STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kazimieras Simonavičius universiteto
STUDIJŲ PROGRAMOS *KŪRYBINĖS IR KULTŪRINĖS INDUSTRIJOS (valstybinis kodas - 612P90005)* VERTINIMO IŠVADOS
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EVALUATION REPORT
OF *CREATIVE AND CULTURAL INDUSTRIES* (*state code - 612P90005*)
STUDY PROGRAMME
at Kazimieras Simonavičius University

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Kūrybinės ir kultūrinės industrijos*
Valstybinis kodas	612P90005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3.5), ištęstinė (5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Komunikacijos bakalauras
Studijų programos įregistravimo data	2012-09-01

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Creative and Culture Industries*
State code	612P90005
Study area	Social Sciences
Study field	Communication
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3.5), part-time (5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor of Communication
Date of registration of the study programme	1st September, 2012

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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	2014/2015 Spring semester exams session statistics
2	Scientific publications of professors and doctors in Creative and Cultural Industries study programme (2010 – 2015)
3	CCI Full-time and part-time teaching staff
4	Creative and Cultural Industries study programme students sent to partner institutions by mobility programmes in 2012 – 2015
5	Creative and Cultural industries. Participants of international mobility programmes in 2012-2015.

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

Kazimieras Simonavičius University (hereafter KSU) is a non-state university established in 2003. In 2012 the university was reorganized: its legal form was changed, new managers were appointed and new study programmes were developed. Currently the university has three faculties/institutes: Law, the Business School, and the Creative Society and Economy Institute (hereafter CSEI). CSEI has the following study programmes accredited: five programmes of the first cycle – Creative and Cultural Industries, Fashion Industry, Political Communication and

Journalism, Entertainment and Tourism Industries, Business Sociology, and two second cycle programmes – Creative Economy and Integrated Creative Communication. The University has 573 students (April 2015).

The Creative and Cultural Industries (hereafter CCI) programme that is evaluated in this report started in 2012 and has 89 students. There are no graduates yet.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *27th October, 2015.*

1. **Prof. Dr. Peter Neijens (team leader)**, *Professor of Persuasive Communication, Department of Communication, The Amsterdam School of Communication Research, ASCoR, University of Amsterdam, Netherlands.*
2. **Dr. Kathleen Virginia Donnelly,** *Senior Lecturer, Birmingham City Business School and School of Media, Birmingham City University, United Kingdom.*
3. **Dr. Viktors Freibergs,** *Head of Communication Studies Department, University of Latvia, Latvia.*
4. **Dr. Tim Smits,** *Lecturer and researcher, KU Leuven, Lessius University College, Belgium.*
5. **Mr. Mindaugas Grajauskas,** *Consultant and manager of gamified products, OVC Consulting, Lithuania.*
6. **Mr. Giedrius Žilinskas,** *graduate of Groningen university study programme International Business and Management, Lithuania.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Creative and Cultural Industries (hereafter CCI) is a new programme at KSU that started in September 2012. The programme is one of four bachelor programmes in Lithuania with 'creative' in the title, the others being: Creative Communication (Vilnius University), Communication and Creative Industries (Mykolas Romeris University), Creative Industries (Vilnius Gediminas Technical University) and Creative Industries (Vytautas Magnus University). The Self-Evaluation Report (hereafter SER) states that in Lithuania there is no other 'programme to cover the studies of modern creative and cultural industries, and develop the global understanding from the communicative aspect, and perception of a global context in the creativity economy environment' (p.10).

The key objective of the CCI programme (see page 7, SER) is to train highly qualified professionals of creative and cultural industry with the worldview and professional thinking focused on the needs of creative society (SER, p. 7). The SER also lists specific objectives, such as the development of a creative society, promoting smart growth of the economy, promoting the integration growth of economy, seeking sustainable development, and development of skills for

permanent education by providing the latest scientific, artistic, cultural, technological and methodological knowledge, developing understanding, building abilities and skills (p. 7).

The Review Team (hereafter RT) believes that the objectives of the programme are rather ambitious (development of a creative society, … promoting smart growth of the economy … promoting the integration growth of economy) and formulated at a very high abstraction level (integral scientific, artistic, and technological knowledge … knowledge allowing the development of the creative economy … realities of the knowledge society … socio-cultural interoperability … integrated cultural and creative methods of communication and commercialisation … the latest scientific, artistic, cultural, technological knowledge).

The RT believes that the objectives that are listed in the SER most probably make sense in light of the current needs of the industry and society in Lithuania and Europe, but that the general and abstract level at which these objectives are formulated makes it rather problematic, if not impossible, to judge to what extent the programme and the graduates fulfil these objectives. The RT is of the opinion that it is necessary to concretize the objectives and to confine the scope of the objectives in order to make them manageable and feasible. The myriad of aims seems to obscure the true core of the programme such that external observers (or prospective students, or prospective employers of the programme's alumni) might be confused as to what the core of the programme's contribution is to the academic and professional development of the students. The RT therefore advises to align the key objective more to the actual study fields that are most prominent in the programme.

