STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS DAILĖS AKADEMIJOS
STUDIJŲ PROGRAMOS *KULTŪROS VADYBA IR KULTŪROS POLITIKA*
(valstybinis kodas – 612N28002)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *CULTURE MANAGEMENT AND CULTURE POLICY* (*state code - 612N28002*)
STUDY PROGRAMME
at VILNIUS ACADEMY OF ARTS

Experts' team:

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2. **Prof. dr. Karolina Prykowska-Michalak,** *academic,*

3. **Ms Mireia Cirera Hidalgo,** *academic,*

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Išvados parengtos anglų kalba
Report language – English

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Culture Management and Culture Policy*
State code	612N28002
Study area	Social Sciences
Study field	Management
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 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Culture Management
Date of registration of the study programme	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
-	Not applicable

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

Vilnius Academy of Arts is a State run institution of higher education. In 2013, the Academy underwent a comprehensive external institutional review which resulted in the granting of accreditation for a six-year period. The Bachelor degree study programme which is the subject of the current evaluation is in the field of Management and in the branch of Culture

Management. This four-year study programme commenced on a full-time basis in 2012 and attracts a total of 240 credits. It is delivered in conjunction with the UNESCO Department of Cultural Management and Cultural Policy, an academic subdivision of the Postgraduate Studies Faculty. Prior to the introduction of the Bachelor degree, the Academy had launched a Master's study programme in the same field in 2003 (since 2003, more than250 students have graduated with the postgraduate qualification). The average enrolment in the Bachelor studies programme was 26 students in the first three years, with a drop in registration to 15 students in 2015.

The title "Culture management and culture policy" of the study programme is unique in the context of Lithuanian Higher Education. The evaluation panel understands that it is in compliance with all legal acts and other documents pertaining to the delivery of degree qualifications of this nature. The Self-evaluation Report (SER) in respect of the study programme was produced over the period November 2015 - May 2016. Due to the fact that the SER was produced prior to the graduation of the first student cohort with the qualification, no data on the status of graduates is yet available.

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 *7/12/2016*.

1. **Mr. John Cusack (team leader),** *Council member of the Institute of Certified Public Accountants in Ireland (CPA), Ireland.*
2. **Prof. dr. Karolina Prykowska-Michalak,** *University of Łódź, Institute of Contemporary Culture, Professor and Head of cultural management studies, Poland.*
3. **Ms Mireia Cirera Hidalgo,** *Open University of Catalonia, Consultant in Cultural Management and Event Management, Spain.*
4. **Ms Giedrė Kabašinskienė,** *Lithuanian Academy of Music and Theatre, Department of International Relations, Projects and Programmes Coordinator, Lithuania.*
5. **Ms Ugnė Jakubauskaitė,** *student of ISM University of Management and Economics study programme Economics and Politics.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims of the study programme reference both public needs and the requirements of the labour market, as well as mentioning EU and national cultural policy strategies. In general terms, there is a reasonable balance between the different disciplines such as Theatre, Music, Cultural Heritage and Cultural Tourism, although the learning outcomes seem to be centred more around the visual arts rather than the performing arts and audience development. The programme title suggests an equality between Management and Policy which does not seem to exist to the extent that might be perceived. A more formal involvement of the UNESCO Department of Cultural Management and Cultural Policy, as well as other stakeholders such social partners and employers generally, in the formulation and review of learning outcomes and in programme delivery generally is advisable. The programme aims and learning outcomes are described in the Self-evaluation Review pp. 8 to 16, and are available on the website of the Department.

The learning outcomes have been adjusted in recent times following an analysis of similar degree opportunities abroad. The stated aim of the programme is "to develop creative, critically minded cultural management and cultural policy specialists, capable of operating at different tiers of the cultural sector, having the understanding sector of contributing to the continuity, development and proliferation of national culture". Links between overall study programme learning outcomes and subjects designated for their achievement were outlined in the documentation provided for the evaluation. The review panel concludes that in the case of certain modules learning outcomes have been stated too broadly e.g. in subjects such as 'Fund Finding', 'Culture Policy 1', 'History of Contemporary Music' and 'Fashion Design Management'. Also, in modules such as 'Cultural Management 1', 'Cultural Project Management', 'Management of Cultural Heritage', and 'Cultural Tourism' there is substantial repetition of learning outcomes, without necessarily reflecting the skill set which needs to be developed.

