VILNIAUS DAILĖS AKADEMIJOS STUDIJŲ PROGRAMOS *KULTŪROS VADYBA IR KULTŪROS POLITIKA* (valstybinis kodas – 621N20016) VERTINIMO IŠVADOS

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EVALUATION REPORT OF *CULTURE MANAGEMENT AND CULTURE POLICY* (*state code - 621N20016*) STUDY PROGRAMME at VILNIUS ACADEMY OF ARTS

Experts' team:

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Evaluation coordinator -

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Kultūros vadyba ir kultūros politika*
Valstybinis kodas	621N20016
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės studijos, (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2000-10-01

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Culture Management and Culture Policy*
State code	621N20016
Study area	Social Sciences
Study field	Management
Type of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time, (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	01-10-2000

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The Centre for Quality Assessment in Higher Education

CONTENTS

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 postgraduate study programme which is the subject of the current evaluation is titled 'Master in Culture Management and Culture Policy'. The

programme is delivered over a two-year period and attracts 120 credits. Since its commencement in the year 2000 (registration date: 13 May 2003) there were a total of 255 graduates up to 2015.

The Academy is proud of the successes achieved by graduates since the commencement of the programme, which was followed by the launch of a Bachelor degree in the same field in 2013. Examples of careers attained by graduates include roles as founders and managers of new cultural establishments and periodic cultural events. The foresight displayed in introducing what was a unique initiative in Lithuania at the time is highly commendable. Currently, it is estimated that there are over 3,000 enterprises within the creative cultural sector in the country, providing employment for approximately 28,000 people. Delivery of this postgraduate studies opportunity is shared with the UNESCO Department of Cultural Management and Cultural Policy, an academic subdivision of the Postgraduate Studies Faculty. It is understood that the organisation and management of all aspects of the programme are in compliance with related legal acts and other official documentation relating to such matters.

In preparation for this external review, a self-evaluation report (SER) was prepared by the Academy to facilitate the work of the panel. While students and social partners took part at the intermediate stage of the internal review process, by way of providing comments and making recommendations, they did not have formal SER committee membership

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 programme aims, as described in the Self-evaluation Review-SER (p.8), are in line with the needs of the cultural sector, as described in the reports of the European Commission in 2010. The general aim of the programme, which was accredited for a 3-year period in 2013, is "to prepare highest quality cultural management and cultural policy specialists capable to manage budgetary, non-governmental and cultural business organisations, to command cultural management and cultural policy processes, initiate and independently manage creative clusters, culture and business projects, demonstrate leadership and innovative management skills in making important, considering various research data, management- based decisions". This aim is deemed to be in line with the needs of the cultural sector, nationally and internationally. The programme aims and learning outcomes are available on the website of the Department.

The documentation supplied to the external review panel outlined programme aims and learning outcomes, and also established links between overall programme objectives and the learning outcomes for individual subjects within the curriculum. The panel understands that programme objectives are updated on a regular basis and that consultation with social partners and other stakeholders forms part of the process.

The competences which the programme aims to develop are listed under five headings:

- Knowledge and its application
- Ability to carry out research
- Special skills
- Social skills, and
- Personal skills.

In general terms, overall programme learning outcomes are satisfactory. However, there appears to be a disconnect between certain study programme learning outcomes and the subject(s) considered relevant for their achievement. This anomaly can be illustrated by reference to examples. The subject 'Strategic Cultural Management' is not linked in the documentation to either of the following learning outcomes for the entire programme: A1 which reads that graduates "will know and are capable to apply classic and modern cultural management and cultural policy theories and concepts and on their basis formulate new concepts and implement innovative practical solutions"; or A2 which anticipates that they "will know basic management, leadership decision making, innovation management processes, and are able to model those processes management and improvement situations". On the other hand, the 'Law'

module surprisingly is associated directly to the attainment of generic learning outcome B1 which anticipates that students "can initiate and execute scientific and applied cultural management and cultural policy field research". There also seems to be a disconnect between the subject 'Creative City Management' and study programme learning outcome C2 which highlights innovation and creativity.

The panel has concluded that the learning outcomes are too numerous, particularly at individual module level. The lack of clearly defined outcomes related separately to cultural management and cultural policy is a disadvantage, despite the obvious interconnectivity between both dimensions of the programme. The harmony between the many overall study programme objectives and the specific subjects/ modules designated for their attainment could be reinforced by a more critical approach to the interrelationship between both. For example, generic programme outcome D1 – "Can clearly express themselves etc." is not linked to the module 'International Marketing and Audience Development'; neither is this same generic outcome officially associated with the subject 'Integrated Communications Management'. There is also no association in the template between the subject 'Intellectual Property Law' and generic aim C4 which reads "Can create and manage strategic cultural management and cultural policy projects, models, purposefully present them to various different purposive groups, submit proposals to improve the legal framework".

