STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS MUZIKOS IR TEATRO AKADEMIJOS

STUDIJŲ PROGRAMOS *VAIZDO REŽISŪRA* (*621W43002*)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *FILM DIRCTING* (*621W43002*)

STUDY PROGRAMME

at **LITHUANIAN ACADEMY OF MUSIC AND THEATRE**

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I. INTRODUCTION

Following analysis of the Self-Evaluation Report (SER) and its appendices (which included module descriptions, CVs of teaching staff and summaries of programme content, etc.) provided for the Evaluation Team (ET) in advance, the ET visited the Department of Film and Television at the Lithuanian Academy of Music and Theatre (LAMT) on Tuesday 28th and Thursday 29th of May 2014. The evaluation process followed the external evaluation procedures, set by the Ministry of Education and Science (by order No 1-01-162 of 20 December 2010) and the methodology for the evaluation of Lithuanian higher education institutions, set by the director of The Centre for Quality Assessment in Higher Education (by order 24 July 2009 No ISAK-1652, amendments 05.11.2009; 17.12.2009; 30.09.2010).

The visit to the Academy in respect of the MA Film Directing programme involved meetings with the following groups:

 i) Staff responsible for the preparation of the SER
 ii) Students
 iii) Teaching Staff
 iv) Faculty Administration Staff
 v) Alumni
 vi) Social Partners

Site visits to the physical resources were conducted during the course of the two days and the works of the students were viewed.

The Evaluation Team is grateful to the Rector of the Academy and his senior team, the Dean of Faculty of Theatre and Film and all the staff, students, alumni and social partners who contributed making the evaluation visit such a pleasant and enriching experience. We would like to thank them – not only for their positive engagement with the evaluation process during our visit but also for preparing the Self-Evaluation Reports and other materials that we received in advance. We are very grateful for the warm welcome which we received, the hospitality shown to us during the visit and the willingness of staff, students, graduates and external stakeholders to make themselves available according to the needs of our exacting schedule.

Note: The Evaluation Team's visit to the Academy included evaluation of the BA Art Management as well as the BA and MA Film Directing programmes. The SER produced for each individual programme was based upon a common template document produced by the Faculty of Theatre and Film and, therefore, contained a significant amount of commonality in its analysis of both Faculty-wide and Academy-wide processes and learning resources. The ET also met with a single group of administrative staff with responsibility for all three programmes. In undertaking the Evaluation process, the ET was able to   identify and give due consideration to a number of common elements across the three programmes being evaluated. Where this is the case, a similar form of words has been used in each Evaluation Report.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

1.1i The aims and learning outcomes of the programme are set out in the SER, and the aims and learning outcomes of each individual study course (module) are contained within the individual descriptors, which were sent to the ET in advance of the Evaluation Visit (Annex No. 3 – Descriptions of Subjects). The ET viewed the programme aims and learning outcomes as being well defined and clear and these are publicly available on the Open Information, Consultation and Orientation System (AIKOS), which is administered by the Ministry of Education and Science. Key information about the MA Film Directing programme is also publicly available on the LMTA website.

ii. The aims and learning outcomes of the individual study courses (modules) are set out within a standard template document and include a bibliography, a summary of class content and assessment criteria. The ET was impressed with the clarity and consistency of the information contained within the module templates and viewed these as helpful guides to the learning experiences offered. The group of current students that met with the ET reported that the aims and learning outcomes of each module were explained in detail by teaching staff in the first class of each semester However, the students were less confident about where they could access details of the learning outcomes and assessment criteria of modules in written form.

1.2i The MA Film Directing study programme is unique in the Lithuanian context and LMTA is the only institution in Lithuania that provides second level study programme in this field. The programme is designed in such a way as to blend the best traditions of Lithuanian film directing with the needs of the contemporary field of professional film production. During the visit the panel heard directly from social partners and students that the design of the programme had been successful in delivering the intended learning outcomes from a practical, theoretical and applied perspective.

ii. In addressing the demands of the labour market and the industry, the programme aims and learning outcomes are designed in such a way as to seek to achieve a balance between a range of generic and subject-specific competences. However, current students and the alumni that the ET met with expressed the view that, in their experience, the practical competences tended to predominate over the theoretical and analytical skills that essential to study at the level of the second cycle (see paragraph 1.3 below).

1.3. The programme aims and learning outcomes reference and align to the specifications set down in the Study Cycle Description, the legal requirements of the Lithuanian Ministry of Education as well as taking into consideration the relevant Tuning Document prepared by ELIA (European League of Institutes of the Arts). Consequently, the defined aims and learning outcomes are consistent with the type and level of studies of the qualifications offered. However, in their meetings with the ET, the students, teachers and alumni of the programme were not able to clearly identify or articulate the significant differences between the demands of first and the second cycle study in Film Directing at the Academy – in terms of programme content, specific competences, intended learning outcomes or level of intellectual engagement and critical reflection. In light of this, **the ET recommends** that the differences in demand between first and second cycle studies in the level of intellectual engagement, critical reflection and programme content – as well as the programme aims and learning outcomes – need to

be clearly identified and articulated in the programme documentation for MA Film Directing (including in any informational materials made available to applicants).

1.4. In the view of the ET, there is good compatibility between the name of the programme, its specific aims and learning outcomes, the content of the programme and the title of the qualification offered. The ET noted that the title of the programme had already been changed (from MA TV Directing) in line with a recommendation made in the previous Evaluation Report (2010)

2. Curriculum design

2.1 To the best understanding and knowledge of the ET, and in the context of the advice available from the CQAHE, the programme appears to fully comply with the relevant legal acts and regulations that govern national higher education.

2.2. The Programme consists of 120 credits and the duration (for full-time students) of the study programme is 2 years (4 semesters, 30 credits each). The majority of the study field subjects are delivered during the first year of studies. The last two semesters are allocated to the subjects of *Professional Practical Training*, *Creative Project*, *Research Paper* and the *Thesis*. In the view of the ET, some of the objectives and outcomes of the study courses taught during the first year appeared to partly overlap – for example among the learning outcomes of *Television and Film Directing* (SPA0656/W400/09) are the ability to '*make a project proposal and to defend a project*' and to be '*able to analyse artistic documentaries and similar projects and to apply this ability to practice*'. However, the ET noted that there are other compulsory subjects that offer similar sets of learning outcomes – for example '*Television Theory and Criticism*', '*Public Relations and Effective Communication*' and '*Media and Film Theory Problems*' Therefore, the ET suggests that there is scope to reconsider the range of learning outcomes within each study subject and consider these in relation to range of learning outcomes required across the curriculum as a whole with the aim of both focusing the learning outcomes more to the specific needs of the individual study subject and reducing any unnecessary overlap and repetition between modules.

