



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD of Media Art
at Kauno kolegija

Expert panel:

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Report language – English

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Vilnius
2023

Study Field Data

Title of the study programme	<i>Photography</i>
State code	6531PX023
Type of studies	College studies
Cycle of studies	First
Mode of study and duration (in years)	Full-time 3 years
Credit volume	180
Qualification degree and (or) professional qualification	Professional Bachelor of Arts
Language of instruction	Lithuanian
Minimum education required	Secondary
Registration date of the study programme	17 October 2011

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I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluations of study fields in Lithuanian Higher Education Institutions (HEIs) are based on the Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science and Sport on 17 July 2019, Order No. V-835, and are carried out according to the procedure outlined in the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) on 31 December 2019, Order [No. V-149](#).

The evaluation is intended to help higher education institutions constantly improve their study process 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 (SER) prepared by HEI; 2) site visit of the expert panel to the HEI; 3) production of the external evaluation report (EER) by the expert panel and its publication; 4) follow-up activities.*

On the basis of this external evaluation report of the study field, SKVC takes a decision to accredit the study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas is evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of the evaluation areas is evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of SKVC on 31 December 2019, [Order No. V-149](#). The site visit to the HEI was conducted by the expert panel on November 23, 2022.

Assoc. Prof. Dr. Peter Purg (Slovenia), *panel chair*, Dean of School of Humanities at University of Nova Gorica; associate professor at the School of Arts, University of Nova Gorica; President of the Slovenian Agency for Quality Assurance in Higher Education.

Prof. Dr. Peeter Linnap (Estonia), *panel member – academic*, Head of Photography Department at Pallas University of Applied Sciences.

Ms. Viktorija Šiaulytė (Lithuania), *representative of social partners*, producer; curator at Rupert art centre; affiliate at The Art, Culture, and Technology programme at Massachusetts Institute of Technology.

Ms. Andrea Paricio Henares (Spain), *student's representative*, second-year Master's student of study programme Multimedia and Visual Arts at The Polytechnic University of Valencia; member of the ESU Quality Assurance Student Experts Pool.

1.3. GENERAL INFORMATION

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

No.	Name of document
1.	KUAS strategy of Media Art study field (<i>Photography</i>) 2025 (<i>in Lithuanian</i>)
2.	Minutes of the meeting of the Media Art study field committee 01 06 2020, in which the strategy is approved (<i>in Lithuanian</i>)
3.	Minutes of the meeting of the Media Art study field committee 28 09 2022, in which the strategy is followed up on (<i>in Lithuanian</i>)
3.	Summary of KUAS strategies for study fields 2021-2025 (<i>in Lithuanian</i>)
4.	Action plan of the Faculty of Arts and Education 2022 (<i>in Lithuanian</i>)
5.	Action plan of the Applied science (Art) activities 2021-2023 (<i>in Lithuanian</i>)
6.	Screenshots of the teacher's action plan from the DV-PIS system
7.	Clarification regarding plans to have the Photography study programme in English
8.	Descriptions of several study subjects of the Photography study programme: Basics of Using Photographic Equipment; Basics of Architecture Photography; Commercial Photography; Creativity Development Project 1 (<i>in English</i>); Management of Art Projects (<i>in English and Lithuanian</i>)

1.4. BACKGROUND OF MEDIA ART FIELD STUDIES AT KAUNO KOLEGIJA

Kaunas University of Applied Sciences (hereinafter referred to as KUAS) is a state multidisciplinary higher education institution established in 2000. In 2005, KUAS was accredited as a non-university higher education institution. In 2014, it was accredited by international external evaluators. KUAS is managed by the Director, the sole governing body, who has one deputy. The collegiate governing bodies include the KUAS Council (consisting of 9 members) and the Academic Council (33 members).