Table 3 in the SER (p. 8 and 9) describes the links between the objectives and the 12 learning outcomes of the study programme. The SER also details the relationships between the learning outcomes of the programme, the learning outcomes of each study subject ('results of the study subject'), and assessment of the students in each subject (Annex 1). The programme aims and learning outcomes are publicly accessible. The RT is positive about this systematic approach underlying the programme.

The RT is of the opinion that the programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. The SER refers to the EU strategic documents which 'highlight the mobilisation of scientific, business, political and society potential for the enhancement of creative and cultural industry activities' (p.6). The European growth strategy "Europe 2020" presents culture as a fundamental value, and as the cornerstone and the horizontal priority for the development of other activities.

CCI is based on the European model that is officially termed as Creative and Cultural Industries in the European Union (http://ec.europa.eu/europe2020/index_en.htm). The title of the programme reflects this. Programme aims and learning outcomes are formulated at bachelor's level and focus on various aspects of creative and cultural communication, and are therefore consistent with the type and level of studies and the level of qualifications offered. The programme aims, learning outcomes and content of the study subjects all focus on creative and cultural communication and are systematically and explicitly related to each other. The RT is of the opinion that learning outcomes, content and the qualifications offered are compatible with each other.

The RT is not convinced that the programme aims and especially the learning outcomes are 'well defined' and clear. Programme aims and learning outcomes (of programme and study subjects) are formulated on a very general and abstract level which makes it difficult to judge them and to assess to what extent these different elements correspond. For example, the intended study results of the course 'Creative and cultural industry studies' are aimed at learning outcome 1.1

('Students must have the latest scientific, artistic, cultural and technological knowledge in the field of creative and cultural industries'). The intended results of this course include: (1) students will know: context of creative and cultural industries, political documents, operating principles, and economic experience of the world economy of culture; (2) Students will be able to: full analysis of the added value generated by creative and cultural industries and their relationship with other industries; (3) students will be able to: independently and as a team to organise projects of creative and cultural industries using scientific, artistic, cultural and technological knowledge in the field of creative and cultural industries (see Annex 1, SER). It is not (made) clear how these intended study results contribute to this specific learning outcome.

The RT suggests to define the learning outcomes more *specific* and *measurable* and to relate the learning outcomes of the programme and the intended results of the study subjects more clearly and directly. That would make it possible that they really guide the development and evaluation of the programme. At the same time, in further evaluating the programme internally and communicating about the programme, the RT has the opinion that an international comparative perspective might be wise.

2.2. Curriculum design

The curriculum design meets the legal requirements. The scope of the programme is 210 ECTS and takes 3.5 years for full-time students and 5 years for part-time students. The programme (see Annex 8) starts with fundamental courses of general university subjects, communication science subjects, later moving to the particular creative and cultural industries studies where subjects are based on the European Creative Industries Alliance standard. During the studies, student knowledge and expertise is expanded with additional knowledge and skills that provide practical expertise and train future undergraduates for work in a professional environment.

The study subjects are spread evenly. The scope of the study subjects varies from 3, 4, 5, 6, 9, 12, 15 to 21 ECTS which suggest a rather high level of precision. It is not clear to the RT why the university chose for this high variety. The descriptions of the study subjects and the explicitly stated relationships between learning outcomes of the programme and the 'intended results' (learning outcomes) of the study subjects aim to prevent overlap between study subjects and to guarantee that the combination of study subjects cover the programme aims. Also, student evaluations, teacher meetings and the Study Programme Committee examine the consistency of the programme. Some students mentioned during the site visit that they experienced overlap between the courses, but that they believed that the overlap is sometimes functional. The formal and informal meetings between the teachers (in a KSU context, but also on campuses of other universities – due to the fact that many are part-time at KSU) are said to prevent non-functional overlap.

The RT concludes that the content of the subjects and/or modules is consistent with the type and level of the studies and are appropriate for the achievement of the learning outcomes. The curriculum of the programme covers theory and research methods and combines literature study with practical work, and an extensive thesis (21 ECTS). The RT also believes that the description of the study subjects show that the methods of the subjects are appropriate for the achievement of the intended learning outcomes. In the programme a wide variety of methods are applied, including literature study, case studies, discussion, individual consultations, and (individual and group) assignments.