2.3. In the meetings that the ET held with current students and graduates of the programme, strong support was expressed for the possibilities offered by the Academy for students to select optional subjects, drawn from across the Academy and a range of other Universities. At present only one 5 credit course available for student choose between these options, however, the ET learned that these opportunities will be further broadened and strengthened when the Academy has completed its proposed changes to the current programme structure that, when fully implemented, will offer students greater optionality in choice of study courses (modules), both within the Academy and across a range of other Universities (such as Vilnius University and the Vilnius Academy of Arts).

2.4. It is noted in the self-evaluation report that the majority of the study programme subjects are taught interlinking theory and practical tasks. During the meetings this method of teaching was recognized as successful both by the students and teachers of the programme. It is a great strength of the programme, and ET considers it to be the most suitable for the achievement of the intended learning outcomes of the programme in the field of arts.

2.5. The scope and content of the programme are sufficient to ensure that the intended learning outcomes are delivered. The representative group of social partners (including employers) who met with the ET expressed a general satisfaction with the quality of the programme, acknowledging that the programme produced 'professional' graduates who were in demand by employers and/or were able to establish their own professional creative practices. While the ET could see that breadth and scope of the compulsory and optional study subjects served as an effective preparation for professional practitioners in the field of Film Directing, the ET also took the view that there was scope (as discussed in paragraph 1.3 above) for intellectual and analytical competences to be foregrounded and fostered further.

2.6. The content of the programme broadly reflects the latest achievements in film history, theory and practice. While the latest achievements are reflected in the curriculum and course literature, the ET took the view that the bibliographies of some courses could benefit from being updated to include the most recent international literature, for example the *Television Theory and Criticism* and *Public Relations and Effective Communication* study courses. However, the ET did note that both the curriculum and the content of the programme had been revised and renewed in order to meet the latest achievements of film industry and in line with a recommendation made in the previous Evaluation Report (2010).

3. Staff

3.1. The ET was satisfied that teaching staff contributing to the MA Film Directing programme meet all the necessary legal requirements.

3.2 The cohort of staff teaching on the MA programme Film Directing is comprised of recognised professional practitioners and academic researchers of the fields of film directing and film and media theory and history. There are eight teachers in the programme; three with knowledge and expertise directly related to the practical aspects of film directing, and two with academic expertise in film and media theory. The ET view the number and composition of staff expertise as adequate to ensure learning outcomes of the programme.

3.3. Although the Academy was unable to provide a precise figure of the ratio of teachers to the number of students in the current cohort on a programme basis, the ET was satisfied that – across the Academy – the proportion of teaching staff to students was consistent with the stipulations set out within the relevant National guidelines. The group of current students and the alumni that the ET met with during the Evaluation Visit commented very positively on the helpfulness and qualification of their teaching staff.

3.4. The Academy did not provide specific numbers on staff turnover at programme level but, from the information provided in the SER, it appears that the composition of teachers working in the Department of Film and Television varies by approximately 7% each year. A number of reasons are given for this, ranging from retirement of staff through to active creative work and personal reasons. The SER states that '*trends pertaining to turnover of teachers occur naturally and have no negative outcomes on the study programme*'[1], and this statement was confirmed by the ET through its discussions with both students and alumni of the programme during the visit.

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[1] MA Film Directing SER, paragraph 45, p. 13.

3.5. The ET has noted that the conditions for the professional development of the teaching staff necessary for the provision of the programme have improved dramatically since the last evaluation. However, while both current students and alumni felt that the majority of their teachers were excellent in terms of their professional practice, both groups expressed a concern that some teachers lacked basic teaching skills. While the students both respected and appreciated the high quality of practical subject knowledge and expertise that these staff brought with them, they felt that often this did not translate into satisfying learning experiences due to a lack of effective pedagogical strategies on the part of the teacher. In light of this, **the ET recommends** that the Academy considers establishing a short but intensive staff development workshop programme aimed specifically at equipping professional practitioners (brought in to teach in the Academy) with basic pedagogic strategies for teaching in a University context.

3.6. The teaching staff of the programme are involved in a range of research and/or art practices directly related to the Film Directing programme – a total of one monograph, twelve research articles and three sets of methodological materials have been published in five year period. The teaching staff were able to critically reflect upon the need for them to undertake a greater engagement in productive research activities and they fully understood the value of involving students in such activities where possible.

4. *Facilities and learning resources*

4.1i In the SER, the Academy states that while it considers the adequacy of the physical spaces and technical resources available to students on the study programme to meet the '*basic needs of study programme implementation*'[2], it also acknowledges that the current range of physical learning resources '*need to be substantially renovated and upgraded as soon as possible*'[3]. The ET concur with the Academy's own assessment of its physical and technical resources as only meeting the 'basic needs' of students in their achievement of learning outcomes and supports the Academy's assertion that these facilities need to be upgraded as soon as possible. The physical estate of the Academy is spread across a number of sites spread across the centre of Vilnius, a number of these are considered as heritage building subject to various planning restrictions. In order to meet the learning and teaching needs of its various programmes, the Academy has determined that this will be best achieved through an ambitious building programme that will deliver a new campus on which all of the current provision can be housed together within a complex of new purpose designed buildings on one site. The plot of land for this development has already been identified and the Academy is in the process of completing the building tender document and securing the necessary funding to commission the project. Although it will be a number of years before the overall project is completed. The ET commend the Academy on its adoption of an ambitious strategic plan to establish a new campus in the City that brings together all of the Academy's faculties and departments and provide a significantly improved suit of learning resources for all students.

ii The ET also learned that the Academy entered into partnership with the Lithuanian Film Studio and Vilnius Academy of Arts to establish the Audio-visual Arts Industry Incubator (Incubator), a film post-production facility for the use of young professionals

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[2] MA Film Directing SER, paragraph 68, p. 20.
[3] MA Film Directing SER, paragraph 71, p. 21.

and students. The Incubator comprises a screening hall, a suite of sound and video editing stations and a number of offices for resident emergent film production companies. In addition, the Incubator has a stock of film making equipment, including cameras as well as lighting and sound recording equipment. Hire of post-production facilities and film-making equipment is offered at reduced rates to graduates and they are free to current students of the Academy. Students of MA Film Directing programme that met with the ET spoke less enthusiastically about the opportunities that the Incubator offered in terms of enhancing their learning experience; the facility is sited some distance outside Vilnius and students reported that travelling to the Incubator was problematic without a car. The ET learned that the Incubator was also used as a hub for international film-making projects which offered graduates and current students the opportunity to engage with young film-makers from across Europe. The ET commend the strategic initiative of the Academy's to become a founding partner of the Audio-visual Arts Industry Incubator, which offers access to state-of-the-art facilities and equipment for both current students and graduates.