In the context of the above reference to an excessive number of learning outcomes, mention can be made of examples such as 'Strategic Cultural Management' with nine learning outcomes, and 'Global Cultural Policy Systems', 'Management of International Cultural Projects' and 'Scientific Research Methodology' with eight learning outcomes each. A somewhat mechanical repetition of learning outcomes across distinct modules should be replaced by a more focused approach.

The international aspect of studies also requires attention in future internal reviews. The documentation refers to factors such as "the increasingly global trends of the market, the growing international cultural cooperation, the international market of cultural industries and the changing system of cultural policines (from the national towards international) increases the need for the deep knowledge on international contexts". These trends place a responsibility on those responsible for programme design and delivery to ensure that learning outcomes and associated syllabus content reflects what is happening abroad as well as at home. The review panel is concerned regarding whether the learning outcomes can be achieved to the extent intended due to the fact that compulsory subjects seem to relate to international skills development only in the first semester. During the panel visit to the Academy, students

expressed the view that they too would welcome an enhanced international focus and the opportunity to engage in internationally based research projects as part of their studies.

The programme aims and learning outcomes are based on the academic and practical / professional requirements, public needs, and the needs of the labour market in both Lithuania and the wider European context. This has been confirmed by members of the teaching staff who have experience of working in cultural institutions and in their own businesses as regards the organization of cultural events. The programme offers a Master's degree in Management and the aims and learning outcomes have been oriented in most cases to new knowledge acquisition and the development of appropriate skills and competences. However, social partners seem to have higher expectations regarding practical skills development within the framework of the learning outcomes.

The programme aims and learning outcomes in the core subjects are satisfactory and consistent with this type of higher- level studies and the associated qualification. The curriculum contains several subjects where the learning outcomes can be considered in terms of rather basic knowledge, e.g. Global Cultural Policy System. Access to this module does not require any preliminary knowledge - which at Masters' degree level should be necessary.

The title of the study programme is not fully adequate to represent the aims and learning outcomes which, in fact, are oriented more towards cultural management aspects rather than cultural policy (only the subject *Global Culture Policy System* fulfils the learning outcomes related to culture policy).

The combination of two areas of science (management and policy) in the title of the study programme is acceptable. However, this should be reflected in a stronger input with regard to cultural policy.

2.2. Curriculum design

Subsequent to the external evaluation of this study programme in 2013/2014, adjustments were made, including the introduction of new subjects 'Global Cultural Policy Systems', 'Scientific Research Methodology', 'Art Entrepreneurship' and 'Management of International Cultural Projects'. Space for such amendments was provided by the transfer of some modules to the then recently introduced Bachelor degree programme in the same field. The curriculum, as currently prescribed, corresponds with all legal requirements governing postgraduate studies in Lithuania.

As already indicated above, this degree programme provides full-time studies, over 2 years, and covers 120 ECTS credits, 30 per semester. The modules in the field of study are

awarded 78 credits, of which 48 credits are compulsory. Optional study subjects in the field of study are awarded 48 credits, of which students have to earn 24 credits. This means that the legal requirement of 60 credits minimum from subjects in the study field is met.The practical placement consists of 9 credits and the final Graduation Project/Master's Thesis is assigned 30 obligatory credits (practical placement forms part of the options). Therefore, the curriculum design meets legal requirements.

Following a review of the designated modules, compulsory and optional, the panel wishes to make the following observations.

• Despite the name of the programme encompassing both cultural management and cultural policy, there is only one subject with the word 'Policy' in the title i.e. 'Global Cultural Policy Systems'.

• What might be regarded as substantial elements e.g. 'The Financial Management of Cultural Organisations' , 'Professional Practice', and 'Management of International Cultural Projects' are listed as optional modules.

• During the meeting with student representatives on the occasion of the site visit, they expressed some concern about not being involved in international research projects. The need for a stronger international perspective and a wider European cultural dimension was was also referred to in the same discussion.

• In the second semester, the two compulsory subjects account for 13/30 available credits. In order to attain the further 17 credits required only one of the 5-credit optional modules, rather than both, can be chosen.

• The possibility of a student selecting up to two general University optional study subjects (12 credits) may be worthy of reconsideration in light of the omission of more focused study material from the curriculum.

• Some syllabuses are overly ambitious in terms of what can be achieved in the time available. Examples include ' Modern Art Practice' (36 themes), and 'International Marketing and Development of Audience'(14 themes).

• An extended inclusion of ethical standards and behaviour across curriculum delivery is strongly encouraged by the panel.

• It is unusual that there is no prerequisite required for the study of the subject 'Global Cultural Policy Systems'. The learning outcomes for this module also are in need of strengthening through the use of higher-level terminology.

