SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos valstybinės kolegijos

KULTŪRINĖS VEIKLOS VADYBOS PROGRAMOS (653N28006)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *MANAGEMENT OF CULTURAL ACTIVITY* (653N28006)

STUDY PROGRAMME

at Klaipeda State College

Grupės vadovas: Team Leader:	Dr. Michael Emery
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Kultūrinės veiklos vadyba*
Valstybinis kodas	653N28006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3) Ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kultūros vadybos profesinis bakalauras
Studijų programos įregistravimo data	2003-06-06 ŠMM Įsak.-796

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Management of Cultural Activity*
State code	653N28006
Study area	Social Sciences
Study field	Management Studies
Kind of the study programme	College Studies
Level of studies	First
Study mode (length in years)	Full-time (3), Part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Culture Management
Date of registration of the study programme	06/06/2003 ŠMM Įsak-796

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CONTENTS

I. INTRODUCTION

Klaipėda State College (hereinafter 'KVK') is a higher education school founded on 30 August, 2002. The status of the College is a public legal entity and its legal form is a public institution. College management is improved in two ways: academic activity is decentralized by reinforcing the functions and responsibility of departments and centralizing the management of service and infrastructure. The self-evaluation report (SER) of the Management of Cultural Activities professional bachelor programme (hereinafter the 'programme) has been approved by the KVK Study Quality Committee (20/09/2012 No. SPK1-1) and presented to the public and social partners. The SER, though long, provided a SWOT analysis in places. The programme has not been previously assessed by external experts.

The following evaluation report was prepared by an Expert team of international experts based on the documents provided including the SER and by meetings at the site visit with staff, lecturers, students, alumni and social partners. The external evaluation of the programme took place on Monday 30 September 2013 and included a site visit to the campus at Klaipeda. The Expert team was led by Dr. Michael Emery (UK, Director of International Higher Education Evaluations for Quality and Standards, formerly Her Majesty's Inspector for HE) and the other team members were Dr. Jorgen Ljung (Sweden, Professor of Management, International Coordinator at Linchoping University), Eneken Titov (Estonia, expert for Estonian Higher Education Quality Agency), Dr. Neringa Ivanauskiene (Lithuania, Associate Professor, Vice Dean of Academic Affairs at ISM University of Management and Economics), Rasa Bartkute (Lithuania, Head of Cultural Activities, Management Department at Vilnius College), and Justas Nugaras (student representative, Lithuania, PhD student, former student member of SKVC Studies Evaluation Committee, former student representative for higher education reform at National Students Representation, former President of the Student Union at GDTU).

The Expert team wish to thank all of the academic staff, the students, alumni, and social partners of the programme for their cooperation during the site visit. The Expert team would like to express gratitude to the Centre of Quality Assessment in Higher Education in Lithuania for its support to the Expert team before and during the visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes (LOs) of the Management of Cultural Activity study programme are presented in the description of the programme. The programme aims and LOs are publicly available through AIKOS, LAMA BPO information systems, and the KVK website. The main aim of the programme is ambitious, very extensive, and complex: 'to prepare a highly-qualified specialist for private and public cultural institutions based in Western Lithuania and other parts of the country who would be able to perform independent and team work at cultural organizations responsibly and methodically, possessing traits of critical thinking and ability to communicate and cooperate in national and international cultural environment, knowledgeable in Lithuanian and the EU cultural policy, able to investigate and analyze the needs of the cultural environment, to organize cultural activity and the process of the realization of cultural products, to organize the expansion of educational activity in the community, and understand activity directions and peculiarities of different cultural organizations'. This could be greatly simplified.

The aspects which can be considered for improvement might firstly be: "...Implementing cultural educational activities targeted at solving cultural, social and ethnic issues, choosing social partners and cooperating with them. " These are more general educational aspects, but not specifically for the management activities needed for this programme. The second remark for the improvement of the programme's aims and LOs is to include more direct reference to the cultural and creative industries sector because the future manager of cultural activities must know this sector specifically and in detail.

In the SER, the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. But students and teachers in meetings with the Expert team could not clearly describe or understand the programme's aims or LOs; everything was too vague to them. The Expert team also recommends that all other stakeholders also know and understand the LOs.

 There is a misunderstanding between the title of the programme and teaching staff's, the students', the graduates' and social partners' understanding about what specific competencies this study programme is providing. During meetings with the Experts all stakeholders (teachers,

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students, graduates, and social partners) emphasized the general competencies needed as event organizers but not the wider skills and competencies needed for cultural activities management. It is recommended by the Expert team for the staff to either reconsider the name of this programme or, more definitely, to place a greater direct focus on the management of cultural activities as is required by the programme's title.