4.2   Students have access to a limited number of computer work-stations, these are generally housed in the various library reading rooms located in different Academy buildings. Other specialist equipment, such as film-making equipment (editing rooms, etc.) is also available for the students. This includes use of the facilities at the Incubator. As is the case with the premises for studies, the specialist equipment available at the Academy meets only the basic needs of students but is sufficient for them to meet the learning outcomes of their programme. Students generally have access to better resources when they undertake practical work that involves them in working in external professional settings (including the Incubator).

4.3   The programme requires that each student successfully complete the equivalent of 15 credits (400 hours) of study related practice (Professional Practical Training) outside of the Academy in the second year of the programme. The ET understood that this required students to complete a 'practical workbook' in which the various external practical activities that each student has engaged in are noted and verified by the professional host. However, the ET learned from the meeting with students that in some cases these practical assignments were poorly supervised and students received no clear guidance in terms of the protocols of professional practice. They also stated that, in their view, the scrutiny of the practical workbooks by staff was generally somewhat cursory in nature. **The ET recommends** that the Academy seeks to improve communications between students, teaching staff and external organisations (including social partners) in relation to practical work opportunities.

4.4   The ET was able to view the main library facilities available to students studying on the programme. These key learning resources appeared to the ET to be extremely poor in terms of both provision (books, journals, recorded media and subscribed on-line resources) and access (study places, computer access and opening hours). In discussions with both the current students and graduates that the ET met with, the ET learned that little use was being made of the limited library resources that are available and that students were finding alternative means of supporting their studies, including through the utilization of external library resources, internet search engines, the purchase of books from on-line retailers and/or copying books loaned by teaching staff from their personal collections. **The ET recommends** that the Academy's library facilities, both in terms of physical space, book-stock and access to other materials (including on-line), as well as accessibility (opening hours) need to be significantly improved as a matter of

priority. While the ET appreciates that year round extend opening hours may be unaffordable at present, the Academy is strongly encouraged to give consideration to extending both the opening hours of library facilities and access to key technical equipment (for example rooms housing film editing suites) for limited periods in the run up to Examinations.

5.   *Study process and student assessment*

5.1.   Admission requirements are well-founded and in accordance with national regulations (SER, paragraphs 82 - 84). In earlier years, the study programme recruited students every four years. In line with a recommendation made in the previous evaluation report, admission to the MA programme of Film Directing was changed to being biennial.

5.2.   The aims (objectives), learning outcomes and assessment criteria for each individual study course are clearly articulated in the Descriptions of Subjects (provided by the academy in advance of the Evaluation Visit). Each course (module) descriptor conforms to a common template which additionally sets out key information, including a breakdown of the themes of each class and a supporting bibliography. The template used is fit for purpose and provides a clear overview of the learning experience offered by each module. However, the ET noted that the assessment criteria for pass grades 5 to 7 (on the 1-10 assessment scale) only required student to meet half the learning outcomes of the module and, in some cases, less than half. Given that many of the modules are pre-requisites for subsequent modules, this approach to assessment allows students to successfully gain credits enabling them to progress through, as well as complete, the programme by meeting 50% (or less) of the cumulative learning outcomes. **The ET recommends** that the Academy gives <u>urgent attention</u> to the assessment of learning outcomes across all modules in each programme. In the view of the ET, the threshold pass grade must require the student to achieve each of the stated learning outcomes of each module to a minimum standard in order for credit to be awarded.

5.3.   The report from the previous Evaluation of the programme (2010) included a recommendation in which the Academy was '*encouraged to adopt a more proactive approach to encouraging student and staff mobility*'[4]. In the intervening period up to 2014, there has been significant increase in the number of outgoing students (through programmes such as Erasmus and NordPlus) across the Faculty although the number of incoming students remains very low. The Academy currently co-operates with circa 120 HEI's across 34 countries and, in addition to formal exchange activity, students are also encouraged to participate in international festivals and other projects abroad. In response to the recommendation in the previous Evaluation Report, the Academy established an additional full-time position at the International Relations Office for the needs of the Faculty and to produce a more systematic approach to the accounting of international mobility. A number of the students and alumni that the ET met with during the Evaluation visit had participated in international exchanges, though they reported that the experience afforded by these were variable in terms of the opportunities for academic development offered. The Academy maintains a list, which is accessible to students, that includes all the current student exchange agreements and students can apply to be considered for these. However, some students reported that the programmes that they had visited had not met with their expectations in terms of teaching (modules

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[4] Evaluation Report of Television Directing (2010), Section III Recommendations (3.13)

not being taught in English) and/or curriculum content (a poor fit with their home programme). In light of this, **the ET recommends** that the Academy seeks to improve communications between students, teaching staff and staff in the International Relations Office in relation to mobility opportunities. The Academy currently has limited capacity to teach study modules in English and this has had a significant impact on the number of incoming students that the Academy receives. The ET supports the recommendation made in the previous Evaluation Report regarding which encouraged the Academy to foster '*greater provision of opportunities to develop foreign language competences*'[5], particularly in English so as to increase the numbers of incoming exchange students. Notwithstanding the comparatively low numbers of incoming exchange students, the ET commend the Academy for its achievement of significantly increasing staff and student mobility since the completion of the last evaluation process.