•The programme could be further improved by a stronger concentration on certain aspects, such as international cultural management practice, human resource management, international economics, and an assessment of the viability of cultural projects. While the panel does not wish to be prescriptive, lesser significance could be placed on subjects such as 'Modern Art Practice'. The site visit also evidenced the fact that students require more financial skills in order to set up their own projects or develop enterprise initiatives.

•The scope of the module 'Art for Social Welfare' does not appear to correspond with the stated theme.

As indicated above, the learning outcomes for particular study subjects should be further strengthened to reflect the postgraduate nature of the study programme. It is essential that the distinction between learning outcomes at Bachelor and Master's levels is readily apparent in descriptors and carried through into the teaching and learning environment. References in the programme description to: "the student will be able to name the main paradigmatic events of the evolution of modern art, cinema and music art", and the use of terminology such as "knows", "accumulate" "aware of", "comprehend" and "able to explain" normally relate to programmes at a level below postgraduate studies.

Returning to a topic which has already been alluded to, the panel wishes to reiterate that in the case of certain subjects within the curriculum particular learning outcomes are unrealistic. These include the following: "The student will be able to prepare the author's copyright agreements for performers/ creators/ artists" ('Intellectual Property Rights'); and " be able to create and control strategic projects and models of cultural management and cultural policy and present them purposefully to the target groups" ('Management of International Cultural Projects'). In terms of ensuring that all subject learning outcomes are attainable, the following sample taken from the' Audio-visual Industries' component should be revisited :

•Theme 7 - "The reviews and analysis of audio-visual industries of the USA, India, Latin America, Far East, Canada and Australia"; and

learning outcome no.4- "Students will be able to analyse the audio-visual sector in various aspects, economic, cultural, political and technological.

With regard to subject names, it would be preferable at this level to have a more extensive usage the word 'Strategic' in module titles, followed by amended syllabus content, if necessary. Suitable adjustments to certain subject titles would enhance perception and understanding regarding the nature and the purpose of each syllabus. Examples include: 'Art for the Social Welfare', 'Art Entrepreneurship', 'Audio-visual Industries' ,and 'International Marketing and Development of Audience'.

The inclusion of additional material content related to areas such as international economics, selling and sales techniques, corporate social responsibility, contract law, and health and safety would enrich the curriculum and enhance the quality of the students' learning experience. While there are references to entrepreneurship across different modules, a more unified approach towards this important dimension of studies would also be preferable.

The status of professional practice within the programme is not fully clear. The possibility of students not being required to select this element may be due to the fact that many are already in employment. However, to establish a uniform policy and approach it is necessary to define learning outcomes for both the professional practice component and the portion of ongoing work experience deemed to be an acceptable alternative.

The introduction of a 'Practical Applied Graduation Project' in 2013 formed part of the process of revising the curriculum, and this is a welcome innovation. However, if the goal of the 'Practical Applied Graduation Project' is to reveal the students' ability in terms of professional planning and the accomplishment of cultural projects, the programme should include more subject content related to the practical implementation of cultural projects at a national or international level. According to the content of the subjects and the information provided by the students and pedagogical staff during the site visit, the balance between management and policy has been achieved to a limited extent. The general impression formed by the review panel is that there is an approximately 75% emphasis on cultural management and a 25% focus on cultural policy in study programme delivery. A further enhancement to the programme could also be achieved by the adoption of a stronger technologically based approach to both curriculum design and the delivery of particular subjects.

The teaching and learning methodology is generally appropriate and includes aspects such as: the dialogue model, team work, case studies, presentations of a theme, essay writing, project development, expert method etc. This approach is suitable for the achievement of the intended learning outcomes to a satisfactory extent in terms of the orientation of studies towards scientific research or vocational practice fields. In this context, Research Methodology is also seen as a valuable compulsory module.

2.3. Teaching staff

The documentation provided to the review panel includes the following reference to the lecturers responsible for programme delivery: "An exceptional aspect of staff scientific and artistic activity is scholarly and artistic research, interdisciplinary projects and a great variety of activities". A total of 15 staff members are involved in teaching the curriculum. They are highly

positive and cooperative in aiming to ensure that students realise their potential. Despite the interest of the lecturers in adopting and implementing an up-to-date pedagogical approach, scope exists for further improvements to the quality of teaching and learning via the increased use of modern technology, as indicated above. The variety of pedagogical approaches adopted for subject delivery is noted by the evaluation panel. Academic staff fulfil all legal requirements associated with the delivery of study programmes of this nature and at this level.

For the purpose of strengthening communication and overall teamwork, it is suggested that, in addition to the work of the Study Programme Committee, members of the lecturing team should engage in more formal staff meetings on a regular basis throughout the academic year. This would improve team spirit and avoid colleagues working somewhat in isolation. Some newly appointed teachers have been selected due to their "positively assessed graduation projects" and the fact that they had already been engaged as guest lecturers. The Department was also joined recently by young research scientists completing their doctoral studies. Most of the common University subjects are taught by non-departmental lecturers, and their further integration into the nature of the programme and the focus of studies is seen as important.