At present, KUAS is one of the largest higher education institutions in Lithuania, with a community of about 5,000 students, 800 employees, and 33,000 graduates. In KUAS, studies are implemented in 4 faculties (the Faculty of Business, the Faculty of Technologies, the Faculty of Medicine, and the Faculty of Arts and Education) in Kaunas and a regional division in Tauragė. KUAS academic units maintain close contact and cooperate while implementing the KUAS Strategy and developing applied science and art activities. The studies in the field of Media Art are implemented in the Faculty of Arts and Education (hereinafter referred to as FAE), which has about 766 students and offers studies in 7 fields of study: Media Art, Fine Art, Design, Artworks Restoration, Pedagogy, Lingual Studies, and Translation Studies.

The study programme of Photography was registered on October 17, 2011, and commenced in KUAS in the autumn of 2012. During the period under assessment (2019-2021), 88 students were enrolled in this study programme. The recommendations from the previous assessment on November 24, 2015, and the resulting changes are listed in the Self-Evaluation Report after the analysis of the areas assessed.

II. GENERAL ASSESSMENT

Media Art study field and **first cycle** at Kauno kolegija is given a **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	4
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	3
Total:		24

*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

2 (satisfactory) - the area meets the minimum requirements, and there are fundamental shortcomings that need to be eliminated.

3 (good) - the area is being developed systematically, without any fundamental shortcomings.

4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings;

5 (excellent) - the area is evaluated exceptionally well in the national context and internationally.

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to HEIs operating in exile conditions)

The aims and outcomes of the reviewed programme are well aligned with the needs of the society as indicated by the data introduced in the SER (SER, p. 6-7), and confirmed in discussions with the social partners, who are in favour of the programme, recognising its positive value for the local cultural and creative industries. Professional activity areas of the specialists trained under the study field analysed are clearly indicated. The realm of photography, if compared to other programmes of the HEI as well as in a broad external comparison, is absorbing the graduates quite well, offering them a range of possible study-field relevant career pathways immediately after graduation.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

This study programme and its outcomes conform to HEI's mission, strategy, and to relevant projects like *Higher Education for Smart Specialisation (HESS)*, *Supporting Entrepreneurship and Innovation in Higher Education in Lithuania* among other.

The mission of the programme complies with the *KUAS Integrated Development Strategy 2020* and the KUAS mission, which emphasised practice-based, learner-and-society-oriented studies and the expansion of applied research. The strategy is based on 5 objectives: 1) provide high quality, competitive higher education studies; 2) strengthen the interaction between applied science and arts and studies and business; 3) mobilise and nurture a professional community; 4) develop modern infrastructure; 5) increase the efficiency of the KUAS management. The mission of the programme also complies with the new *KUAS Strategy 2021-2025*, which defines

the mission of the institution as the implementation of innovation-driven, practice-oriented higher education studies and expansion of applied research activities that are important for the development of society (SER, p. 7). For 2 years, the *Strategy of the Study Field of Media* has been a part of the new strategy of the HEI. The study programme aims and intended learning outcomes are coherent with the mission, objectives and strategy of the HEI as presented.

The applied research/art at KUAS, as in colleges of higher education in general, consists of activities such as research works, experimental development (R&D), orders of economic entities), provision of additional competencies, qualification improvement, consultations a.o. educational and research activities. As the university of applied sciences, the KUAS is first and foremost targeting the labour market and only then orienting students toward research. The mission and strategy of KUAS like every other HEI include statements that refer to the training of their students for the profession – a task that is fully met in both the curriculum and the pedagogical practice.

The programme ranks among the best two from the artistic programmes of the institution and is getting enough attention from the management that recognises its value and its embeddedness into its academic business model.

3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements

The programme is fully compliant with all the legal requirements applicable to this quality review. The programme was designed considering the provisions of the Law on Higher Education and Research of the Republic of Lithuania, the Description of the Framework of Qualifications for Lithuania, the Description of Study Cycles, the Description of the general study requirements, the Description of the full-time and part-time modes of study, the Descriptor of the study field of Media Art, the Description of the procedure for preparing, assessing and approving intended study programmes in KUAS. The structure of the study programme complies with the provisions and guidelines for quality assurance of higher education in the European Higher Education Area; the requirements of the legal documents of the Republic of Lithuania on implementing general studies; the Description of full-time and part-time studies, and the Descriptor of the first cycle collegial studies in the field of Media Art (Table 1).