5.4i   In the SER, the Academy lists a range of services that are available to students in addition to those directly provided by their programme of study; these include a Career Centre, health care services (including psychological support) and a Centre for Physical Culture. While the ET saw the value of these services, the students that were met with during the Evaluation Visit, while appreciative of their existence, were unclear as to the precise nature of the services they provided or how they could access them. The ET advise the Academy to ensure that the full range of services available to students is well publicised and that the processes by which they are accessed is made more transparent.

ii.   The ET noted form a statement made in the SER[6] that if a student does not agree with the assessment outcomes of their work or wish to challenge the assessment process, they are required to submit a formal appeal within 3 days of being informed of the outcome of their assessment. The ET viewed that as being an unreasonably short period of time to expect a student to have constructed a reasoned appeal. Therefore, **the ET recommends** that the Academy give due consideration to extending the time limit by which students have to submit a formal appeal against assessment processes and outcomes (the ET suggests extending this to 10 –15 working days).

iii. Through its various meetings with both current students and alumni, the ET was impressed with the articulacy of these groups and the critically constructive insights that they were able offer into ways in which the programme could be further improved. Both the current students and alumni expressed a desire to be engaged in a more formal process of consultative feedback to the Academy (in addition to surveys). The view of the ET was that this would provide qualitative information that would make a valuable contribution to the Academy's enhancement agenda. Therefore **the ET recommends** that LMTA provides students with clear guidance as to how they can formally raise issues that seek to improve the learning experience offered by the programme, for example the desire to extend the opening hours of key learning resources (such as the Library and editing suites) in the run-up to examinations and/or to suggest changes to the current curriculum.

5.5i   The criteria by which student achievement is assessed are appropriate to the aims of MA Film Directing programme and the achievement of the stated learning outcomes. Students are assessed according to a ten-point criteria-based system (consistent with the recommendations of the Ministry of Education and Science and in line with the Study

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[5] Evaluation Report of Television Directing (2010), Section III Recommendations (3.13).

[6] MA Film Directing SER, paragraph 117.

Regulations of the Academy). The Assessment system is clearly outlined in the SER and is readily available to students. In their meeting with the ET, students confirmed that the intended learning outcomes were made clear to them at the start of the programme and that the learning outcomes of each study course/module were set out for them at the beginning of the course.

5.6i The Academy's Career Centre gathers and publicises information on vacancies in art companies and schools (teaching posts) available, both in Lithuania and abroad. It also provides information on art competitions, creative workshops and other activities that provide students and graduates with career enhancing opportunities. Currently, statistical data regarding the demand for graduates with particular competences within the labour market has not been formally collected by the Academy. Since 2009, the Academy has been involved in a project – led by Vilnius University – which is aimed at improving the ability of HEI's to monitor graduate employability and improve career counselling services. This project has not yet come fully to fruition but it is planned that a database system will be designed which will gather employment data on graduates, employer surveys will be undertaken more systematically and that both of these developments will enable the Academy to maintain contact with graduates and employers, and help in identifying the levels of demand for graduates in specialised fields and the number of vacancies being created.

ii The data presented in the SER (for three years) suggests that the employability rate for MA Film Directing graduates is extremely high and amounts 100%. The evidence presented in the SER suggests that graduates are finding work in leading organisations of film industry. The representative group of alumni that the ET met with during the Visit were all working in areas directly related to their studies.

6. *Programme management*

6.1i The ET noted that the previous Evaluation Report (2010) advised the Faculty and the Department of Film and Television to consider '*establishing the post of MA programme leader to provide operational leadership for the programme*'[7]. Although the Faculty has not established such a post, it has established a Study Programme Committees for each programme (as from the end of 2012). The role of these committees, which include staff, student and stakeholder representatives, is to analyse the most important performance indicators pertaining to the programme and resolve any issues in regard to its content. A course supervisor is in charge of the implementation of each study programme, though it was unclear to the ET if this was similar in function to a programme leadership role. In the SER, the Faculty admits that Study Programme Committees have not yet fully matured in terms of their operation. However, the ET applauds the decision of the Academy to establish of the Study Programme Committees and recognises the potential they have to form a key part the quality assurance and enhancement processes of the Academy.

6.2. One of the key recommendations of the previous Evaluation Report (2010) was for the Academy to '*introduce a more formal quality assurance system*', and to '*formalise and generally improve means of obtaining and using student feedback*'[8]. In response to this,

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[7] Evaluation Report of Television Directing (2010), Section III Recommendations (3.15).
[8] Evaluation Report of Television Directing (2010), Section III Recommendations (3.6; 3.16)

the Academy undertook a project[9] aimed at integrating all its monitoring and improvement processes in order to ensure their effectiveness. The Academy currently collects a range of data sets; student admissions, progression and achievement, module delivery, international mobility and graduate employment. In addition, the Academy collects data from a range of surveys, including student surveys, alumni surveys and employer surveys. Data sets are made available to, and analysed by, a number of bodies that play a key role in the quality management process, including Study Programme Committees, Faculty Councils, Senate and the Rector's Office. At present, the collection of different data is undertaken by different administrative divisions of the Academy but the ET were informed that an IT system for quality management is currently in development and that, when completed, this will draw together all the data and make this readily available across the academy. The ET commends the Academy on its commitment to the gathering of comprehensive quantitive data for the purpose of assuring and enhancing the quality its programmes, and its intention to make this data available electronically across the institution. However the ET learned, through its discussions with students, alumni and social partners that the dominant mode of engagement for the purpose of eliciting qualitative feedback was informal rather than being mediated through more formal frames. Therefore, **the ET recommends that** the Academy seek practical and effective ways to engage students, graduates and social partners in more formal ways in the evaluation, revision and renewal of the programmes as they go forward.

6.3   Each programme within the Academy is subject to internal review every two years. This provides the Programme Study Committees with an opportunity to reflect on the feedback that it has gathered from students, alumni and social partners and make appropriate changes to the curriculum. The ET heard evidence of changes being made to the MA Film Directing programme through this internal review process, including the introduction of new modules. The ET had opportunity to follow up on the Academy's responses to the recommendations made within the previous Evaluation Report (2010), this included 7 compulsory and 11 suggested recommendations. The view of the ET was that the Academy had responded positively to the majority of these and had made significant progress in relation to a number of them. The ET commends both the Academy and the Faculty on the purposeful, considered and constructive steps that have been taken in response to the recommendations made in the previous Evaluation Report (2010).