The generic aims of the programme are acceptable, if somewhat overstated, in the context of both cultural management and cultural policy. The fact that so many modules are related to particular generic learning outcomes highlights the need for a more specific focus. An alternative approach whereby fewer directly related subjects were associated with each overall learning outcome would provide greater clarity and an improved understanding of the purpose of the study programme. Equally, it is felt that fewer learning outcomes and associated themes would represent a more realistic representation of what is achievable by students in the time available. For example, the subject 'Fact Finding' has been assigned 8 learning outcomes, as has 'Cultural Policy 1'; Versions of 'The History of Western Art' have more than 20 themes and approximately 48 hours available for delivery. The 'Marketing' syllabus is distributed across 15

themes. The 'Basics of Sociology' and the 'Marketing' modules have been allocated 15 and 16 themes, respectively.

An assessment of the learning outcomes for individual modules reinforces the view that some expectations are unrealistic and overoptimistic in terms of what is possible. Examples include:

- "Art galleries of the works will be overviewed" (English).

- Students "will be able to analyse their managerial ability and foresee ways to enhance it ('Basics of Sociology').

- In the study of 'The History of Western Art', there is a reference to coverage of "relevant art phenomena in Lithuania and the world over".

- In the subject ' Leadership', the expectation is that the student "will be able to provide counselling", which is normally the function and responsibility of a fully qualified professional.

- Students "will be familiar with different world business cultures", is an extract from the module 'Negotiation and Mediation in Cultural Business'.

The programme aims and learning outcomes are consistent with the type and level of studies and the qualification offered. As the study programme offers a Bachelor degree in Culture Management, the learning outcomes are oriented towards the acquisition of knowledge and the development of skills and competence en route towards obtaining this professional qualification. The name of the programme is adequate in the context of aims and learning outcomes which are focused on both areas: cultural management and cultural policy. Therefore, the combination of two areas of science i.e. management and policy in the name of the study programme is appropriate and indicates the contemporary positioning of the culture sector in the broader field of social policy.

The concept of learning outcomes has received an ever-increasing emphasis in international higher education over recent years. However, in the context of this programme it is not certain that all students understand the meaning of the concept or the essential connection between learning outcomes and curriculum content. This places a responsibility on academic management and teaching staff to reinforce the rationale behind each study module and to illustrate how subjects are linked for the purpose of achieving programme goals. Towards this end, it is suggested that continuous communication to students regarding how assessment tests are matched to appropriate learning outcomes is required. As a result, they should become more focused and demonstrate a stronger commitment to learning. In the context of the wording of learning outcomes, vague references, such as in generic A2 -Table 3 of the SER, to the effect

that students "will be able to analyse and assess both the national (local, regional) and international culture and art contexts and develop partnership and collaboration ideas and similar (project ideas etc.)" should be amended for clarification purposes.

2.2. Curriculum design

From an analysis of the curriculum it would appear that, generally speaking, there is an appropriate balance between the learning process devoted to academic and professional requirements. The review panel agrees that, in general terms, the content of the subjects/modules is in harmony with the type and level of degree award conferred on students. However, the reservations expressed later in this report should be noted. As already indicated above, this degree programme provides full-time studies and covers 240 ECTS credits, with a distribution of 30 credits per semester over 4 years.

The panel wishes to make the following observations with regard to the curriculum, which is considered to be in compliance with all legal requirements and related documentation:

- In the delivery sequence it probably would be more effective if the subject 'Marketing of Culture' was set in context by being presented after the module 'Marketing Principle and Practice'.
- The 'Marketing Principles and Practice' syllabus itself does not include some essential topics related to selling and sales techniques. This is a significant deficit when the potential future careers of graduates are taken into account.
- The module on 'the Foundations of Academic Writing' is a welcome addition to the programme (as is the reference in the subject 'Organisation Branding' to a 2016 article from the Harvard Business Review). Perhaps this subject should be presented to students at an earlier stage.
- It seems to be an exaggeration to expect the 'Applied Research' module to lead to a situation whereby students will be able to apply the legal acts regulating the activity of cultural organisations and cultural enterprises.

The programme aims to educate and train cultural professionals and provide them with the theoretical and practical knowledge necessary to perform successfully across a range of future professional careers. In this sense, the content and methods of the modules are generally appropriate for the achievement of the intended learning outcomes to a certain extent. With regard to the teaching and learning methodology, the approach adopted consists of: dialogue

models, team work, case studies, theme presentation, writing papers, developing projects, colloquiums, expert methods and similar, with the focus on active involvement work forms. Furthermore, following the Study Regulations of the Academy, classroom work (lectures, seminars, practical exercises and face-to-face tutorials) has 40-70 % of the entire study time dedicated to it, which is in compliance with the legal provision that students receive no less than 30 % from the scope of each subject for independent work. In terms of subject/module content, the panel wishes to reference that, during the site visit, student representatives expressed their dissatisfaction concerning the comparative lack of real situations and cases that could improve their practical knowledge in cultural management. In the same context, it is also important that more interdisciplinary projects are organised involving several subjects.

