-2011

CONTENTS

I. INTRODUCTION

Vilnius University International Business School (IBS), a wholly owned subsidiary of Vilnius University, is situated in its own self-contained premises close to the main campus of the University. As part of the external evaluation of the Master in Creative Business study programme, the international review panel visited the institution on 24 April 2014.

This Master's degree commenced in September 2012 and, consequently, the IBS experience in delivering the programme is limited. The initial intake was 14 students, which the panel considers sufficiently large to facilitate group dynamics within the learning environment. The recruitment policy is flexible, thereby allowing selected applicants without a background in the cognate discipline to join the programme after interview or upon completing an introductory course. The period of study is spread over three semesters, with the third semester reserved mainly for the thesis and the delivery of an elective subject. A total of 90 ECTS credits is attached to the full curriculum, spread evenly over the learning experience. The final thesis attracts 30 credits.

Prior to the visit to IBS, a Self-Evaluation Report and supporting information in respect of the programme was provided for panel members. This internal analysis identified the strengths of the degree and also indicated areas where further improvement is required. In this context, plans to customise the programme's student services and enhance academic support are worthy of maximum encouragement, as is the process currently under way to introduce a new management structure with clearly defined responsibilities and functions.

The positive engagement of all stakeholders whom the panel met in discussions augurs well for the future of this degree. The external evaluation report which follows has been produced in a spirit of collaboration and cooperation with programme management. The aim behind the suggestions proposed and the recommendations made is to yield additional value in terms of programme quality and impact, in the best interests of the students and future graduates.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

The title of the programme 'Creative Business' is open to several interpretations, thereby leading to the possibility of a variety of perceptions regarding its purpose and scope. The programme's aims and learning outcomes would benefit from a further review and analysis in order to resolve what is seen as a certain lack of clarity regarding the focus of the degree. This conclusion may perhaps be best summarised by referring to the Self-Evaluation Report (SER) document where, amongst the expected learning outcomes, it is indicated that the graduate will be competent at managing and developing a creative business. However, interviews which the panel held with different stakeholders, including members of the self-evaluation team and academic staff, revealed somewhat differing views, suggesting that the programme is about entrepreneurship, or that the main emphasis is on creative business management. Creative business formation was also suggested as a major goal of programme delivery, as was general business management. The wording 'Creative Business' may encompass many of these viewpoints (and they are not mutually exclusive), but the apparent lack of consistency in interpretation leaves the main purpose of the programme open to further clarification.

While page 9 (par 14) of the SER provides a summary of the learning outcomes and articulates the many dimensions to the studies, there is still a requirement to reflect upon the possibility of adopting a revised and fuller programme title to eliminate any ambiguity regarding how the programme is perceived by stakeholders. The avowed objective "To develop current and future business professionals who are socially responsible and environmentally friendly" is commendable. As part of the documentation supplied to the panel, a graphic visualisation of the links between study programme outcomes and the subjects which make up the curriculum (incidentally in this report the terms 'subject' and 'module are used interchangeably') was presented. The addition of a comprehensive, specific table displaying the direct correlation between study programme objectives and subject learning outcomes would have reinforced the integrative nature of studies.

Modules learning outcomes are often well written and clear regarding student goals and expectations. As an example of good practice, reference may be made to the subject Creative and Cultural Industries. However, other modules such as Marketing Management and Project Management in Creative Business articulate the learning outcomes less effectively. The use of terminology such as "be aware", "will understand" and "will comprehend" is not particularly

appropriate or helpful at this level, where priority must be given to the development of the student's analytical, evaluative, problem-solving and decision-making competencies. Equally, the absence of suitably determined and worded learning outcomes renders the integration of the learning process with the assessment of student competencies difficult, if not impossible, to assess due to the dilemma caused by the existence of incomplete or ambiguous learning outcomes.