6.4   The programme appears to be permeable to feedback from stakeholders (graduates, employers and social partners). The stakeholders whom the ET met with confirmed that the mechanism of informal feedback was effective and that a constant informal dialogue existed between themselves and the Department of Film and Television on the changing landscape and needs of the field of professional practice. While the ET understands the value of this on-going informal dialogue, **the ET recommends** that the Faculty/Academy establishes means by which informal feedback gathered from, graduates, social partners and industry representatives (as well as current) students is captured within the formal processes of the Academy and is used to inform the enhancement of its programmes. The formal processes of the Academy, that capture feedback from stakeholders include the Study Programme Committees (which include a stakeholder within their membership) and the range of alumni, employers and social partners that are included within the membership of Assessment Panels for final

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[9] Developing internal quality management system for studies at the LMTA (2012)

examinations, which are externally Chaired and formally assess the health of the programme as part of the process of assessing students' final theses. The Academy also conducts surveys of alumni, employers and social partners, and students are asked to complete feedback questionnaires, though the ET what the level of engagement was with the survey process.

6.5i To ensure the quality of its study programmes, the Academy collects data on admissions, student progression and achievement, as well as gathering information from student, alumni and stakeholder surveys. This data is discussed and analyzed in respective administrative divisions and is subsequently considered at meetings of the Senate, Faculty Councils, Faculty Departments and Study Programme Committees. Decisions are made regarding improvement of the quality of study programmes based on the consideration of this data. The most important document relating to quality assurance measures is the *Quality Handbook of LMTA* which was finalized in 2013. It describes the principles of the quality management system, quality policy, processes of measurement and the evaluation and improvement of activities. Quality assurance in teaching is regulated by the *Procedure for assessment and competitions of teachers and research fellows of LAMT* and the *Minimum requirements for qualification of LAMT teachers and research fellows*. Quality assurance in teaching is realised through an assessment of teachers' performance which takes place every five years.

ii The ET viewed the establishment of Study Programme Committees a key recent development in the Academy's quality assurance and enhancement processes. Although these Committees have only relatively recently been established (at the end of 2012) and are still in the process of establishing their most effective working methodology, the ET commends the Academy for establishing these Committees and the potential that they have to play a key role in the quality assurance and enhancement processes of the Academy.

RECOMMENDATIONS

The ET evaluated three programmes at the Academy, one Masters programmes (MA Film Directing) and two BA programmes (BA Film Directing and BA Art Management). All three programmes are located in the Faculty of Theatre and Film (FTF). This afforded the ET the opportunity to gather a broader view of the Academy as well as of each individual programme. Consequently, a number of the recommendations below are aimed at the Faculty and the Academy as a whole, while others relate specifically to the MA Film Directing programme.

As a conclusion to this report the Evaluation Team make the following recommendations.

(at the level of the programme)

1) That the differences in demand between first and second cycle studies in the level of intellectual engagement, critical reflection and programme content – as well as the programme aims and learning outcomes – need to be clearly identified and articulated in the programme documentation for MA Film Directing (including in any informational materials made available to applicants) [*paragraph 1.3 refers*].

2) That the Academy seek practical and effective ways to engage students, graduates and social partners in more formal ways in the evaluation, revision and renewal of the programmes as they go forward [*paragraph 6.2 refers*].

3) To provide students with clear guidance as to how they can formally raise issues that seek to improve the learning experience offered by the programme, for example the desire to extend the opening hours of key learning resources (such as the Library and editing suites) in the run-up to examinations and/or to suggest changes to the current curriculum [*paragraph 5.4iii refers*].

4) To improve communications between students, staff (including staff in the International Relations Office) and external organisations (including social partners) and, particularly in relation to practical work and mobility opportunities [*paragraphs 5.3 and 4.3 refer respectively*].

(at the level of the Faculty/ Academy)

5) Urgent attention needs to be given to the assessment of learning outcomes, ensuring that all stated learning outcomes must be met (to at least the minimum level) in order for a student to pass each individual study course and receive programme credits [*paragraph 5.2 refers*].

6) Library facilities, both in terms of physical space, book-stock and access to other materials (including on-line), as well as accessibility (opening hours) need to be significantly improved as a matter of priority [*paragraph 4.4 refers*].

7) That the Academy gives consideration to the establishment of a short but intensive staff development workshop programme aimed specifically at equipping professional practitioners (brought in to teach in the Academy) with basic pedagogic strategies for teaching in a University context [*paragraph 3.5 refers*].

8) Extend the time limit by which students have to submit a formal appeal against assessment processes and outcomes (we suggest to 10–15 working days) [*paragraph 5.4ii refers*].

9) To ensure that informal feedback gathered from students, graduates, social partners and industry representatives is captured within the formal processes of the Academy and is used to inform the enhancement of its programmes [*paragraph 6.4 refers*].

IV. SUMMARY

The Evaluation Team (ET) noted several the positive aspects of the MA Film Directing programme.

The ET were particularly impressed with the clarity of the programmes learning outcomes, which – in the view of the ET – appear to blend the best traditions of Lithuanian film directing with the needs of the contemporary professional field of film production.

The ET was also very impressed with the highly motivated and critically reflective student body, as represented by the students who they met with during the course of the Evaluation Visit. The Team was also impressed by the range of active links that the programme has with a range of social partners and the opportunities that these provide for both current students and graduates.

The ET viewed positively the way that the Fim Directing curriculum seeks to integrate practice and theory in the student learning experience and the way in which practical work is embedded in the student experience throughout the programme. In the view of the ET, these aspect of the programme are further strengthened by the considerable academic expertise and professional experience represented among the teaching team and the range of relationships with the field of professional practice that are maintained by the programme.

In addition to the points above, which relate specifically to the MA Film Directing programme, The ET noted a range of positive aspects of the provision that relate to the Faculty of Theatre and Film and – more broadly – to the Academy.

The ET noted that the Academy had established Study Programme Committees for each programme since the occasion of the previous evaluation visit (2010), the ET viewed this as being a very positive development and could clearly see the potential of these new Committees to play an increasingly key role in the quality assurance and enhancement processes of the Academy.

