SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS VERSLO KOLEGIJOS

STUDIJŲ PROGRAMOS *MEDIJOS IR KOMPIUTERINIAI ŽAIDIMAI*

(*valstybinis kodas – 653I13004*)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *MEDIA AND COMPUTER GAMES* (*state code - 653I13004*)

STUDY PROGRAMME

at VILNIUS BUSINESS COLLEGE

Experts' team:

1. **Prof. dr. Andrew McGettrick (team leader)** *academic,*

2. **Prof. dr. Peeter Normak,** *academic,*

3. **Prof. dr. Jukka Paakki,** *academic,*

4. **Mr Tomas Urbonas,** *representative of social partners'*

5. **Mr Žygimantas Benetis,** *students' representative*.

Evaluation coordinator -

Ms Rasa Paurytė

Išvados parengtos anglų kalba

Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Medijos ir kompiuteriniai žaidimai*
Valstybinis kodas	653I13004
Studijų sritis	Fiziniai mokslai
Studijų kryptis	Informatika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos, (3); ištęstinės (4)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Taikomosios informatikos profesinis bakalauras
Studijų programos įregistravimo data	2012-05-24

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Media and Computer Games*
State code	653I13004
Study area	Physical Sciences
Study field	Informatics
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time, (3); part-time (4)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Applied Informatics
Date of registration of the study programme	24-05-2012

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Strategic Plan 2014-2020
2.	New and Guest lecturers' CVs
3.	Guidelines for writing final theses of MCG study programme at VBC

In undertaking their review the panel scrutinized the institution's self evaluation report (SER) and the associated annexes, it met with the administrative staff from the institution, the staff responsible for preparing the SER, as well as representatives of the teaching staff, all years of the

student body, employers and social partners. Moreover they visited the facilities used by the students (e.g. studios, teaching space, computer services) and reviewed samples of student work.

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

Vilnius Business College, a relatively small non-state higher education institution founded in 1989. In 2014 it was given "full accreditation" by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC). The institution has as its motto 'individual attention to everyone' and prides itself in individual attention given to students by lecturers and the College generally. The strategic plan of the institution for the years 2014-2020 contain the goals: to develop distinctive teaching and learning experiences and environment; expand internationalization; foster project and applied activities; improve the organization's management and foster the organization's sustainability.

The Media and Computer Games study programme came into existence in 2012 and is undergoing external accreditation for the firt time. It is offered by the Deaprtment of Information Technology, one of three departments that fall within the Studies department, the latter being the responsiility of the Deputy Director for Academic Affairs.

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 *22-23/03/2016*.

1. **Prof. dr. Andrew McGettrick (team leader),** *Strathclyde University, Professor of Computer Science and Information, United Kingdom.*
2. **Prof. dr. Peeter Normak,** *Tallinn University, Professor, Director of the School of Digital Technologies, Estonia.*
3. **Prof. dr. Jukka Paakki,** *University of Helsinki, Professor in Computer Science, Finland.*
4. **Mr Tomas Urbonas,** *CEO of Information Technology Company JSC "SONARO", Lithuania.*
5. **Mr Žygimantas Benetis,** *student of Kaunas University of Technology study programme System Software*.

In undertaking their review the panel scrutinized the institution's self evaluation report (SER) and the associated annexes, and it visited the institution on Thursday 24th March 2016. During

the visit the panel met with the administrative staff from the institution, the staff responsible for preparing the self evaluation report, as well as representatives of the teaching staff, all years of the student body, employers and social partners. Moreover the panel visited the facilities used by the students (e.g. studios, teaching space, computer services) and reviewed samples of student work.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objectives and intended learning outcomes are classified into: knowledge and its applications, covering topics such as data structures, databases, compilation techniques, information visualization, computer games classification and computer graphics as well as the application of information technology including the use of audio and video processing technology to practical tasks; research skills, covering the analysis and development of algorithms, as well as the use of graphics for developing multimedia systems; special abilities covering the development of web sites and computer games coupled with attention to animation and the planning, organizing and implementing practical activities in a systematic fashion; social abilities which cover independent working, communication, and understanding different cultures; and personal abilities which is seen to include certain ethical considerations as well as organizing work and communication.