Table No. Photography study programme and its compliance to general requirements for first cycle study programmes of College level (professional bachelor).

Criteria	General legal requirements	In the Programme
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS
ECTS for the study field	No less than 120 ECTS	156 ECTS
ECTS for studies specified by the college or optional studies	No more than 120 ECTS	24 ECTS
ECTS for internship	No less than 30 ECTS	30 ECTS
ECTS for final thesis (project)	No less than 9 ECTS	9 ECTS
Practical training and other practice placements	No less than one-third of the programme	37%
Contact hours	No less than 20 % of learning	48.6%

The programme is implemented in the full-time mode only. The full-time studies last for three years (six semesters). This is sufficient to achieve the anticipated learning outcomes. The study volume for all semesters is equal - 30 credits each. Professional internships are distributed in the study plan after theoretical training, which preconditions a consistent transfer of theoretical knowledge into practice. Students pursue the aims of the study programme and prove the level of their achievement of learning outcomes during theoretical and practical classes, professional internships, and while developing and defending final theses. According to SER (p. 9), students' academic load consists of time assigned to theoretical and practical classes in lecture rooms or online, consultations, internships in natural professional environments, completion of individual or group tasks, and preparation for assessments. This was confirmed in the discussions with students and teachers to be taking place consistently, reaching the intended learning outcomes via a solid curriculum design that is clearly structured into courses and modules. As proof, the SER brings crucial data informing that the average student's academic load during the semester is 780 hours, and the actual student workload discussion could by and large confirm this. Calculations of students' workload and distribution of study credits are reviewed periodically, and the study plan of the programme is updated annually (SER p. 8). The credit workload is realistically assessed and reviewed periodically, even if some aspects of this important balance were not recognised among students nor among the senior staff. Judging from the interviews, the periodical review was informal, even if there was documentation data on it available.

3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes

Assessment procedures are based on clearly formulated criteria that allow a reliable assessment of the level of knowledge, abilities, and practical skills that the student has achieved during the study period. The assessment of learning achievements may be *collegial* (students' creative works, models, and projects are presented and discussed during a review using collegial assessment by an academic staff panel, with the participation of students) and *diagnostic* (examinations, interim assessments, testing, oral interrogation, written interrogation, etc.). The coherence of the learning outcomes of course units, their content, study and learning achievement assessment methods allow for achieving the learning outcomes anticipated in the study programme. The final thesis and its defence summarise the student's general and special knowledge, abilities, and skills to meet the qualificative requirements set for the professional bachelor's degree (SER, p. 9).

As for improvement, the site visit still indicated that the assessment methods are theoretically appropriate but could benefit from updating in terms of more practice- and project-oriented teaching, especially in the creative subjects, as well as the assessment of the out-of-school experiences, such as workshops, excursions, summer schools etc. In the response to the interim EER, the institution stated that procedures for assessing learning achievements are based on clearly formulated criteria that allow a reliable assessment of the level of knowledge, skills, and practical abilities that a student has attained during his/her studies. They also added that assessment of learning achievements may be collegial (students' creations, projects are presented and discussed at a review and collegially assessed by a panel of the academic staff, with the participation of the students) and diagnostic (examinations, accountings, tests, oral and written questioning, etc.). Employers and social partners expressed a need for sensitivity to social, political and economic issues which currently cannot be explicitly found among the outcomes or the methods of academic work.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competencies of students

The programme sets out a total of 5 groups of differentiated competencies and 13 more specific sub-competences, which are detailed in Annex 1 (SER), as well as the subjects to which each sub-competence is related. On average, each sub-competency is related to between 10 and 20 subjects, which seems to be a decision of the programme management in order to favour the acquisition of students at each enrollment competition. However, from an academic point of view, it is recommendable to review these relationships for a more efficient organisation, with an aim to reduce the number of subjects that increase the depth of studying a subject field and lessen generalist superficiality. At present, too many courses cover each of the programme learning outcomes (Annex 1. SER) and they could be better differentiated as to allow individual courses to cover individual outcomes more specifically.

