



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegija
**STUDIJŲ PROGRAMOS *KULTŪRINĖS VEIKLOS*
ORGANIZAVIMAS (valstybinis kodas - 653N28007)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF ORGANISATION OF CULTURAL ACTIVITIES
(state code - 653N28007) STUDY PROGRAMME
at Kaunas College**

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Išvados parengtos anglų kalba
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2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Kultūrinės veiklos organizavimas
Valstybinis kodas	653N28007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji pakopa
Studijų forma (trukmė metais)	Iššęstinės (4,5 metai) Nuolatinės (3metai)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Organisation of Cultural Activities
State code	653N28007
Study area	Social Sciences
Study field	Management
Type of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full time (4,5 years) Part time (3 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	

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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.	The examples of the final thesis of program students’

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

Kauno kolegija / University of Applied Sciences (hereinafter – KK) was established in 2000 1 having joined Kaunas School of Economics and Kaunas School of Technology, which had

achieved best-performing results in national selection. In 2011, KK was granted the status of a Public Enterprise (PE). In 2014, KK was accredited for the maximum of a 6-year period by international external evaluators. At present, KK is one of the largest education institutions providing collegial studies in Lithuania with the community of 7000 students, about 1000 employees, and more than 25000 graduates.

KK implements first cycle studies of technological, biomedical, humanitarian and social sciences and arts, which provide the degree of Professional Bachelor in 56 study programmes, and expands application of scientific and artistic research.

The studies are being implemented in 4 faculties (the Faculty of Management and Economics, the Faculty of Technologies and Landscaping, the Faculty of Medicine, and Justinas Vienozinskis Faculty of Arts) in the City of Kaunas, and 3 regional divisions (Taurage Division, Druskininkai Division, and Kedainiai Jonasas Radvila Study Centre).

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 13/12/2016.

1. **Prof. James Wrynn (team leader)**, *Head of Dublin Institute of Technology, Ireland.*
2. **Assoc. Prof. Iveta Ludviga**, *Riga International School of Economics and Business Administration, Latvia.*
3. **Anna Maria Ranczakowska**, *Professor, School of Humanities, Tallinn University, Estonia.*
4. **Mrs. Virginija Klimukienė**, *VšĮ "Psichikos sveikatos perspektyvos" programme director, Lithuania.*
5. **Mr. Simonas Valionis**, *student of Tilburg University, The Netherlands.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the study programme is to train critically thinking and creative managers, who are capable of working individually and/or team in different areas of cultural services at the national and international levels; investigating the needs of the cultural environment; planning, organising and implementing cultural activities ensuring their quality and dissemination.

The mission and aim of the study programme are well defined and accessible, comply with the mission of KK "to provide high-quality higher education focused on the practical performance as well as the needs of learners and the society by promoting the activities of applied research and art" and answer the requirements of the academic field and needs of the labour market. Nevertheless the name of the program, "Organization of Cultural Activities" anticipate that the aim of the program is to train a professional organizer for the cultural organization, rather than as in the anticipated learning outcomes, the aim of the program is to educate a professional MANAGER capable of independent work in the field.

The aim of OCA study programme were defined in accordance with the international and national legislation regarding education, the perspective for regional development, KK mission and strategic plan, and the results of the investigations of employers' interests and students' needs. The volume of the study programme, the qualifications of the academic staff, material resources are sufficient to implement the study programme and achieve the aim of the study programme as well as the anticipated learning outcomes. There is an existing process behind the involvement of the stakeholders in the discussions about the content of the study programme.

It is stated in the self-evaluation report that the program was opened answering the need of the sector for cultural managers. It seems logical that moving of the program from Kedainiai to Kaunas will benefit in further greater opportunities for students for internship and professional development, especially considering the fact, that the program has no bigger competitors providing the education in the cultural management field on BA level in Kaunas. In the same time the core idea of serving Kedainiai region should not be neglected. Therefore some further relationship with Kedainiai region (internship placements, study visits, etc) should be included in the program.

Program aims and outcomes are consistent with the level and type of the studies as well as level of the qualification.

Considering program aims and learning outcomes as well as the richness of the content of the curriculum, the program gives an impression to aim towards education of the professional cultural manager rather than only organizer of events of cultural theme. Also, the program syllabus learning outcomes should be stated in a clearer manner, since right now almost all learning outcomes are accommodated to almost all of the subjects.

2.2. Curriculum design

The programme content is organised for full-time students over six semesters in three years, each of which yields 30 ECTS, giving a total of 180 ECTS. The overall design conforms to the general requirements of first cycle degree awarding with 30 ECTS in general study

subjects, 135 ECTS in the study field area and 15 ECTS in electives. The curriculum meets legal requirements.