The programme would benefit from the inclusion of subject material already missing from or without its own clear identity within the curriculum. In this respect, it is strongly recommended to place a stronger focus on areas such as human resources management, copyright and contract law, project management, ethics, graphic design and web development, new media, and enterprise development.

According to the information provided in SER with regard to the programme's goal after graduation, the students are expected to be aware of both theoretical and practical knowledge in relation to the public, state and private sectors. However, in the curriculum and in the meeting with students it was expressed that subjects put a focus mainly on public institutions rather than public and private sectors equally. While the curriculum contains subjects such as 'Cultural Management I', 'Cultural Management II', and 'Strategic Management', the panel wonders whether students who may wish to establish their own small business or cultural unit are provided with sufficient opportunity to acquire the knowledge and develop the skills needed for such initiatives. It is also worth considering whether a general introduction to management principles and practice should come before the teaching of subsets such as 'Cultural Management I', 'Cultural Management II', 'Management of Cultural Heritage' and 'Cultural Tourism' in order to place those more specific modules in context. There is no stand-alone Accounting or Finance module, as would be expected in studies of this type and a foundation in micro and macro economics is important for students hoping to progress into managerial roles after graduation.

The learning outcomes of the programme aim to reflect national and international directives related to the process of the formation of the European creative and cultural industries market. In this sense, it is recommended that the curriculum could emphasise the international dimension to a greater extent for the purpose of providing more student opportunities for

international skills development in terms of management, cultural cooperation and international cultural business.

While scope does not seem to exist for the introduction of all the additional content material referred to above, a critical appraisal of and a creative approach to the current situation could provide solutions. The panel does not wish to be prescriptive other than to suggest possibilities worthy of consideration. For example, it would appear that the current emphasis on the 'History of Western Art' could be reduced. Another option might be the integration of related modules such as 'Aesthetics and Philosophy of Art' and 'Art Marketing'. Similarly, the content of 'Negotiation and Mediation in Cultural Businesses' might be included in one or more of the communication modules.

In more general terms, greater concentration on Cultural Policy is suggested in order to reinforce and add credibility to the title of the study programme. With regard to subject tiles, consideration might be given to re-naming the following subjects for clarification purposes:

- Public Communications Management
- Creative Industries
- Culturology of the Everyday
- Culture and Practices of Audio-visual Communications
- Visual Art Curatorship and Education.

It is understood that the module entitled 'Visual Art Curatorship and Education' was developed in collaboration with the National Art Gallery and the Contemporary Art Centre. This type of association is highly praiseworthy and a similar approach is worthy of consideration for other subjects which lend themselves to such external cooperation. The possibility of including a second foreign language within the curriculum should also be explored, particularly in the context of the international dimension of studies and an aspiration that the programme might be delivered through the medium of English from 2018 onwards.

The themes and the recommended literature demonstrate, to a limited extent, the latest findings in cultural management and art-related studies. During the site visit, the panel noted that there are few books and a need to update certain reading material. In positive terms, the Academy is increasing the number of databases. The scientific level of this Bachelor programme is adequate, but a restructured curriculum could lead to the inclusion of some more essential modules with a stronger concentration on management and business content.

2.3. Teaching staff

Academic staff are seen to meet all legal and other regulations governing the delivery of study programmes of this type and at this level. There are approximately 26 teachers involved in the delivery of the study programme (names and numbers of teaching staff listed in Annexes 2,3 and the SER do not seem to correspond fully with each other). Teachers have a good research record in terms of producing methodical material and scientific publications, although it would appear that for some the momentum in this regard has slowed down from 2012 onwards. The qualifications, commitment and efforts of staff for the purposes of programme quality improvement are impressive. However, the apparent lack of team working between those responsible for programme design and delivery is considered to be a limiting factor militating against the effectiveness of the overall learning process.

It is essential that all academic staff members possess the qualifications and background necessary for the successful delivery of module content. The average duration of experience extends to approximately 17 years per teacher. General University subjects are delivered by teachers from other divisions of the Academy outside of the Department responsible for this study programme. A full-time staff member of the Academy is allowed 750 hours annually for personal scientific work.