It is understood that that the practice of writing learning outcomes and establishing their correlation with the assessment process was covered in staff training for the purpose. However, the variability in the wording of learning outcomes produced suggests that the required uniformity in approach, consistent with the focus and level of the programme, may necessitate further staff development. The outcome would help to ensure that each member of the academic team fully understands the key functions and roles of learning outcomes. Student awareness and understanding of the vital part which learning outcomes play in higher education would also be promoted as a result. In reviewing learning outcomes across the curriculum, consideration might be given to ensuring that an excessive number of such goals is not produced for any one module. Limiting the number of learning outcomes to generally accepted norms helps to establish priorities for both the teacher and the student, and enhances the prospect of their achievement.

2. Curriculum design

In terms of a visiting panel acquiring a fuller and deeper insight into any element or aspect of the curriculum, including teaching methodology, it is important that all members of the academic staff are available for discussion purposes. Despite this not being the case on the occasion of the site visit, it can be said that the modules meet Lithuanian regulatory requirements and that the teaching and learning schedule is spread evenly over the first two semesters. The scope and content of the modules are appropriate for second cycle studies, although there are some inconsistencies. For example, Finance Management contains an emphasis on creative industries, yet the general and further reading recommended for this subject is very broad. It is understood from discussions that the subject content is more extensive than the identified syllabus topics. Hence, adequate coverage of the material to the necessary standard must be problematic in light of the limited teaching time available (a similar comment might be made in relation to much of the curriculum). It is noted that some specific needs of creative industries appear to be absent from this Finance Management module, for example, 'cash burn', the problem of intangible

assets, the measurement of human creative assets, and the financing needs of creative businesses (given the lack of a financial history).

The module Marketing Management, for example, includes syllabus content of a general nature, without seeming to address the specific marketing needs of creative industries (including social media marketing, viral marketing etc.). In its delivery there appears to be an undue reliance on one textbook rather than a suitable concentration on other national and international publications, as well as the research literature. On balance, this suggests that the module content and associated learning process should be strengthened to reflect the latest developments in creative business and technology. The content of many modules is appropriate for a Master's degree, a good example being Audio-Visual Business. However, from a review of the documentation and the conclusions reached following discussions with stakeholders, the panel suggests that new and/or extended content might be included in the curriculum, either as core subjects, electives, or key topics within modules. Such material could include the following:

- Social Media Development
- Digital Marketing and Sales Management
- Entrepreneurship, to include Sources of Funding
- Public Relations
- Creativity Development Techniques
- IT in a Creative Business
- Strategic Management (and the management of change).

The curriculum places an undue emphasis on functional subjects at the expense of more generic managerial modules, such as Strategic Management and the Management of Change. In this respect, it is understood that the programme management team is considering a broader dimension to the programme, with an associated adjustment in curriculum content. The panel supports such an approach, and the related commitment towards ensuring that studies at this level are both clearly focused and seen to add significant value to what the student has already achieved by obtaining a Bachelor degree qualification.

The fact that not all entrants to the programme come from similar educational backgrounds is seen to conflict to some extent with the attainment of a uniform quality in learning standards. Certain modules are stated to have pre-requisite subjects which not all students will have already covered. This situation, if not managed adequately, has the potential to damage the credibility of

studies and the reputation of the qualification. It also places additional pressure on the students concerned, not all of whom are required to take a bridging studies examination. The panel commends the preparation of the student for the completion of the Thesis by including the modules in Social Research Methodology and Scientific Research Work earlier in the curriculum. The ethical dimension of subject content, including its importance in the conduct of research, might be afforded a more explicit reference throughout the curriculum. Some discrepancies in the wording of subject titles appear within the documentation: Corporate Communication Management v Corporative and Marketing Communication, Project Management in a Creative Business v Innovation Management, and Audiovisual Industries v Audiovisual Business.

3. Staff

The teaching staff are suitably qualified to deliver this programme in terms of their academic qualifications and professional competencies. There are 14 members of academic staff detailed in the SER, and it was disappointing for the evaluators to discover that so few of these academics were able to attend the panel meeting to discuss their experiences and present a more comprehensive picture of the teaching and learning process in their particular subjects. This lack of staff representation meant that the anticipated valuable discussion and subsequent reflection could not take place in respect of the major portion of the curriculum.