Study subjects are spread more or less evenly their themes are not repetitive. The overall programme has a logical sequential structure. The documentation provides very detailed syllabi and the subjects mirror the relationships between learning outcomes of the study programme. The program as such is rich in culture-related subjects, enabling students to gain not only managerial but also cultural knowledge.

The content of the subjects is consistent with the type and level of the studies although some of the subjects such as Management of the Cultural Organizations, Business Ethics and Professional Communication, Sustainable Development, Economics of Enterprises, Management of Human Resources, and their content suggest that the aim of the subject is to give overview on managerial rather than only organizational skills,

The content of the subjects are appropriate for the achievement of the intended learning outcomes. Program could use some more practical and creative methods of teaching like study visits, guest lecturers, debates, group work, challenge solving methods, creative analysis, service design and prototyping. The scope of the programme is sufficient to ensure learning outcomes. Nevertheless currently, the program runs only as a part time program. After the analysis of the program, curriculum content, but also taking under consideration students' and alumnis' opinion, being only part time program is definitely a drawback for its general performance. The KK management takes proper care in designing the program time wise. The current structure of the time workload is the result of the consultation with students. Nevertheless students express the wish of having full time study program as well. It would also be possible to design the program as a full time but also tailor made for it's students to ensure higher graduates and lower drop outs rate.

The content of the programme reflects the latest achievements in science, art and technologies to a sufficient extent, but some greater focus should be put into keeping courses updated and revising the curricula from the perspective of rapidly changing cultural field. Program self-analysis has highlighted the idea of implementation subjects related to innovative environment of culture such as creative industries, which indeed is lacking from the program. Thorough analysis of the content of the curriculum would suggest more subjects related to rapidly changing realities of the cultural sector i.e. audience development, social media importance for cultural sector, fundraising and sponsorship, intellectual property rights, etc.

The self-evaluation report as well as the management of the program stated that there is a number of selective courses to choose from for students as well as a number of free electives

courses offered by the college at large. However, the students admitted that no such option was available for them and most of them were simply given one or two options to choose from. It is important to develop the mechanism of selectives and free electives to ensure that the full spirit of the concept of free electives be put in place. Delivery of free electives may of course require structural change across the college and appropriate new forms of cooperation across departments and faculties.

Looking at the program design and cross referencing it with opinions of students and graduates, program suffers from insufficient English language subjects.

Although program offers 3 different internships, there is a need among students for more practical workshops and seminar, meeting with active specialists in the field and study visits, which could give them additional overview of the peculiarities of work in the creative field and to intensify and diversify offered forms of teaching. Internship is not the only way of practical learning. Having 4 different form of internships (which is indeed a huge amount of individual work) creates the feeling, that the whole responsibility of the learning process in practical environment remains in students hands (learning by doing in the internship placement). But there are vast number of other possible form of active learning like prototyping, co-creation of knowledge, study visits, shadowing programs, lean methods where the learning is the shared responsibility of the students and the instructor.

Also, looking at the cultural scene in current situation and European funding scheme it is highly advised to implement more entrepreneurial subjects into the curriculum of the program.

In general, the curriculum design meets legal requirements. There is a good spread of courses that do not overlap and that are consistent with the course level. The content of subjects should be constantly revised and adjusted for the current need of cultural professional.

2.3. Teaching staff

The teaching staff is well qualified and in general satisfy legal requirements. The number of the teaching staff is adequate to ensure the learning outcomes and the staff turnover is able to ensure an adequate provision of the program. As it was evident during the meeting with the academic staff, the staff is enthusiastic and committed to the development of the academic content of the program. In addition, as presented by the management of the program within KK there is a very well developed general programme of professional development with good levels of participation to ensure currency in the respective fields of staff, like participation in conferences, support for the research activities, staff mobility opportunities, participation in courses rising competences. The collaboration of the teaching staff with a variety of partners in HE and cultural industries at national level could add to the uniqueness and the pool of expertise

of this program.

There is an existing system of incentives for participation in additional activities of the staff members.

There is respect by the teaching staff for the leadership, that could be noticed repeatedly during the meeting with the academic staff. There is a strong collegial culture and a high level of enthusiasm among the staff that met the panel. Staff is encouraged to engage in relevant research on topics of their choice and to utilize the thesis work by students for collaborative research work for example by using the data collected by students on their own research activities.

Assessment regimes in subjects are clearly set out. Staff has a good practice of exchanging ideas and information on alternative assessment methods. There is a good mix of assessment method, including end of semester examinations, continuous assessment and presentation both oral and written. Many staff has worked actively at seeking to ensure a more practical focus on assessment in order to ensure learning outcomes are achieved, as it was explained including oral feedback sessions with students.