The involvement of academic staff in scholarly and artistic research, interdisciplinary projects, and other relevant activities enhances their effectiveness and ability to link theory and practice. Teachers take an active part in updating methodological material, while their participation in scientific research has led to the delivery of presentations at 11 scientific conferences abroad and two in Lithuania over the past five years or so. Applied practices also features on the curricula vitae of many members of the academic staff.

In the context of further development and desirable improvements, the panel suggests as follows:

- The use of the learning platform Moodle is confined to a minority of lecturers. This system, operating to its full capacity, would enrich the quality of the education provided.

- Some of the recommended reading material is outdated – a view shared by students. Examples include: 'Audio-visual Industries' where the most recent text was published in 2010; the same date applies in the case of listed essential reading for 'Management of International Cultural Projects', while the latest essential publication linked to 'Management of Visual Arts' was produced in 2008. The literature sources related to the final thesis were not printed after 2004.

- The positive cooperation of staff with The Lithuanian Music and Theatre Academy Management Division, and other influential social partners, is highly commendable. Potential exists to develop similar links with other cultural organisations, as well as with higher education institutions providing related study programmes.

- There seems to be an overemphasis on the use of slides by teachers for subject content delivery.

- Academic staff should provide greater encouragement to facilitate a wider student involvement in research activities, preferably with an international dimension. The panel understands from the meeting with student representatives that they do not have a significant involvement in projects of a research nature, except for the thesis.

- Greater staff cooperation between the Academy and business / cultural organisations would facilitate the introduction of more real-life, research- based assignments for student completion under staff supervision. This would help to prepare the future graduates more effectively for the challenges and opportunities likely to arise in their careers. A further bonus would be the increased profile and enhanced reputation likely to ensue for the graduates and the study programme.

- The lack of significant international experience amongst the lecturing staff team is a restrictive factor in the context of ensuring the attainment of programme learning outcomes. In terms of the ongoing professional development of staff, the Academy may wish to consider introducing a 'Train the Trainers' scheme, as adopted by some higher education institutions internationally.

- The involvement of visiting experts from abroad as guest lecturers is limited (while there were four in 2014, it is understood that none arrived in 2015, and only one in 2016). In the period 2011-2016, a total of 17 academic staff members went abroad for professional development purposes. Despite this feature, much professional development in the field of study organisation seems to have taken place up to the year 2012. On the other hand, the panel applauds the comparatively recent involvement of teaching staff in tourism-related projects for Jurbarkas City Municipality, Trakai, and Vilnius City, together with their participation in the Kaunas City marketing plan.

2.4. Facilities and learning resources

This Master's study programme utilises general and specialised resources of the Academy, as well as some of those available from the UNESCO Department of Cultural Management and Cultural Policy. "Publicly accessible resources or those provided by the stakeholders" are also utilised by the Faculty. The facilities and equipment available for students and staff are generally suitable and fit for purpose. However, all relevant resources and facilities of the UNESCO Division are not deployed or used to maximum advantage.

The physical infrastructure meets the needs of students, while the "forms of social supports" serve to supplement the athletic and recreational facilities on offer. Provision is also made for people with disabilities (two out of four sanitary facilities are suitably equipped). Certain material of individual teachers is available on the Department website and students also receive such material in hard copy or electronic format. The computer network allows access to databases, some of which can also be used via the library- issued password. The Academy library subscribed to 19 scientific e-databases in 2015.

The literature needed for studies is stocked in the central library and also in the Learning Resource Office of the Department of UNESCO Cultural Management and Cultural Policy. Students are also registered users of the Lithuanian National Library. The databases available in 2015 granted access to approximately 70,000 publications, with 19,000 full e-journals and over 8,000 full text e-books. All of the subscribed databases (with the exception of Naxos Music Library) cover multiple themes and meet the needs of both the BA and MA study programmes in Culture Management and Culture Policy. Where necessary, it is essential that recommended reading material is updated, as was mentioned above. The software in use for teaching and learning also needs to be refreshed on a continuous basis.

There are significant opportunities for greater collaboration between different Departments within the Academy for the purpose of developing this programme. The facilities across the campus, on a shared basis of a shared basis, would augment the technological dimension of studies and also strengthen the incorporation of elements such as graphic design, web technology, and new media generally into the curriculum. The comparatively limited involvement with other bodies, such as UNESCO and the NIDA Art Colony, is worthy of appropriate intervention. Programme management recognises the need to "organise student practice at Panemune Castle, Nida Art Colony, and other VAA places". The advantages which would accrue were confirmed by stakeholders in discussions with the review panel during the visit to the Academy. There is also substantial potential to develop teachers' methodological material for publication in textbooks and e-format.

