



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Gedimino technikos universiteto
**STUDIJŲ PROGRAMOS *PRAMOGŲ INDUSTRIJOS* (valstybinis
kodas - 612P96002)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *ENTERTAINMENT INDUSTRIES* (state code - 612P96002)
STUDY PROGRAMME
at Vilnius Gediminas Technical University**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Pramogų industrijos</i>
Valstybinis kodas	612P96002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Komunikacijos bakalauras
Studijų programos įregistravimo data	2012-10-23

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Entertainment Industries</i>
State code	612P96002
Study area	Social Sciences
Study field	Communication
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Communication
Date of registration of the study programme	23 October 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
	No additional documents beyond the annexes to the SER were provided during/before/after the visit

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

Vilnius Gediminas Technical University, also known as VGTU, is a public university in Vilnius, Lithuania. It has more than 11.000 students, studying in ten different faculties.

Entertainment Industries (hereafter EI) bachelor's study programme has been implemented at VGTU's Faculty of Creative Industries. It is organized by the Department of Creative Entrepreneurship and Communication since 2012-10-23. This is the first evaluation cycle for this study programme. During academic year of 2014 there were 147 students, studying in the EI study programme.

The EI programme admitted 70 students in its first year, 2013, and 77 in its second year. It is a full-time, four year programme. Because the programme is new, no external evaluation of the programme has taken place. Students are awarded a Bachelor's in Creative Industries.

According to the Self-Evaluation Report [SER], the EI study programme is overseen by The Department of Philosophy and Communications (DPC) in the VGTU Faculty of Creative Industries (FCI). This department was the Department of Philosophy and Political Theory until

this academic year, 2015-2016. The programme also works actively with the Departments of Creative Entrepreneurship and Communication, Lithuanian Language, and Foreign Languages in the FCI; the Departments of Finance Engineering, Social Economics and Management, International Economics and Business Management, Economics and Management of Enterprises, Business Technologies, and Law in the Faculty of Business Management; and the Department of Engineering Graphics in the Faculty of Fundamental Sciences.

The faculty was originally a faculty of management and in 2011 was changed to a faculty of communication, when the structure was also changed.

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 *29th 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

According to the SER, “one of the main goals of the programme is to provide management and economical knowledge as well as abilities in the entertainment field ... to prepare not just a narrowly and professionally oriented person, but also a broadly thinking one who is able to orient him or herself in the theoretical problematic of contemporary society.” The RT agrees that this is an appropriate and laudable aim for a university such as VGTU.

The aims of the programme, according to the SER, are to provide a “foundation in general knowledge,” including expertise in technology, knowledge of economics and management, communication skills, all from the perspective of the needs of the entertainment industry. Therefore, the RT feels that the programme aims and learning outcomes are well defined, clear and publicly accessible.

According to Table 2.2 (“Relationship between programme aims, learning outcomes, and courses in the SER”) and the RT’s discussions with all relevant stakeholders, the learning outcomes appear to be aligned well with these overall aims of the programme.

However, the RT noticed that the learning outcomes did not always coincide with what was learned from conversations with staff and other stakeholders. For example, according to the SER, “students are able to effectively communicate in a team of entertainment specialists.” However, the RT was told that students often work in teams with students in related disciplines, not just entertainment specialists.

All the teachers agreed that in the common project, which involves students from three programmes studying three different modules, the learning outcomes for each are kept very clear.

Although many of the learning outcomes are focused on knowledge and understanding, and fewer on the higher level skills of critical analysis, overall the RT felt that the programmes aims and learning outcomes as stated are well defined and clear, although they are broad. Teamwork and independent learning are included, but there is not a specific reference to presentation skills, which would be essential in this industry.

Perhaps more ambitious learning outcomes could be developed, that integrate directly with course content and practical experience. For example, learning outcomes that specifically address presentation and other skills that can be acquired from internships and other work experience, linked directly to the content of the courses.

As far as the RT understands, the learning outcomes are publicly accessible. All information about the study programme, its aim, learning outcomes, and study subjects is freely accessible on the internet: http://vgtu.lt/studijos/studiju-programos/bakalauro-studiju-programos/26679?pid=66606&y=2015&f=891#Studiju_tikslai_ir_rezultatai. The information about study programme is available in English as well: <https://medeine.vgtu.lt/programos/prosritys.jsp?kva=B&pg=s&metai=2015&klb=en>

The RT believes that the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market. The programme was originally designed using both secondary and primary market research, including analysing similar programmes, looking for best examples. The management sees themselves as “active listeners,” in the words of one, and feel they are connected directly to market demand.

According to the SER, “Because the entertainment industry grows within the field of communications, the EI study programme is considered part of the discipline of communications and in the subdiscipline of creative industries. VGTU is one of the first universities in Lithuania to implement bachelor’s programmes in the field of creative industries, and this includes the EI study programme ... The special nature of the VGTU study programme is its focus on creative industries.” However, “entertainment industries” should be the focus of the EI programme.

In designing the programme, management did meet with social partners to determine what competencies would be required. The learning outcomes have been developed in consultation with a variety of stakeholders, including social partners and employers, such as the international Ogilvy advertising agency, who is among those represented on the study committee.

The RT is of the opinion that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The teachers stated that they discuss learning outcomes with each other informally, and adapt their own to meet the stated needs of the programme.

Based on the above, the RT is also of the opinion that the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other, and align to produce well-rounded students with skills relevant for the entertainment industry.