The RT is of the opinion that the scope of the programme is sufficient to ensure the learning outcomes: the programme offers a very wide range of themes and subjects, including

management history and theory, business communication, computer graphics, paradigms of design and architecture, integrated marketing communications, intellectual property law, PR, and computer games and software. It is not clear to what extent the students are able to integrate these different topics and approaches in their approach of practical problems. The RT suggests to include one or more study subjects explicitly aimed at integration, as a real multi-disciplinary and inter-disciplinary programme (see the programme's objectives and learning outcomes such as integration and integrated) requires more than offering different topics and approaches in different study subjects.

The reading lists of the various study subjects are adequate and up-to-date. The literature that is prescribed to the students combines classic texts with recent books and articles. The RT, therefore, is of the opinion that the content of the programme reflects the latest achievements in science and art. The mandatory literature is made available through the Moodle system. The RT understands from the site visit discussions that it is not always the intention that the students read the books mentioned under the heading 'mandatory literature' from cover to cover, but that they only need to read selected chapters. This was not clear from Annex 1 of the SER ('Description of Study Subjects'). Moreover, some courses seem to duplicate the mandatory materials from other courses, with the same books thus occurring in different syllabi. At the same time, when asked about these books, students did not remember having seen these books. Students also mentioned that they actually do not like to read the books physically and preferred to have online materials. This was also evidenced in the library with some of the mandatory books still being available in impeccable condition (which suggests that students do not study them intensively).

A real concern for the RT is the relative absence of research methods subjects in this academic programme. Also the SER lists this as a weakness (p. 29). This is true both for the more passive version of research training, where one is trained in critically evaluating research and the more active version where one is trained to do actual research. The first, passive, type is critical because it will train students to deal with, for instance, market analyses that will inspire their future professional decisions. If one is not properly trained in discerning good research from bad research or appropriate conclusions from inappropriate ones, then the students are not capable of making research-based decisions. The absence of the second, more active, version of research training is a problem, also for the final thesis, as the final thesis must demonstrate the ability to choose the right data collection methods and the ability to properly analyse the collected material. When the RT asked the students during the site visit what they believed they should do for their thesis in terms of actual research to confirm hypotheses or test research questions, they were very vague in what they believed were necessary competences.

Students indicated during the site visit that they believed that the study load was not heavy and that they had to study less than their peers in other disciplines.

Based on these observations, the RT advises the management to evaluate the academic thoroughness of the CCI-programme and to consider adding more research subjects to the programme.

2.3. Teaching staff

The study programme is provided by competent staff meeting legal requirements. Additional information provided to the RT during the site visit showed that the programme is taught by 4 full-time teachers and 30 part-time teachers. All teachers have a doctorate degree. The full-time teachers teach 104 ECTS (36.8%) and the part-time teachers 179 ECTS (63.3%) of the credits of

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

Also, the qualifications of the teaching staff are adequate to ensure learning outcomes. The university has brought together a competent team of professionals and researchers. The group of teachers reflects the interdisciplinary and intersectorial nature of the programme. The staff composition encompasses both theoretical and practical expertise and includes all major topics of the programme. The university mentioned in the SER that the small number of full-time faculty is one of the weaknesses in the programme and that they want to take action to improve the working conditions. Since the programme has only started in 2012, teaching staff turnover has not been an issue for the adequate provision of the programme.

KSU as a private university has little opportunities to create good research conditions for the teachers. The teaching staff is highly motivated to conduct research. A substantial number of teachers is also affiliated to other universities where they have research opportunities. Documents provided to the evaluation team showed that the teachers published 113 publications directly related to topics of the CCI programme in the period 2010-2015, an average of almost 19 publications per year. Some publications are in English, most publications are in Lithuanian. The staff organizes one or two academic conferences per year. They also apply for research funding (7 applications this year).

The teachers consider themselves really internationally oriented, through Erasmus and international research projects. Most of them are in business as well and this is often international business. The SER and additional documents provided to the RT during the site visit showed that in 2014/2015 there were 61 incoming teachers and 29 outgoing teachers. Incoming teachers came from Poland, the UK, Switzerland, Croatia, Norway, Germany, Turkey, Latvia, Spain and Denmark. The outgoing teachers went to Denmark, Poland, Germany, Turkey, France, Italy and Portugal, amongst others.

The teachers meet often. Formally they do so every 6 to 8 weeks, although this can be a hassle due to the fact that most teachers are only part-time affiliated to KSU. But teachers also meet informally.

To ensure the quality of education, the University prepared - amongst others - the management motivation system. The University is creating a Human Resource Development System and a Human Resource Training Programme. The staff said that they were satisfied with the conditions for professional development. They also considered their workload satisfactory.

2.4. Facilities and learning resources

Lectures of the CCI programme are held on the premises of KSU and on the premises of the university partners of the Audiovisual Arts Industry Incubator. These premises include classrooms, study facilities, a library, online information resources, computer equipment, internet access, and facilities for audio-visual arts.