2.5. Study process and students' performance assessment

Under current admission regulations, entry to the programme is open to holders of Bachelor degree qualifications in different disciplines. Candidates from non- university cultural management and/ or cultural policy studies and those who participated in first cycle studies outside of the field of the Master's programme have to earn up to 40 additional ECTS credits, via the completion of bridging studies, in order to be eligible for this programme. A waiver of

bridging studies may be granted if the applicant has at least one year's practical experience in cultural management. In the period 2011-2015 there was a total of 141 applicants to join the programme and 77 students enrolled.

Under current admission requirements, all students graduating with this postgraduate qualification will not necessarily have assimilated the same knowledge or developed equivalent analytical skills. This is due to the fact that some will have studied on the Bachelor programme in Culture Management and Culture Policy prior to commencing postgraduate studies, while others will not have had a similar background. It is reasonable to assume that potential employers may base their expectations on the perception that all postgraduate qualification holders will have more or less the same expertise. As this is not always the case, damage could be done to both the status of the degree and the reputation of the Academy. The solution to such a dilemma in some foreign higher education institutions is to offer a Graduate Diploma in the discipline to students from non-specialised backgrounds who have successfully completed tailor-made, conversion-type study programmes of a postgraduate nature. The Department cooperates with employers and supplies information regarding suitable vacancies to impending graduates. As part of the overall service, students are also facilitated in the development of individual study plans to suit their needs and commitments.

The assessment of student progress seems to follow a similar pattern to that adopted at Bachelor degree level. Whether this is the most appropriate approach for Master's students should be given careful consideration and further analysis. A significant enhancement of the assessment process could be expected if more integrated assignments encompassing two or more modules were to be developed following collaboration between lecturing staff. An appraisal should be carried out to establish whether each assessment instrument in use is the most appropriate mechanism for measuring the attainment of the particular learning outcome(s) being monitored. All students should be continuously notified of the designated learning outcomes attached to each piece of work which they are required to produce for assessment purposes.

The possibilities of plagiarism are diminished by preventative measures introduced in 2011, including the submission of all graduation papers in electronic format into the Lithuanian database of electronic theses and dissertations, ETD. Student mobility opportunities have been increased by the Department becoming a member of the professional European Network of Cultural Administration Training Centre (ENCATC) consortium. A total of ten students went abroad for studies or practice in the period 2011-2015, with an equivalent number of incoming students. The Academy is committed to developing the capability to meet all demand for international mobility opportunities from students. There is also a highly commendable ambition

"to increase the internationality of studies in various international projects". Further areas for improvement include plans to improve the distance studies development system for working students. Since 2009, the best final theses have been published each year in the peer-reviewed Scientific Department Journal entitled, 'Acta Academiae Artium Vilnensis'.

Important dimensions of the current structure include the two-month work experience placement undertaken by students and the introduction of a practical application graduation project as an alternative to the more traditional approach. In the context of the practice placement, it is essential that the students are aware in advance of the learning outcomes to be achieved and that they are subsequently appraised of the extent to which these learning outcomes have been attained. The introduction of more group project work across the curriculum could help expand the research aspect of studies, as well as developing the leadership potential of the future graduates. In the context of future improvements, the students would welcome a much greater focus on technology within the learning environment, together with some enhancements to programme content. Their suggestions in this regard have been incorporated into the panel's proposals and recommendations contained in this report.

2.6. Programme management

The Study Programme Committee consists of three members of the teaching staff, one graduate, one social partner, and one student. The committee meets at least twice per semester to discuss various aspects of the programme, including feedback and proposals from students and lecturers. The Faculty Council, in turn, considers proposals from this committee, discusses the implementation of the programme, and approves study plans which are subsequently reviewed and approved by the Senate of the Academy.

The study programme administration and quality assurance process is regulated by an Academic Code of Ethics and by documents such as Curriculum Committee Regulations and study subject/ module certification regulations. Despite the generally satisfactory formal mechanisms in place, the panel believes that management of the study programme is open to further development and improvement, in accordance with the comments and proposals outlined above and the following suggestions:

• Wider usage could be made of the obvious goodwill and expertise of social partners, while links with the UNESCO partner are open to further strengthening, as mentioned already.

•Specifically in the context of student feedback, some proposals and requests are considered to have been acted upon, while others, particularly in regard to how best to prepare

for the Master's thesis, have yet to be fully addressed. The appointment in 2014 of a designated coordinator for this aspect of the study process should facilitate the necessary developments.

•The international dimension of studies requires particular attention. In addition to ENCATC membership, the Faculty signing of Erasmus+ and Nordplus Agreements and the planned introduction of once- per- semester round table discussions with students should assist in this regard.

• The Alumni who have graduated with the qualification have much to offer to this study programme. To date, the benefits to be gained from an Alumnus Association await its formal establishment.