The ET also noted that, over recent years, the Academy had made a determined movement towards gathering comprehensive quantative data sets for the purpose of underpinning its quality assurance processes and the enhancement of its programmes. The ET were pleased to learn that it is the Academy's intention to make all quantative data pertaining to student recruitment, attendance, progression and employability easily accessible across the institution.

During the Evaluation Visit, the ET learned of the Academy's ambitious strategy to establish a new campus in the City. The ET understood that this new campus would enable the Academy to bring together all of its faculties and departments on to one site while also providing students with access to a significantly improved learning environment and teaching resources. It is intended that this new campus will also comprise a range of new public facilities, such as a concert hall, cinema and theatre.

The ET was also highly impressed with the Academy's strategic initiative to become a founding partner of the Audio-visual Arts Industry Incubator. This is a large state-of-the-art film production facility – used by professional film production companies, graduate start-up businesses and current students. The facility offers the academy's students with access to significantly improved facilities and equipment.

The ET also noted the purposeful and considered steps that the Faculty has taken in responding constructively to the recommendations made in the respective Evaluation reports (2010) for the three programmes that we have visited. This included the fostering of a significant increase in staff and student mobility and proposed changes to the Programme Structure that, when fully implemented, will offer students greater optionality in choice of study courses (modules) – both within the Academy and across a range of other Universities (such as Vilnius University and the Vilnius Academy of Arts).

The ET also noted a number of areas where it felt that the Academy needed to make significant improvements, these have formed the basis of a range of recommendations that the ET have made to the Academy within the body of the Evaluation Report. A number of these recommendations are addressed to the Faculty and the wider Academy, while a number of others relate more specifically to the MA Film Directing programme.

During the course of the Evaluation Visit, the ET formed the view that the differences in demand between first and second cycle studies in terms of the level of intellectual engagement, critical reflection and programme content – as well as the programme aims and learning outcomes – need to be clearly identified and articulated in the programme documentation for MA Film Directing (including in any informational materials made available to applicants). From its discussions with both current students and graduates the ET formed the view that, at present, the different and distinguishing challenge of postgraduate study were insufficiently delineated within the curriculum.

The ET recommends that the programme identifies practical and effective ways to engage students, graduates and social partners in formal quality assurance processes for the purpose of the evaluation, revision and renewal of the programme as it goes forward. In addition to this, the ET makes a recommendation that students are provided with clear guidance as to how they can formally raise issues that seek to improve their learning experience, for example their expressed desire to have the opening hours of key learning resources (such as the Library and editing suites) extended in the run-up to examinations and/or to suggest changes to the current curriculum.

In general, the ET formed the view that practical steps needed to be taken in order to improve communications between students, staff (including staff in the International Relations Office) and external organisations (including social partners), particularly in relation to opportunities to undertake practical work and engage in mobility opportunities.

In its consideration of wider matters, that pertain to the Faculty and the Academy as well as the MA Film Directing programme, the ET recommend that urgent attention is given to the assessment of learning outcomes, so as to ensure that all stated learning outcomes need to be met (at least to the minimum level) in order for a student to pass each individual study course and receive programme credits. The ET also recommend that the Academy's Library facilities, in terms of physical space, book-stock and access to other materials (including on-line) and accessibility (opening hours) need to be significantly improved as a matter of priority.

In relation to the enhancement of the student learning experience, the ET recommend that the Academy gives consideration to the establishment of a short but intensive staff development workshop programme aimed specifically at equipping professional practitioners (brought in to teach in the Academy) with basic pedagogic strategies for teaching in a University context. The ET also recommends that the Academy monitors more closely the delivery of scheduled

teaching sessions to ensure that these take place according to the published timetable and to ensure that cancelled classes are appropriately re-scheduled or the content is delivered through alternative means.

The ET was very impressed with the articulacy and insight of the feedback that they heard from students, graduates, social partners and industry representatives during the course of the Evaluation Visit. However, the ET were not convinced that the feedback mechanisms that the Academy currently operates as part of its quality assurance processes are effective at capturing such feedback. The ET recommend that the Academy identifies means by which informal feedback gathered from various stakeholders, including current students, is captured within its formal quality assurance processes and is effectively used to inform the enhancement of its programmes.

Finally, the ET noted that the Academy currently allows only a short period (three days) for students to appeal against examination decisions. In view of the possible complexities of such appeals, the ET recommends that the Academy extends the time limit by which students have to submit a formal appeal against assessment processes and outcomes (the ET have suggested that to 10–15 working days would be an appropriate period of time for such appeals to be made).

V. GENERAL ASSESSMENT

The study programme Film Directing (state code – *621W43002*) at Lithuanian Academy of Music and Theatre is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
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:	**17**

*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. Anthony Dean

Grupės nariai:
Team members: Prof. Dr. Maria Johansson

Prof. Dr. Jurgita Staniškytė

Marta Sprogytė (Student representative)

LIETUVOS MUZIKOS IR TEATRO AKADEMIJOS ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *VAIZDO REŽISŪRA* (VALSTYBINIS KODAS – *621W43002*) 2014-07-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-414 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos muzikos ir teatro akademijos studijų programa *Vaizdo režisūra* (valstybinis kodas – *621W43002*) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	**17**

* 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

Vertinimo grupė atkreipė dėmesį į kelis teigiamus magistrantūros studijų programos *Vaizdo režisūra* aspektus.

Studijų kokybės vertinimo centras

Vertinimo grupei ypač didelį įspūdį padarė studijų programos studijų rezultatų aiškumas. Vertinimo grupės manymu, juose derinamos geriausios Lietuvos vaizdo režisūros tradicijos ir dabartinės filmų gamybos profesinės srities poreikiai.

Vertinimo grupei taip pat didelį įspūdį padarė labai motyvuoti ir gebantys kritiškai mąstyti studentai, kuriems atstovavo studentai, su kuriais vertinimo grupė susitiko per apsilankymą Akademijoje. Vertinimo grupei taip pat įspūdį padarė aktyvūs šios studijų programos ryšiai su socialiniais partneriais ir jų teikiamos galimybės dabartiniams studentams ir absolventams.