Academic staff are heavily involved in the production of methodological learning resources and in the evaluation of other related study programmes. The panel understands that the Department also participates in applied scientific research. A further aspect of the work of lecturers is evidenced by the delivery of 13 presentations at conferences (two in Lithuania) over recent years. Participation in staff exchanges with foreign institutions is reflected by the involvement of 16 members of teaching staff in foreign countries over the period 2012-2015 (mainly conferences). However, the fact that reciprocation extended to only five high-profile peers coming to the Academy suggests the need for further developments in this area, particularly when the international dimension of the study programme is taken into account. Every effort should be made to gain maximum financial support from the Ministry of Education and Science for the purpose of attracting more foreign specialists on a longer-term basis. Still on the theme of relatively few visiting professors, perhaps their involvement and input might be secured in other ways via the medium of the latest communications technology.

Almost all members of the teaching staff have participated in professional development over the past five years, although the documentation provided to the panel suggests that the pace and momentum for continuous improvement seems to have slowed down somewhat in recent times. The study programme is delivered by "teachers of the highest qualifications, active participants of labour market with huge experience of practical work, and solid knowledge of employer requirements for would-be graduates of the BA study programme". This endorsement

is supported by factors such as teaching staff involvement in the development of important strategic cultural documents and their active cooperation with the institutions of science and education, regional governmental structures, social stakeholder organisations and employers.

The esteem in which lecturers are held by students is a feature of the learning environment. For the future, the panel recommendation is to organise more regular, formal academic staff meetings which would enhance team working, create a better understanding of the input from each colleague into the programme, and also form the basis for the development of integrated assessment tests spanning two or more subject areas is worthy of consideration.

Academic management wishes to see more international mobility on the part of academic staff, and this initiative should be encouraged. In terms of further improvements , the methodological resources produced by teachers are not yet available in textbook or e-format. There is also a management awareness of ongoing responsibilities towards the ensuring the development of teachers' pedagogical skills and the application of the latest technology for subject delivery purposes. In the broader context, a wider and more intensive use of schemes for capacity building, such as Erasmus+ is recommended by the panel.

2.4. Facilities and learning resources

The existing facilities and learning resources, while open to some improvements, are satisfactory and generally fit for purpose. The study programme is utilising "the general resources of the Academy, the assets of the UNESCO Cultural Management and Cultural Policy Department, and external publicly accessible or social partners' resources". The availability of a Learning Resource Office which contains speciality literature and student graduation papers is a further positive feature of the academic environment. With regard to practical work experience placements, it would appear that scope exists for the provision of an enhanced range of options which would allow for a greater integration of theory and practice. It is essential that the quality of such placements should continue to be assessed on a regular basis in order to ensure that the knowledge gained and skills acquired by each student are in line with the programme learning outcomes.

While the infrastructure available to the Academy, in terms of facilities such as Mizarai Village, Nida Art Colony, and Panemune Castle, is highly significant, it is essential that maximum use is made of these resources. This currently does not appear to be the case. The richness of some appropriate facilities available within other Departments could enhance this particular study programme as well. For example, as referenced above, students would benefit from the acquisition of knowledge and the development of skills in graphic design, web

development, and new media generally. For that purpose, complementary facilities and resources within the campus should be utilised to maximum advantage.

The computer network provides students with access to relevant academic databases, of which scientific e-databases contribute significantly towards providing research opportunities. It is understood that all of the subscribed databases, with the exception of Naxos Music Library, cover multiple themes and meet the needs of both BA and MA study programmes in Culture Management and Culture Policy.

Although the learning platform Moodle has been introduced, its potential seems to be much underutilised at present. Textbooks in the library are in limited supply and many are outdated. Examples of identified deficits in this regard include a scarcity of recommended reading for subjects such as 'Culture Policy', 'Applied English',' History and Practice of Film', 'History and Practice of Modern Theatre', 'Management of Cultural Heritage and Cultural Tourism', 'Negotiation and Mediation', and ' Culturololgy of the Everyday'. Where textbooks are available, more recent publications related to the aims and objectives of the programme should be included (it should also be stated that the reading material for the 'The Marketing of Culture' module contains a 2016 publication by Kolb).

Links with other University libraries and sources of reading and research materials help to compensate for the scarcity of textbook resources, while registration with the Lithuanian National Library provides an important resource opportunity for students. In terms of other factors, efforts are being made to cater effectively for students and staff with disabilities by providing the requisite physical infrastructure.