In the view of the review panel, these aims were relatively ambitious for a professional study programme for which the entry requirements were limited.

The background to the identification of the programme aims and intended learning outcomes is the *Digital Agenda* published by the European Commission in 2010 as well as surveys conducted by the *Infobalt* assocation covering the years 2014 -16. The programme aims and intended learning outcomes are intended to be based on academic considerations as well as on the professional requirements of society and the Lithuanian / European labour markets. They are intended to be oriented primarily to the achievement of practical skills underpinned by appropriate theoretical considerations. The study programme emerged from a request of the students and their initiative had the strong support of social partners – 14 of whom reviewed the initial learning outcomes - and the College. The review panel considered this process to be

highly appropriate though the context of the Business College was lacking. The programme was also intended to enable graduates to pursue further study at the Masters level.

The programme aims and learning outcomes were consistent with the concept of a professional bachelors study programme in this area. In reality the study programme covered a considerable number of traditional computer science topics augmented with an emphasis on games, graphics and multimedia with attention being devoted to practical activity. The integration of games and media technology was viewed very positively by the review panel who observed that in the meeting with students 4 of the 12 were female.

The name of the programme, its learning outcomes and the qualification were all seen by the review panel to be mutually compatible. The institution's web site http://www.studyinlithuania.lt/en/institutions/vilniusbusinesscollege claims that the programme is to be offered in English from the 2016 entrants. At the time of the review, almost all classes were taught in Lithuanian and generally there was limited exposure of students to foreign languages.

2.2. Curriculum design

The curriculum of the Programme has been designed to comply with the national orders on *Approval of the Descriptor of Study Cycles* (Minister for Education and Science of the Republic of Lithuania, Order No V-2212, 2011) and *Approving the General Requirements of the First Degree and Integrated Study Programmes* (Minister for Education and Science of the Republic of Lithuania, Order No V-501, 2010), and with the *Lithuanian Classification of Occupations*. In addition, the internationally acknowledged education model of Computer Science, the joint *ACM / IEEE-CS Computing Curriculum* has been used as a substance framework for the Programme.

The Programme is provided in two modes, full-time (3 years) and part-time (4 years). So far, there have been only full-time students.

The curriculum meets the legal requirements on first degree Professional Bachelor (college) study programmes as follows:

- the scope (in ECTS, European Credit Transfer and Accumulation System) of the Programme and each subject is uniform irrespective of the study mode (full-time or part-time)
- the scope of the Programme is 180 ECTS (minimum: 180 ECTS, maximum: 210 ECTS)
- there are 135 ECTS of subjects in the study field (minimum: 135 ECTS)
- there are 15 ECTS of general college-level study subjects (minimum: 15 ECTS)
- there are 30 ECTS of practice, in the form of internships (minimum: 30 ECTS)
- there is a completing final thesis of 9 ECTS, in the form of Professional Bachelor Graduation Thesis (minimum: 9 ECTS)

However, according to Annex 8 of the self-assessment report, there are as many as 8 subjects both in semester II and semester III for full-time studies, while, according to the national order V-501, "the number of subjects taught per semester shall not be more than seven". Therefore the study subjects are not evenly spread across the semesters. The study programme plan (schedule) must be changed to conform to the legal requirement, for instance by moving the optional subjects from semesters II and III to later phases.

The Programme is a combination of subjects in computer science (informatics), media technologies and computer games. Even from an international perspective, the combination is quite unique and relevant for industry. This applies especially to the computer-games part of the Programme which, according to the social partners and employers met by the Review Team, is of high relevance to an important rising business sector in Lithuania. As a whole, the content of the Programme reflects the latest achievements in science, art and technologies.

The curriculum matches the multi-disciplinary nature of the Programme well, and the scope of the Programme is clearly sufficient to ensure reaching the – rather ambitious – learning outcomes. According to the subject descriptions, the contents of the subjects are consistent with the (professional) type and level of the studies as well as appropriate for the achievement of the intended learning outcomes, and their different themes are not repetitive. There is a substantial amount of project and team work in the curriculum.