From the documentation provided, the panel considers the teaching staff to be well qualified and experienced. One member who engaged in the discussion also runs her own business and faces real business issues, thereby ensuring that topical problems may be discussed with students. Staff development is a priority for academic management and this is confirmed by an examination of curricula vitae. Some lecturers also publish extensively and use mobility exchanges to maintain the currency of knowledge and the relevance of skills. The curriculum is taught in Lithuanian. Employment opportunities and career development prospects for graduates would be enhanced if another language, for example English, were to be introduced as part of the internationalisation process. Similarly, the involvement of visiting lecturers from abroad could help to further enrich the learning process for students.

Evidence regarding staff participation in research was provided in the documentation supplied to the panel. However, as indicated above, all teaching staff members were not available to discuss their participation and experience in this area. The consultation with Faculty staff indicated that

communication between members of the teaching staff tends to be informal, rather than through official channels, such as regular academic staff meetings. A fully coordinated approach to teaching, as well as the use of integrative assignments as part of the assessment process, is difficult to organise if an individual lecturer is not fully aware of the work which each colleague is doing in curriculum delivery. The panel was made aware that organisational changes are taking place, but recommend that formal communication processes involving lecturers and academic management be introduced at the earliest opportunity. The initiative whereby a new evaluation system to assess the performance of teachers is being prepared represents a further dimension in efforts to assure quality in programme delivery.

It is also encouraging to learn that three members of the academic staff team are involved in developing a detailed method aimed at improving the performance of creative business enterprises. A teaching aid will be prepared as a result of this project.

4. Facilities and learning resources

Reading lists, though generally sparse, are in the main suitable for a second cycle degree programme. Many academic staff are using recent publications, but in several cases the reading material is somewhat dated. All required and supplementary reading should reflect current thinking and analyses in the context of striving to achieve programme aims and learning outcomes. The direct relevance of some recommended reading material to the related subject is questionable, e.g. for Scientific Research Work and the Thesis. Also, there appears to be little recommended textbook material linked to the Urban Studies module. The panel recommends the wider use of the journal database to facilitate topical reading of the latest knowledge.

The virtual learning environment, Moodle, is available on campus as a resource. This facility is not being used by some academic staff and inconsistently by others, who opt for their own methods by which learning materials and activities, self-assessment, discussion forums, and general communication may be utilised to support student learning. The lack of a comprehensive, uniform approach for interacting with students appears inefficient and a less than fully effective deployment of a valuable resource such as Moodle.

The buildings and social areas in the IBS campus are of a high standard. The library is currently housed in the IBS building, with a plan to move the book and journal stock to the impressive new Vilnius University library. The book stock in both the main library and the IBS building was

reviewed. While some reading material was out on loan, the range of publications for a Master's degree in Creative Business could be more extensive, with particular reference to international resources. The SER document mentions an intention to "Initiate periodic library events in order to methodologically supply the study programme." By way of compensation, it should be emphasised that students have access to the University library database of academic journals and other electronic resources. The wider use of information technology and simulated business software packages is also strongly encouraged in order to enrich the programme and reinforce the links between theory and practice.

5. *Study process and student assessment*

The learning experience is generally concentrated on Thursday and Friday evenings, as well as on Saturdays. The students interviewed consider the attendance commitment to be acceptable and do not wish for any change. For entry to the programme, students are accepted with art, management and other backgrounds. Some students with a non-cognate degree received no bridging or adaptation preparation and consequently experienced more difficulty with certain modules, such as Finance Management. Lecturing staff are perceived to be well qualified, supportive and accessible. Students expressed a preference for the inclusion of additional content, such as Social Media and Marketing and for more case studies. They also pointed to a shortage of time to complete the work load associated with modules, and consider that the communication process relating to the programme might be strengthened still further. The intention on the part of IBS to collect systematic data on student drop-out should assist efforts aimed at reducing the attrition rate, as should the implementation of plans for stronger collaboration with the Student Representative Council. As the majority of students are in full-time employment, the mobility and exchange schemes available within the Faculty are not seen as a particularly relevant in the context of this degree.