Practical projects inside school courses are well connected to the practically applied outcomes of the programme and the students are aware of these connections. The previously suggested “more internships to gain real work experience, more lectures on creativity and more practical activities” (SER, p. 32) have been observed apart from the internships that are not in place, but the relevance of these internships was not confirmed by the student body entirely (as the largely held that creativity would need to be prioritised). In the Image Design course, the students get some in-course practical experience, however, this is still practical experience gained at the school.

Moreover, students unanimously expressed the need for a further year of study, to further develop their skills and creative capacity which could be an encouragement for the HEI to further develop the programme in the future.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes

According to the programme website, the volume of optional courses consists of 6 credits for free elective study subjects. In the SER, it is specified that students can choose from more than 100 subjects from KUAS. Apart from this, they can study a foreign language from a list of 14. From the interviews with the students, only the second and third-year students could in fact choose optional subjects. Moreover, elective subjects are not that widely offered: in the second and third years, students can only pick 1 elective; the rest appears to be linear and the first year is non-elective. In general, given the number of different areas of specialisation of the Media

Arts programme, this percentage of optionality in the curriculum is low and an increase should be considered by the programme design team to implement changes in offering more credits for electives. In the response to the interim EER, the institution pointed out that students of the study field of Media Art can choose from 119 courses offered by KUAS, whereas the study programme of Photography itself offers courses in *Planning and Organising Business* or *Planning and Organising Enterprise Activities* in the 4th semester and *Basics of Media Law and Ethics* or *Business Law* in the 5th semester. In the 6th semester, Photography students can choose to study *Basics of Marketing* or *Career Planning*. The panel holds that these freely elective courses are beneficial to the entrepreneurial development of the student profile, however, the selection could have been provided at a wider scale to also encompass psychological and sociological competencies as well as offers from the realm of humanities, and even more specific technological sets of competencies that do not pertain strictly to the field of media art.

The student self-management of the career and self-employment aspects is not enough reflected. The SER does not detail the opportunities that each student has to personalise his academic journey but it rather refers to the possibilities of adaptation and validation of the programme for cases where the student comes in from another programme. On the other hand, the personal and warm approach to working with the students in the creative courses appears to satisfy their needs for a personalised approach.

3.1.7. Evaluation of compliance of final theses with the field and cycle requirements

The principles of final thesis preparation, committee formation and defence are clearly described and no stakeholders complained about how this process is carried out. Contracted final theses are 9% of the total amount of final theses prepared during the period of assessment, which is a positive sign according to the strategy set.

Theses do not entirely show compliance, especially in terms of artistic or creative levels as foreseen by the objectives, however, this is compensated by the technical qualities of the works. Minor parts of the theses appear to be of average quality and their assessment could be more sensitive as to the differences in achieving different levels. There is sometimes not enough differentiation of the academic writing quality among the graduation theses. The artistic quality of the portfolios as an artistic product on the whole, which is part of the final work, does not

entirely comply with the professional standards, even though the study programme includes such courses as Visual Communication and Preparation of Achievement Portfolio.

In their response to the interim EER, the institution claimed that during the expert visit, examples of different parts of the final thesis (of different students) were presented, and an exhibition of the final creative works (photographs) was held. They assumed that the experts had no opportunity to adequately assess each student's individual 'set' of the final project, and supposed that this may have led to a misleading perception of the scores provided on the cover pages of the explanatory statements. They also added that from 2019 onwards, each student has two supervisors, one for the research part and one for the creative part of the thesis.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. A good balance of creative, practical and technical competencies in the curriculum, and the way it is implemented.

(2) Weaknesses:

1. Too many courses cover each of the programme learning outcomes (Annex 1, SER).
2. Not enough wide and diverse opportunities to personalise the course structure through elective subjects both in the field of photography and beyond (other subjects at the institution), especially, in years 2 and 3.
3. The programme of such a practical profile needs more practice-orientated teaching and assessment methods which may build on some already established good practices and models (e.g. collegial assessment).
4. Not enough differentiation of the academic writing quality among the graduation theses. The presentation and creative quality of the final graduation practical works (in portfolios) are not accurately reflected in the grades given (to the panel they appeared to be relatively generous, by and large).