2. Curriculum design

The Curriculum design meets all the legal requirements (Lithuanian and EU (ECTS credits system, etc.)) The study subjects are divided into general subjects and compulsory as well specialization subjects and practices. The spread of the modules is compliant with the legislation acts. The study process is logical. Studies begin from general subjects in the first semesters and more specific subjects and specializations in later semesters but a more specialist focus is needed to produce highly qualified graduate specialists. In general the themes of the subjects are sequential and are not repetitive.

Not all content of the subjects and/or modules is consistent with the type and level of the studies. As noted above, the curriculum design needs improvement. Not all the studied subjects directly related to cultural management. For example, students study general business law, while working in the cultural sector, but they need more specific knowledge related to the field of culture activity (copyright and related rights, legal documents while working with the performers, digitization and the law, etc.) and this is recommended by the Expert team.

The study programme pays insufficient attention to the cultural and creative industries. The programme indicates the subject of cultural policy and cultural industries, but there is only a few hours for the cultural industries and its analysis and none for the creative industries. It is recommended in future to have in the programme separate Cultural and Creative industries courses or such study courses like the Management of performers, Entrepreneurship, Leadership. Four ECTS credits is given for 'The history and theory of culture' and four ECTS credits for 'The history and theory of ethno culture' but there are no credits for such essential subject as 'Strategic planning' and 'Strategic management'. It is recommended to include more management subjects to the programme to reflect the programme's title. Only Lithuanian is used in the majority of subject descriptions . But the Expert team recommends for some descriptions literature in English or occasionally in Russian is appropriate. It is also recommended to use

more scientific databases, specific scientific articles, and more international literature in English generally.

There are two specializations: 'Organization of ethnocultural activity' and 'Organization of music activity'. In analyzing the content of both specializations, it was found that in the specialization 'Organization of ethnocultural activity', one course 'Lithuanian Spiritual and material Culture' is similar with such subjects as the 'Theory and history of ethno culture' It not easy to understand where in the specialization 'Organization of music activity' the study subject 'Organization of cultural educational activity' is involved. The programme administrators need to investigate these matters and resolve them.

All subjects combine theoretical knowledge, practical skills (using different methods) and student's independent work. One strength of this programme is the relationship with social partners. Social partners give various places in cultural organizations for student's practices, but many more such work places are required in the curriculum. The Study Committee can work more closely with social partners improving curriculum design and the place of practice.

As noted above, there is a lack of English literature in the majority of subject descriptions; using English is also a common problem for the teachers and students (using new scientific articles from different international databases, as well as new international books from the cultural management field). It is necessary to start using internationalisation more across the curriculum and consequently for improving the study process.

3. Staff

Currently, some 23 staff teach the study field subjects of this programme of which three, 13%, have PhDs (legal requirement is 10%) and one is shortly to complete the PhD. More than 80% have at least three years practical experience (legal requirement is 50%). More than 80% of staff have master degrees too. Thus, the study programme is provided by staff who are well qualified and meet all legal requirements. (pedagogical and practical experience; the percentage of PhDs).

All lecturers, as noted above, have master degree qualifications or higher qualifications. The evidence about improving pedagogical and professional qualifications are given in the SER and in the annexes. In over 5 years, 2007–2012, some teachers of the programme improved their

pedagogical and professional qualifications comprising in total: scientific, practical, national and international conferences, seminars, training, and traineeships in Lithuania and abroad. Some 300 hours were dedicated to teachers' qualification enhancement and occasionally improvement abroad but during this reference 5-year period only six (18.1%) of programme teachers visited foreign higher education institutions. The programme needs more internationalisation. The programme teachers must improve English and more frequently to participate in different programmes such as Erasmus or Erasmus plus. No one lecturer from abroad was invited to give lectures or seminars on this specific programme at the time of the site visit. This situation should be improved too to bring an international teaching approach and help to benchmark the programme against best standards. The KVK has social partners in different countries but not all international communications contacts are exploited by this programme's teaching staff.

In the 5 years, 2007–2012, teachers of the programme performed 135 scientific applied research studies according to their field of interest in their scientific research activity: 31 studies were conducted by the teachers of general college study subjects, 104 by the teachers of study field subjects. The results of scientific applied research performed by the teachers were announced publicly at international and national conference presentations. The amount of applied research studies, mainly on more general management topics, is fair across the Faculty but in the future the programme's staff should consider preparing relevant and joint common projects and developing more relevant common research aspects with their specific social partners so that more programme research overall can be involved. It is also recommended to concentrate scientific interests and researches exactly on the sector of cultural and creative industries and cultural activities management. This will support the teaching and learning directly for this programme and this is recommended.