In the beginning there was some confusion about the names of the programmes. However, the management staff said that they now solve this problem with better communication to potential students during the application process. It wasn't clear how this is accomplished and what objective evidence they have of its effectiveness.

The RT had concerns that the overall positioning and labelling of the courses doesn't have an internal logic. That is, the "Creative Industries" title refers to a process; the "Entertainment Industries" title refers to a specific industry. According to the SER, there is some overlap between the EI and Creative Industries [CI] programmes. However, the staff and students stated that they are distinct and attract different types of students.

Alumni of the CI programme had mixed views about the naming of the two programmes. Some felt they should be labelled more specifically as it is hard to describe the contents of the two courses to future employers. The name of the course is also listed as a "weakness" in Table 2.5, "Analysis of programme aims and learning outcomes." Although one of the main goals of the programme is to provide management and economical knowledge as well as abilities in the entertainment field, and that goal is fulfilled by 80 credits of appropriate coursework, a degree in management is not awarded (which would require only 60 credits). This can negatively affect a student competing for a job in management.

One social partner said that the EI programme was more „emotional” than the CI degree. She noted that she understands the differences between the two, but that the labour market might not always.

However, the description of the study programme and its name (Entertainment Industries) might be misleading. The RT was informed by the administration, the staff and the self-evaluation team that this EI study programme is more about educating and preparing specialists to be able to manage different projects in creative industries, as opposed to the CI study programme which is focused on educating specialists who would be able to create different products in creative industries. But at the same time the definition of the aim of CI study programme says that the graduates should expect to be prepared as project managers. This overlap and differentiation of the two programmes could be misleading and raise some unreal expectations for the students.

The students from both programmes whom the review team met during the site visit confirmed that they were looking not only at the name of study programme and its aims, but also to the learning outcomes and different study subjects. So this doesn't seem too much of an issue, but it might have some risks. There are also plans to include a minor in management. This would mean that „management” will be in the title of the degree, but it was not clear when or if this would happen.

The RT recommends that management look into the naming of the programmes in more detail, and perhaps conduct some more market research, particularly among social partners and potential employers.

2.2. Curriculum design

According to the SER, the programme is made up of 240 ETCS credits. Full-time study takes four years. Part-time studies are also planned, which would take 5.5 years.

After analysing the self-evaluation report (SER) documents, visiting the Institution and meeting different representatives, the RT states that the structure of the programme meets all the General Requirements for University Study Programmes: the volume of Study Programme is defined by the Law on Science and Studies of the Republic of Lithuania and the General Requirements for Study Programmes, following the General Requirements for Study Programmes.

The curriculum exceeds the requirement for number of credits in Disciplinary courses, General Knowledge courses, and credits for the Bachelor's thesis. The curriculum meets, but does not exceed, the requirements for credits in Practice experience, and contains the maximum number of credits per year and the overall size of the programme.

According to the SER, "CI and EI do not completely overlap. For example, the sports and tourism industries are not considered as part of the creative industries." Having examined the mix of modules in both programmes, the RT concludes that the study subjects are spread evenly and that their themes are not repetitive.

Students start with modules focused on general knowledge, and eventually are able to specialize by their final year. For example, "Introduction" and "Fundamental" courses in the first year, progressing into more management oriented courses in later year. The SER states that, in line with the previously stated programme aim, this progression "shows the desire, typical of a humanitarian university, to form a well-rounded, universal individual while also creating a competent specialist able to compete in the dynamic entertainment industry marketplace." The RT agrees that this progression of courses meets the overall aims of the programme.

However, in the modules that the EI students take, there appears to be more emphasis on management than marketing. If the title of the programme is to be changed to Entertainment Management, this would not be a problem. Some module titles, such as "Erotic Discourses" and "Media and Religion," do not appear to be relevant, but students and teachers felt that they all contributed to the students' knowledge of the field. When reviewing the naming of the programme, the RT recommends that the programme committee also looks in to the mix of courses and whether more inclusion of the topic of marketing would be appropriate.

After the discussions with students and alumni, the RT concluded that the content of the subjects and/or modules is consistent with the type and level of the studies; but that the study could be more intense. Both the alumni and the students stated that the current work load is not particularly heavy. Some students value this because it allows them to work in addition to their studies, but that is not a good argument, of course.

There was also some concern among the social partners, for example, that the course could be denser. One alumni of the CI programme suggested condensing it to three years to make it tougher, and this could apply to the EI programme as well.

Partly as a result of student input, "Media Technology Fundamentals" has been substituted for "Principles of Applied Mathematics." The rationale given for this change in the SER is "student complaints" but also the fact that, due to a change in the Lithuanian education system, students

entering from next year will have already passed a maths exam. Other changes, such as requiring “Introduction to Sociology,” have been made after a yearly review of the programme.

It is not clear why the course “Sports Industry” is required under „Special Field of Study Subjects“ whereas some other specialist industry topics, such as “Tourism Industry” and “Game Industry” are required under specialization [Appendix 2 of SER].

Students pointed out that, in modules that deal with specific skills, such as Photoshop, some students are more advanced than others. One suggestion from a student was to have more differentiated courses or sections so that those who lack basic knowledge could catch up, and the RT recommends looking in to this possibility.

The study subjects progress from an overall worldview in the first year, to more specialist subjects in the final year, and each year builds on the foundation of the courses from the previous one. However, it is not clear why “Advertising Management,” the more specific module, is a prerequisite of the “Integrated Marketing Communications,” more general, module?