Classrooms, computer facilities, software and media equipment of KSU and the partners are nearly sufficient both in their size and quality. Some students complained that the facilities to document (e.g. street interviews or observations they want to film) are not available such that they resort to using their smartphones and other own devices. Some students complained that the

facilities of the Audiovisual Arts Industry Incubator were too far away from the main building of the university.

The library is small and not sufficient for the number of students in the programme. The number of books in the library is limited. The RT did not find all the books that are listed as mandatory materials. Students also say to go to other libraries in Vilnius to look up books. There is electronic access to basic scientific databases (such as Ebsco, Emeraldes, JSTOR, Eurostat, Lexis-Nexis, Oxford Scholarship Online, PsycARTICLES, SAGE Full-Text Collections), but they are not fully exploited in the study process (e.g., RT hardly saw any of such references in the student work that was available for the RT). Students also confess they lack the drive to consult physical resources in the library but it is unclear whether this is due to their motivation or rather the limited availability of the resources (both the books and a place to study or discuss them). The remote access to the online resources is not available to students, although some students said that they got permission for such access. In any case, such access should be granted to all students to further inspire a research-based approach where students are actively looking for articles (rather than using the books and other resources that are made available to them by the teachers). The management informed us that they are working on a VPN connection to solve that accessibility issue.

Infrastructure for group work is not sufficient. Students said that they have to meet in their homes for their group assignment work. The SER also mentions (see p. 21) that in relation to the growing number of students it is necessary to extend the number of well-equipped auditoriums, classrooms, laboratories and team-work spaces. Students complained about the weak Wifi though some claimed this was a "last-year's issue" that got solved by now.

The SER, and also the teachers during the site visit, expressed a strong need for 'study digitization': advanced technology for teaching. Facilities for disabled students are lacking.

The scope of practical tasks in creative and cultural industries study programme is 15 ECTS (400 hours of independent work). During this internship, students will be integrated into the creative communication activities of the University, and undertakings engaged in public or commercial activities. Kazimieras Simonavičius University has a broad base of partners in the creative sector. Given the fact that the University accepts students from all over Lithuania, social partners are also not only from Vilnius. Students are free to choose a town in which they would like to perform their internship. The network of social partners will allow students to choose companies and organisations representing industries from the following areas: advertising production and management, producing, cinema, music management, event management, traditional and electronic publishing, educational services, and many others. The RT believes that opportunities for practice are sufficient.

The RT advises the management to invest in facilities and learning resources, in particular the library, facilities for audio-visual arts, infrastructure for group work, advanced technology for teaching and facilities for disabled students.

2.5. Study process and students' performance assessment

The admission requirements are well-specified. The admission to the CCI programme is carried out in two ways: through the LAMA BPO general admission system and through the direct admission to the university. All students above the minimum LAMA marks are admitted. All direct applicants had to take part in an interview with the Admission Committee. The RT notes that the number of admitted students shows a decline in 2014/2015 (the number of part-time and

full-time students was in 2012: 32; in 2013: 57, and in 2014: 39). The number of dropout students increased from 7 in 2012/2013, to 11 in 2013/2014, and to 13 in 2014/2015. It is mentioned in the SER that the dropout is caused by lack of motivation, academic failure, financial reasons, and work abroad. Currently there are 98 students in the programme. The RT observes that the low number of students and the high dropout rate require attention. Also, students, teachers and management mentioned during the site visit that they wanted to grow the university. The RT realises that the factors mentioned are often beyond the control of the university.

The university has implemented professional quality assurance policies and procedures, including student feedback through regularly held surveys. Students indicated that in addition to the formal feedback procedures, teachers ask 'all the time' for feedback and are responsive to the comments by the students.

The RT believes that the organisation of the study process (e.g. the study plan, the order and spreading of the study subjects, the combination of theoretical and practical work) ensures an adequate provision of the programme and the achievement of the learning outcomes. The RT applauds the preparation programme on writing the final thesis in the sixth/ninth semester.

Students of the CCI programme are encouraged to carry out practical projects and to engage in research. Students prepared the projects 'Search for creative identity', Book of creative and cultural industries (my)' and 'Creative authority', amongst others.

Students have possibilities to participate in mobility programs. The number of outgoing students in the period 2014-2015 was 11. These students went to Norway, Spain, Italy, Germany and the UK. The number of incoming students in the period 2012-2015 was 17. These students came from Spain, Turkey, Italy, Poland and France.