4. Facilities and learning resources

The teaching infrastructure base which is used by the students of the pogramme consists of the following: the teaching campus (Jaunystės St. 1), assembly hall, sports hall, outdoor spaces, swimming-pool and dormitories. The study rooms and the sports hall of the KVK Faculty of Social Sciences take the floor space of 2,376.22m^2 and 530 m^2, respectively. Rooms are located on the ground floor and on the first four floors of the building and include 14 to 86 workplaces accommodated for various modes of the study process organization: lectures, mass lectures, practical sessions, work with information technologies, additional activities. The library of KVK

Faculty of Social Sciences contains 99 workplaces, including 36 computerized workplaces with Intranet and Internet access. Computerised study rooms with software are available at the KVK Faculty of Social Sciences; 100 students share 20 computerised workplaces. The infrastructure partly supports the learning process but the library stock and specific learning resources are relatively small for supporting this cultural activity programme..

The KVK Faculty of Social Sciences as a whole is equipped with technical facilities to record key events at KVK and to perform audio-visual work. Funds from KVK project were used to purchase the following hardware for the Faculty of Social Sciences: 2 video cameras, 2 iMac computers compatible with FinalCut editing application, video projectors, a digital video recorder, a printer (for direct CD printing), a converter (to convert VHS to digital format), a CD player, event sound effect and lighting hardware, a digital TV set, a digital camera. The use of technical facilities allows KVK Faculty of Social Sciences as a whole to create and accumulate a video archive and other audio-visual material. But this is insufficient to fully support this specific cultural activities management study programme. Students must have more equipment for creative managerial tasks including more use of the VLE (Virtual learning environment), Cloud Computing, and the new Mobile First systems.

The KVK Faculty of Social Sciences has made 263 cooperation agreements with companies, establishments and organizations under which social partners undertake to accept students for the performance of practices. The procedure of practice organization and assessment is regulated by the *Descriptor of Practice Organization and Assessment Procedure.* Also students have the possibility for practices in the SIMULITH centre. Some social partners have an interest for developing this programme. As noted (2.5) above, it is recommended to use social partners resources more widely for such activities as new business development using the business incubator and creative laboratories as well.

The availability of learning resources is low overall specifically for the programme. The KVK has access to international and Lithuanian scientific databases. The students have a possibility to access their lecturers' prepared materials in the Moodle environment though this needs expanding (see also 4.2 above) and used by more staff. But it is a lack of new books directly associated to cultural activities management that needs rectifying. The library has only some copies of books in English and few journals. It is recommended to replenish the library with new recent international books and journals for cultural activity management and journals and also for the cultural and creative industries areas.

5. Study process and student assessment

Since 2009 the admission of students to KKV has been centralized in compliance with the system of the Lithuanian Higher Institutions Association for Organizing Joint Admission (LAMA BPO), the General Provisions of the Association of Higher Education Institutions of Lithuania and the KVK student admission rules. This is the common system in Lithuania and the recognized higher education institutions participate in it. Overall, the admission numbers are relatively low, particularly for the part-time mode of study whose sustainability is at risk. The students drop-out rate is high; it is above 20% for some cohorts of students on this programme. The programme leaders need to review the reasons for such drop-outs more carefully and if possible rectify it; the reasons given in the SER are lack of engagement for the full-time students and maybe work and family difficulties for the part-time students. The accreditation of prior experience and learning (APEL) should be fully utilized to increase student numbers including mature students.

Each year the KVK implements the first-year student adaptation programme: the activity starts with the introduction to studies, during which students of the respective programme are familiarized with each study programme's objectives and tasks, professional competences and specialization to be obtained, career opportunities, the curriculum, achievement assessment system, the procedure of study organization, documents that regulate studies, literature search methods, student obligations and rights, etc. By the order of the Dean of the Faculty, first-year groups are assigned tutors who keep in contact with the students throughout the study year, help them deal with any arising problems, consult on social issues, and provide psychological support. Thus, the programme students are supported academically and socially.

The students in this programme take an active role in helping the organization of cultural events, initiate and implement cultural projects, and get engaged in artistic activity. For effective active participation in applied science and artistic activities, students are granted honorable mention by the order of the Dean of the Faculty of Social Sciences and bonuses by the order of the Director. However, there is lack of sufficient evidence about student's participation in research, applied research activities, about their managerial tasks, and in relevant specific skills. At the meetings with the Expert team students, graduates and social partners submitted evidence but only about events organizational practices. It is recommended, therefore, that programme students must have more relevant work practices for developing wider management skills.

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Students have opportunities to participate in student mobility programmes and student – exchange programmes, such as Erasmus. But only some of students have used this opportunity. In 2007 – 2008 four students used these opportunities, in 2010 – 2011 only two students. During the reference period one student undertook the Specialisation practice at USA Lithuanian Community, two students undertook their final practice *in the* USA and Ireland and did research. Their theses were titled *Management Peculiarities of Cork Arts Theatre* and the *Organization of Chicago Lithuanian Community Cultural Activity*. The Expert team recommends increasing the number of students participating in mobility programmes and to increase the internalization process of the programme as a whole.