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

The programme delivers a very good range of artistic activities, supported by some theoretical sets of contents to be expected for a 3-year programme. The current status of photography trends is predominantly well reflected in the programme, with a slight need for updating in the interdisciplinary fields of intermedia arts - and respectively so does the research. The applied research in the field of Media Art is related to other scientific and artistic fields: media and communication, information technology, business, history of art, design and architecture, etc. All the research carried out is an integral part of the studies and complies with the anticipated learning outcomes and aims of the study programme. It is conducted by having included it in practical assignments or internships. In the case of contracted activities of applied science and art, the aim and result of the research, an artistic outcome (a new product created), are defined. To develop research abilities, from 2018/2019, new courses in *Art Research* and *Management of Art Projects* were included in the content of the programme. From 2019/2020, two supervisors were appointed for the development of the final theses: an expert and(or) recognised artist for the practical part and a PhD/PhD student for the research part (SER, p. 13). Possibly, the research according to the *kind* of HEI would need to seek more applied aspects of photography and new media, and their interdisciplinary existences in the world. According to the landscape of new media and photography education in Lithuania, it could be useful to divide and synchronise the research fields and subject matters between various Lithuanian HEIs.

3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology

The SER does not provide sufficient data in terms of how study programmes are evaluated and updated in relation to the latest developments in science, art and technology. The programme would benefit from a more systematic approach and more thorough inclusion of social partners

and other stakeholders in the study programme development. Some social partners indicate the need for the programme to include more independent experts both from Lithuania and internationally with a larger variety of experiences. Also, more tight and mutual relationships with external partners with the ability to involve state-of-the-art technologies in art. Among such institutions, one could find VR-Centers, advertising companies, technical HEIs, entertainment centres or other experimental technology-based enterprises. Among these, the National Science & Innovation Centre (Science island) of Kaunas as a potential partner stands out.

3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle

The main research skills are acquired by students through the subject *Art research* and its application and personal research when developing their final thesis; this is consistent with the main objective of the programme which is an artistic application and not research vocation. At the extra-academic level, students are encouraged to participate in external events, exhibitions and festivals at both the passive and active levels, showing their own work from the first year. The programme's efforts in this direction show positive results, with more than half (88 out of ca 150) total students who have participated in exhibitions in some way in the last three years (ca 62 %) (SER, p. 25; see also p. 14).

Students are encouraged to participate in joint groups with their lecturers-researchers while developing and implementing internal science/art projects. Additional points are added to the project application to attract students to participate in such activities (SER, p. 14). This is also exemplified by the list of different awards given to students in applied activities during the evaluation period. This tests the students' abilities to link the acquired theoretical knowledge with practical application. Interviews showcased that these kinds of practical activities are positively valued by students. However, students do not get involved in scientific and research activities as much as they do take part in artistic manifestations. The expert panel recommends the department to critically think about what (*artistic, scientific, applied* among others) research means to them and clearly define the future strategies in research including the role of the students in research activities.

Strengths and weaknesses of this evaluation area:

Strengths:

1. The ambition to integrate research projects and competencies despite the 3-year profile and the college-level institutional context.
2. Strong willingness and motivation of students and teachers to be involved in science and research activities. This might be serving as a serious starting point for high-quality research in the near future.