Since the programme is provided by a business college, it should also involve some basic issues in business management. The Review Team has the impression that the Programme does not fully reflect the general mission of Vilnius Business College: some of the subjects include business themes and the curriculum has a dedicated subject "Integrated Business Studies", but

business issues are not seamlessly integrated in the curriculum. This could be improved, for instance, by including in the final Bachelor's thesis a (mandatory) business part in form of a commercialization plan, business review, start-up plan etc. In such a case, a Bachelor's thesis could cover all the main themes of the Programme, from business vision to technology, multimedia, computer games, arts, user experience and up to commercial exploitation.

The curriculum includes three internships, one each year (in full-time mode): "guided" internship, "in-company" internship and "final" internship. The last two of them are carried out in a company, which also provides a topic for the final thesis. By this arrangement, the ("final") internship and the subject of the final Bachelor thesis are in line, as mandated in the legal requirements.

Due to the wide scope of the Programme, its students have different expectations and special interests. In the meeting with students, the Review Team got the impression that there are basically three different areas in which the students would like to specialize: (1) programming, (2) art, and (3) computer games. Hence, the curriculum could be improved further by providing a set of optional subjects in each of these areas.

The course management system Moodle is widely used in the programme. The review panel recommends finding possibilities to provide some of the subjects in a proper e-learning mode, for instance by implementing them as massive open online courses (MOOC). Having subjects available as MOOCs would, in particular, make the studies more flexible for students who have a (full-time) job. In general, the teaching methods for the subjects are appropriate for the achievement of the intended learning outcomes.

2.3. Teaching staff

The study programme *Media and Computer Games* is delivered by 5 Associate Professors (27.8% of the academic staff) and 13 lecturers, i.e. 18 in total. Also 27.8% of teachers have PhD degrees. According to Annex 2 of the SER, the share of contact hours taught by teachers with a PhD is even bigger – about 36%. 10 teachers (55.6%) have practical experience of more than 3 years in the subject they teach. Therefore, the legal requirements are completely met. However, only one teacher has VBC as the only employer; all other teachers have 2-3 employers. From a total of about 40 degrees (BA, MA and PhD) only two have been obtained outside Lithuania (one in Russia and one in Germany). Some lecturers have gathered international experience though, e.g. by visiting academic institutions abroad.

The qualifications of teaching staff are adequate. 13 teachers have professional interests in the areas directly related to the field of teaching. This is completely acceptable, because BA programmes in general contain certain amount of introductory courses. 7 of the teachers have got their practical experience in the subject area of their courses in the industry or commercial enterprises and 6 teachers at various universities and colleges in Lithuania.

The total number of students was 42 in 2015 (Table 4 of SER). The student/teacher ratio is 2.3 (=42/18). However, this ratio is not quite adequate, as the vast majority of the teaching staff have part-time employment and teach on average only two courses of the study programme. Moreover, some courses are shared with the Programming and Internet Technologies study programme. Nevertheless, because of the small study groups, the individual needs of every student can easily been taken into account.

The programme was opened in 2012 and the number of academic staff has been increased according to the advancement of studies – from 12 in 2013 to 18 in 2016. The average age of teaching staff is favourable – about 40 years.

Only one teacher has VBC as their sole employer and even that person does not have a dedicated workplace: there were 3 workplaces only for common use in the recreation room. In terms of teaching staff the College acts in fact as an operator. Therefore the on-site spent time of the majority of the teachers is rather limited. This does not support in-depth mentoring of individual students.

In the College there is no research and development projects conducted directly related to the scope of the study programme – all projects listed in Annex 9 of the SER are aimed to increase the quality of general processes of the College. The track record of publications related to the subjects of study is mixed. Some few staff members have a list of publicly available publications, including international journals and periodicals. On the other hand, most of the staff members have published only in national titles, in non-public titles without official references, titles internal to the university or have not published at all – Google Scholar does not "recognise" 7 teachers.

According to the requirements set for Colleges, „Colleges should develop applied research necessary for the region, to provide consultation to local government and economic entities." Although the College understands its wider role in the society as is evidenced from the VBC Strategic Plan 2014/2020 (one of the aims – out of four – is „To foster Project and Applied Research Activities"), no evidence was provided that the College takes any significant actions in this direction. Moreover, the College does not see project work and applied research as part of their core activities for staff as could be concluded from the following statement in SER: „It should be noted that it is not feasible to hire full-time teaching staff members due to the low number of students on the MCG programme." In fact only fully devoted staff are able to ensure significant advancement of applied research and impact of their outcomes in the society.