It is clear from the SER that programme students may be granted single, social or incentive scholarships, state supported loans, financial support for the disabled students, and provision with accommodation in the dormitories. Thus, there is some financial support for the programme's students.

Each programme subject ends with an examination. Students' achievements are assessed according to the requirements specified in the KVK Study Provisions. The final assessment is based on the cumulative score, which is the sum of the intermediate elements. Different lecturers can choose different proportions within the cumulative score. In future, for study programme development it is recommended to use for final assessment not only the final examination but also team projects, defending of different projects, etc. The Expert team recommends more clearly described mid-term examinations and work papers culminating in the total marks of 50% of final examinations and 50% work papers and mid- terms exams.

Statistics concerning graduates employment in the field of their specialization is low. Using the SER, in 2009–2012, the general employment of graduates reached 78.3%, of which only 27.8% worked in the field of the specialization and four graduates continued studies. Programme staff needs to investigate the unsatisfactory employment outcomes and offer good advice. Social partners and graduates respond very positively to this programme but employment statistics must be improved; more programme graduates need to enter the specialist area of cultural business management employment.

6. Programme management

In general, programme management is in place. The management process (planning, implementation, management, and supervision) of the study programme Management of Cultural Activity and the adoption of vital decisions is structured and distributed across different levels of the KVK management structure. The study programme's management and decision-making structure is logical.

The Cultural Activities Management Department is constantly collecting and analyzing information pertaining to the implementation of the programme. But the Expert team saw no evidence that after every semester all students of Cultural Activities Management study programme can express their attitudes fully about the study process, study quality, standards, lectures, etc. In the SER, it is mentioned that such research was done only in 2012. This must be improved ie. organizing surveys every semester. This might help to solve such problems as the significant wastage due to insufficient student motivation and the decreasing number of applicants willing to study in the part-time study mode of the study programme.

The evaluation and improvement processes involve some stakeholders. The Expert team's meetings with alumni and the social partners have shown, as noted above, that there is a fair relationship between the KVK and some stakeholders. But programme management still is not oriented to dynamic marketing actions. It is recommended to involve specifically the programme's stakeholders and alumni, not just KVK's, and create a dynamic programme marketing strategy.

The KVK has a project for developing a quality system in all processes. Teachers are involved in this project. Evidence in the SER and meetings with the Expert team indicate that there is stakeholder's willingness for more formal involvement in the study quality process. The alumni stated to the Expert team that they have a wish to return to college for the dissemination of good practice. Thus, regular formal meetings that have an agenda, minutes, and action plans with social partners including the alumni can help to improve programme standards and quality and move this programme forward.

III. RECOMMENDATIONS

1. The aim and LOs are not well understood by the teaching staff, the current students, the graduates, or the employers met by the Expert team during the site visit. It is recommended to involve all such stakeholders in reviewing the LOs and adding clarity to them. There must also be more focus on the cultural and creative industries sector rather than general management. (Area 1).

2. Not sufficient of the studied subjects directly relate to cultural activities management. For example, students study general business law but they need specific and relevant knowledge related to the field of cultural activity (copyright and related rights, legal documents while working with the performers, digitization and the law, etc.) (Area 2).

3. There is a lack of the latest specialist English international literature references for the majority of subjects in the curriculum. This needs reviewing to internationalize the curriculum more as per the programme's aim. The use of Russian is also an occasional option. (Area 2).

4. The programme needs more internalization in respect of cultural activity; the teaching staff must improve their use of English overall and much more frequently participate in different international programmess. Guest teachers from abroad should be regularly invited for lecturing. International links should be much better developed for this programme. (Area 3).

5. More teaching staff need to be actively involved in research, including common joint research activities with social partners, to support their teaching and enhance the amount of research. It is recommended staff research concentrates exactly on the sector of cultural and creative industries and cultural activities management to reflect the programme's title. (Area 3).

6. The availability of specific learning resources for this programme is low. The KVK has only one specific laboratory for students of cultural activities management (audio visual laboratory). It is not enough. Students should have more specific equipment for their creative managerial training tasks to aid their employment opportunities in the cultural world. The Moodle learning environment and Cloud Computing should be more widely used and should involve more teaching staff. (Area 4).

7. There is a real lack of new recent international books directly associated to cultural activity management. The library has only some copies of books in English. It is recommended by the Expert team to replenish the library with new recent international

books and journals in cultural activity management and in the cultural and creative industries areas. (Area 4)

8. Students admission numbers are insufficient, particularly for the part-time study mode, and the students' drop-out rate is high. The programme leaders need to review the reasons for such low admissions and high drop-outs more carefully. Dynamic marketing may help resolve the issue as should the wider use of APEL. (Area 5)

9. The students lack international mobility. There are no incoming international students. Only a low number of programme students during the last five years studied or trained abroad. More international exchange is required to satisfy the programme's aim for internationalisation and for understanding EU cultural policies. (Area 5).