Although in the self-evaluation report there is an impressive number of method applied in the subjects, the teaching staff named by far 6 of them, as actually used during classes. As mentioned by students, and natural for the field, some more creative learning methods would be advised to use especially in those more interactive courses. Teaching staff is involved in the research directly related to their respective field, but more specific research in the field of cultural management remains underdeveloped and requires more attention.

2.4. Facilities and learning resources

The evaluation panel visited the teaching resources including class rooms, computer rooms and the library. Moodle is used by staff and classrooms are equipped with interactive smart boards. The premises for studies are adequate in the size and the quality, sufficiently equipped. Since the program is only moving to Kaunas this year, it was not evident if students will be able to use fully the facilities of the program, nor if the lecturers are using supportive measures such as Moodle (although it was confirmed during the meeting with them).

The excellent library has a comprehensive catalogue of hard copy texts and online access to very wide range of journals and texts that is adequate and accessible for students, in some parts even exceeding the expectations. The specific literature on the subject of organization of cultural activities was also present and up to date. Library staffs are enthusiastic and very committed to continuous improvement of the facility. The evaluation panel formed a view that this very good facility may be underutilised, especially considering the average quality of final thesis of students and their predominantly quantitative character. A range of measures can

improve the use of this facility, including specific seminars on effective use of library resources. Careful design of assignments and project work by the full lecturing staff in their own module area, general reading requirements and in particular the creation of high expectation for the theses in relation to literature reading can stimulate increased use of library resources. In other words, the usage of the library and other facilities could be included into one of the methods used in the courses. The library is one of the best physical resources of the college. There is a wide range of physical spaces and equipment to allow students individual work and practice, and the committee hopes, that after the program arriving in Kaunas, students will have opportunity and will be encouraged to use this facility.

Still, as it was highlighted before, the question remains to what extent will the students of this particular program use the facilities after the relocation and this particular point cannot be assessed at present time.

2.5. Study process and students' performance assessment

Clear admission policies are in place for the programme. Overall the programme is organised in a manner that provides for students to achieve the learning outcomes earlier identified.

Currently, the program runs only as a part time program. After the analysis of the program, curriculum content, but also taking under consideration students' and alumnis' opinion, being only part time program is definitely a drawback for its general performance. The KK management takes proper care in designing the program time wise. The current structure of the time workload is the result of the consultation with students. Nevertheless students express the wish of having full time study program as well. It would also be possible to design the program as a full time but also tailor made for it's students to ensure higher graduates and lower dropout rate.

Even though the college has a specific regulation for the thesis defence processes, unfortunately it was not mirrored in the students' reflection on this topic. From their perspective the research and thesis writing processes remained unclear. Namely, it was evident that students have no say in the selection of supervisor, topics are also often given from the program side rather than as students' initiative. The reason behind exclusive use of quantitative methods in theses remains unclear. Students of the 3rd year who are supposed to be in the stage of active preparation of their final thesis were unaware of their paper research process, assessment criteria, etc. Perhaps the ability for students to choose the topic and supervisor themselves as well as extending research methods also to those of qualitative nature would further improve the overall quality of the final papers. There is a minimum encouragement for students to undertake research, which could be further improved (i.e. by organization of research days where students present

their topics and could exchange ideas, more interactive research seminar, study visits to potential organizations who would be interested in applied research for demand, etc). Erasmus exchange is an opportunity for the students, however delivery has been very low, largely due to external factors outside of KK control. While these externally imposed financial constraints are probably not amenable to change, the college should still seek to develop alternatives mechanism to increase participation.

The program visibly lacks the connection with the community of the college at large due to its (previous) location in Kedainiai branch. Since the program is now being moved to the main building, some extensive activities to integrate its students with remaining part of the college are advised.

Students seem to be satisfied of the pastoral care of the program. However they expressed a wish to have one mentor/curator throughout the whole period of studying, to avoid familiarization with a new person every, which in the opinion of the panel would be beneficial for the students. The general assessment system of students' performance is clear, adequate and publicly available, although some issues occur in the case of the final research processes and its assessment.

Career development opportunities are presented to students under the umbrella of Career Centre at the college. Even though it seems that the activities of the centre are not very extensive, there seem to be a great potential in both the facility as such as well as the staff running the centre. It is advised nevertheless to introduce into the curricula some subjects related to gaining practical knowledge as well as the development of entrepreneurial mind-set among future cultural managers. Nevertheless, due to a very small number of graduates in total as well as those present at the panel, there is not sufficient data to asses if the professional activities of graduates are satisfactory. However, the panel of partners has expressed a value of graduates in the market.