Weaknesses:

1. Internationalisation actions are not clearly structured, systemised and exhaustively collected in the SER and which suggests that there are not sufficient activities in this field.
2. Not enough systematic study programme development in relation to the latest developments in art, science and technology. The programme would benefit from a more systematic approach and more thorough inclusion of social partners and stakeholders in the study programme development regarding integrating the latest technologies.
3. The programme has not clearly articulated what explicitly the *applied research* element within the curriculum is (the discussions about artistic research have not proceeded to their productive end).
4. Research appears as *important* in the SER as well as in the interviews, but it is actually proven only in the process and some results of the graduation thesis. Even if there are more possible activities in the field, these are not clearly defined and, therefore, not visible to external evaluators.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

The publicity for the programme is sufficient, given the case that they have enough applications to fill the places (state-funded and the non-funded). Admission to the first study cycle of the study programme in the field of media art is performed through general admission to Lithuanian higher education institutions in accordance with the Description of the Procedure for General Admission to First-cycle and Integrated Studies, which establishes the procedure for submitting applications for admission to studies, documents certifying education and other achievements by candidates for admission to Lithuanian higher education institutions, the competition score criteria. Students' admission to the studies of the field of Media Art is carried out following the terms and conditions of students' admission to collegial studies, the principles of general admission, the *Description of Ranking the Best*, and the *Rules of Students' Admission to KUAS* (approved by the KUAS Academic Council and available on the KUAS website). General admission is administered by the Association of Lithuanian Higher Schools for General Admission (LAMA BPO), authorised by the Minister of Education, Science and Sports of the Republic of Lithuania.

The entrance exams consist of a visual composition examination and the submission of a description of an idea. During the last few years, there has been a little increase in the demand as well as in the number of state-funded places. The management also commented that the quality of the students enrolled has increased due to the introduction of interviews in student selection. To sum up, the admission criteria and the process is arranged and published clearly and can be considered very good after the changes and implementations that have been made.

3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application

The principles for the recognition of qualifications, partial studies, prior learning and other learning acquired abroad, and information on their application are clearly defined. From 2021, the HEI has the right to carry out academic recognition of students' qualifications. Formal learning outcomes are recognised by the *Procedure for crediting learning achievements in KUAS* and non-formal skills are assessed by the *Procedure for assessing and recognising the knowledge and skills acquired in non-formal and informal education and self-study as learning outcomes*.

The data on all qualifications recognised in the assessment period has been provided and as a result of the analysis, different recognitions carried during this time have been correct. In

practical terms, 3 students applied for crediting formal learning achievements during the period under assessment. They had 64 course units credited (1 was credited 19 courses in 2020; 2 were credited 45 courses in 2021). The highest number of accredited courses were from general study courses (SER, p. 17). Also, interviews confirmed that the students find this system to be proper.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

KUAS offers a sufficient number and diversity of international academic opportunities, especially at the European level. These opportunities have financial support to ensure equal opportunities. Students are aware of the information regarding these opportunities. However, the number of students participating is relatively low.

Although the programme encourages and promotes academic mobility, the number of students participating in such activities is low. At the moment the administration provides information on the subject through official media and events. They also try to identify groups of students with fewer opportunities to participate in mobility to provide additional funds. One of the possible problems to be solved by the institution (mentioned in the SER, p. 17: “mismatch of course units in some host institutions”) is to ensure that there is no problem when validating studies so that the procedure is simple and clear to the student. Moreover, other forms of mobility could be encouraged, such as internships abroad, attending and/or participating in international (or national) exhibitions, and festivals.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

Students in the programme receive extensive academic, financial, social, psychological and personal support. *Academic student support*: students have from the first year all the information related to their studies, this is analysed each year to detect errors in communication and solve them. In addition, students who come from other study areas are informed of the possibilities of taking optional credits. According to SER (p. 19) students of KUAS receive *financial* support. The KUAS expenditure for scholarships (including scholarships for the students participating in international mobility programmes) amounts to approximately €1 million annually. Depending on their study results, KUAS students are also

awarded incentive scholarships. One-off grants may be awarded for exceptional learning achievements, research outcomes, and personal strides. The State Study Fund awards *social grants* and *study scholarships* and provides *financial support to the disabled*. Social support is provided by the KUAS Cultural Activities and Sport Center and the KUAS Student's Representative Council. *Psychological support* has been provided since 2019 for free and confidential through several media. *Personal support* is provided for the first-year students by assigning tutors – a lecturer and a group monitor. Also, the Career Center is in charge of employment support. To sum it up, student support is numerous and efficient. During the interviews, it was evident that the students know and value this support positively.