10. The programme's Study Committee should involve all stakeholders more formally in the advisory and decision-making process by adopting formal minuted meetings with agendas and action plans. This will provide up-to-date requirements for this programme. (Area 6).

IV. SUMMARY

The programme aims and LOs are publicly available. The aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. But students and teaching staff in meetings with the Experts could not clearly describe the programme's aims and LOs and there were some misunderstandings. The Expert team recommends that all stakeholders should be aware of and fully understand the programme's aims and LOs; currently, the understanding is vague and very limited. It is also advised that there is a clearer focus on the management of cultural activity, the title of this programme, and on the cultural and creative industries sector.

The curriculum design meets the legal requirements (Lithuanian and EU (ECTS credits system, etc.)) The curriculum design needs improvement because not all of the studied subjects directly related to cultural activity management. It is recommended in future to have in the programme separate cultural and creative industries courses. It is also recommended to include more specific management subjects in the programme. In the majority of subjects' descriptions only Lithuanian literature is used. It is recommended to use more literature in English and occasionally Russian where appropriate. The content of the subjects and/or modules is consistent with the type and level of the studies. All subjects combine theoretical knowledge, practical skills (using different methods) and student's independent work. One strength of this programme is relationship with some social partners. Some social partners give various places in cultural organizations for student's practices. But the Study Committee should work more closely with social partners to obtain current advice on and improve the curriculum design, and this includes internationalizing the curriculum, and to provide more specific practice places for cultural activity management.

The current staffing meets all legal requirements; staff overall are well qualified academically with PhDs (13%) and master degrees (above 80%) and also practically (above 80%) of those teaching the study field subjects. The evidence about the improvement of pedagogical and professional qualification is given in the SER and in the annexes. The programme needs more internalization; the teachers must improve English and more frequently to participate in different international programmes. No one lecturer from abroad teaches regularly on this specific programme. This situation must be improved too. The amount of applied research studies is present but is often too general but in the future more staff should take part, maybe in some common joint research projects with the social partners, to support teaching and enhance the amount of relevant research. It is recommended for staff to concentrate their scientific interests

and research exactly on the sector of cultural and creative industries and on cultural activity management as per this programme's title.

The teaching infrastructure is fair overall. Computerized study rooms with software are available at the KVK Faculty of Social Sciences; 100 students share 20 computerised workplaces. The Faculty has an audio visual laboratory. But in respect of cultural actvities management it is not enough. Students must have more equipment for creative managerial tasks. The Faculty has agreements with social partners for developing students practice but more are needed for this programme specifically. Also students have possibility for practices in the SIMULITH centre. Some social partners have an interest for the programme's development; however, it is recommended to use social partner's resources further and include new business development using a business incubator and using creative laboratories.

The KVK has access to international and Lithuanian scientific databases but hard copies of recent international books and journals are still needed for relevant research activities. The students have a possibility to access their lecturers' prepared materials via the Moodle environment though more use is recommended as is also the use of Cloud Computing and the new Mobile First systems. Although there are some, nevertheless there is a real lack of new international books directly associated to cultural activity management and the cultural and creative industries. The library has only a few copies of books in English. It is recommended to replenish the library with recent international books and journals supporting cultural activities management and the cultural and creative industries industry. It is a relatively small library stock to support this professional programme; hopefully, this will now be expanded to help sustain this programme.

New student's adaptation system is working. Student can get all types of support (tutors, scholarships, social and psychological support, dormitories, etc.). In the SER, evidences is given about student's participation in cultural events. But students must have more real work-based practices for developing their wider management skills. Students have opportunities to participate in student mobility programmes and student-exchange programmes financed by Erasmus but only very few of this programme's students have used these opportunities. It is recommended to increase student international mobility – both ways, outgoing and incoming. The studies assessment procedure is clear. Teachers use cumulative score for assessment; however, the the Expert team recommends a more clear explanation for and the incorporation of mid-term exams, work papers, etc in the final gradings. The percentage statistics about

graduate's employment in the field of their specialization is low and student drop- out numbers are high. These statistics must be reviewed, action taken, and improvements made to maintain programme sustainability. APEL should be used more effectively to increase admissions including mature students.

In general programme management is in place. The management process (planning, implementation, management, and supervision) of the study programme Management of Cultural Activity and the adoption of decisions is structured and distributed across different management levels. The Department of Cultural Activities Management organizes different students surveys but not sufficiently regularly. This must be improved by organizing quality surveys every semester. This could help to solve such problems as high student wastage due to insufficient student engagement and the decreasing number of applicants willing to study in the part-time study mode of the study programme. The evaluation and improvement processes involve some stakeholders. Regular formal and minuted meetings with social partners and alumni can help to improve studies quality, the marketing process, and enhance the kudos and sustainability of this specialist professional bachelor programme in Klaipeda.