2.4. Facilities and learning resources

According to the institution's own self evaluation report, the premises for studies are adequate both in their size and quality, it matches requirements for that number of students. SER provides detailed information about the premises. Additional evidence was also found during the institutional visit to VBS, EET was sufficiently satisfied with existing infrastructure. There are three large lecture rooms (50 - 60 seats), five medium size lecture rooms (15 - 22 seats). There is a recreation area with Wi-fi access as well as free drinking water. Lecturers don't have individual working places - only few shared places are available, however, they can use free classrooms.
VBC is not fully accessible for students with disabilities. Access to the premises is not provided for students with reduced mobility.

The key items to cover teaching and learning equipment used for this study programme is as follows:

- Four computer laboratories (9 - 24 seats) are supporting the study process and research work. The number of working places can be increased by using laptops. College makes a schedule for computer lab use and allows students to use them in their individual study hours. In 2013/2014 the Unity laboratory was established for use by students on this study programme.

- Virtual learning system Moodle is mandatory; there are two versions of Moodle but only the newest version is available to students to be used to access lectures material.

Tablets / phones, Raspberry PI, Robots and other smart gadgets are not widely used in study process. Even though most of the auditoriums are equipped with multimedia, distance learning and lectures recording possibilities are not provided at its' full content.

The higher education institution has adequate arrangements for students' practice.

EET was provided with information about students' practices. College is engaged with 14 companies working in computer games field for students practice, but usually most students are already working. Due to that most of the students performs their practices at the companies they are already working at.

As far as library accommodation is concerned:
- VBC has a library and a reading room with 11 computer work stations in the library and 12 of them in the reading room.
- All students are introduced to the online library services, online databases accessible throw Lithuanian Research Library Consortium (LRLC)
- Library is open from 9.00 to 18.00 Monday - Friday and from 9.00 to 14.00 on Saturdays.

2.5. Study process and students' performance assessment

Admission to the programme can be obtained through one of two routes: direct admission to non-funded places and acceptance on the basis of competitive scores, the latter attracting grants. In 2012, 2013, 2014, 2015 the numbers receiving grants have been 8, 3, 4, and 7. The number of applicants / accepted students for the years 2012, 2013, 2014, 2015 have been 36/14, 24/11, 28/19 and 32/25. There have been no entries of part-time students to the programme. The standard of entry has dropped in 2014/15 and 2015/16 to 3.12 and 3.38 respectively with the standard in 2012 being 6.45 and in 2013 being 7.94.

The self-assessment document indicates that there are 'no special requirement for admission to the [..] programme'. Certainly a secondary education is required and students from foreign countries are admitted provided they meet government regulations .

Only 2 students from the initial 14 from the first cohort have completed their studies. In the 2015-16 year three students from this cohort 'will return to defend their thesis' and from the meeting with students it emerged that 7 students would be defending their final thesis in 2016. From the 2013/14 cohort there has been just a single withdrawal, and from the 2014/15 cohort there have been some 6 withdrawal. Of the total of 19 withdrawals, 9 withdrew because of under-achievement, 4 decided to withdraw, 2 are repeating, 1 is on academic leave and 3 did not complete their final work.

In the view of the review panel, the drop-out rate was on the high side and admissions requirements might be reviewed taking into account the pattern of student withdrawals.

The organization of the study programme is under the control of the Deputy Director for Academic Affairs. This is seen to cover implementation, schedules, feedback mechanisms such as surveys, foreign exchange arrangements as well as 'expelling procedures'. Efforts are made to encourage the involvement and interests of students. For first year students there is a *Freshers' Camp* in the first week, and in September of the first year there is a *Socializing Week* during which there are meetings between lecturers and study programme committee members. At these meetings aspects (e.g. intended learning outcomes) of the study programme are discussed; students are introduced to the values of the College, to teamwork, to social partners; and to such topics as time management.

Attendance at the College is viewed as compulsory. Absenteeism triggers an investigation, and the involvement of administrative staff. During their visit, the review panel noted that it was possible for students to obtain a 'certificate of free attendance' to overcome the compulsory attendance rule. This had been used only rarely.