2.6. Programme management

The programme management structures in place are generally appropriate and conform to patterns found in many HEIs internationally. Significant works over the integration of the program within college headquarters in Kaunas is necessary. As it comes to the allocation of responsibilities it was not clear who is in charge of the program, it was rather evident that the development of the program is a collective effort of several bodies (professors, lecturers, curators, study department, etc).

When it comes to the quality assurance, the College has developed a comprehensive system of feedback collection and implementation with responsibilities devolved among various units and layers of the organisation. The general KK quality assurance mechanism for student

evaluation and feedback is implemented. In the same time the information and data on the implementation of the programme are regularly collected and analysed through the feedback mechanisms. It is an optional on-line system. In addition, some lecturers supplement this feedback through their own written format feedback from students and through end of semester discussion with students. It is difficult to judge the effectiveness of this student involvement part of quality assurance mainly because of the fact that the program has been operating only for three years. Also individual feedback gathered by the lecturer is valuable but the issue of being anonymous during this process remains unresolved.

Stakeholders are included in the evaluation of the programs' performance during meetings with the program management and by providing internship placements for students and their feedback. As it was mentioned by the program management and partners, the evaluation of the external partners is taken into account when the decision is made to improve the program.

As it was mentioned before, there is a significant issue of the program not being fully integrated into the collegial life of entire HEI. The management should work out a clear message of how the program will be fully transferred from Kedainiai to Kaunas, will it be transferred together with entire Department of Humanities or fused into some other Faculty operating in Kaunas. These questions remain unclear and require further attention.

III. RECOMMENDATIONS

The evaluation team is under impression that this new programme is in general a well organised programme. The number of graduates was insufficient to further analyse how the program is answering the needs of the field, but looking at the stakeholders answers, the program with the minor issue of (previously) being placed in Kedainiai is in a good manner targeting the demand for cultural managers.

The following recommendations are made to achieve further enhancement of a very solid programme.

1. Greater clarity need to be achieved on the focus of the outcomes of the program: Self-evaluation report is presenting subjects and outcomes corresponding with them. It would be easier for future development of the curriculum and syllabi updating to focus on the outcomes that given subject is answering directly.
2. Name of the program: It is clear already on the level of intended outcomes, the curricula structure, subject content but also during the conversation with management, that the program is aiming to educate professional cultural managers rather than only organizers of event with cultural characteristics. Therefore it is advised to revise the name and consider the naming “Cultural Management” or “Arts Management”, etc. instead.
3. Implementation into the curriculum courses answering the need of the rapidly changing cultural sector, such as i.e.: Audience Development, Creative Industries, Sales and Distribution, Intellectual Property Rights, Creative Leadership, is recommended.
4. It is recommended to increase the load of English language courses - two semesters of foreign language for professional working in the creative sector largely concentrated on the sales, networking and export is not sufficient.
5. More rigorous focus on the research process should be applied - freedom to choose the topic, supervisor and option for qualitative research. Also the requirements and assessment criteria of the graduation paper should be clearly stated.
6. More practical methods of teaching are needed (guest lecturers, study visit, swot analysis, teamwork, creative intervention (moviemaking, voice recording, exhibitions, case simulations, creative analysis etc).
7. The issue of the lack of the integration of the program within the college at large needs to be addressed in a proper manner. Number of different activities can be undertake to makes students feel as a part of the student community, i.e. considering the specificity of the field organization of social and cultural events of the college, representation of the college in international educational fairs, etc.

8. It is recommended the reactivation of the full time study program and consideration of more flexible and tailor made approach towards full time students as well could benefit not only students who expressed a wish for the full time program but also the college at large by lowering the dropout rates and greater integration of the group with the college community. This issue is particularly important in order to build the spirit of the program and sense of belonging of students to the program and to the college, which further benefit in greater commitment of future alumni and stakeholders.
9. It is advised to widen the variety of selective courses as well as free electives available from among all courses provided by HEI. Students know that other programs have this opportunity but those courses are not open to the in particular.
10. The program should also be able to offer to creative and cultural actor education that will answer the need of the cultural market which is often project and short term contract based. Therefore courses providing entrepreneurial mind-set and skills (business plan writing, personal motivations and values analysis, project writing, CV writing, time management, time audit, etc) are advised to be included into the curriculum. The program intends to widen the number of courses that will tackle these questions, nevertheless the clarification of the differences between the courses like entrepreneurship where hard skills of initiating and running of an enterprise is the skillset to obtain, and entrepreneurial mindset and ability to learn from entrepreneurial actions, where students have possibility to develop their competences like: creativity, problem solving, sense making, self-awareness as entrepreneur, self determination, growth mindset, autonomous motivation, mastery orientation, systematic concept thinking etc. The managerial skills obtained in courses like Management of Cultural Projects or Documentation Management are important but are shaping only small part of the whole entrepreneurial skillset, thus broader perspective on the topic could be employed especially if there will be a subject dedicated to the questions of entrepreneurship and hopefully entrepreneurial mindset. Perhaps some tight cooperation with the career center could be established.