2.5. Study process and students' performance assessment

The admission requirements are widely known and readily available. However, stakeholder opinion suggests   that the high-level mathematics requirement for entry to the programme disqualifies many students with an interest in art and culture.

The causes of the recent decline in student numbers are worthy of further analysis by academic management. The fact that 94 students commenced this study programme over the past four years is encouraging, as is the reputation and goodwill which the Academy has earned by providing a Master's degree in the same discipline since 2003.

Both the undergraduate and postgraduate study programmes have the same title and this could be a factor in reducing the level of demand for the Bachelor qualification. As it is possible to join the Master's programme on the basis of having graduated in different disciplines, perhaps students are looking at the 'bigger picture'. This could mean that some keep their options open

by studying for a Bachelor qualification in a related discipline in the first instance, knowing that they will be eligible subsequently for postgraduate studies in Culture Management and Culture Policy. Hence, from their perspective, there is no obligation to commence with the Bachelor study programme as well.

Programme management acknowledges that students should become more deeply involved in managerial-type project work and also in undertaking vital research for cultural organisations. The review panel members readily agree. The introduction of real-life project work, preferably with an international angle, would help to establish stronger links between theory and practice and prepare the students more effectively for the challenges and opportunities likely to be experienced in future employment. Such assignments could be sourced from social partners and employers and would be very much welcomed by students.

The number and variety of assessment tests for completion by students prompts questions with regard to whether:

(I)   each test is necessary;

(II)   a more standardised (unified) approach to this process could be adopted;

(III)   an increased number of integrated assignment tests, based on at least two related subjects from the curriculum, might be introduced.

In respect of the latter, the review panel is of the opinion that the learning process would be enriched if students, via the assessment process and other means, could grasp the interconnectivity between modules, thereby reinforcing the necessity for and the relevance of each subject. During the meetings held on the occasion of the site visit, the panel learned that it is not always clear to students how each subject supports the achievements of programme learning outcomes. A greater concentration on group project work across certain modules would also enhance the learning process and help to prepare the students for future leadership roles. An example of two subjects which might lend themselves to such an approach could be 'Communication Theory and Practice', and 'Marketing of Culture'. It is encouraging to note that students participate in some artistic and interdepartmental projects and the sourcing of funding for such activities. The potential subjectivity involved in assigning some high marks in percentage terms for class participation/attendance is also worthy of review. Specifically, it would appear that the design of particular assignments could and should be improved upon. Examples in this regard include the modules 'Cultural Management 1', and 'The History and Practice of Modern Theatre'.

Student representatives, in the meeting with the panel, referenced desirable improvements which from their perspective should be made to the study programme. Examples include the allocation of more time to practical management work, a wider access to

management-related study materials, and the need to develop additional computing(Excel) and editing(Photoshop) skills. They did not seem to be fully convinced of the relevance of certain elements of the curriculum content, and would benefit from having more guidance and a clearer understanding of what should be contained in the practice placement report. The student representatives also expressed a high level of appreciation for the induction process provided on their commencement of the programme.

The scope and depth of student theses is open to further improvement. This judgment is based on an assessment of a sample of those provided for the panel. The allocation of full marks (10/10) to a number of students for thesis presentation and defence is surprising, as this apparently generous approach to marking is not adopted universally across the field of higher education. Consequently, the panel is concerned that negative perceptions about the programme, combined with unrealistic expectations in relation to the competence of graduates on the part of employers, might ensue. It is strongly felt that theses should focus on analyses, include research-based conclusions and recommendations, and have a section encompassing reflective learning.

Students expectations for mobility opportunities currently exceed the Department's ability to offer such opportunities. During the period under review, a total of eight students from the programme entered study or practice placements in foreign cultural institutions. The Academy is working towards improving the situation via mechanisms such as the Erasmus+ scheme.

The Vilnius Academy of Arts 'Code of Academic Ethics' aims to promote honesty and integrity throughout all aspects of teaching and learning. Procedures to detect cheating are likely to be strengthened by the introduction of the ELABA system, into which first cycle students will have to import their graduation papers from 2016 – 2017 onwards.

The student dropout rate from the programme is low. Where attrition occurs, a major contributing factor is the lack of State financing or other monetary-related constraints. Despite the current impressive student retention record, the pattern followed in some Universities whereby a 'Learning to Learn' module or similar is introduced might be introduced by the Academy. The module content, usually delivered in the first semester and reinforced subsequently, covers topics such as how to study, learning outcomes, note taking, research techniques, time management, preparing for examinations, stress management, and career planning. In the context of services provided for students, there are good opportunities for participation in sports and cultural activities.