Through project based learning, students are encouraged in entrepreneurial activity. The College organized the first International Students-Developed Project Conference in the field of applied sciences and this took place on May 15th 2015. On 23rd – 25th January 2015 students from the study programme attended the LT Game Jam - 2015 and the work of three students was presented.

Students have opportunities to study elective modules beyond the curriculum either within the College or with approval at other (possibly abroad) institutions. Students are made aware of the ERASMUS exchange programme and in 2013 one student took advantage of this visiting Saimaa in Finland; in 2015 another student visited abroad on the IDEATE project. In 2015 a student from Europanorat GmbH in Berlin attended classes in the study programme. Moreover each year lecturers from partner institutions give lectures in the College; the College has 13 international partners for the study programme, these coming from countries such as Finland, Greece, Latvia, The Netherlands, Portugal and Spain.

The College offers a variety of support in the form of loans and grants. From the State Studies Foundation, the College has received between 2012 and 2014, 9 state-supported loans to cover tuition fees, 2 loans to cover living expenses, 1 social grant, 22 study grants, 3 grants to support expatriates, and 4 grants for military service compensation. Academic support is provided by the lecturers through consultancy arrangements and these are both mandatory and available on demand.

The College rents the Sigma sports hall for the use of students and staff .

The assessment of student achievement is regulated through the *VBC Study results evaluation procedure* that is made available to students and staff. Lecturers have a certain discretionary role. As is appropriate for a professional study programme of this kind, much of the assessment is based on project work with the students having to demonstrate their work and defend it before a lecturers' committee. Of course, this raises issues about quality control, but at the time of the review visit, the teachers claimed to be monitoring progress carefully and so became aware of any irregularity. Certainly the students themselves displayed considerable abilities in communicating and defending their work. It was noted from discussions during the visit that the first year programming course typically has the lowest level of achievement.

At the time of the review visit, the review panel was disappointed not to see inspiring and exciting student work. However, there were extenuating circumstances given the newness of the study programme. Nevertheless the review panel would recommend that the institution should address this and even display high quality work so that students should strive for excellence. The panel also felt that students should be encouraged to develop portfolios of their own work and be

able to hold demonstrations of that confidently; students should also be encouraged to take a more positive approach about finding employment in the games / media industry.

The study programme includes 3 different periods of Internship, and these are organized through the Studies Department. The Guided Internship attracts 6 credits and is carried out within the College; the In-company Internship (6 credits) and the Final Internship (12 credits) are carried out in companies; the latter is devoted to preparation of the final thesis. The review panel was disappointed that the students did not have greater involvement with the games and media companies in the region.

2.6. Programme management

A Study Programme Committee exists at the level of the Studies Department of the College and this has responsibility for the study programme; changes and improvements have to be approved by this committee. The head of the IT department has responsibility for implementation, for aspects of monitoring and for implementing improvement. Although the committee has a student representative at the meeting of students from all years the identity of this representative was not known to any of the 12 students.

The Office of Communication and International Relations has responsibility for career monitoring and graduate employment. A survey is carried out of graduates electronically once per year to seek their opinion on the quality of their education. The Head of the Office or the Deputy Director for Academic Affairs presents results to senior management and the heads of department who analyse the findings and can offer suggestions for improvement. But in this study programme there had been only two graduates at the time of the review. Of the two who graduated in 2015, one was studying a Masters degree in a similar field in Tallinn University; the other is serving as a volunteer in the Lithuanian Republic Army. The two graduates did complete the survey but generally graduates may not have the time or inclination to do so.

Given the size of the institution and the student number situation it is natural that many of the feedback mechanisms are relatively informal. Students could make comments directly to lecturing staff, employers and social partners who visit; representatives from other state education institutions are included in the board for the assessment of the final thesis, the President of the Lithuanian Game Development Association meets students, lecturers, and administrative staff periodically. Neither in the institution's self evaluation report nor during the

meetings was there any evidence of formal reporting, for instance, to the Programme Study Committee or the Head of Department. At the meeting between the social partners and the review panel it was apparent that the representative of the social partners on the Study Programme Committee was not known to any of the four.