The RT considers that the content of the subjects/modules are appropriate for the achievement of the intended learning outcomes. According to the staff and the alumni, the EI programme has more classical management courses, compared to the CI programme which has „more innovation management courses. “

Mention was made by many participants of the differences in balance between theory and practice between this programme and CI programme, which appears to have more theory. The challenge for theoretical courses is that students prefer practical training. Students suggested having a project at the end of each semester to practice what they had learned.

According to Table 3.2., “Programme structure analysis in the SER,” the main weakness of the programme is “Too much theoretical and too little practical knowledge.” The RT agrees with the proposed action for improvement, “Involve more courses taught by instructors with both academic and practical experience in the entertainment industry.” This could also be extended to recommendations for more internship experience in partner organizations.

The alumni of the CI programme realize the value of the breadth of the programme for their own jobs. However, the students in both programmes did not always understand why some subjects are included. To some, a few courses seem odd and they do not see why they are in the programme: for example maths which was deleted this year, to the relief of the first year students.

For thesis topics, there is a list suggested by the lecturers, but students can also submit a topic that relates to the theme of the lecturers’ research areas. In the SER, it is stated that students have to pass all their modules before they begin their thesis, but it was not clear what arrangements are made for those who haven’t passed.

Although CI students take Public Relations as a requirement, EI students can choose it as an elective. Discussion of PR is included in the IMC module, but it appears to be minimal. As PR can be a much more cost-effective alternative for small arts organizations, it should be considered whether the full course could be included in the EI programme.

The length and breadth of final year internships was discussed with many different stakeholders, and the RT feels that the scope of the programme is sufficient to ensure the stated learning outcomes. Overall, the internship experience was felt to be good. However, some EI students and

CI alumni argued that they should be shorter and related to specific events or projects, whereas others, particularly social partners, felt that they should be longer. The RT recommends additional market research, particularly among students, alumni and social partners to determine the correct length and content of internships.

Teaching staff felt that it was not difficult to arrange to have guest lecturers speak to classes, but it is often hard to arrange on-site visits to companies or events.

Students have the option of choosing the English track for modules. “Principles of Engineering” is a module required, as it is a technical university, and most of the students felt that it was valuable because it helped them communicate with technicians. Accounting, which is an option, is felt to be important and is adapted to the creative industries. For example, the programme committee has recently deleted the auditing part of this course, making it more relevant to the degree programme.

Based on this analysis, the RT concludes that the scope of the programme is sufficient to ensure the learning outcomes.

Social partners said that they have not yet been involved in the theses or choice of topics. The partner representing publishing said that she looks forward to becoming involved, to make the programme more practical. „The academic world doesn’t move so fast,” she pointed out.

There were suggestions that the university should work more closely with the social partners to limit the gap between their expectations for the students and the students’ actual skill levels. One social partner pointed out that employers can’t expect students or recent graduates to „know everything,” but the university needs to communicate this better.

The RT feels it would be good to look at involving the social partners in the topics chosen for final theses, to better reflect the needs of the marketplace. But overall the RT feels that the programme content reflects up to date achievements in the field.

2.3. Teaching staff

The programme staff meets the legal requirements, as determined by SKVC, and the qualifications of the teaching staff are adequate to ensure learning outcomes.

The large majority of instructors teaching in “the programme (62%) have PhDs along with either docent (38%) or professor (20%) academic ranks.” A sample of the staff CVs provided shows that most have PhDs, with some currently working on their doctorates, and others having Master’s degrees. The programme’s instructors have taught for an average of 12 years and have, on average, 14 years of pedagogical experience. Certain professors and docents have especially well-established scholarly and pedagogical careers,” which benefits the students and the programme.

The RT feels that the number of staff teaching in the programme is adequate to ensure learning outcomes. In the SER it is stated that, in the two years of the programme, the student-faculty ratio has increased from 4.6 to 5.7. This can of course be explained by the intake of the second cohort of students. However, it is not clear how this compares to the national average in Lithuania and other similar higher education systems. Some of the definitions are also not clear. Does this include teachers who teach in more than one programme? Is it based on FTEs? What is the ratio of full-time to part-time?

It is mentioned in the SER that, „Instructors working with the study programme ... considered the lack of material in Lithuanian and translated work by foreign authors. The translations supplemented the material base and became the primary (supplemental) texts studied in certain courses. The students especially favour that material,” which the RT commends.

There was also some concern that the RT was told that there are 1000 hours of lecturing per year for a full-time professor, although they are only paid for 200, and that those who are full-time have a schedule that is “not normal.” This was stated by one teacher, but there does not appear to be evidence that this is common among the staff. According to the government regulations, “The real time spent in the rooms is 430–550 hours.” In the SER „large course load” is mentioned as one of the weaknesses.

Management feels as though the social partners’ involvement with students’ BA theses will provide informal feedback on public and market needs. However, when questioned, the social partners said that they haven’t yet been involved in this part of the study programme. The representatives from partner companies could sit in on student presentations, for example. The RT recommends that management work more closely with social partners on this.

During the period of academic year of 2012-2014 the academic staff turnover in the VGTU overall was 18%. But this has not affected implementation of the study programme. Neither students, nor social partners, nor the staff or administration had complaints or doubts about the staff turnover rate, and so the RT feels that the turnover of the teaching staff is adequate for the current size of the programme.

However, only two people in the room indicated that they will be involved with thesis supervision.