Returning to the topic of the Master's thesis, the decision to introduce a practical applied graduation project in 2013 represents a significant development. Irrespective of which type of thesis the student selects, those involved in the assessment process should apply rigorous international standards to the quality of the work and the associated marking process. In comparable study programmes abroad it would be exceptional for a student to gain the maximum 100% (10/10) score. There is, therefore, a need for vigilance to avoid negative perceptions emerging with regard to either the marking system or the standard of work which is acceptable, or both. It should also be mandatory that all theses include analytical conclusions and also recommendations, as well as a section on reflective learning. This would help to insure against the production of a research-based project which is mainly descriptive.

The SER document references the recommendations made by the expert evaluation group which reviewed this study programme in September 2013. Arising from that review, new subjects were introduced, communication amongst staff was improved, and cooperation with social partners was enhanced. The cooperation with external stakeholders which exists currently appears to favour informality rather than the more preferable official approach which should not stray into the realms of unnecessary bureaucracy.

The current review panel feels that the comparative decline in student enrolment may have been influenced by a lack of effective marketing and promotion of the study programme and of what it can offer to prospective students. This matter requires management attention. Similarly, a greater emphasis on the gathering of market- related data, both national and international, is warranted in the best interests of identifying future job opportunities and career prospects for graduates. Academic management is also advised to give consideration to the more effective integration of business and cultural aspects within the teaching and learning process associated with this study programme.

It is a source of pride to the Academy that only 5% of graduates are not working in an area related to the focus of studies and also that 10% of the total number of graduates to date are employers.

III. RECOMMENDATIONS

The strengths of this study programme have emerged over the years since its introduction in 2003. The Academy is to be commended for the foresight which led to its development as the first student opportunity in the field of Culture Management and Culture Policy within Lithuania.

The recommendations below are based mainly on content already expressed in this report. Therefore, it is strongly suggested that this document be regarded as a unit in the sense that the recommendations section alone does not encompass all ideas and suggestions which the panel members wish to put forward.

All recommendations are proposed in the best interests of enhancing and enriching the teaching and learning process. There is no particular order to the manner of their presentation below.

1.   While the aim of the study programme is highly commendable, improvement is required in terms of reducing the number of learning outcomes and establishing a stronger and more coherent link between generic programme learning outcomes and those established for particular subjects. As already indicated, the learning outcomes in many cases could be more focused at module level.

2.   The relationship as between cultural management and cultural policy in curriculum content should be reviewed in light of the apparent equality given to both in the study programme title. An imbalance, as currently perceived by the review panel, should not be interpreted as though a literal 50:50 distribution is required. However, a greater focus on cultural policy than currently exists would seem to be needed.

3.   Important deficits are seen to exist within the curriculum. Subject content worthy of inclusion has already been highlighted in the section headed 'Curriculum' above and is not reiterated in this section of the report.

4.   While the qualifications and experience of academic staff are very satisfactory, the panel advises that momentum towards ongoing professional development be sustained and, where appropriate, renewed. Greater evidence of cooperation and collaboration amongst academic staff at different levels is needed, not only to assure study programme quality but also to strengthen the effectiveness of communication with students and other stakeholders.

5.   A wider student involvement with real-life projects, preferably with an international dimension, would increase the likelihood of achieving both programme-wide and related subject-level learning outcomes. The competency levels of graduates would also be further improved.

6. Some syllabuses, as referenced earlier, are overambitious in terms of what is achievable in the time available. On the other hand, there appears to be a greater emphasis than necessary on subjects of a historical rather than an analytical nature.

7. The continued maintenance of academic honesty and integrity, combined with an emphasis on ethics in module content, should serve students well both during the programme and in their future careers.

8. The thesis component of studies requires further appraisal to ensure that this key element of project work is both analytical and prescriptive. Evidence of innovative and creative thinking is essential within all theses and the temptation to produce a mainly descriptive report must be discouraged . Throughout the learning process, students should be encouraged to engage in the development of new models and strategies rather than exclusively reviewing policies and procedures already in place.

9. A wider involvement from visiting guest lecturers in curriculum delivery is required. Where a funding deficit or other obstacle makes this difficult to achieve, perhaps modern technology could be utilised to capture the expert presentations and compensate in some way for the shortfall.

10. The infrastructure required for programme development and delivery needs to continued maintenance, together with the updating of material resources regarded as essential along the lines recommended earlier in this report.

11. Academic staff are encouraged to continue their efforts towards personal and professional development. The ongoing deployment of the latest technology for teaching purposes should be a priority for all lecturers.

IV. SUMMARY

This study programme is currently provided to a satisfactory level and has a strong record achievement in terms of employment gained and careers progressed by graduates since it was established in 2003. Adjustments made in 2013-2014 have enhanced the quality of the teaching and learning process.