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

The assessment system of students' performance is clear, adequate and publicly available. The programme uses a 'cumulative assessment score'. Usually, 45% of the student's final grade is based on interim deliveries and 55% is based on an examination of knowledge and understanding. During the site visit, students mentioned that they considered the assessment procedures fair and they valued the - often written - feedback on their work. The data on students' pass and fail rates show that the average pass rate in 2014-2015 in the first year was 93%, in the second year 91% and in the third year 88% (full-time students). That might indicate that the students are of high quality and very motivated, but it may also show that student assessment is too easy. KSU has implemented some checks on plagiarism and cheating. The management also mentioned the fact that the classes are small and there is a strong social control. Still, the RT wants to stress the importance of educating students in this respect. For instance, the RT had the opportunity to read the short manuals that are compiled to assist the students in making papers, but these manuals did give very little information about the importance of using truly academic sources (rather than books and websites), proper referencing and citation. This was mirrored in the student work that did show very few academic references.

With respect to the assessment of the students the RT advises to further professionalize the assessment procedures including formal rules about the '4 eyes' principle (at least two colleagues should have a look at the exam questions and the answer key) and rigorous procedures to prevent and check for plagiarism and cheating.

Internships are part of the programme, but the management is not satisfied with the current place of the internship in the programme. The management considers to change the programme in order to have more but shorter internships. The RT is not yet convinced of the desirability of this intention as a serious and academic internship is in general better guaranteed in longer internships. Also, the social partners were not in favour of such a practice with shorter internships.

As the programme has started in 2014 there are no graduates yet. The RT cannot judge to what extent the professional activities of the graduates meet the programme providers' expectations. The part-time students indicated during the site visit that the programme met their expectations and is a welcome addition to their job. Also stakeholders indicated that they value the programme.

2.6. Programme management

The programme portfolio
In 2012 the new management team of KSU decided to develop four new programmes. Firstly *Creative & Cultural Industry* (2012) and *Entertainment & Tourism Industry* (2012), then *Fashion Industry* (2013), and finally (2014) the master programme *Integrated Creative Communication*. The choice for these four programmes was motivated by the need of the Lithuanian and European industry as had become clear in several reports and consultations.

All programmes aim to combine theoretical and practical elements and are based on a 'project based learning' concept. The university highly values input from stakeholders - practitioners from industry - for the development of the programmes. Practitioners participate in the Study Programme Committee.

The RT values these initiatives. As the programmes are brand new - the first group of students still have to graduate - the RT is of the opinion that in the coming years a broad evaluation of the programmes and the portfolio of the programmes by the university, stakeholders and students would be appropriate. The reports on the different programmes which are produced in the current SKVC evaluation inform the evaluations and discussions about the individual programmes.

The RT is not fully convinced of the choice that was made for the specific programmes and their profiles. Why a combination of creative and cultural industries in one programme? Why a combination of entertainment and tourism industries in one programme? What are differences between creative and entertainment industries? Would it be possible and advisable to schedule a common first bachelor year after which the students specialize in for instance fashion, tourism, culture or entertainment? This also corresponds with some of the statements made by the social partners not to "trap students in a specific field. Students might now believe this will be the field of their future profession, but this might not be true. Therefore, some general, transferable set of competencies is preferred". Is the master programme Integrated Creative Communication (currently without further specialization options) the most logical 'next step' after, or in addition to, the bachelors programmes that the university offers? What aspects – such as communication, management, economic - and which fields - fashion, entertainment, culture, art - make up the typology of programmes offered? The university is strongly recommended to rethink the logic and feasibly of the programme portfolio, to consider the need and desirability of adaptations, to state clearly the similarities and differences between the programmes, and to give strong arguments for the choices made.

The CCI programme

Responsibilities for decisions and monitoring of the CCI programme are clearly allocated. The University management consists of rector, vice-rector, and the management of Faculties/Institutes. Faculties/Institutes are the basic structural units, developing and implementing programmes of studies and carrying out research activities. The CCI study programme is implemented by the Study Programme Committee of CSEI.

The programme management searches for input from students: students are encouraged to participate in study quality surveys and meetings held in the middle of each semester. Also, teachers ask students regularly for comments and suggestions. The outcomes of the evaluations and comments are used for the improvement of the programme. Students indicated that the teachers and management are receptive to suggestions and complaints. The RT believes that this system of quality assurance works well.

Information and data on the implementation of the programme are regularly collected and analysed. Requests by the RT for additional information about the programme during the site visit were promptly granted.

The teachers mentioned that there are formal meetings to discuss the programme with each other; some said once per semester, others said every 6-8 weeks. Teachers also indicated that they discuss the programme and the alignment of the study subjects regularly.

The willingness of the social partners (e.g. arts incubator, visual arts incubator, game developers association, animation and graphic design agency) to contribute to the programme is impressive. However, during the site visit, almost all partners indicated that they have not substantially contributed to the programmes yet. Some were new and their contribution to the programme had just started. Also the SER mentioned as a necessary 'improvement action': A better integration of the social partners into problem solving, study programme management and improvement (SER, p. 32).