Both teachers and students feel that they have good relationships, with one student saying, “they always care about our opinion.” There was a teacher who was a problem, and, after student complaints were investigated, he is no longer there.

There are part-time teachers, most of whom work in the industry. 70% of the faculty overall is full-time, but within a programme up to 50% may be part-time.

Quite a few members of staff in the CI programme are also active practitioners; it is not clear if this is true of the EI programme. Teachers meet together informally often, and they are familiar with each other’s programmes, mostly through the internet and discussion with the students. They also have a Facebook group to share information. There are also lecture visits and peer observation among the teachers.

The motivational system for researchers includes a bonus per publication. Teachers said that they feel encouraged by the management to take part in Erasmus exchanges and conferences.

Although Table 4.6, “Analysis of personnel strengths, weaknesses, and improvement actions,” states that “The instructors are productive scholars,” the weakness cited is “Instructor mobility and project involvement is too low.” Becoming more research active is recommended as an improvement, and the RT agrees.

Pedagogical training is organised by the university about twice a year. This can include new teaching methods, courses on how to use Moodle, and courses for teaching in international classes.

The SER states that, „University instructors’ professional improvement regarding pedagogical, scholarly, and practical activity is regulated by VGTU Senate Resolution 55-2 (January 31, 2012) on procedures for setting minimal qualifications and organizing and certifying position competitions for university lecturers, academic staff and other researchers,” and that instructors in the programme have attended many seminars and workshops conducted by foreign scholars.

Based on this, the RT feels that the professional development opportunities available to staff are adequate.

Many of the teachers are active scholars, and their work is closely related to the courses that they teach in the programme.

The staff has organized three international research conferences, Horizon 2020, and submitted proposals for national research programmes. The RT feels that the academic focus is certainly growing.

The RT concludes that the teaching staff of the programme is sufficiently involved in research directly related to the study programme.

2.4. Facilities and learning resources

After an extensive tour of the campus sites, and discussion with staff and students, the RT feels that the premises for studies are adequate both in their size and quality.

The university is looking forward to the imminent opening of their new building. Currently the programmes are conducted on two campuses, with mostly classrooms and meeting spaces on one, and mostly computer labs and facilities, including Adobe Creative Suite and Corel Draw, on the other. Although there were some complaints that it is difficult for students to go from one campus to another during a day, the administration showed that they understand this situation and explained that this issue will be solved by more effective schedule organization. This will mean that students will have to go each day only to one campus and they won’t need to go to another campus on the same day.

The facilities and resources are much improved since the previous evaluation of the CI programme in 2012. There has been increased investment in brand new and extensive lab facilities, which benefits both programmes.

The alumni of the CI programme said that they had to go to different places for classes, but that these are now centralized. Students are very excited by the new four-story building, and alumni agreed that it is good to have the programmes together in one new building.

The RT also believes that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality.

A lot of new hardware and software have been acquired. According to the SER, the university has committed funds to continually upgrading the technical facilities. For example, in the new building, the first floor includes audio production, a tech lab for pre-production, a computer lab for post-production, including Dolby software. There are inspirational signs on the walls of the Mac lab. The second and third floors include printing, and staff felt that the students do use the equipment.

It was not clear from the SER how Distance Learning is incorporated into the students' courses. Also, it was mentioned that SPSS will be acquired soon, but its equivalent PSPP is now available to the students.

The RT feels that the programme has adequate arrangements for students' practice. For example, in the new building, the second floor does include rooms for group work, and students from design and architecture will also be able to work with the EI programme students. Internships are also an important part of a study programme. According to the SER, "Internships take place at companies related to television, film, radio, fashion, the press, and the internet ... During the course of the internship, students acquire practical experience and skills necessary to work successfully in the global entertainment industry, advertising, business, and communications marketplace. The company will be chosen in accordance with the student's thesis topic. A trilateral agreement between VGTU, the student, and the company is prepared for the internship." The examples given, "publishing houses Tyto Alba and Trys Žvaigždutės, the Lithuanian Publishers Association, the Lithuanian Communications Society, and Kraujas, the oncohematological patients' society," all social partners of VGTU, appear to be related to the Creative Industries more than the Entertainment Industries. As the programme develops its own social partners, there should be more internship opportunities in more entertainment-related industries, such as television, film, radio, etc.

However, when asked about improvements they would like to see, the students mentioned a lounge to chill and relax, and places to work on projects in between lectures. Currently they have to meet in the café. They do understand that this will be improved in the new building.

One alumni of the CI programme said that the new production equipment is good, but was concerned that students don't use it. One student did confirm that the students do use it, and a check of the log book showed that quite a few students had signed out equipment regularly.

The teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. The university requires at least three mandatory sources per course, and only one of these can be in Lithuanian. The panel was told that many of these are distributed via Moodle in a scanned version.

Some books are bought by students; others are on the Moodle system. However, the panel was told that sometimes there is a problem finding English books. Students don't buy most books because the library has them, either in print or as e-books. There are also many relevant databases available and they can order translations.

One student said that he does not read the books that are listed as required course materials because studying the syllabus of 20 pages can be enough to pass the exam.

However, one highly motivated student said that he does read those books and wants more. There was an overall feeling among the students that those who do extra work can get better grades.