Academic staff utilise a range of assessment tools and techniques, including objective testing and a one-hour, closed-book examination using open questions. Objective testing is not regarded as an appropriate assessment method in studies at this level, as such an approach, at best, can merely inform the lecturer about how much has been memorised. The panel doubts whether a one-hour, closed- book examination allows sufficient time to demonstrate student learning or to assist the lecturer in determining whether learning outcomes, in terms of analytical, judgemental, problem-solving and decision making-skills, have been achieved.

The assessment procedure for each module is detailed in the module descriptors, with many subjects appearing to be over-assessed e.g. Intellectual Property Law. The purpose of assessment is to measure the extent to which learning outcomes have been achieved, and having four assessment tests for a single element of the curriculum seems excessive. Some modules, such as Culture and Consumption, include attendance and/or class participation when allocating marks; while others, for example Strategic Brand Management, have a two-part assessment process. It is understood that the Thesis is assessed 100% by the Commission, and such an approach might be reviewed for the purpose of assigning a weighting to other elements/factors associated with the work which could be adjudicated upon separately. In relation to the Thesis, the inclusion of a section which allows the student to reflect on the research approach adopted and the learning experience associated with the completion of the project is seen as highly beneficial. As an example of the difference in approach to assessment, in at least one subject the mark allocated is determined by taking the average result of different assignments/tests, while the norm across the programme is to use a cumulative method.

The various approaches to the assessment process between modules suggest the necessity for an overall strategy in the area. This conclusion is reinforced by the fact that modules such as Marketing Management and Intellectual Property Law seem to have a final assessment grade based on smaller assignments, but also use criteria such as "attendance and performance at lectures" or "performance at seminars." in determining grades. To award marks at Master's level for attendance or for performance at a lecture is not consistent with the accepted norms applied towards the recognition of demonstrable learning. Some modules base the final mark on tests, and it is questionable whether the higher-level learning outcomes and related skills demanded within a second cycle programme can be measured properly by the use of this approach. The timing of both assessment tests and the provision of feedback to students is also significant in this overall scenario.

The panel also met with alumni, who are supportive of the programme and feel that the qualification prepared them for employment in creative industries. One representative mentioned that the programme was "a different experience, the work was of a higher level." The discussion indicated that they did not have any guest lectures, ("if only business leaders would come and speak to us"), and it was suggested that, as students, they would have appreciated the wider inclusion of such topics as 'emotional intelligence' and 'the practice of management' within the curriculum.

6. Programme management

Programme management currently includes the involvement of a Study Programme Committee, but recent decisions will result in a changed structure whereby a Programme Manager, together with a co-ordinator, will be responsible for overall management, including procedures, content, marketing and recruitment. These appointments are in the process of being finalised, and the panel supports any initiative which allows programme administration respond and react more expeditiously to student needs and supply what is required for the ongoing development of this degree. The existing Study Programmes Committee includes academic and administration staff, together with a student representative. It is understood that IBS will introduce a single Strategic Study Programme Committee for all studies at Master's level. The involvement of student representation, together with essential input from social partners, should not be minimised in any new arrangements pertaining to the strategic and operational management of this degree. The efforts to embed and maintain quality in all aspects of programme delivery must be sustained under whatever structures are finally implemented and reviewed on an ongoing basis.

While the SER indicates that members of the Student Representative Council are involved in the activities of IBS Council, the Study Programme Committee, and the appeals process, discussion with social partner representatives indicated that they participated mainly in the programme establishment but not in the regular annual reviews. It is understood that that there are no short-term plans to introduce English for module delivery purposes (either in this programme or in the International Business School, generally). This may hamper the number of international guest speakers available to this programme, as well as its attractiveness for suitably qualified students from abroad. There is already a recognition within IBS of the necessity to introduce more effective channels to capture student feedback. Programme management collects information by obtaining regular questionnaire feedback from students and, similarly, from surveys conducted amongst academic staff each year. As stated in the SER, one of the initiatives which the Faculty is seeking to put in place will involve introducing mechanisms to elicit feedback from Alumni, targeted at career monitoring, the suitability of programme content, and the quality assurance dimension of studies. The role of Alumni in the programme management process might be formalised, and their involvement as guest lecturers would also serve to enrich the learning process.