IV. EXAMPLES OF EXCELLENCE

The program is unique for the sector and region providing managerial education for cultural actors on BA level in Kaunas region.

The Library constitutes an excellent resource.

V. SUMMARY

This is a new programme undergoing its first evaluation. Summarizing each area of the evaluation, it is important to highlight:

The mission and aim of the study programme are well defined and accessible, comply with the mission of the college and answer the requirements of the academic field and needs of the labour market. Considering program aims and learning outcomes as well as the richness of the content of the curriculum, the program gives an impression to aim towards education of the professional cultural manager rather than only organizer of events of cultural theme. The volume of the study programme, the qualifications of the academic staff, material resources are sufficient to implement the study programme and achieve the aim of the study programme as well as the anticipated learning outcomes. There is an existing process behind the involvement of the stakeholders in the discussions about the content of the study programme.

The curriculum meets legal requirements. Study subjects are spread more or less evenly their themes are not repetitive. The overall programme has a logical sequential structure. The program as such is rich in culture-related subjects, enabling students to gain not only managerial but also cultural knowledge.

The content of the subjects is consistent with the type and level of the studies although some of the subjects suggest that the aim of the subject is to give overview on managerial rather than only organizational skills. Program could use some more practical and creative methods of teaching. Currently, the program runs only as a part time program which is definitely a drawback for its general performance. The KK management takes proper care in designing the program time wise. The content of the programme reflects the latest achievements in science, art and technologies but the analysis of the content of the curriculum would suggest more subjects related to rapidly changing realities of the cultural sector i.e. audience development, social media importance for cultural sector, fundraising and sponsorship, intellectual property rights but also relating to the peculiarities of the cultural and creative sector – to include subjects on entrepreneurial mindset and skills etc.

It is important to develop the mechanism of selectives and free electives to ensure that the full spirit of the concept of free electives be put in place. Program also suffers from insufficient English language subjects. Alongside more interactive methods, there is a need among students for more practical workshops and seminar, meeting with active specialists in the field and study visits. The teaching staff is well qualified, motivated to develop through activities and possibilities for professional development. There is a strong collegial culture among staff. Staff has a good practice of exchanging ideas and information on alternative assessment methods.

There is a good mix of assessment method, including end of semester examinations, continuous assessment and presentation both oral and written. Teaching staff is involved in the research directly related to their respective field. Research in the field of cultural management remains underdeveloped and requires more attention as well as some more interest into implementation of more creative and interactive teaching methods.

Resources of the program including the library with a comprehensive catalogue of hard copy texts and online access to very wide range of journals and texts, learning spaces, space for students' individual work and well as equipment is impressive.

The KK management takes proper care in designing the program time wise. The current structure of the time workload is the result of the consultation with students. Nevertheless students express the wish of having full time study program as well.

Erasmus exchange is an opportunity for the students, however delivery has been very low. Students are satisfied with the pastoral care of the programme, however there is a need for one consistent curator throughout entire time of study.

The program visibly lacks the connection with the community of the college at large due to its (previous) location in Kedainiai branch. It is evident that moving of the program from Kedainiai to Kaunas will benefit in further greater opportunities for students for internship and professional development, however it is advised to introduce into the curricula some subjects related to gaining practical knowledge as well as the development of entrepreneurial mind-set among future cultural managers. Nevertheless, due to a very small number of graduates we were not able to assess if the professional activities of graduates are satisfactory. However, the panel of partners has expressed a value of graduates in the market.

When it comes to the program management, significant works over the integration of the program within college headquarters in Kaunas is necessary. The management should work out a clear message of how the program will be fully transferred from Kedainiai to Kaunas, will it be transferred together with entire Department of Humanities or fused into some other Faculty operating in Kaunas. These questions remain unclear and require further attention. For the allocation of it is evident that the development of the program is a collective effort of several bodies. The College has developed a comprehensive system of feedback collection and implementation with responsibilities devolved among various units and layers of the organisation. In addition, some lecturers supplement this feed-back through their own written format feedback from students and through end of semester discussion with students. It is difficult to judge the effectiveness of this student involvement part of quality assurance mainly because of the fact that the program has been operating only for three years. As it was mentioned

by the program management and partners, the evaluation of the external partners is taken into account when the decisions are made to improve the program.