Students also indicated that they access books from the „dark corners” of the internet as there are not enough copies in the library. But some students felt that the lectures provide what they need, so they don't have to study the three mandatory books and so don't read the books at all. One student said that they did have to read some articles, but mostly using Google. However, students named some cases when they missed having books, for example for the study course of "Public

Relations.” The students stated that their teachers emphasize to them which parts of the reading are most important.

Students confirmed that they know how to access databases from home, and they can download apps. They commented that there is an IT team, but they don’t always know how to deal with the problems.

However, students felt that they didn’t have to log in to databases very often, and listed among needed improvements, „more books in the library.”

The staff in the library confirmed that they are acquiring a lot of new books and there is good inter-library service. The RT would recommend that this be made a priority.

The RT would also recommend, as part of the process of making the programme more intense, that more emphasis is placed on readings as necessary to complement class activities. Questions related to information from the books could be included in exams, for example.

2.5. Study process and students’ performance assessment

The RT feels that the admission requirements are well-founded.

According to the documents and data on the internet, “the admission of students is carried out in compliance with students’ admission procedure, approved by the Ministry of Education and Science of the Republic of Lithuania, Education and Science legislation 11 and approved by the University Senate. The candidates choose the study programme according to their wish. Admission is carried out according to the programme of Lithuanian Higher Education Institutions Association for Organization of General Admission (LAMA BPO), applying the admission priorities control system with the table of study programme choices, which is presented in general admission conditions.” Students can easily find this information on the internet: http://www.vgtu.lt/norintiems-studijuoti/bakalauro-ir-vientisosios-studijos/studiju-programos/pagal-sritis-ir-kryptis/334?pid=66606#Konkursinis_balas

According to the SER, “The general acceptance [of new students] is implemented under the auspices of the conditions regarding the general acceptance of students into first cycle and full-time studies at Lithuanian institutes of higher education.” Currently, student results on the high school completion exam are weighted at .40 for Lithuanian language and literature, and .20 each for Information technologies and Geography/art/foreign languages/math. However, as of the 2016 intake, the latter will be replaced with the score from any other subject that does not conflict with the other criteria.

From the statistics collected for the SER, the number of student applications, the number choosing EI as their first choice, and the average entrance score declined from 2013 to 2014, but not substantially.

The teachers felt that the programme attracts active students who didn’t have anywhere to go before this degree existed, indicating a need in the market. It is ideal for those who are interested in working in the entertainment business as it integrates marketing, business and economics.

There are currently no part-time students in the EI programme.

Students choose this programme because they want to organize events and because it includes more management than the CI degree does. All of the techniques to promote the programme mentioned in the SER seem to add up to a great dependence on „word of mouth.” It is not clear whether there has been a planned marketing campaign since the introduction of the programme, but the RT would recommend consistently promoting the programme.

The RT felt that the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. For example, students are well prepared to do research, according to the SER team. Focus groups, interviews, experiments, qualitative and quantitative analysis are all covered in classes. Students felt confident that the course on research methods prepares them well for their upcoming theses.

In some courses, the students develop new products. They have to organize and conduct marketing research, identify target groups, and understand various research methods, both quantitative and qualitative. They need to know how to work in multi-disciplinary teams.

The SER states that „the administration meets with all of the student representatives once a year.” This may not be often enough to identify issues and make appropriate changes. The RT would recommend reviewing this and determining if meetings could be held more often.

From discussion with students and staff, the RT concludes that students are encouraged to participate in research, artistic and applied research activities. One student class project involved hosting career days with a big contribution from the creative industries. Students and teachers indicated that, in a project like this, they have to cooperate; „they can’t be rivals,” in the words of one.

There is a feeling among both alumni and social partners that there is a need to communicate the programmes and their differences better to the outside world. This would facilitate communication with prospective students, potential employers, and Erasmus partners.

Teaching staff felt that it was not difficult to arrange to have guest lecturers speak to classes, but it is often hard to arrange on-site visits to companies or events. Staff and students both have opportunities to participate in student mobility programs, such as Erasmus. According to the SER, four students from the 2013 cohort took advantage of the Erasmus scheme to study at Universidad de Alicante in Spain, two in the autumn and two in the spring. As the programme develops, hopefully participation in Erasmus will grow also.

One of the stated goals is the internationalization of the programme, including more connections with English language taught programmes. The current goal is for 10% of alumni to take part in practical training and/or studies abroad - to Europe through Erasmus, but also to Latin America and Asia - with strong support from the university.

The participation in Erasmus outgoing mobility is close to what the university actually wants to reach. It is sometimes difficult to convince other universities about the relevance of the programme due to the naming of the programme as “entertainment industries” study. Therefore they try to have the international mobility combined with internships.

The programme involves students from Russia and Belarus. Some courses are doubled up, that is, offered in both Lithuanian and English versions. It’s voluntary to choose the English track, and the students indicate their choice in their initial contract.

The RT feels that VGTU ensures an adequate level of academic and social support. For example, students evaluate each course at the end of each semester.

According to the SER, in accordance with VGTU Rector's Order 608, EI students "may receive social, one-time, or incentivized scholarships or financial aid." The amount of these grants is based on the students' marks. In 2013-14, 26 out of 69 students received incentive scholarships and 21 received one-time scholarships. In the following academic year, these numbers increased and one student received a "named" scholarship.

In the beginning of the term in September, meetings are scheduled between the students and staff to identify and resolve any problems. Instructors have scheduled office hours, two hours per week, which are posted, and also support students via Moodle and email.

The SER states that students' surveys have been carried out, but also notes that these should become more routine, and the RT agrees.