The title of the programme encompasses both Culture Management and Culture Policy. However, only one subject in the curriculum contains the word 'Culture'. Some important gaps also appear in the learning process due to the fact that key material content has not been included. Details regarding same are contained in this report.

The international dimension of studies requires further attention and a stronger focus across both the theoretical and practical dimensions of the programme. The planned strengthening of links with social partners, including Alumni, as well as with the UNESCO Department of Cultural Management and Cultural Policy should add significantly to the teaching and learning process. Staff, at all levels, are generally regarded as adding significant value due to their commitment and interest in student development and progression. Student research activity and their participation in real-life projects need to be expanded in order to increase their skill and competency levels for future high-level careers. The introduction of externally commissioned assignments would help achieve the goal of integrating theory and practice.

The somewhat exaggerated nature of certain syllabuses and associated learning outcomes needs review, while a more technologically-based approach to the curriculum and the delivery of appropriate subjects is also proposed. Staff involvement in research, publications and conferences has been commendable over the years. Momentum in this regard needs to be maintained. The rapport between students and staff appears to be a strong, contributing factor to the development of a positive learning environment. The resources of other departments could be introduced to enhance the facilities available for study programme delivery. Plans are already in place to develop teachers' methodical material in textbook and e-format, and also for the introduction of a distance studies development system for students in employment.

The review panel members wish to thank academic management, teaching and administrative staff, student representatives, graduates, social partners and all other stakeholders for the kindness and courtesy extended to us on the occasion of our visit. We wish the Academy every success in attracting more students to this study programme and in building upon the proud reputation which has been established over the past 13 years.

V. GENERAL ASSESSMENT

The study programme Culture Management and Culture Policy (state code – 621N20016) 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 ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
KULTŪROS VADYBA IR KULTŪROS POLITIKA **(VALSTYBINIS KODAS – 621N20016)**
2017-03-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-49 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Kultūros vadyba ir kultūros politika* (valstybinis kodas – 621N20016) 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

Šiuo metu studijų programos vykdymas yra patenkinamas; nuo jos pradžios 2003 m. fiksuojami puikūs absolventų įsidarbinimo ir karjeros rodikliai. 2013–2014 m. atlikti koregavimai pagerino mokymo ir mokymosi proceso kokybę.

Studijų programos pavadinimas apima tiek kultūros vadybą, tiek kultūros politiką. Tačiau tik vieno studijų programos dalyko pavadinime yra žodis „kultūra". Mokymosi procese yra keletas rimtų spragų, nes neįtrauktas svarbiausias turinys. Išsamesnė informacija pateikiama šiose išvadose.

Reikėtų toliau kreipti dėmesį į studijų tarptautiškumą ir labiau akcentuoti teorinius bei praktinius studijų programos aspektus. Planuojamas ryšių su socialiniais partneriais, įskaitant absolventus, taip pat su UNESCO kultūros vadybos ir kultūros politikos katedra stiprinimas taip pat turėtų reikšmingai prisidėti prie mokymo ir mokymosi proceso. Visų lygmenų darbuotojai reikšmingai prisideda prie studijų programos, nes yra atsidavę ir suinteresuoti studentų tobulėjimu ir pažanga. Reikėtų plėsti studentų tiriamąją veiklą ir dalyvavimą realiai įgyvendinamuose projektuose, siekiant ugdyti jų įgūdžius bei kompetenciją būsimai karjerai. Išorės užsakovų užduotys padėtų integruoti teoriją ir praktiką.
Reikėtų peržiūrėti šiek tiek perdėtą kai kurių dalykų turinio pobūdį ir susijusius studijų rezultatus, taip pat siūloma taikyti labiau technologijomis grindžiamą požiūrį į atitinkamų dalykų turinį ir dėstymą. Dėstytojų dalyvavimo tiriamojoje veikloje, publikacijų skelbimo ir

konferencijų lankymo aspektas pagirtinas per visą studijų programos vykdymo laikotarpį. Tokią padėtį reikėtų išlaikyti. Studentų ir dėstytojų savitarpio ryšys yra tvirtas veiksnys, prisidedantis prie teigiamos mokymosi aplinkos vystymo. Kitų katedrų ištekliai galėtų sustiprinti esamą materialiąją bazę, naudojamą studijų programai vykdyti. Jau yra parengti planai, kaip plėtoti dėstytojų metodinę medžiagą vadovėlių ir elektroniniu formatu ir įdiegti nuotolinių studijų sistemą dirbantiems studentams.

Ekspertų grupės nariai dėkoja akademinei vadovybei, dėstytojams ir administracijos darbuotojams, studentų atstovams, absolventams, socialiniams partneriams ir visiems kitiems socialiniams dalininkams už geranoriškumą ir malonų sutikimą vizito metu. Linkime Akademijai visokeriopos sėkmės pritraukiant daugiau studentų į šią studijų programą ir remiantis puikia reputacija, užsitarnauta per pastaruosius 13 metų.