The existence of a consistent policy on plagiarism or other academic malpractice did not seem to be fully comprehended by the Alumni representatives with whom the panel raised the matter. A similar outcome emerged from the discussion with students, although they indicated that they were informed about cheating on commencing their studies. There also seemed to be a deficit in student knowledge with regard to whether some scholarships might be available for participation in this programme. The systematic benchmarking of the studies against other similar degrees from foreign Universities could help towards its future strategic development. Student enrolment is currently declining somewhat, a situation which necessitates the placing of a greater emphasis upon marketing and promotional activities. A uniform, unambiguous degree focus (possibly involving a revised title), together with the determination of revised learning outcomes, as appropriate, should assist in maximising efforts to attract students. The respective roles of graduates and social partners in marketing this postgraduate opportunity should also be identified.

While all final student projects/ works are placed in the Vilnius University Information System to undergo plagiarism checks, it is essential also to ensure that a comprehensive Anti-plagiarism Policy is maintained and the content communicated to students on a regular basis. A clear understanding of what such a policy might contain was not apparent in the discussions which the panel held with student representatives.

III. RECOMMENDATIONS

This report should be considered as a unified document, with suggestions and recommendations included amongst the different sections. The recommendations below are indicative of the panel's efforts to add value to a promising and successful postgraduate study opportunity initiative on the part of the International Business School.

The panel accepts the purpose and associated learning outcomes of the degree, as detailed in the Self-Evaluation Report and discussed on the occasion of the site visit. However, the academic management team should review the programme's aims and objectives. This would help to guarantee that all stakeholders arrive at a uniform understanding of the explicit focus of both the programme and its associated learning outcomes.

1. The degree is stated to employ three main themes:

    o Education in managing 'a creative business': The panel encourages the establishment of a reasonably precise definition for 'creative business' within the context of this programme. A possible approach could be to define creative business in terms of anticipated graduate employment opportunities on completion of studies.
    o The formation of a creative business: In this regard, the curriculum is seen to warrant some redesign in order to provide a wider and deeper coverage of matters already outlined in this report. It is important that the student is trained to become entrepreneurial, as well as learning about entrepreneurship.
    o The theory and practice of 'managing creatively': The adoption of a stronger and more focused approach to the development of students' innovative and creative thinking skills would reinforce this aspect of programme aims and objectives.

2. In addition to the above, the qualification is deemed by programme administration to be relevant, in terms of knowledge acquired, skills developed and attitudes cultivated, for a career in traditional business organisations, as well as in public enterprises. These themes have resulted in an unclear focus for the degree, and there is unlikely to be adequate time available to achieve each of the goals to the depth expected in studies at this level. A

refined approach to the extensive ambition behind this programme, and the scope of its objectives and learning outcomes, is recommended

3. The student learning experience could be enriched by the provision of specialised content to support wider career options, as referred to earlier in this document. Such material might include an extended coverage of topics related to: Social Media Development, Digital Marketing and Sales Management, Entrepreneurship, including Sources of Funding, Public Relations, and Strategic Management (including the management of change). While there is already a subject entitled 'Project Management in Creative Business', it seems as though the syllabus content relates more particularly to the field of enterprise development rather than general 'Project Management', an area which might be given serious consideration for inclusion in its own right.

4. Social partners are a valuable asset which the Faculty should utilise more fully and effectively in support of the programme. Examples of a potential expanded role for social partners include their involvement in decision making, in occasional lecturing, in providing workshops and 'Career Days', and in promoting the programme to a wider audience. The goodwill from social partners towards the degree, the Faculty, and the International Business School should be translated into allowing for their more active participation across different aspects of the programme.