Students acknowledged that they did know who their student representative is, although they weren't all clear on how the representatives were chosen.

Students know each other through Facebook, which is their main way to talk, and through the joint organisation of a big event in the first year.

The RT concludes that the assessment system of students' performance is clear, adequate and publicly available. Students felt that lecturers are very approachable and that they can ask for feedback about their marks any time. But some said that, "Classes seem too easy."

Typical assessments are homework, exams, and creative projects. There is also lots of group work, which inevitably includes free-riders who do not do enough, according to the students. Some students fail, but the students the RT spoke to felt that these are typically the ones who do not work hard enough. Students can re-take a subject assessment three times.

According to the teachers, assessment methods are linked to learning outcomes and different for each class. There are both cumulative and final assessments, including „presentation of books.” The assessments combine both individual and team assessment and students are given feedback all along. Part of their mark is exam, part based on attendance. Some pilot projects are designed to show their knowledge, but are not marked. There are lots of means for feedback, including end of semester evaluations, for both exams and projects. The majority of students pass.

Students agreed that the festival project was very interesting. They learned a lot working in groups of four or five.

The students' impression was that maybe 7% fail, mostly those who don't go to the lectures, and that the exams are not hard. They also felt that feedback is always provided. Written feedback is given on exams and they can get more if they ask. One summed it up as: „If you don't understand, come talk.”

One student said, „We know what the questions are going to be, and can find the answer in other sources.” They felt that lecturers provide concepts, and then the students prepare for the exam. In the words of one student, „You can just pass, [but] if you do more work, you'll do better.”

Students don't see the results of the survey regarding their feelings about the classes, but feel they don't need to know this. The RT would recommend developing a process by which these results would be available to students.

None of the alumni of the CI programme said that they are involved in evaluating bachelor theses or in designing thesis topics, although they think that is an interesting option. Perhaps this could be implemented, using CI alumni, for the first EI students to choose their thesis topics?

The theses are evaluated extensively. A referee chosen by the department evaluates each thesis before it is sent to Bachelor's Thesis Qualification Committee (BDKK), which is composed of five members, both scholars and professionals, at least three of whom must have postgraduate degrees or academic titles. A limit is set on how many can be from the department, to insure objectivity.

Students "are evaluated using the Lithuanian Ministry of Education and Science Order ISAK-2194 (July 24, 2008) on evaluating learning outcomes (<http://www.smm.lt/uploads/documents>)," using a ten-point scale. The final grade, G, is calculated using this formula:

$$G = TE \times 0.3 + PD \times 0.2 + SE \times 0.5$$

TE: midterm exam, PD: practical work, SE: final exam.

Although this seemed to the RT to be a bit complicated, but it is good that it does include practice. Coursework is evaluated separately.

Professional activities of the majority of graduates meet the programme providers' expectations. All the social partners stated that they would *definitely* take interns from this programme. One social partner had hired three students in different roles and found they had good background in addition to their BA.

As the EI programme is new, all of the alumni the RT met with were from the CI programme, and all employed in related fields. This bodes well for the forthcoming EI alumni.

The SER lists one of the weaknesses of the programme, „Non-trivial number of students who have terminated their studies.” The proposed action to improve this include making changes in the website, introducing part-time and/or distance learning options, changing the formula used to determine grades, and more meetings with students. The RT would also recommend a more proactive approach to students considering withdrawing, with interviews to identify any systemic problems with the programme.

The RT would also recommend increasing the involvement of students with the Erasmus programme, through more proactive approaches to potential partners, and expanding the number and type of organizations where students can gain internships.

2.6. Programme management

The main decision-making bodies at the university level are: the University Studies Committee, Rectorate and Senate; at the faculty level: the Study Programme Committee, Faculty Studies Committee and Faculty Council. The Department of Creative Entrepreneurship and Communication is responsible for organization of the EI study programme. The RT thinks that the management of the EI programme is strong, with good governance. The management is

willing and able to make changes if and when necessary. The functions of quality control, implementation and improvement are clearly allocated among different bodies of University, Faculties and Departments. An indication of this is the SER, which was well-written and honest in its self-criticism. In the view of the RT, the management did a competent job.

The study programme committee is the “boss” of the programme, and they meet two to three times per semester. These meetings are initiated formally by the head of department, and are held at the end of the day, at 4 or 5 pm, making it easier for professionals to attend. Teachers also said that they meet often to avoid overlap, etc. Although initiated formally, these are not formal meetings. The departments of philosophy and communications meet often and discuss how to change courses; maybe once per month informally and twice each three weeks formally.

Student representatives are consulted, but it is not clear from the SER what process is used to choose them. Are they elected by the students or appointed by the management? The students were also not clear on this process, although they did know who their representatives were. The RT feels that this process should be transparent and made known to all students and staff.

It appears to the RT that information and data on the implementation of the programme are regularly collected and analysed. According to the SER, student and staff surveys are conducted, and the dean’s office of the faculty is responsible for collecting information about “students in the faculty, including entrance results, contact information, orders, requests, contracts, and grading summaries.” It is not clear from the SER who is responsible for archiving and analysing relevant documents.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme, and the evaluation and improvement processes involve the relevant stakeholders. There is obligatory evaluation of all courses and a very approachable programme director. Because of this type of project management and feedback, the course in maths was eliminated from the programme, for example.

Management felt that it was difficult in the beginning to involve social partners, but it is growing. Some were initially suspicious, but now they have fewer doubts about the value of the programme.