Information support for students is supplied mainly by posting relevant details within the Academy and on the website, as well as through the virtual teaching environment. However,

from a student perspective, there appears to be some gaps in the information provided, together with the absence of a consistent message when such information is communicated from different members of staff. Students are also sometimes unsure as to the most appropriate source when it comes to seeking a response to their information needs. This concern could lessen their positive perceptions and attitudes towards the study programme. The Programme Management should take care of this issues as soon as possible and to provide timely and consistent information in order to improve the study process for students. Regular feedback is sought from students and usually acted upon, as necessary. Student representatives, in discussion with the review panel, expressed a preference for a wider coverage of law (including copyright law), taxation, new media, and technology generally. The introduction of more real situations and cases would also be welcomed for the purpose of developing their practical skills.

During the meeting with graduates, attention was drawn to the changes introduced in the curriculum, which increase the attractiveness of the study program. However, a noticeable issue suggested was the lack of sufficient subject content about law generally, copyright law, and the taxation system.

2.6. Programme management

This Bachelor degree in Culture Management and Culture Policy is monitored and coordinated by the Study Programme Committee. Students are invited to attend meetings of the committee, which are held at least twice per semester. Proposals from the committee go forward to the Department and the Faculty Board. The schematic overview of all programme management structures and responsibilities was clearly outlined in the documentation provided to the review panel.

General staff meetings are organised by the Head of the Department at least four times per year. Study quality is determined by input from various sources, including feedback from students, graduates, teachers and employers. Reports on scholarly research and related activities of staff are compiled on an annual basis and evaluated under the auspices of the Lithuanian Ministry of Education and Science. Of particular significance are the views of students, both positive and negative. On the basis of critical student feedback, it is understood that a teacher may be replaced. The appraisal of the programme from academic staff and students has been generally positive to date. While the views of graduates are taken into account on an informal basis, the setting up of an Alumnus Association would enable a stronger and more effective channel for access to this resource.

Programme management is already committed to a much wider involvement of external agencies and organisations, as well as influential and highly qualified individuals, in the design,

delivery and review of the teaching and learning process. Due to the perceived stringent Mathematics requirement for entry to the programme, the Academy, in conjunction with other interested higher education institutions, could make a submission to the Ministry of Education and Science to have the regulation reviewed. The possibility of delivering this degree through the medium of English by a defined date should be given further consideration by academic management.

The reasons for the decline in student demand for the programme should be analysed further by academic management. The statistics in this regard show that the number of applicants fell from a total of 50 in 2012 to 17 in 2015. The enrolment in each of these years was 26 students and 15 students, respectively. Appropriate corrective action, including a more effective marketing and promotional campaign would appear to be needed.

As identified above in the report there is a need to review the study process regarding mentioned possible improvements and make appropriate changes were possible.

III. RECOMMENDATIONS

The Faculty and the Department responsible for the quality of the study programme are advised to consider this report as a unified document, the remit of which extends beyond the section below entitled 'Recommendations'. This will allow for an assessment of all ideas and proposals presented in the document by the panel for the purpose of enhancing the teaching and learning process.

The following is a synopsis of proposals and recommendations outlined earlier in this report. Amongst the factors which the review panel have identified for analysis and appropriate action are the following , which are presented in no particular order:

1. The existing balance between cultural management and cultural policy needs adjustment to reflect the purpose and scope of the programme, as evidenced by the title.

2. An excessive number of generic learning outcomes, together with the expansive range of individual subjects/modules linked to them, suggests a somewhat diversified rather than a more coherent, integrated approach to programme planning and design.

3. There are certain unrealistic expectations associated with the learning outcomes, themes, and the syllabus content of particular subjects, as referenced earlier in this document.

4. It is necessary to strengthen the curriculum, as already highlighted above. The added content should encompass an expanded coverage of areas to include Accounting and Finance, Selling and Sales Strategy, Social Media and New Media, Human Resource Management, Economics, Graphic Design, and Enterprise Development. In order to accommodate the extra subject material, an evaluation of the programme content across all eight semesters is recommended. As part of such an internal review, consideration should also be given to the possible re-titling of subjects, as mentioned earlier.

5. The level of teamwork and the effectiveness of formal communication amongst academic staff is open to improvement, as is the adoption by all teachers of the most recent technologically based approaches to subject delivery and their availing of opportunities for continuous personal and professional development.