Vertinimo grupė teigiamai vertina tai, kaip studijų programos *Vaizdo režisūra* turinyje siekiama studentus supažindinti tiek su praktika, tiek su teorija, ir tai, kad visoje studijų programoje studentai įgyja praktinio darbo patirties. Vertinimo grupė mano, kad šiuos studijų programos aspektus dar labiau sustiprina didelė dėstytojų akademinė kompetencija ir profesinė patirtis bei įvairūs ryšiai su profesinės praktikos sritimi, kurie palaikomi šioje studijų programoje.

Be pirmiau minėtų dalykų, susijusių konkrečiai su magistrantūros studijų programa *Vaizdo režisūra*, vertinimo grupė atkreipė dėmesį į daugybę teigiamų aspektų, susijusių su Kino ir teatro fakultetu ir visa Akademija.

Vertinimo grupė atkreipė dėmesį, kad po praėjusio vertinimo (2010 m.) Akademija sudarė kiekvienos studijų programos komitetus. Vertinimo grupė tai laiko labai teigiamu pokyčiu ir aiškiai matė šių naujų komitetų potencialą jiems atliekant vis svarbesnį vaidmenį Akademijos kokybės užtikrinimo ir tobulinimo procesuose.

Vertinimo grupė taip pat atkreipė dėmesį, kad pastaraisiais metais Akademija ryžtingai pasistūmėjo visapusiškų kiekybinių duomenų rinkimo srityje, siekdama sustiprinti kokybės užtikrinimo procesus ir tobulinti savo studijų programas. Vertinimo grupei buvo malonu sužinoti, kad Akademija ketina suteikti paprastą prieigą prie visų kiekybinių duomenų, susijusių su studentų atranka, lankomumu ir įsidarbinimu, visoje Akademijoje.

Per apsilankymą Akademijoje vertinimo grupė sužinojo apie Akademijos plataus užmojo strategiją perkelti Akademiją į kitą miesto vietą. Vertinimo grupė suprato, kad ši nauja vieta sudarys sąlygas Akademijai suburti visus fakultetus ir katedras vienoje vietoje ir taip pat sukurti studentams gerokai geresnę studijų aplinką ir mokymo išteklius. Numatoma, kad

naujoje vietoje taip pat bus įvairių naujų visuomeninių patalpų, tokių kaip koncertų salė, kino teatras ir teatras.

Vertinimo grupei taip pat didelį įspūdį padarė Akademijos strateginė iniciatyva tapti Audiovizualinių menų industrijos inkubatoriaus steigėja. Tai didelis šiuolaikiškas filmų gamybos centras, kurį naudoja profesionalios filmų prodiusavimo įmonės, absolventų pradedančiosios įmonės ir dabartiniai studentai. Inkubatoriuje Akademijos studentams suteikiama galimybė naudoti gerokai geresnes patalpas ir įrangą.

Vertinimo grupė taip pat atkreipė dėmesį į tikslingus ir apgalvotus Fakulteto žingsnius konstruktyviai reaguojant į rekomendacijas, pateiktas atitinkamose trijų studijų programų, kurias vertinome, Vertinimo išvadose (2010 m.). Jos apėmė personalo ir studentų judumo geroką padidinimą bei siūlomus studijų programos struktūros pokyčius, kuriuos visiškai įgyvendinus studentai turėtų daugiau studijų dalykų (modulių) pasirinkimo galimybių tiek Akademijoje, tiek įvairiuose kituose universitetuose (pavyzdžiui, Vilniaus Universitete ir Vilniaus dailės akademijoje).

Vertinimo grupė taip pat atkreipė dėmesį į sritis, kurias Akademijai reikėtų gerokai patobulinti. Jos buvo vertinimo grupės rekomendacijų, pateiktų Akademijai Vertinimo išvadose, pagrindas. Daug rekomendacijų skirta Fakultetui ir visai Akademijai, kitos konkrečiai susijusios su magistrantūros studijų programa *Vaizdo režisūra*.

Per apsilankymą Akademijoje vertinimo grupei susidarė įspūdis, kad reikia aiškiai nustatyti ir magistrantūros studijų programos *Vaizdo režisūra* dokumentuose (įskaitant visą stojantiesiems pateikiamą informacinę medžiagą) aiškiai išdėstyti pirmosios ir antrosios pakopos studijų poreikių skirtumus, susijusius su intelektine įtrauktimi, kritiniu mąstymų ir studijų programos turiniu bei studijų programos tikslais ir studijų rezultatais. Iš diskusijų su dabartiniais studentais ir absolventais vertinimo grupei susidarė įspūdis, kad šiuo metu išskirtinis ir kitoks magistrantūros studijų pobūdis nėra pakankamai atspindėtas studijų turinyje.

Vertinimo grupė rekomenduoja studijų programoje numatyti būdus, kaip praktiškai ir veiksmingai įtraukti studentus, absolventus ir socialinius partnerius į formalesnį vykdomų studijų programų vertinimą, persvarstymą ir atnaujinimą. Be to, vertinimo grupė rekomenduoja aiškiai studentams paaiškinti, kaip jie gali formaliai kelti klausimus, skirtus mokymosi patirčiai studijų programoje gerinti pavyzdžiui, pageidauti, kad pagrindiniai mokymosi ištekliai (tokie kaip biblioteka ir montažinės) dirbtų ilgiau prieš egzaminų sesijas ir (arba) siūlyti dabartinio studijų turinio pakeitimus.

Studijų kokybės vertinimo centras

Apskritai vertinimo grupei susidarė įspūdis, kad reikia imtis praktinių veiksmų siekiant gerinti studentų, personalo (įskaitant Tarptautinių ryšių skyriaus personalą) ir išorinių organizacijų (įskaitant socialinius partnerius) bendravimą ypač dėl praktinio darbo ir judumo galimybių.

Aptarusi platesnius klausimus, susijusius su Fakultetu ir Akademija bei magistrantūros studijų programa *Vaizdo režisūra*, vertinimo grupė rekomenduoja nedelsiant atkreipti dėmesį į studijų rezultatų vertinimą ir užtikrinti, kad būtų pasiekti visi nurodyti studijų rezultatai (bent jau minimaliai), kad studentas baigtų kiekvieną atskirą studijų kursą ir gautų studijų programos kreditus. Vertinimo grupė rekomenduoja Akademijos bibliotekai prioriteto tvarka itin tobulinti bibliotekos materialiuosius išteklius, tiek fizinę jos erdvę, knygų fondą ir kitą medžiagą (įskaitant internetinę), tiek jų prieinamumą (darbo laiką).