V. GENERAL ASSESSMENT

The study programme *Management of Cultural Activity* (state code – 653N28006) at Klaipeda State College is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	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:	Dr. Michael Emery	
Grupės nariai: Team members:	Prof. Dr. Jorgen Ljung	
	Eneken Titov	
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KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *KULTŪRINĖS VEIKLOS VADYBA* (VALSTYBINIS KODAS – 653N28006) 2014-01-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-24 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Kultūrinės veiklos vadyba* (valstybinis kodas – 653N28006) vertinama **teigiamai**.

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

Studijų programos tikslai ir studijų rezultatai yra skelbiami viešai. Tikslai ir studijų rezultatai yra tinkami pagal studijų tipą ir lygmenį bei suteikiamą kvalifikaciją. Studentai ir dėstytojai per susitikimus su ekspertais negalėjo aiškiai apibūdinti studijų programos tikslų ir studijų rezultatų, būta ir nesupratimo atvejų. Ekspertų grupė rekomenduoja užtikrinti, kad visi socialiniai dalininkai žinotų ir visiškai suprastų studijų programos tikslus ir studijų rezultatus – šiuo metu tas supratimas yra miglotas ir labai ribotas. Taip pat rekomenduojama geriau akcentuoti kultūrinės veiklos vadybą, kuri yra studijų programos pavadinime, ir kultūrinių ir kūrybinių industrijų sektorių.

Studijų sandara atitinka teisinius reikalavimus (Lietuvos ir ES (ECTS kreditų sistema ir pan.). Studijų sandarą reiktų patobulinti, kadangi ne visi studijuojami studijų dalykai tiesiogiai siejasi su kultūrinės veiklos vadyba. Rekomenduojama ateityje studijų programoje dėstyti atskirus kultūrinių ir kūrybinių industrijų studijų dalykus. Taip pat rekomenduojama į studijų programą įtraukti labiau vadybos studijoms aktualius studijų dalykus. Didžiojoje dalyje studijų dalykų aprašų naudojama literatūra yra tik lietuvių kalba. Rekomenduojama naudoti daugiau literatūros anglų kalba ir tik kartais, kai reikia, literatūrą rusų kalba. Studijų dalykų ir / arba modulių turinys yra tinkamas pagal studijų tipą ir lygmenį. Visuose studijų dalykuose apjungiamos teorinės žinios, praktiniai mokėjimai (naudojant įvairius metodus) ir studentų savarankiškas darbas. Viena iš šios studijų programos stipriųjų pusių yra santykiai su kai kuriais socialiniais partneriais. Kai kurie socialiniai partneriai leidžia studentams atlikti įvairią praktiką kultūros organizacijose. Vis dėlto Studijų komitetas turėtų glaudžiau bendradarbiauti su socialiniais

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partneriais, kad gautų aktualių patarimų ir galėtų pagerinti studijų sandarą, įskaitant studijų turinio tarptautiškumo didinimą, ir galėtų skirti daugiau specifinių kultūrinės veiklos vadybos praktikos atlikimo vietų.

Dabartinė personalo struktūra atitinka visus teisinius reikalavimus. Personalas apskritai yra geros akademinės kvalifikacijos, turi daktaro (13 %) ir magistro (daugiau nei 80 %) laipsnius, ir praktiškai (daugiau nei 80 %) dėsto studijų krypties studijų dalykus. Informacija apie pedagoginės ir profesinės kvalifikacijos kėlimą pateikiama savianalizės suvestinėje (SS) ir jos prieduose. Studijų programai reikalingas didesnis tarptautiškumas, dėstytojai privalo tobulinti anglų kalbos žinias ir dažniau dalyvauti įvairiose tarptautinėse programose. Šioje specifinėje studijų programoje reguliariai nedėsto nei vienas dėstytojas iš užsienio. Šią padėtį taip pat būtina gerinti. Taikomieji moksliniai tyrimai vykdomi, tačiau dažnai jie būna pernelyg apibendrinti. Ateityje daugiau personalo turėtų juos vykdyti, galbūt dalyvauti bendruose jungtiniuose moksliniuose projektuose su socialiniais partneriais, tokiu būdu pagerindami dėstymą ir padidindami atitinkamų mokslinių tyrimų apimtis. Personalui rekomenduojama sutelkti dėmesį į savo mokslinių interesų sritis ir mokslinius tyrimus vykdyti būtent kultūrinių ir kūrybinių industrijų sektoriuje ir kultūrinės veiklos vadybos srityje, kaip nurodyta studijų programos pavadinime.