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III. REKOMENDACIJOS

Šios studijų programos stiprybės išryškėjo laikui bėgant nuo studijų programos pradžios 2003 m. Akademiją reikėtų pagirti už įžvalgumą, kurio dėka studentams pirmą kartą buvo suteikta galimybė studijuoti kultūros vadybą ir kultūros politiką Lietuvoje.

Toliau pateiktos rekomendacijos iš esmės grindžiamos šiose išvadose jau išsakytais pastebėjimais. Todėl labai rekomenduojama šį dokumentą traktuoti kaip visumą, nes vien tik rekomendacijų skyrius neapima visų idėjų ir pasiūlymų, kuriuos pateikia ekspertų grupė.

Visos rekomendacijos siūlomos siekiant stiprinti ir gerinti mokymo ir mokymosi procesą. Toliau jos pateikiamos nenuosekliai.

1. Nors galima labai pagirti studijų programos tikslą, reikėtų mažinti studijų rezultatų skaičių ir įtvirtinti stipresnes bei nuoseklesnes sąsajas tarp bendrųjų programos studijų rezultatų ir konkretiems dalykams nustatytų studijų rezultatų. Kaip jau minėta, daugeliu atveju studijų rezultatai galėtų būti labiau orientuoti į modulius.
2. Programos turinyje reikėtų peržiūrėti kultūros vadybos ir kultūros politikos santykį, atsižvelgiant į tariamą lygiavertiškumą, atsispindintį studijų programos pavadinime. Ekspertų grupės pastebimas disbalansas neturėtų būti suprantamas kaip visiškai lygaus abiejų sričių santykio poreikis. Vis dėlto, kultūros politikai reikėtų skirti didesnį dėmesį, nei yra skiriama dabar.
3. Kalbant apie studijų turinį, pastebimi svarbūs trūkumai. Dalykų turinys, kurį verta įtraukti, jau buvo akcentuotas išvadų skyriuje „Programos sandara", todėl čia nebekartojamas.
4. Dėstytojų kvalifikacija ir patirtis yra labai geri, o ekspertų grupė pataria ir toliau skatinti nuolatinį profesinį tobulėjimą ir, kur reikia, jį atnaujinti. Reikėtų didesnio dėstytojų tarpusavio bendradarbiavimo įvairiais lygmenimis, siekiant ne tik užtikrinti studijų programos kokybę, bet ir didinti bendravimo su studentais ir kitais socialiniais dalininkais veiksmingumą.
5. Labiau įtraukus studentus į realiai įgyvendinamus projektus, pageidautina tarptautinius, padidėtų tikimybė pasiekti tiek bendruosius programos studijų rezultatus, tiek susijusius atskirų dalykų studijų rezultatus. Taip būtų keliama absolventų kompetencija.
6. Kai kurių dalykų turinys, kaip jau minėta anksčiau, yra pernelyg ambicingas norint pasiekti numatytus studijų rezultatus per studijų laikotarpį. Kita vertus, labiau istorinio nei analitinio pobūdžio dalykams skiriama daugiau dėmesio, nei reikia.

7. Nuolat išlaikomas akademinis sąžiningumas kartu su modulių turinyje akcentuojamu etikos aspektu turėtų praversti studentams tiek studijuojant programą, tiek būsimoje jų karjeroje.

8. Reikėtų įvertinti baigiamųjų darbų aspektą, norint užtikrinti, kad šis svarbus projektinio darbo elementas būtų tiek analitinio, tiek rekomenduojamojo pobūdžio. Visuose baigiamuosiuose darbuose būtinai turi būti novatoriško ir kūrybinio mąstymo elementų, todėl reikėtų užkirsti kelią pagundai pateikti iš esmės aprašomąjį darbą. Studijų metu studentus reikėtų skatinti plėtoti naujus modelius ir strategijas, o ne vien tik peržiūrėti esamą politiką ir tvarką.

9. Reikėtų kviesti daugiau kviestinių dėstytojų paskaitoms dėstyti. Jei tam trukdo lėšų trūkumas ar kitos kliūtys, galbūt būtų galima pasitelkti šiuolaikines technologijas ekspertų pranešimams užfiksuoti ir tokiu būdu šiek tiek kompensuoti esamus trūkumus.

10. Programai plėtoti ir vykdyti reikalingą infrastruktūrą reikia nuolatos prižiūrėti, taip pat atnaujinti svarbius materialiuosius išteklius, kaip rekomenduojama pagrindinėje šių išvadų dalyje.

11. Dėstytojai skatinami toliau dėti pastangas tobulėti asmeniškai ir profesiniu aspektu. Nuolatinis naujausių technologijų taikymas mokymo tikslais turėtų būti visų dėstytojų prioritetas.

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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)