VI. GENERAL ASSESSMENT

The study programme *Organisation of Cultural Activities* (state code – 653N28007) at Kaunas College 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	2
6.	Programme management	3
	Total:	18

*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. James Wrynn
Grupės nariai: Team members:	Assoc. Prof. Iveta Ludviga
	Anna Maria Ranczakowska
	Virginija Klimukienė
	Simonas Valionis

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *KULTŪRINĖS VEIKLOS ORGANIZAVIMAS* (VALSTYBINIS KODAS – 653N28007) 2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-98 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Kultūrinės veiklos organizavimas* (valstybinis kodas – 653N28007) 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	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	18

* 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

Tai nauja programa, kuri vertinama pirmą kartą. Apibendrinant kiekvieną vertinimo sritį svarbu pabrėžti, kad:

Studijų programos misija ir tikslas yra gerai apibrėžti ir prieinami, jie atitinka kolegijos misiją ir tenkina akademinės srities reikalavimus bei darbo rinkos poreikius. Atsižvelgiant į programos tikslus ir studijų rezultatus, taip pat į išsamų programos turinį, programa sudaro įspūdį, kad ja siekiama ugdyti profesionalius kultūros vadovus, o ne tik kultūrinių renginių organizatorius. Studijų programos apimtis, akademinio personalo kvalifikacija ir materialieji ištekliai yra pakankami studijų programai įgyvendinti ir pasiekti studijų programos tikslus bei numatomus studijų rezultatus. Vadovaudamiesi numatyta procedūra socialiniai dalininkai dalyvauja diskusijose apie studijų programos turinį.

Studijų turinys atitinka teisinius reikalavimus. Studijų dalykai paskirstyti daugmaž tolygiai, jų temos nesikartoja. Apskritai, programos struktūra pasižymi nuoseklia logine struktūra. Programoje dėstoma nemažai su kultūra susijusių dalykų, kurie leidžia studentams įgyti ne tik vadybos, bet ir kultūrinių žinių.

Studijų dalykų turinys atitinka studijų rūšį ir lygį, nors kai kurių dalykų pavadinimai rodo, kad dalyko tikslas – apžvelgti ne tik organizacinius, bet ir vadybos įgūdžius. Programai būtų naudinga, jei dėstytojai naudotų daugiau praktinių ir kūrybinių dėstymo metodų. Šiuo metu programa vykdoma tik kaip iššęstinės studijos, o tai, be abejo, yra jos bendrasis trūkumas. KK vadovybė tinkamai rūpinasi programos paskirstymu pagal laiką. Programos turinys atspindi naujausius mokslo, meno ir technologijų pasiekimus, bet programos turinio analizė rodo, kad galėtų būti dėstoma daugiau tokių dalykų, kurie būtų susiję su greitai besikeičiančiomis kultūros sektoriaus realijomis, t.y. auditorijos plėtra, socialinės medijos svarba kultūros sektoriui, lėšų rinkimu ir rėmimu, intelektinėmis nuosavybės teisėmis, taip pat susijusiomis su kultūros ir kūrybinio sektoriaus ypatumais, įskaitant dalykus apie verslią mąstyseną bei įgūdžius ir kt.

Svarbu sukurti mechanizmą, kaip pasirinkti pasirenkamuosius ir laisvai pasirenkamus dalykus, užtikrinant, kad jų pasirinkimo teisė nebūtų varžoma. Programoje dar trūksta anglų kalba dėstomų dalykų. Be sąveikiųjų metodų, studentams kyla poreikis dalyvauti praktinio pobūdžio seminaruose, susitikti su aktyviais šios srities specialistais ir išvykti studijuoti į užsienį. Dėstantysis personalas yra itin kvalifikuotas, turintis motyvacijos tobulintis užsiėmimuose ir pasinaudoti galimybėmis dalyvauti profesinio tobulinimosi veikloje. Personalas labai palaiko kolegijos kultūrą. Personalas aktyviai keičiasi idėjomis ir informacija apie alternatyvius vertinimo metodus. Naudojami įvairūs vertinimo metodai, įskaitant egzaminus semestro pabaigoje, nuolatinį vertinimą ir pristatymus žodžiu bei raštu. Dėstytojai atlieka tiesiogiai su jų dėstomu dalyku susijusius mokslinius tyrimus. Moksliniai tyrimai kultūros vadybos srityje lieka nepakankamai išplėtoti, jiems reikia skirti daugiau dėmesio bei labiau domėtis, kaip įgyvendinti kūrybiškesnius ir interaktyvesnius dėstymo metodus.

Studijų programos išteklių daro įspūdį, įskaitant biblioteką, kurioje yra išsamus leidinių katalogas ir suteikiama interneto prieiga prie daugelio įvairių žurnalų bei leidinių, taip pat mokymosi erdves, erdvę studentams dirbti individualiai bei pačią įrangą.