6. In a wider context, the international dimension of studies requires nurturing, with a strategy developed to ensure that graduates are readily employable abroad as well as in Lithuania.

7. Mobility of staff and students, including an increase in the number of visiting professors, deserves encouragement via Erasmus + agreements and the sourcing of other funding mechanisms for capacity building purposes.

8.   The facilities and resources of other Departments within the Academy should be utilised, as appropriate, to complement the existing infrastructure available for programme delivery. A comprehensive usage of the features of the Moodle platform, together with an updating of essential reading material, would also enhance the learning environment. Training in the use of the statistical package SPSS should also be provided.

9.   More student involvement in managerial-type projects and research, preferably with an international focus and commissioned by social partners and employers, would strengthen the links between theory and practice and enhance the competences of the future graduates. The use of additional integrated assignments as part of the assessment process is also strongly recommended by the review panel.

IV. SUMMARY

The Academy has a proud record of achievement in the provision of higher education related to culture management and culture policy. The visionary introduction a focused postgraduate study programme back in 2003 was followed in more recent times by the commencement of this Bachelor degree in the same discipline.

Although the demand for both study opportunities has remained fairly steady, it is disappointing to see the level of student interest declining in the lead up to this external evaluation. While the programme under review has significant strengths, the main thrust of the panel's approach has been to operate in a spirit of cooperation with all stakeholders by identifying how best to enhance the quality of the teaching and learning process.

Amongst key areas highlighted for further analysis and subsequent action in this report are   programme aims and objectives, particular subject learning outcomes, and   curriculum content. The generally satisfactory facilities and resources available could be augmented by stronger collaboration across the campus, while the assessment process is worthy of greater analysis and scrutiny along the lines proposed in this report.

Social partners and other stakeholders, such as Alumni, also have the willingness and capacity to contribute more formally and effectively to the design, delivery and review of the study programme. As part of any future internal assessment, plans should be developed to expand the international dimension of studies, thereby increasing the job prospects and employment progression opportunities for graduates.

 The panel members wish to thank those associated with the organisation of this external evaluation and to express our gratitude to everyone whom we met for the kindness and courtesy shown on the occasion of the visit to the Academy. We extend our best wishes for the future of this study programme.

V. GENERAL ASSESSMENT

The study programme Culture Management and Culture Policy (state code – 612N28002) at Vilnius Academy of Arts is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	**14**

*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:	Mr. John Cusack
Grupės nariai: Team members:	Prof. Dr. Karolina Prykowska-Michalak
	Ms Mireia Cirera Hidalgo
	Ms Giedrė Kabašinskienė
	Ms Ugnė Jakubauskaitė

VILNIAUS DAILĖS AKADEMIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
KULTŪROS VADYBA IR KULTŪROS POLITIKA **(VALSTYBINIS KODAS – 612N28002)**
2017-03-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-48 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Kultūros vadyba ir kultūros politika* (valstybinis kodas – 612N28002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	**14**

* 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

Akademija gali didžiuotis pasiekimais teikiant aukštojo mokslo studijų programas, susijusias su kultūros vadyba ir kultūros politika. 2003 m. buvo pradėta vykdyti magistrantūros studijų programa, ir tik vėliau pristatyta tos pačios srities bakalauro studijų programa.

Nors abiejų studijų programų paklausa išliko gana stabili, deja, studentų susidomėjimas šiomis studijų programomis mažėja ruošiantis šiam išoriniam vertinimui. Nors vertinama programa turi svarbių stipriųjų pusių, ekspertų grupės požiūrio esmė yra veikti bendradarbiaujant su visais socialiniais dalininkais, nustatant kaip geriausia gerinti mokymo ir mokymosi proceso kokybę.

Tarp šiose išvadose nagrinėjamų pagrindinių sričių, kurias reikėtų analizuoti ir imtis tam tikrų veiksmų, yra studijų programos tikslai ir uždaviniai, konkrečių dalykų studijų rezultatai ir studijų programos turinys. Apskritai patenkinamą materialiosios bazės ir išteklių būklę galima gerinti sustiprinus bendradarbiavimą aukštojo mokslo institucijomis, o vertinimo procesą vertėtų išsamiau paanalizuoti ir peržiūrėti, remiantis šiomis išvadomis.