Iš esmės studijų infrastruktūra yra gera. KVK Socialinių mokslų fakultetas turi kompiuterių klases su programine įranga, 100 studentų tenka 20 kompiuterizuotų darbo vietų. Fakultetas turi audiovizualinę laboratoriją, bet kultūrinės veiklos vadybos atveju to nepakanka. Studentams reikia daugiau įrangos kūrybinės veiklos vadybos užduotims atlikti. Fakultetas turi sudaręs sutartis su socialiniais partneriais studentų praktiniams įgūdžiams ugdyti, tačiau būtent šiai studijų programai reikia dar daugiau. Studentai turi galimybę atlikti praktiką SIMULITH centre. Kai kurie socialiniai partneriai yra suinteresuoti studijų programos plėtra, tačiau rekomenduojama išnaudoti socialinių partnerių išteklius dar labiau, įskaitant naujo verslo plėtrą panaudojant verslo inkubatorių ir kūrybines laboratorijas.

KVK turi prieigą prie užsienio ir Lietuvos mokslinių duomenų bazių, tačiau spausdintiniai naujausių užsienio knygų ir žurnalų egzemplioriai vis tiek yra būtini aktualiai mokslinių tyrimų veiklai vykdyti. Studentai turi galimybę prieiti prie lektorių parengtos medžiagos *Moodle* aplinkoje, nors ją rekomenduojama išnaudoti geriau, kaip ir debesų kompiuteriją ir naujas *Mobile First* sistemas. Nors kažkiek yra, vis dėlto jaučiama reali naujų knygų užsienio kalbomis, tiesiogiai susijusių su kultūrinės veiklos vadyba ir kultūrinėmis ir kūrybinėmis industrijomis, stoka. Bibliotekoje yra vos keli knygų anglų kalba egzemplioriai. Rekomenduojama papildyti biblioteką naujausiomis knygomis ir žurnalais užsienio kalbomis kultūrinės veiklos vadybos ir kultūrinių ir kūrybinių industrijų temomis. Bibliotekos kolekcija šiai profesinei studijų programai vykdyti yra sąlyginai maža, tačiau tikimasi, kad ji dabar bus išplėsta studijų programos vykdymui palengvinti.

Naujų studentų adaptavimosi sistema veikia. Studentai gali gauti įvairią paramą (korepetitoriai, stipendijos, socialinė ir psichologinė parama, bendrabutis ir pan.). SS pateikiama informacija apie studentų dalyvavimą kultūriniuose renginiuose, tačiau studentams reikia daugiau praktikos realioje darbo vietoje, kad įgytų įvairesnių vadybinių mokėjimų. Studentai turi galimybę dalyvauti studentų mobilumo programose ir *Erasmus* finansuojamose studentų mainų programose, tačiau šia galimybe yra pasinaudoję vos keli šios studijų programos studentai. Rekomenduojama didinti studentų tarptautinį mobilumą abiem kryptimis: tiek išvažiuojamąjį, tiek atvykstamąjį. Studijų vertinimo procedūra yra aiški. Dėstytojai taiko kaupiamojo balo vertinimą, tačiau ekspertų grupė rekomenduoja pateikti aiškesnį paaiškinimą ir įtraukti į galutinį balą semestro vidurio egzaminus, referatus ir pan. Statistinis absolventų įsidarbinimo pagal specialybę rodiklis yra žemas, o studijas nebaigusių studentų skaičius didelis. Šiuos statistinius

duomenis būtina išnagrinėti, imtis veiksmų ir pagerinimo priemonių studijų programos tvarumui palaikyti. Efektyviau reikėtų išnaudoti APEL priėmimo rodikliams gerinti įtraukiant brandesnio amžiaus studentus.

Apskritai studijų programos valdymas yra vykdomas. *Kultūrinės veiklos vadybos* studijų programos valdymo procesas (planavimas, įgyvendinimas, valdymas ir priežiūra) ir sprendimų priėmimas yra struktūrizuoti ir paskirstyti įvairiais valdymo lygmenimis. Kultūrinės veiklos vadybos katedra organizuoja įvairias studentų apklausas, bet nepakankamai reguliariai. Tą būtina gerinti atliekant kokybiškas apklausas kiekvieną semestrą. Tai padėtų išspręsti tokias problemas, kaip didelis studentų neaktyvumas dėl nepakankamo jų dalyvavimo ir mažėjantis norinčiųjų studijuoti studijų programą ištęstine studijų forma skaičius. Vertinimo ir tobulinimo procesuose dalyvauja kai kurie socialiniai dalininkai. Reguliarūs oficialūs ir protokoluojami susitikimai su socialiniais partneriais ir absolventais galėtų pagerinti studijų kokybę, rinkodaros procesą ir pagerinti šios specializuotos profesinio bakalauro studijų programos Klaipėdoje pripažinimą ir tvarumą.