Given the relatively recent starting date for this study programme, it is perhaps a little premature to comment that there is little evidence to show that the procedures are effective or efficient.

Strengths

- The study program was seen as unique within Lithuania
- There were small student groups and a supportive environment with individual attention being given to students
- The study programme had been devised following suggestions by students with considerable support from social partners and the College itself
- The integration of games and media technology was viewed as being very positive, even unique, by social partners and highly relevant to industry; the review panel observed at the meeting with students that 4 from the 12 students were female.
- Attention to practical activities was seen as important for this study programme
- There was close cooperation between the College and companies working in the computer games / media sector
- The vision of the games industry within Lithuania, as articulated by representatives from Invest Lithuania, held a great deal of promise

Weaknesses

- The review panel was disappointed with the demonstrations at the time of their visit
- Although the study programme was still relatively new, it was noted that only two students had graduated and neither had entered the labour market
- The drop-out rate of students was on the high side
- Students were not obtaining employment or internships experience in the games Industry
- Neither students nor social partners were aware of their representative on the Study Programme Committee

- Almost all classes are taught in Lithuanian, and exposure to foreign languages and foreign literature is limited
- There were too many subjects in semesters II and III, in violation of guidelines
- There could be better attention to business dimension of the study programme.
- Reading lists need to be updated
- Students needed to receive feedback following surveys
- International dimension for students needs to be further addressed

III. RECOMMENDATIONS

1. As a matter of urgency, the number of study subjects (8) in semesters II and III must be dropped to conform to the legal requirement (at most 7).

2. In view of the possible wide influence of computer games, extend the scope of the class on copyright to cover ethical issue; for instance, there should not be excessive violence in games and young children should not be exposed to certain kinds of material or inferences.

3. The College should develop more robust mechanisms for ensuring that the assessment systems are fair and just and defensible in the face of external scrutiny.

4. There should be an emphasis on quality assurance within the study programme since quality is seen as crucial in the industry; quality should include having a focus on the purpose of games and media and knowing how to measure if it has been achieved.

5. In the view of the review panel, the drop-out rate was on the high side and admissions requirements might be reviewed taking into account the pattern of student withdrawals.

6. There could be a set of specialized optional subjects in (1) programming, (2) art and (3) computer games.

7. Students should include a marketing plan in their final thesis to address the business dimension, so reflecting games in the context of a Business College.

8. Game development and mobile devices labs should be established; since mobility is seen as important in the future of the games and media industry, review the curriculum with mobility in mind.

9. To ensure more efficient work with 3D graphics, computers with better technical characteristics should be provided.

10. Access for the disabled students should be provided to ensure better inclusion in the study process.

11. Even though the College has access to various databases, students and lecturers have outlined that a wider range of different databases should be considered and access to those databases should be provided to them.

12. Provide students with a focus on professional issues and their career development; the industry is changing rapidly and keeping up to date will be important for them, e.g via MOOCs or advanced study.

13. Acquaint students with the vision of Invest Lithuania for the games industry.

14. Take steps to ensure that both students and social partners are aware of their representatives on the Study Programme Committee.

15. Develop methods to produce evidence of the effectiveness of feedback mechanisms as well as input from the representatives of students and social partners on the operation of the Study Programme Committee.

16. Develop and implement a realistic work-plan for building up competitive and sustainable competence in the College for conducting applied research and development projects in media and computer games; explore the possibility of sabbaticals in the games industry for staff.

IV. SUMMARY

This Professional Bachelors programme in Media and Computer Games is offered by Vilnius Business College, a relatively small non-state higher education institution founded in 1989 (1). In 2014 it was given "full accreditation" by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC). The institution has as its motto 'individual attention to everyone' and prides itself in individual attention given to students by lecturers and the College generally.

The study programme in Media and Computer Games is offered on a three year full-time basis or a four-year part-time basis; in fact, there have been no part-tine students since the programme was launched in 2012. Each year of the programme attracts 60 credits with 30 credits in each of the six semesters. Each 3 credit class typically involves 32 hrs of contact (which includes lectures, tutorials, consultancy) and a further 48 hours on individual study time giving a total of 80 hrs of work for a 3 credit class. This leads to a total of 4800 hrs of study per year.