The documents and discussions with management, teachers, students and stakeholders have strengthened the opinion of the RT that the Study Programme Committee manages the programme well. Still, the management faces some important issues for the near future. These include:
- the need to evaluate and rethink the logic, design and feasibility of the three new bachelor programmes and the master programme that have been founded since 2012,
- the need to attract more students,
- the need to find real and sustainable collaborations with industry partners,
- the wish to transform from a teaching university to a research university; to explore options for doctoral degrees partnering with other universities.

III. RECOMMENDATIONS

1. The university is strongly recommended to rethink the logic and feasibly of the portfolio of the four new programmes that have been founded since 2012, to consider the need and desirability of adaptations, to state clearly the similarities and differences between the programmes, and to give strong arguments for the choices made.

2. It is necessary to concretize the objectives and to confine the scope of the objectives of the CCI programme in order to make them manageable and feasible. It is also recommended to define the learning outcomes of the CCI programme more *specific* and *measurable* and to relate the learning outcomes of the programme and the intended results of the study subjects more clearly and directly, in order to make it possible that they really guide the development and evaluation of the programme.

3. The RT advises to add more research subjects to the programme and to add subjects focused on the integration of topics and approaches.

4. The RT advises the university to further develop and implement the announced Human Resource Development System and a Human Resource Training Programme.

5. The RT advises to evaluate, and if necessary reconsider the workload of the current study programme.

6. The RT advises to invest in 'in house' facilities and learning resources, such as well-equipped library, databases, auditoriums, classrooms, laboratories and team-work spaces, and to create facilities for disabled students.

7. The RT advises to professionalize the assessment procedures including formal rules about the '4 eyes' principle (at least two colleagues should have a look at the exam questions and the answer key) and rigorous procedures to check for plagiarism and cheating.

8. The management should also make important decisions about how to attract and keep students, how to find real and sustainable collaborations with industry partners, and how to transform from a teaching university to a research university.

IV. SUMMARY

The new management team that was installed at Kazimieras Simonavičius University in 2012 developed three new bachelor programmes and one new master programme in the areas of creative, cultural, entertainment and tourism industries. All programmes aim to combine theoretical and practical elements and are based on the 'project based learning' concept. The university highly values input from stakeholders - practitioners from industry - for the development of the programmes. The design and evaluation of the programmes is based on a 'learning outcomes' approach.

Now, after a little more than three years of experience, it is a good moment to rethink the logic and feasibly of the programmes portfolio, to consider the need and desirability of adaptations, to state clearly the similarities and differences between the programmes, and to give strong arguments for the choices made.

The key objective of the Creative and Cultural Industries programme is to train highly qualified professionals of creative and cultural industry with the worldview and professional thinking focused on the needs of creative society. The overall objective of the programme make sense in light of the current needs of the industry and society in Lithuania and Europe, but the set of objectives that is formulated for the programme is rather ambitious and they are formulated at a very general and abstract level. The Review Team is of the opinion that it is necessary to concretize the objectives and to confine the scope of the objectives in order to make them manageable and feasible.

The Review Team is positive about the 'learning outcomes' approach underlying the programme: learning outcomes of the programme and the study subjects, content of the programme and the qualifications offered are compatible with each other. Programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. Programme aims and learning outcomes (of programme and study subjects), however, are formulated on a very general and abstract level. The Review Team suggests to define the learning outcomes more *specific* and *measurable* and to relate the learning outcomes of the programme and the intended results of the study subjects more clearly and directly. That would make it possible that they really guide the development and evaluation of the programme.

The content of the study subjects is consistent with the type and level of the studies and are appropriate for the achievement of the learning outcomes. It is advised to include study subjects explicitly aimed at integration of topics and approaches, as a real multi-disciplinary and inter-disciplinary programme requires more than offering different topics and approaches in different study subjects.

A real concern for the Review Team is the limited number of research methods subjects in this academic programme. Also the SER lists this as a weakness (p. 29). Research training is almost absent. Based on these observations, the Review Team advises the management to add more research subjects to the programme.

The qualifications of the teaching staff are adequate to ensure learning outcomes. The group of teachers reflects the interdisciplinary and intersectorial nature of the programme. The staff composition encompasses both theoretical and practical expertise and includes all major topics of the programme. The staff publishes extensively and is active in research and international exchange. The university faces some difficulties in attracting permanent teaching staff.

Classrooms, computer facilities, software and media equipment of KSU and the partners are nearly sufficient both in their size and quality. The library is small and not sufficient for the number of students in the programme. The number of books in the library is limited. There is electronic access to basic scientific databases, but they are not fully exploited in the study process. Infrastructure for group work is not sufficient. It is necessary to extend the number of well-equipped auditoriums, classrooms, laboratories and team-work spaces. There is a strong need for 'study digitization': advanced technology for teaching. Facilities for disabled students are lacking.