The committees discuss changes in the programme and survey students, social partners, teachers and charities. The RT also feels that the internal quality assurance system works effectively for the needs of the programme.

According to the SER, plagiarism in students’ work is „checked on the internet, using keyword or text snippet searches” rather than any formal system such as Turn It In software. The RT recommends that this should be addressed in future.

2.7. Examples of excellence

There appeared to be universal agreement that the first year project, which involves students from three different degree programmes, is quite successful. Although the three groups of students are taking three different modules, both the teachers and students agreed that it was clear what the learning outcomes were for each, and that getting involved in a practical project early on, and having to work in a team, was an excellent experience.

III. RECOMMENDATIONS

1. The Review team recommends to clearer the positioning of the two “sister” programmes (‘Creative industry’ and ‘Entertainment industry’) and rethink the labeling of the programme as the name of it can be misleading. The committee believes that it would be wise to communicate the programmes and their differences better to the stakeholders. That would facilitate communications with prospective students, social partners and Erasmus partners.
2. The committee also feels that an attractive option for the future could be to have a common first year after which the students select a specialization in one of the two programmes.
3. Ways to make the overall study programme more intense should be developed. Although it may not be possible to condense the degree into three years as was suggested for the CI programme, introducing additional modules or more depth into existing ones may address this issue. More emphasis can be placed on the importance of complementary reading and related books. As public relations is a much more cost effective form of promotion than advertising, particularly for small arts organizations, it should be included in the EI programme. A more formal system of detecting plagiarism should be explored.
4. The RT felt that the existing staff are competent and well prepared. As the programme grows, there will be a need for new staff rather than improvement of older staff.
5. The RT highlighted, as a point needing attention, that some facilities, such as space for student work, could be improved. This can include the work rooms in the new building, but also informal spaces such as a lounge.
6. Although the RT, due to time constraints, only saw the reading room on one campus, our feeling is that the library holdings need to be improved. Ensuring that students know how to access databases, and providing more books in English would add to the rigour of the programme.

IV. SUMMARY

Overall, the RT was impressed with the EI programme, and the commitment of the university, staff and students to its success. As with any new programme, there are some aspects that will need to be developed more. For example, incorporating more practice experience. Based on discussions with the students, the RT feels that the workload of the students and the intensity of the programme can be increased. More integration of relevant works from an expanded library offering, for example, would require students to increase their reading outside the classroom.

The RT feels that the programme aims and learning outcomes align well and are distinct for the programme overall and for individual courses. In line with the RT’s recommendation to make the programme more intense, some learning outcomes could be revised to include more critical analysis. The RT is confident that the students will leave the programme with the appropriate skills to be successful in the entertainment industry.

The RT also feels that the curriculum is well designed, with a clear progression from basic foundation modules to more specialized topics. More practice experience could be incorporated,

including longer internships. Unless the name of the programme is changed to “Entertainment Management,” more marketing could be included. The first year common project is an excellent way to involve students in group work with other disciplines from the beginning.

The RT found the teaching staff to be well qualified, enthusiastic, and committed to the students and the programme, with a good mix of academic qualifications and practical experience. As the programme grows, more staff will be needed to keep the faculty staff ratio as well as lecturers’ workloads, in line.

One of the most exciting developments for the university is the opening of the new building. This will expand the facilities currently available. Provision of common space for students to work on projects will improve, but this should be reviewed once the building is up and running to ensure that the space provided is sufficient. Enlarging the holdings in the library should be a priority, which would enable the RT’s recommendation of making the programme more rigorous by including more outside reading for students as a class requirement.

The RT found that assessment of students and support for them is both appropriate for a programme of this size and intent, with a mix of theory and practice. Social partners could be involved more in developing final theses, viewing student presentations, and providing work experience and internships for students.

Meetings with student representatives could be more frequent than twice a year, but overall the management of the programme is sound, with good relationships between staff and students, and among the staff.

As the programme develops, social partners and eventually alumni can be included more, suggesting theses topics, serving as guest lecturers, and providing internship experiences. Their invaluable input will also help the university keep the content of the programme in line with the ever-changing needs of the marketplace.

V. GENERAL ASSESSMENT

The study programme *Entertainment Industries* (state code – 612P96002) at Vilnius Gediminas Technical 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
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. Dr. Peter Neijens
Grupės nariai: Team members:	Dr. Kathleen Virginia Donnelly
	Dr. Viktors Freibergs
	Dr. Tim Smits
	Mr. Mindaugas Grajauskas
	Mr. Giedrius Žilinskas

**VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS PRAMOGŲ INDUSTRIJOS (VALSTYBINIS KODAS –
612P96002) 2016-01-11 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-21 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Pramogų industrijos* (valstybinis kodas – 612P96002) vertinama **teigiamai**.

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

Apskritai EG buvo sužavėta Pramogų industrijų (PI) programa, universiteto, personalo ir studentų indėliu į jos sėkmę. Kaip ir visose naujose programose, yra keletas tobulintinų aspektų. Pavyzdžiui, reikėtų įtraukti daugiau praktinės patirties. Remdamasi pokalbiais su studentais, EG mano, jog būtų galima padidinti studentų darbo krūvį ir studijų programos intensyvumą, įtraukti daugiau atitinkamo darbo pasinaudojus papildytos bibliotekos pasiūla, pavyzdžiui, reikalauti, kad studentai daugiau skaitytų ne tik auditorijose.