III. REKOMENDACIJOS

1. Dėstytojai, dabartiniai studentai, absolventai ir darbdaviai, su kuriais susitiko ekspertų grupė vizito metu, gerai nesupranta studijų programos tikslo ir studijų rezultatų. Rekomenduojama visus socialinius dalininkus įtraukti į studijų rezultatų peržiūros procesą siekiant didesnio jų supratimo. Be to, daugiau dėmesio turėtų būti skiriama kultūrinių ir kūrybinių industrijų sektoriui, o ne vadybai apskritai (1 sritis).

2. Nepakankamai studijų dalykų yra tiesiogiai susiję su kultūrinės veiklos vadyba. Pavyzdžiui, studentai studijuoja bendrąją verslo teisę, tačiau jiems reikia specifinių ir kultūrinės veiklos sričiai aktualių žinių (autorių ir gretutinės teisės, teisiniai dokumentai dirbant su atlikėjais, skaitmeninimas ir teisė ir pan.) (2 sritis).

3. Trūksta naujausios specializuotos tarptautinės literatūros anglų kalba daugumai dėstomų studijų dalykų. Tą reikia apsvarstyti siekiant padidinti studijų turinio tarptautiškumą, kaip nustatyta studijų programos tiksle. Rusų kalbos vartojimas kartkartėmis taip pat yra galimas (2 sritis).

4. Studijų programai reikalingas didesnis tarptautiškumas kultūrinės veiklos aspektu, dėstytojai privalo dažniau vartoti anglų kalbą apskritai ir daug dažniau dalyvauti įvairiose tarptautinėse programose. Dėstyti paskaitų turėtų būti reguliariai kviečiami kviestiniai dėstytojai. Šioje studijų programoje reikėtų užmegzti gerokai daugiau tarptautinių ryšių (3 sritis).

5. Daugiau dėstytojų turėtų aktyviai vykdyti mokslinius tyrimus, įskaitant bendrą jungtinę mokslinių tyrimų veiklą su socialiniais partneriais – tai prisidėtų ne tik prie geresnio dėstymo, bet ir didesnio mokslinių tyrimų skaičiaus. Rekomenduojama, kad personalo vykdomi moksliniai tyrimai būtų susiję būtent su kultūrinių ir kūrybinių industrijų sektoriumi ir kūrybinės veiklos vadyba siekiant atspindėti studijų programos pavadinimą (3 sritis).

6. Specifinių materialiųjų išteklių prieinamumas šioje studijų programoje yra menkas. KVK turi vos vieną kultūrinės veiklos vadybos studentams skirtą laboratoriją (audiovizualinę laboratoriją). Jos nepakanka. Studentai turėtų turėti daugiau specializuotos įrangos kūrybinės veiklos vadybos užduotims atlikti, kas sudarytų jiems geresnes galimybes įsidarbinti kultūros pasaulyje. *Moodle* studijų aplinka ir debesų kompiuterija galėtų būti naudojamos plačiau ir jomis turėtų naudotis daugiau dėstytojų (4 sritis).

7. Jaučiama reali naujausių knygų, tiesiogiai susijusių su kultūrinės veiklos vadyba, užsienio kalbomis stoka. Bibliotekoje yra vos keli knygų anglų kalba egzemplioriai. Ekspertų grupė rekomenduoja papildyti biblioteką naujausiomis užsienietiškomis

knygomis ir žurnalais kultūrinės veiklos vadybos tematika bei kultūrinių ir kūrybinių industrijų tematika (4 sritis).

8. Studentų priėmimo rodiklis yra nepakankamas ir ypač ištęstinių studijų formoje, be to, stebimas aukštas nebaigusiųjų studijas studentų („nubyrėjimo") rodiklis. Studijų programos vykdytojai turėtų įvertinti tokio menko priėmimo ir didelio „nubyrėjimo" rodiklio priežastis atidžiau. Dinaminė rinkodara galbūt padėtų išspręsti šią problemą, taip pat kaip ir platesnis APEL (ankstesnės patirties ir mokymosi pripažinimo sistema) naudojimas (5 sritis).

9. Tarptautinis studentų mobilumas yra nepakankamas. Atvykstančių užsienio studentų nėra. Labai nedaug studijų programos studentų per paskutinius penkerius metus studijavo ar praktikavosi užsienyje. Norint pasiekti studijų programos tarptautiškumo tikslo ir suprasti ES kultūros politiką būtini intensyvesni tarptautiniai mainai (5 sritis).

10. Studijų programos komitetas turėtų oficialiau įtraukti visus socialinius dalininkus į patariamąjį ir sprendimų priėmimo procesus taikydamas oficialių protokoluojamų susitikimų pagal darbotvarkes ir veiksmų planų praktiką. Tokiu būdu studijų programos reikalavimai būtų nuolat atnaujinami (6 sritis).