KK vadovybė tinkamai rūpinasi programos paskirstymu pagal laiką. Dabartinis darbo krūvis buvo paskirstytas konsultuojantis su studentais. Tačiau studentai taip pat išreiškė pageidavimą, kad studijų programa būtų teikiama ir kaip nuolatinės studijos.

Studentams yra suteikiama galimybė dalyvauti Erasmus mainų programoje, tačiau joje dalyvauja itin mažai studentų. Studentai patenkinti, kaip mokoma programoje, tačiau trūksta vieno nuolatinio visą studijų laiką dirbančio kuratoriaus.

Programai akivaizdžiai trūksta ryšio su plačiąja kolegijos bendruomene dėl to, kad (anksčiau) ji buvo dėstoma Kėdainių padalinyje. Akivaizdu, kad studijų programos perkėlimas iš Kėdainių į Kauną bus naudingas, nes taip bus suteikiama daugiau galimybių studentams atlikti praktiką ir tobulėti profesiniu požiūriu. Todėl siūloma į programos sandarą įtraukti keletą dalykų, susijusių su praktinėmis žiniomis, taip pat su būsimųjų kultūros vadovų verslumo mąstysenos lavinimu. Vis dėlto, dėl itin mažo absolventų skaičiaus ekspertų grupė negalėjo įvertinti, ar absolventų profesinė veikla yra patenkinama. Tačiau pasak partnerių grupės, absolventai rinkoje vertinami gerai.

Kalbant apie programos vadybą, būtina atlikti daug darbo siekiant integruoti programą į kolegijos pagrindinį pastatą Kaune. Vadovybė turi sukurti aiškią viziją, kaip programa bus perkelta iš Kėdainių į Kauną, ar ji bus perkelta kartu su visu Humanitarinių studijų centru ar bus perduota kitam fakultetui Kaune. Į šiuos klausimus nėra atsakymų ir jiems reikia skirti daugiau dėmesio. Dėl programos pasiskirstymo akivaizdu, kad programos tobulinimu bendrai rūpinasi kelios institucijos. Kolegija yra sukūrusi išsamią atsiliepimų kaupimo bei įgyvendinimo sistemą, o atsakomybę už tai yra paskirsčiusi keliems padaliniais ir organizacijos sluoksniams. Be to, kai kurie dėstytojai papildė šiuos atsiliepimus pateikdami savo suformuoto formato rašytinius atsiliepimus, gautus iš studentų ir vykdydami semestro pabaigos diskusijas su studentais. Sudėtinga spręsti, ar toks studentų dalyvavimas yra veiksmingas kokybės užtikrinimui daugiausia dėl to, kad programa vykdoma dar tik trejus metus. Kaip minėjo programos vadovybė ir partneriai, atsižvelgiama į išorės partnerių vertinimą, kai priimami sprendimai dėl programos tobulinimo.

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IV. IŠSKIRTINĖS KOKYBĖS PAVYDŽIAI (GEROJI PRAKTIKA)

Šiame sektoriuje ir regione ši programa yra unikali, teikianti kultūros specialistams bakalauro lygio vadybos išsilavinimą Kauno regione.

Bibliotekos išteklių – puikūs.

III. REKOMENDACIJOS

Vertinimo grupė susidarė įspūdį, kad ši naujoji programa, bendrai, yra gerai organizuota. Absolventų skaičius nebuvo pakankamas siekiant toliau analizuoti, kaip programa tenkina poreikius šioje srityje, bet atsižvelgiant į socialinių dalininkų atsakymus, programa, dėl kurios kildavo keblumų dėl to, kad ji (anksčiau) buvo teikiama Kėdainiuose, yra tinkama kultūros vadybininkų poreikiui tenkinti.

Toliau teikiamomis rekomendacijomis siekiama dar labiau sustiprinti šią patvartą programą.