EG manymu, studijų programos tikslai ir studijų rezultatai tinkamai suderinti, bendros programos ir atskirų dalykų tikslai ir studijų rezultatai skiriasi. Atsižvelgiant į EG rekomendaciją intensyvinti programą, reikėtų persvarstyti kai kuriuos studijų rezultatus ir įtraukti daugiau kritinės analizės. EG įsitikinusi, kad studentai, baigę programą, turės tinkamą įgūdžių ir sėkmingai įsilies į pramogų verslą.

EG nuomone, studijų turinys sudarytas gerai, atsispindi aiškus judėjimas į priekį nuo pagrindinių įvadinių dalykų prie specializuotų temų. Būtų galima įtraukti daugiau praktinės patirties, įskaitant ilgesnę specialiąją praktiką. Jei programos pavadinimas bus keičiamas į Pramogų valdymas, būtų galima įtraukti daugiau rinkodaros. Pirmųjų metų bendras projektas yra puikus būdas nuo pat pradžių studentus įtraukti į grupinį darbą su kitomis disciplinomis.

EG nuomone, dėstytojų kvalifikacija gera, jie rodo didelį susidomėjimą ir yra įsipareigoję studentams ir studijų programai, pasižymi tinkamu akademinėmis kvalifikacijų ir praktinės patirties

deriniu. Programa plėtojama, todėl reikės daugiau dėstytojų, siekiant išlaikyti fakulteto dėstytojų santykį, taip pat dėstytojų darbo krūvį.

Vienas iš išpūdingiausių universiteto plėtros pokyčių – naujo pastato atidarymas. Pagerės materialieji ištekliai. Padidės bendrų erdvių studentų darbui su projektais skaičius, tačiau reikės užtikrinti, kad pastatas veiktų ir pakaktų patalpų. Prioritetą reikėtų teikti bibliotekos fondų didinimui – tai leistų įgyvendinti EG rekomendaciją intensyviai programą ir numatyti reikalavimą studentams daugiau skaityti po paskaitų.

EG nustatė, kad studentų vertinimas ir jiems teikiama parama yra tinkami atsižvelgiant į programos apimtį ir ketinimus derinti teoriją ir praktiką. Socialiniai partneriai turėtų aktyviau dalyvauti rengiant baigiamuosius darbus ir peržiūrint studentų pristatymus, perduoti jiems darbo patirtį ir suteikti praktikos vietą.

Susitikimai su studentų atstovais galėtų būti dažnesni nei du kartai per metus, tačiau iš esmės programos vadyba tinkama, dėstytojų ir studentų, taip pat dėstytojų tarpusavio santykiai geri. Kadangi programa plėtojama, socialiniai partneriai ir, galiausiai, alumnai galėtų aktyviau dalyvauti ir siūlyti temas baigiamiesiems darbams, būti kviestiniais dėstytojais ir teikti praktinę patirtį. Jų neįkainojamas indėlis padėtų universitetui užtikrinti, kad programos turinys atitiktų besikeičiančius rinkos poreikius.

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III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja aiškiai nustatyti dviejų giminingų studijų programų (Kūrybinės industrijos ir Pramogų industrijos) vietą ir persvarstyti studijų programos pavadinimą, nes jis gali klaidinti. Ekspertų grupės manymu, būtų protinga apie studijų programas ir jų skirtumus geriau informuoti socialinius dalininkus. Tai palengvintų bendravimą su būsimais studentais, socialiniais partneriais ir Erasmus partneriais.
2. Ekspertai taip pat mano, kad patraukli galimybė ateityje gali būti tokia: pirmieji metai – bendri, o vėliau studentai renkasi vieną iš šių dviejų studijų programų specializacijų.
3. Rekomenduojama numatyti būdų užtikrinti, kad visa studijų programa būtų intensyvesnė. Gal neįmanoma studijų programą sutraukti į trejus metus, kaip buvo siūlyta studijų programai Kūrybinės industrijos, tačiau ši problema būtų išspręsta įtraukus papildomų modulių ir dalykų ar užtikrinus nuodugnesnes esamų dalykų studijas. Daugiau dėmesio gali būti skiriama papildomai literatūrai ir susijusioms knygoms. Viešieji ryšiai yra gerokai ekonomiškesnė reklamavimo priemonė nei reklama, ypač mažoms meno organizacijoms, todėl į studijų programą Pramogų industrijos (PI) reikėtų įtraukti šį dalyką. Reikėtų numatyti oficialesnę plagijavimo kontrolės sistemą.
4. Ekspertų grupė (toliau – EG) mano, kad esami darbuotojai yra kompetentingi ir gerai pasirengę. Kadangi programa plečiama, kils poreikis samdyti naujų dėstytojų, o ne tobulinti vyresnio amžiaus dėstytojus.

5. EG pabrėžė, kad reikia gerinti kai kuriuos materialiuosius išteklius, pavyzdžiui, studentų darbo patalpas. Tai gali būti darbo patalpos naujame pastate, taip pat neformalios erdvės, pavyzdžiui, poilsio kambarys.
6. Dėl laiko stokos EG matė tik skaityklą viename universiteto miestelyje, tačiau jai susidarė įspūdis, kad bibliotekos fondą reikia tobulinti. Būtina užtikrinti, kad studentai žinotų, kaip prisijungti prie duomenų bazių, pateikti daugiau knygų anglų kalba – tai prisidėtų prie programos tikslumo.

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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)