5. It would be advantageous for students to receive a consistent learning experience when interacting with lecturers. The individualistic approach adopted by teaching staff in using technology militates to some extent against the quality of service provided. The availability of Moodle as a virtual learning environment implies access to a resource which, if utilised to maximum capacity, is able to support many facets of student learning. It is much more than a method by which staff can make accessible classroom materials, and has the potential to support collaborative learning. The students are usually in full-time employment, the stated demands of which render it difficult for them to allocate sufficient time to studies. A more complete and consistent adoption of technology, such as Moodle, has the potential to greatly improve time management and enhance the teaching and learning process.

6. The Faculty should draw on the strengths of Alumni, and this could possibly be achieved by forming an Alumni Club for the degree, whereby networks would be established to

support future work experience placements and internships, provide research opportunities, and strengthen links between the Faculty and employers/practitioners. Such a group would facilitate the monitoring of student careers after graduation and provide potentially important resources upon which the administration could draw.

7. A revised approach to the extensive and fragmented assessment process in use across the programme is essential. The justification for having such a varied approach between modules is not apparent, and, as indicated earlier, some of the criteria in use to measure the attainment of learning outcomes are open to replacement. The wider adoption of an integrative approach involving assignments encompassing learning across more than a single module should be encouraged to the fullest extent. It is also recommended that the Thesis component of the programme might incorporate a project or real-life activity in order to reinforce links between theory and practice.

8. It is important to ensure that all students requiring the stated pre-requisites for particular modules are provided with this essential background via the use of bridging studies. A student joining the programme from a non-cognate degree discipline is likely to be at an unfair disadvantage vis-a-vis his/her colleagues in the event of this preparatory foundation not being made available. It would also be beneficial if all students were exposed to a stronger collaboration with creative industries and given extra guidance on potential career prospects after graduation.

IV. SUMMARY

- Graduates and students speak well of the programme and of the learning experience which it provides. Students are highly motivated to study and to contribute to programme development. A diverse range of teaching and learning methodologies is deployed in programme delivery.

- The academic environment and infrastructure is supportive of the learning process, with the availability of impressive learning facilities, which include access to the University database of scholastic journals and other resources.

- The organisation of studies to accommodate individual student needs is considered innovative, as it allows for flexibility and helps to reconcile study obligations with the demands of full-time employment.

- The programme team strives to develop teamwork and mutual understanding by combining students with business and non-business backgrounds, and through utilising case studies to inform practice.

- The programme aims and learning outcomes would benefit from further consideration and revision, as detailed in this report. The purpose of this recommendation is to establish a common language of understanding amongst all stakeholders, including members of the academic staff team.

- It is proposed that the curriculum be reviewed, to include new content across both core and elective modules.

- The learning and assessment process could be enriched by including social projects relating to societal awareness regarding creative business enterprises. Other suggestions include more case studies based on real-world development. In this context, students and graduates might be encouraged to produce case studies as part of the learning process. The panel also recommends the involvement of additional guest lecturers from foreign and national Universities, as well from the business/cultural/industries sector.

- Mechanisms to facilitate staff communication and interaction on a formal basis should be develop a shared approach to curriculum delivery and the introduction of a more widespread approach in the application of integrative assessment.

- Improvements in the branding, marketing and promotion of the programme are desirable, as is a greater collaboration with social partners. Such collaboration could lead to the introduction of real-life assignments and projects into the 'classroom', thereby enhancing the preparation of students for the challenges and opportunities likely to be encountered in future careers.

- The assessment process should be revised, along the lines suggested in this report. The aim would be to achieve a reasonable balance in the assessment workload for students. This does not necessarily mean that each module should have identical assessment methods. However, it is essential to ensure that all assessment tools and techniques in use are seen to be appropriate and credible for a study programme at Master's degree level.

As members of the external evaluation panel, we wish to thank all concerned for the welcoming manner in which we were received by the University. We are also grateful for the positive and participative approach adopted by stakeholders in the various discussions conducted on the occasion of the site visit.

V. GENERAL ASSESSMENT

The study programme *Creative Business* (state code – 621N10006) at Vilnius University International Business School is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
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)	2
	Total:	**16**

*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.

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