Socialiniai partneriai ir kiti socialiniai dalininkai, pvz., absolventai, taip pat turi noro ir galimybių formaliau ir veiksmingiau prisidėti kuriant, vykdant ir peržiūrint studijų programą. Ateityje atliekant vidinį vertinimą, reikėtų parengti planus, kaip didinti studijų tarptautiškumą, taip praplečiant darbo perspektyvas ir padidinant absolventų karjeros galimybes.

Ekspertų grupės nariai nori padėkoti visiems, prisidėjusiems organizuojant šį išorinį vertinimą, ir išreiškia savo dėkingumą už vizito į Akademiją metu parodytą geranoriškumą ir malonų sutikimą. Šiai studijų programai linkime kuo geriausios kloties ateityje.

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III. REKOMENDACIJOS

Už studijų programos kokybę atsakingam fakultetui ir katedrai rekomenduojama apsvarstyti šias išvadas kaip vieningą dokumentą, kuris apima daugiau nei rekomendacijų skyrius. Taip bus galima įvertinti visas idėjas ir pasiūlymus, kuriuos ekspertų grupė pateikia dokumente, siekdama gerinti mokymo ir mokymosi procesą.

Toliau pateikiama pirmiau išvadose išdėstytų pasiūlymų ir rekomendacijų santrauka. Tarp veiksnių, kuriuos ekspertų grupė išskyrė kaip nagrinėtinus ir reikalaujančius imtis atitinkamų veiksmų, minėtini šie (išvardyti nenuosekliai):

1. Reikėtų pakoreguoti dabartinę pusiausvyrą tarp kultūros vadybos ir kultūros politikos, siekiant atspindėti studijų programos tikslą ir apimtį, kaip deklaruojama programos pavadinime.
2. Pernelyg didelis bendrų studijų rezultatų skaičius, taip pat didžiulė įvairovė su jais susietų atskirų dalykų / modulių rodo šiek tiek diversifikuotą, o ne nuoseklesnį, integruotą požiūrį į studijų programos planavimą ir kūrimą.
3. Yra tam tikrų nerealių lūkesčių, susietų su konkrečių dalykų studijų rezultatais, temomis ir turiniu, kaip jau minėta anksčiau šiame dokumente.
4. Kaip jau buvo akcentuota, būtina stiprinti studijų turinį. Įtraukiamas turinys turėtų apimti platesnes sritis: apskaitą ir finansus, pardavimą ir pardavimo strategiją, socialinę žiniasklaidą ir naująją žiniasklaidą, žmogiškųjų išteklių valdymą, ekonomiką, grafinį dizainą ir įmonės plėtrą. Siekiant įtraukti papildomą dalykų medžiagą, rekomenduojama įvertinti visų aštuonių semestrų studijų programos turinį. Atliekant tokią vidinę peržiūrą, taip pat reikėtų apsvarstyti galimą dalykų pavadinimų keitimą, kaip minėta anksčiau.
5. Komandinio darbo lygis ir formalaus bendravimo tarp dėstytojų veiksmingumas yra tobulintini, kaip ir tai, kad dėstytojai turėtų pradėti taikyti naujausiomis technologijomis grindžiamą požiūrį dėstydami savo dalykus ir išnaudoti nuolatinio asmeninio ir profesinio tobulinimosi galimybes.
6. Žvelgiant plačiau, reikėtų gerinti studijų tarptautiškumo aspektą ir parengti strategiją, užtikrinančią, kad absolventai galėtų lengvai įsidarbinti tiek užsienyje, tiek Lietuvoje.
7. Reikėtų skatinti dėstytojų ir studentų mobilumą, įskaitant kviestinių dėstytojų skaičiaus didinimą, sudarant „Erasmus+" sutartis ir pasinaudojant kitais finansavimo mechanizmais gebėjimams stiprinti.
8. Kur tinkama, reikėtų naudotis kitų Akademijos katedrų materialiąja baze ir ištekliais, siekiant papildyti esamą studijų programai vykdyti naudojamą infrastruktūrą. Visapusiškai išnaudojant platformos „Moodle" funkcijas ir atnaujinus pagrindinę studijų literatūrą taip pat būtų galima pagerinti mokymosi aplinką. Reikėtų išmokyti naudotis statistinės analizės paketais SPSS.
9. Labiau įtraukus studentus į vadybinius projektus ir tyrimus – pageidautina orientuotus į tarptautiškumą ir užsakomus socialinių partnerių bei darbdavių, būtų stiprinamos teorijos ir praktikos sąsajos bei būsimųjų absolventų gebėjimai. Ekspertų grupė labai rekomenduoja į vertinimo procesą įtraukti papildomas integruotas užduotis.

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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)