Studentų mokymosi patirties gerinimo srityje vertinimo grupė rekomenduoja Akademijai apsvarstyti galimybę sudaryti trumpą, bet intensyvią, personalo profesinio tobulėjimo seminarų programą, kuri būtų konkrečiai skirta supažindinti profesionalus praktikus (dėstančius Akademijoje) su pagrindinėmis pedagoginėmis dėstymo universitete strategijomis. Vertinimo grupė taip pat rekomenduoja Akademijai atidžiau stebėti, ar vyksta numatytos paskaitos, siekiant užtikrinti, kad jos vyktų pagal paskelbtą tvarkaraštį ir kad atšauktos paskaitos būtų tinkamai perkeltos arba jų turinys būtų perteiktas kitomis priemonėmis.

Per apsilankymą Akademijoje vertinimo grupei didelį įspūdį padarė aiškūs studentų, absolventų, socialinių partnerių ir pramonės atstovų atsiliepimai ir įžvalgos. Vis dėlto vertinimo grupės neįtikino tai, kad šiuo metu Akademijos naudojami atsiliepimų surinkimo mechanizmai, kurie yra kokybės užtikrinimo procesų dalis, efektyviai fiksuoja atsiliepimus. Vertinimo grupė rekomenduoja Akademijai numatyti priemones, kurios padėtų neformalius atsiliepimus, surinktus iš įvairių socialinių dalininkų, įskaitant dabartinius studentus, užfiksuoti formaliuose kokybės užtikrinimo procesuose ir efektyviai juos naudoti studijų programoms tobulinti.

Vertinimo grupė atkreipė dėmesį, kad šiuo metu Akademija suteikia mažai laiko (tris dienas) studentų apeliacijoms dėl su egzaminais susijusių sprendimų pateikti. Atsižvelgdama į galimus tokių apeliacijų pateikimo sunkumus, vertinimo grupė rekomenduoja Akademijai pratęsti terminą, per kurį studentai turi pateikti formalią apeliaciją dėl vertinimo procesų ir

Studijų kokybės vertinimo centras

rezultatų (vertinimo grupė pasiūlė, kad 10–15 darbo dienų būtų tinkamas laikotarpis tokioms apeliacijoms pateikti).

<...>

REKOMENDACIJOS

Vertinimo grupė vertino tris Akademijos studijų programas: vieną magistrantūros studijų programą (magistrantūros studijų programa *Vaizdo režisūra*) ir dvi bakalauro studijų programas (bakalauro studijų programos *Meno vadyba* ir *Vaizdo režisūra*). Visas tris studijų programas vykdo Teatro ir kino fakultetas (TKF). Tai leido vertinimo grupei susidaryti išsamesnį vaizdą apie Akademiją ir kiekvieną studijų programą atskirai. Dėl to toliau pateiktos rekomendacijos skirtos tiek Fakultetui, tiek visai Akademijai, nors kai kurios jų yra susijusios konkrečiai su magistrantūros studijų programa *Vaizdo režisūra*.

Šioje vertinimo išvadoje vertinimo grupė teikia šias rekomendacijas.

(Studijų programos lygmenyje)

8) Reikia aiškiai nustatyti ir magistrant ros studij programos *Vaizdo režisūra* dokumentuose (skaitant vis stojantiesiems pateikiam informacin medžiag) aiškiai išd styti pirmosios ir antrosios pakopos studij poreiki skirtumus, susijusius su intelektine trauktimi, kritiniu m stym ir studij programos turiniu bei studij programos tikslais ir studij rezultatais [*žr. 1.3 punktą*].

9) Akademija turi siekti praktiškai ir veiksmingai traukti studentus, absolventus ir socialinius partnerius formalesn vykdom studij program vertinim , persvarstym ir atnaujinim [*žr. 6.2 punktą*].

10) Aiškiai studentams paaiškinti, kaip jie gali formaliai kelti klausimus, skirtus mokymosi patir iai studij programoje gerinti, pavyzdžiui, pageidauti, kad pagrindiniai mokymosi ištekliai (tokie kaip biblioteka ir montažin s) dirbt ilgiau prieš egzamin sesijas ir (arba) si lyti dabartinio studij turinio pakeitimus [*žr. 5.4iii punktą*].

11) Gerinti student , personalo (skaitant Tarptautini ryši skyriaus personal) ir išorini organizacij (skaitant socialinius partnerius) bendravim ypa d l praktinio darbo ir judumo galimybi [*žr. 5.3 ir 4.3 punktus atitinkamai*].

(Fakulteto ir (arba) Akademijos lygmenyje)

Studijų kokybės vertinimo centras

12) Nedelsiant atkreipti d mes   studij   rezultat   vertinim   ir užtikrinti, kad b t
    pasiekti visi nurodyti studij   rezultatai (bent jau minimaliai), kad studentas baigt
    kiekvien atskir studij kurs ir gaut studij programos kreditus [*žr. 5.2 punktą*].

13) Prioriteto tvarka reikia itin tobulinti bibliotekos materialiuosius išteklius, tiek fizin
    jos erdv , knyg fond ir kit medžiag (skaitant internetin), tiek j prieinamum
    (darbo laik) [*žr. 4.4 punktą*].

14) Akademija tur t apsvarstyti galimyb sudaryti trump , bet intensyvi , personalo
    profesinio tobul jimo seminar program , kuri b t konkre iai skirta supažindinti
    profesionalus praktikus (d stan ius Akademijoje) su pagrindin mis pedagogin mis
    d stymo universitete strategijomis [*žr. 3.5 punktą*].

8)   Skirti daugiau laiko studentų formalioms apeliacijoms dėl vertinimo procesų ir rezultatų

     pateikti (siūlome 10–15 darbo dienų) [*žr. 5.4ii punktą*].

9)   Užtikrinti, kad iš studentų, absolventų, socialinių partnerių ir pramonės atstovų gauti

neformalūs atsiliepimai atsispindėtų Akademijos formaliuose procesuose ir būtų naudojami

jos studijų programoms tobulinti [*žr. 6.4 punktą*].

<…>

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo
kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą
vertimą, reikalavimais.

                          Vertėjos rekvizitai (vardas, pavardė, parašas)

Studijų kokybės vertinimo centras