1. Derėtų daugiau aiškumo suteikti programos rezultatams: savianalizės suvestinėje pateikiami dalykai ir su jais derantys rezultatai. Ateityje būtų lengviau tobulinti studijų turinį ir atnaujinti atskirų dalykų turinius atsižvelgiant į rezultatus, su kuriais tiesiogiai susijęs konkretus dalykas.
2. Programos pavadinimas. Iš pavadinimo, numatomų studijų rezultatų, programos turinio struktūros, dalykų turinio yra aišku, bet taip pat per pokalbį su vadovybe išaiškėjo, kad programa siekiama parengti profesionalius kultūros vadybininkus, o ne tik kultūros srities renginių organizatorius. Todėl patariama peržiūrėti programos pavadinimą ir apsvarstyti galimybę ją pervadinti į „Kultūros vadyba“, „Meno vadyba“ ar kt.
3. Rekomenduojama į programos turinį įtraukti tokius dalykus, kurie tenkina greitai besikeičiančio kultūros sektoriaus poreikius, tokius kaip: auditorijos plėtra, kūrybinės industrijos, pardavimas ir platinimas, intelektinės nuosavybės teisės, kūrybinė lyderystė.
4. Rekomenduojama didinti dalykų anglų kalba apimtį, profesionaliam darbui kūrybiniame sektoriuje, kuris itin koncentruotas į pardavimą, tinklaveiką bei eksportą, du semestrus dėstomos užsienio kalbos nepakanka.
5. Derėtų aktyviau vykdyti mokslinius tyrimus, suteikti laisvę renkantis temą, darbo vadovą ir suteikti pasirinkimą atlikti kokybinį tyrimą. Taip pat reikėtų aiškiai nustatyti baigiamųjų darbų reikalavimus ir vertinimo kriterijus.
6. Reikėtų taikyti praktinio pobūdžio dėstymo metodus (kviesti vizituojančius dėstytojus, vykti studijuoti į užsienį, atlikti SSGG analizę, dirbti grupėmis, vykdyti kūrybines intervencijas (kurti filmus, įrašyti balsą, rengti parodas, vykdyti atvejų imitacijas, kūrybines analizes ir kt.)).
7. Reikėtų deramai spręsti problemą dėl programos integravimo kolegijoje plačiąja prasme. Galima imtis įvairios veiklos, kad studentai pasijustų studentų bendruomenės dalimi, t.y. atsižvelgiant į kolegijos socialinių ir kultūrinių renginių organizavimo specifiškumą, kolegijos atstovavimas tarptautinėse švietimo mugėse ir kt.

8. Rekomenduojama atnaujinti nuolatinių studijų programą ir apsvarstyti lankstesnes ir individualias sąlygas nuolatinių studijų studentams. Tai duotų naudos ne tik studentams, kurie pareiškė norą mokytis nuolatinių studijų programoje, bet ir pačiai kolegijai, kuri taip sumažintų iškrentančių studentų skaičių, o ši grupė galėtų geriau integruotis kolegijos bendruomenėje. Šis klausimas ypatingai svarbus siekiant sukurti programos dvasią ir leisti studentams pasijusti programos bei kolegijos dalimi, vėliau tai būtų naudinga kolegijai, nes skatintų būsimus absolventus ir socialinius dalininkus prisidėti prie programos.
9. Rekomenduojama plėsti pasirenkamųjų dalykų įvairovę, taip pat ir laisvai pasirenkamus dalykus, kuriuos galima pasirinkti iš visų aukštojoje mokykloje teikiamų dalykų. Studentai žino, kad kitos programos tokią galimybę suteikia, bet tie dalykai konkrečiai jiems neprieinami.
10. Programa taip pat turėtų suteikti kūrybinio ir kultūros dalyvio išsilavinimą, kas tenkintų kultūros rinkos poreikius, kadangi dažnai darbas yra projektinio tipo ar pagal trumpalaikės darbo sutartis. Todėl rekomenduojama į programos turinį įtraukti dalykus, kurie skatintų su verslumu susijusią mąstyseną ir įgūdžius (verslo plano rašymą, asmeninės motyvacijos ir vertybių analizę, projektų rašymą, gyvenimo aprašymo rašymą, laiko valdymą, laiko auditą ir kt.). Programoje siekiama padidinti tokių studijų dalykų, kurie padėtų spręsti šiuos klausimus, skaičių. Tačiau turi būti atkreiptas dėmesys į skirtumus tarp verslumo įgūdžių ir verslios mąstysenos ugdymo: turi būti išsiaiškinta, kuo skiriasi verslumas, kurio metu siekiama suteikti įmonės steigimo ir valdymo įgūdžių, ir verslumu grindžiamas mąstymas bei gebėjimas mokytis iš verslumo veiksmų, kai studentams suteikiama galimybė tobulinti šias savo kompetencijas: kūrybiškumą, problemų sprendimą, pelningumo suvokimą, savęs kaip verslininko suvokimą, apsisprendimą, požiūrį į augimą, savarankišką motyvavimą, orientaciją į meistriškumą, sisteminį koncepcinį mąstymą ir kt. Vadybos įgūdžiai, įgyti studijuojant tokius dalykus kaip Kultūros projektų vadyba ar Dokumentacijos valdymas, yra svarbūs, tačiau jie formuoja tik nedidelę dalį visų verslumo įgūdžių, todėl platesnė perspektyva šia tema galėtų būti formuojama, jei verslumo klausimams ir, tikėtina, su verslumu susijusia mąstysena, būtų skirtas konkretus dalykas. Galbūt būtų galima sukurti artimus bendradarbiavimo ryšius su karjeros centru.

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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)