The games / media orientation of the study program was seen as unique within Lithuania. The study programme had been devised following an initiative from students with the support of social partners and the College. The student group was small and the environment supportive. All but one of the staff members was part-time with their main employment being elsewhere but students were very satisfied with their access to them.

At the time of the visit of the review panel, only two students had graduated and neither had entered the labour market. That was disappointing for the review panel. However a very good meeting was held with students from all years and they demonstrated considerable abilities in communication and in defending themselves.

From the second year many of the students were employed in the software industry. The students found it difficult to enter the games industry since employees with experience where are the top priority. However, during the visit the review panel held a very positive meeting with four social partners who projected a very exciting image of the future for the games and media industry within Lithuania.

The review panel concluded that, although there are difficulties, the study programme was at a relatively early stage of development and there were signs of a very positive future for graduates. But the real challenges had to be recognised and addressed.

V. GENERAL ASSESSMENT

The study programme Media and Computer Games (state code – 653I13004) at Vilnius Business College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**16**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Dr. Andrew McGettrick
Grupės nariai: Team members:	Prof. Dr. Peeter Normak
	Prof. Dr. Jukka Paakki
	Mr. Tomas Urbonas
	Mr. Žygimantas Benetis

VILNIAUS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
MEDIJOS IR KOMPIUTERINIAI ŽAIDIMAI **(VALSTYBINIS KODAS – 653I13004)**
2016-05-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-113-1 IŠRAŠAS

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus verslo kolegijos studijų programa *Medijos ir kompiuteriniai žaidimai* (valstybinis kodas – 653I13004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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)

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IV. SANTRAUKA

Šią Medijų ir kompiuterinių žaidimų profesinio bakalauro studijų programą vykdo Vilniaus verslo kolegija, sąlyginai nedidelė nevalstybinė aukštojo mokslo institucija, kuri buvo įsteigta 1989 m. (1). 2014 m. Lietuvos studijų kokybės vertinimo centras (SKVC) suteikė jai „pilną akreditaciją". Institucijos šūkis – „Asmeninis dėmesys kiekvienam", ji didžiuojasi dėstytojų bei apskritai kolegijos skiriamu asmeniniu dėmesiu kiekvienam studentui.

Medijų ir kompiuterinių žaidimų nuolatinių studijų programa vykdoma trejus metus, o ištęstinių studijų programa – ketverius metus. Nuo 2012 m., kai buvo pradėta vykdyti ši programa, į ją neįstojo nė vienas ištęstinių studijų studentas. Kasmet studijuojant pagal šią programą reikia surinkti 60 kreditų, po 30 kreditų per kiekvieną iš šešių semestrų. Kiekvieną 3 kreditų paskaitą paprastai sudaro 32 kontaktinės valandos (įskaitant paskaitas, seminarus,

konsultacijas) ir 48 valandos savarankiško mokymosi, kas iš viso sudaro 80 darbo valandų kiekvienai 3 kreditų vertės paskaitai. Bendrai tai yra 4800 studijų valandų per metus.

Studijų programos orientavimas į žaidimus ir medijas Lietuvoje yra unikalus. Studijų programa atsirado studentų iniciatyva, parėmus socialiniams partneriams ir kolegijai. Studentų grupė buvo nedidelė, skatinanti tausoti aplinką. Visi, išskyrus vieną personalo narį, dirbo puse etato, jų pagrindinės darbovietės buvo kitur, bet studentai buvo labai patenkinti dėstytojų darbu.

Vertinimo grupės lankymosi metu tik du studentai baigė programą ir nė vienas iš jų nesusirado darbo. Tai nuvylė vertinimo grupę. Tačiau buvo surengtas labai naudingas susitikimas su visų kursų studentais, jie pademonstravo pakankamus komunikacijos ir gebėjimo apsiginti savo nuomonę įgūdžius.

Daugelis antro kurso studentų dirbo programinės įrangos sektoriuje. Studentų teigimu, įsidarbinti žaidimų pramonėje sunku, nes dažniausiai ieškoma darbuotojų, turinčių patirties. Tačiau per apsilankymą vertinimo grupė surengė susitikimą su socialiniais partneriais, kurie labai optimistiškai apibūdino žaidimų ir medijų sektoriaus ateitį Lietuvoje.