The Review Team advises the management to invest in facilities and learning resources, in particular the library, facilities for audio-visual arts, infrastructure for group work, advanced technology for teaching and facilities for disabled students.

The admission requirements are well-specified. The university has implemented professional quality assurance policies and procedures, including student feedback through regularly held

surveys. The assessment system of students' performance is clear, adequate and publicly available. The programme uses a 'cumulative assessment score'. Students' pass rates are pretty high (above 88% on average). The Review Team advises to professionalize the assessment procedures including formal rules about the '4 eyes' principle (at least two colleagues should have a look at the exam questions and the answer key) and rigorous procedures to check for plagiarism and cheating.

The willingness of the social partners to contribute to the programme is impressive. The real participation of social partners is, however, limited. The university has to find ways for real and sustainable collaborations with industry partners in the future.

V. GENERAL ASSESSMENT

The study programme *Creative and Culture Industries* (state code – 612P90005) at Kazimieras Simonavičius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**15**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Dr. Peter Neijens
Grupės nariai: Team members:	Dr. Kathleen Virginia Donnelly
	Dr. Viktors Freibergs
	Dr. Tim Smits
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	Mr. Giedrius Žilinskas

KAZIMIERO SIMONAVIČIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *KŪRYBINĖS IR KULTŪRINĖS INDUSTRIJOS* (VALSTYBINIS KODAS – 612P90005) 2016-01-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-2 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Kazimiero Simonavičiaus universiteto studijų programa *Kūrybinės ir kultūrinės industrijos* (valstybinis kodas – 612P90005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**15**

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

2012 m. Kazimiero Simonavičiaus universitete suburta nauja vadovybės komanda parengė tris naujas bakalauro studijų programas ir vieną naują magistro studijų programą kūrybinių, kultūrinių, pramogų ir turizmo industrijų srityse. Visose programose siekiama suderinti teorinius ir praktinius aspektus ir remiamasi „projektų metodu pagrįsto mokymosi" koncepcija. Universitetas labai vertina socialinių dalininkų, t. y. industrijose dirbančių praktikų, indėlį kuriant studijų programas. Studijų programų sandara ir vertinimas pagrįsti studijų rezultatų metodu.

Po šiek tiek daugiau nei trejų metų patirties šiuo metu yra gera proga persvarstyti studijų programų paketo pagrįstumą ir įgyvendinamumą, apsvarstyti poreikį ir pageidavimus jį keisti, aiškiai nurodyti programų panašumus bei skirtumus ir svariai argumentuoti sprendimus.

Pagrindinis studijų programos Kūrybinės ir kultūrinės industrijos uždavinys – parengti aukštos kvalifikacijos kūrybinės ir kultūrinės industrijos specialistus, kurių pasaulėžiūra ir profesinis mąstymas būtų sutelktas į kūrybinės visuomenės poreikius. Bendrasis studijų programos tikslas yra tinkamas, atsižvelgiant į dabartinius industrijos ir visuomenės poreikius Lietuvoje ir Europoje, tačiau programai suformuluotas uždavinių paketas – pernelyg ambicingas, jų formuluotės – labai bendros ir abstrakčios. Ekspertų grupės manymu, būtina uždavinius sukonkretinti ir jų skaičių sumažinti, kad būtų galima valdyti ir įgyvendinti.

Ekspertų grupė teigiamai vertina į studijų rezultatus orientuotą metodą, kuriuo grindžiama studijų programa: studijų rezultatai ir dalykai, studijų programos turinys ir siūlomos kvalifikacijos tarpusavyje dera. Studijų programos tikslai ir studijų rezultatai grindžiami akademiniais ir profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais. Tačiau studijų programos tikslai ir studijų rezultatai (pačios studijų programos ir studijų dalykų) suformuluoti labai bendrai ir abstrakčiai. Ekspertų grupė siūlo konkrečiau apibrėžti studijų rezultatus, kad juos būtų galima išmatuoti, ir studijų programos studijų rezultatus aiškiau ir labiau tiesiogiai susieti su numatomais studijų dalykų rezultatais. Tada būtų galima iš tikrųjų jais vadovautis plėtojant ir vertinant programą.

Studijų dalykų turinys atitinka studijų rūšį ir lygį ir yra tinkamas studijų rezultatams pasiekti. Siūloma įtraukti studijų dalykų, kurie būtų aiškiau orientuoti į temų ir metodų integraciją, kad tai būtų tikra daugiadalykė ir tarpdalykinė studijų programa, o ne tik siūlyti įvairias temas ir metodus įvairiuose studijų dalykuose.