Vertinimo grupė daro išvadą, kad nors ir kyla sunkumų, studijų programa yra sąlyginai dar ankstyvojoje vystymosi stadijoje ir yra ženklų, kad absolventų laukia gera ateitis. Drauge reikia atpažinti realius rinkos iššūkius ir su jais susidoroti.

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III. REKOMENDACIJOS

1. Reikia skubiai sumažinti II ir III semestruose dėstomų studijų dalykų skaičių (dabar jų yra 8) iki daugiausiai 7, kad būtų tenkinami teisiniai reikalavimai.

2. Atsižvelgiant į tai, kad kompiuteriniai žaidimai gali turėtų platų poveikį, per paskaitas reikėtų gvildenti tokius klausimus kaip autoriaus teisės, etiniai klausimai, pavyzdžiui, žaidimuose neturėtų vyrauti per daug smurto, o mažiems vaikams nereikėtų rodyti tam tikros medžiagos ar elementų.

3. Kolegija turėtų sukurti stipresnius mechanizmus, leidžiančius užtikrinti, jog studentų pasiekimų vertinimo sistemos yra teisingos bei sąžiningos ir jas galima pateisinti kruopščiai analizuojant išorės vertintojams.

4. Reikėtų pabrėžti studijų programos kokybės užtikrinimą, nes šiame sektoriuje kokybė yra vertinama kaip esminis kriterijus. Daugiausia dėmesio reikėtų skirti žaidimų bei medijų tikslui ir būtina žinoti, kaip nustatyti, ar šis tikslas pasiektas.

5. Vertinimo grupės manymu, studijų nebaigiančių studentų skaičius yra didelis. Atsižvelgiant į studentų iškritimo priežastis būtų galima peržiūrėti priėmimo reikalavimus.

6. Galėtų būti sudaryti specializuotų pasirenkamųjų studijų dalykų rinkiniai (1) programavimo, (2) meno ir (3) kompiuterinių žaidimų temomis.

7. Į savo baigiamąjį darbą studentai turėtų įtraukti rinkodaros planą, susijusį su verslo aspektu, taigi žaidimai galėtų būti susiję su Verslo kolegija.

8. Reikia įrengti žaidimų kūrimo ir mobiliųjų įrenginių laboratorijas, nes mobilieji įrenginiai žaidimų ir medijos sektoriuje užima svarbią vietą. Rekomenduojama studijų turinį peržiūrėti atsižvelgiant į mobiliąsias technologijas.

9. Tam, kad būtų užtikrintas efektyvesnis darbas su trimate grafika, verta įrengti geresnėmis techninėmis savybėmis pasižyminčius kompiuterius.

10. Reikėtų suteikti studijų galimybę neįgaliems studentams, kad jie galėtų įsitraukti į studijų procesą.

11. Nors kolegijoje teikiama prieiga prie įvairių duomenų bazių, studentai ir dėstytojai nurodė, kad reikėtų apsvarstyti galimybę pasirinkti daugiau duomenų bazių ir jiems suteikti prieigą prie jų.

12. Skatinti studentus domėtis profesiniais klausimais ir savo karjeros plėtote, pvz., per MOOC arba pažangias studijas, kadangi sektorius itin sparčiai vystosi, todėl studentams svarbu neatsilikti nuo naujovių.

13. Supažindinti studentus su „Investuok Lietuvoje" vizija, susijusia su žaidimų pramone.

14. Imtis žingsnių siekiant užtikrinti, kad tiek studentai, tiek socialiniai partneriai žinotų apie savo atstovus Studijų programos komitete.

15. Sukurti metodus, kurie teiktų įrodymų, kad grįžtamojo ryšio mechanizmai yra veiksmingi, kaip ir studentų bei socialinių partnerių atstovų indėlis, susijęs su Studijų programos komitetu.

16. Kolegijoje sukurti ir įgyvendinti realų darbų planą, padedantį įgyti konkurencingos ir tvarios kompetencijos, kad būtų galima atlikti taikomuosius mokslinius tyrimus ir plėtoti medijų bei kompiuterinių žaidimų projektus; išnagrinėti galimybes personalui eiti mokslinių atostogų, skirtų žaidimų sektoriaus srities tyrimams.

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