Tikrą nerimą ekspertų grupei kelia mažas šios akademinės studijų programos mokslinių tyrimų metodų dalykų skaičius. Tai kaip silpnybė nurodoma ir savianalizės suvestinėje (29 p.). Beveik nėra mokslinių tyrimų mokymo. Remdamasi šiais pastebėjimais, ekspertų grupė rekomenduoja vadovybei į programą įtraukti daugiau mokslinių tyrimų dalykų.

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

KSU auditorijų, kompiuterinės, programinės ir medijų įrangos bei partnerių beveik pakanka tiek kiekybės, tiek kokybės prasme. Biblioteka maža, jos nepakanka tokiam studijų programos studentų skaičiui. Knygų skaičius bibliotekoje nedidelis. Teikiama elektroninė prieiga prie pagrindinių mokslinių duomenų bazių, tačiau ji nėra visiškai išnaudojama studijose. Grupinio darbo infrastruktūra nepakankama. Būtina didinti gerai įrengtų auditorijų, klasių, laboratorijų ir komandinio darbo patalpų skaičių. Būtina didinti studijų skaitmeninimą, t. y. taikyti pažangias mokymo technologijas. Trūksta neįgaliems studentams pritaikytų sąlygų.

Ekspertų grupė rekomenduoja vadovybei skirti investicijų patalpoms ir materialiesiems ištekliams, visų pirma bibliotekai, garso ir vaizdo menų įrangai, grupinio darbo infrastruktūrai, pažangioms mokymo technologijoms ir įrangai neįgaliems studentams.

Priėmimo reikalavimai apibrėžti gerai. Universitetas įgyvendino profesionalią kokybės užtikrinimo politiką ir tvarką, įskaitant studentų grįžtamąjį ryšį per nuolat rengiamas apklausas. Studentų pasiekimų vertinimo sistema aiški, tinkama ir viešai prieinama. Studijų programoje naudojama kaupiamojo balo vertinimo sistema. Studentų pažangumo lygis gana aukštas (vidutiniškai daugiau kaip 88 proc.). EG pataria profesionaliau apibrėžti vertinimo procedūras, įskaitant oficialias taisykles dėl keturių akių principo (egzamino klausimus ir atsakymus turi peržiūrėti bent du kolegos) ir griežtą plagijavimo ir sukčiavimo kontrolę.

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

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III. REKOMENDACIJOS

1. Universitetui ypač rekomenduojama persvarstyti keturių naujų 2012 m. pradėtų vykdyti studijų programų paketo pagrindimą ir tinkamumą, išnagrinėti pakeitimų poreikį ir pageidavimus, aiškiai nurodyti studijų programų panašumus bei skirtumus ir svariai argumentuoti savo pasirinkimą.

2. Būtina sukonkretinti studijų programos Kūrybinės ir kultūrinės industrijos (toliau – KKI) uždavinius ir sumažinti jų skaičių, kad būtų galima juos valdyti ir įgyvendinti. Taip pat rekomenduojama konkrečiau apibrėžti KKI studijų programos studijų rezultatus, kad būtų galima juos išmatuoti, taip pat aiškiau ir labiau tiesiogiai susieti su numatomais dalykų rezultatais, kad būtų įmanoma vadovautis plėtojant ir vertinant programą.

3. Ekspertų grupė (toliau – EG) pataria į studijų programą įtraukti daugiau mokslinių tyrimų dalykų, orientuotų į temų ir metodų integraciją.

4. EG rekomenduoja universitetui toliau plėtoti ir įgyvendinti paskelbtą Žmogiškųjų išteklių plėtros sistemą ir Žmogiškųjų išteklių mokymo programą.

5. EG rekomenduoja įvertinti ir, jei reikia, persvarstyti dabartinės studijų programos darbo krūvį.

6. EG pataria investuoti į vidaus įrangą ir materialiuosius išteklius, pavyzdžiui, tinkamai aprūpintą biblioteką, duomenų bazes, auditorijas, klases, laboratorijas, komandinio darbo erdves ir sukurti sąlygas neįgaliems studentams.

7. EG rekomenduoja užtikrinti vertinimo procedūrų profesionalumą, įskaitant oficialias taisykles dėl keturių akių principo (egzamino klausimus ir atsakymus turi patikrinti bent du kolegos) ir griežtą plagijavimo ir sukčiavimo kontrolę.

8. Vadovybė turėtų priimti svarbius sprendimus, kaip pritraukti daugiau studentų ir juos išlaikyti, kaip užtikrinti realų ir tvarų bendradarbiavimą su industrijos partneriais ir kaip iš studijų universiteto tapti mokslinių tyrimų universitetu.

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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)