3.3.5 Evaluation of the sufficiency of study information and student counselling

The programme organises the first introductory week for students, during which they are informed of all the general information and opportunities of the degree. The legal document provided in that week (regarding KUAS structure; the procedure of organising studies; the study schedules; internal rules etc.) can also be consulted during the rest of the year. Students are also assigned an individual and a group tutor for the year. Students agree with this organisation, although, it is recommended that there be a formal structure also in later years for the reason that students have at least one person or several references when needing support.

The programme is housed in the same building as part of the KUAS administration. The programme holds informal meetings with students annually and other events to improve communication between students and the HEI. The programme encourages students to consult any questions and there are formal reference persons to receive complaints or doubts to the HEI.

Internships are part of the study programme and the programme is trying to generate constant opportunities for students by maintaining communication and relationships with stakeholders and helping students achieve internships with them. Information about these opportunities is communicated to students via email, on the web and during specific events such as Info and Career Days. When the internship is carried out internationally, the International Relations Coordinator of the Faculty is responsible for accompanying the student. However, formal and

informal placements could be promoted even more intensively, especially if leaning on social partners who are explicitly willing to collaborate.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Recent increase in quantity and quality of students. This is a sign that the recent strategic publicity of the programme is working and addressing the correct niche.
2. High level of support for students. The support that the programme gives to the student, especially in terms of equipment, assessment and feedback is known and well-recognised by students. They strongly value this kind of support.

(2) Weaknesses:

1. Academic mobility possibilities are present, however, rarely used by students.
2. Internship promotion should be reinforced, more students should have this experience throughout the programme.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

The number and diversity of learning and assessment methodologies of the different modules and subjects are correct for the specification of a programme in the media art field (methods: testing; group and individual interrogation; oral presentation; presentation of a project, portfolio; oral/written/remote feedback; essay; self-reflection; brainstorming; problem identification; argumentation; implementation and presentation of solutions; oral/written examinations; presentation/report on an individual or team project; defence of the final project, etc.). It is very positive that cumulative assessment systems are generally used to

improve the workload of each subject. All these specifications are presented to the student during the first classes of each subject for information, in addition to being publicly available on the programme's website.

Study forms and methods, students' individual work and evaluation are described enough in the SER. Students feel that their feedback, both formal and informal, is taken into account and positively affects the study courses' structure. Teachers are responsive to the students' needs. Some teachers are introducing their own systems of feedback gathering about student progress which results in rapid course improvement, also as related to the demands of the environment. The study programme allows students for seamless further postgraduate studies in the media art study field in Lithuania.

3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs

Additional support for students from socially vulnerable groups and students with special needs is described well in the SER and follows the regulations of the HEI. Socially vulnerable groups have access to the programme of study, however, there was no evidence of positive anti-discrimination activities or any proactivity to attract such groups to enrol. Support for students with special needs is available, however, any concrete cases could not be found in the SER or confirmed in the interviews.

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

Student progress is monitored and students are evaluated in an accumulative manner. Students feel they have enough individual support from the teaching staff as well as study programme management to consult regarding their individual study aims. A multitude of different ways and methods of assessing students' learning achievements are used to obtain feedback. These are, among others, oral assessment (group/individual oral interrogation, presentations of the project, etc.), written assessment (written examination, essay, tests, self-reflection, brainstorming, ao.), graphical and visual assessment (presentation of an individual or team project, identification of problems, argumentation, implementation and presentation of solutions, etc.), cumulative and integrated assessment (presentation of a portfolio of

achievements, accountings, self-study, examination/project, final project, etc.). The methods of assessing learning achievements are defined by the academic staff who prepare course descriptions. In conclusion, a good and systematic monitoring of student study progress is in place.

3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field

The SER provides statistical data on the employability of the graduates of the programme. The study programme provides courses dedicated to artists' career management. During the visit and interviews, it came to the panel's attention that some previous generations of graduates had very low numbers of graduates staying to work in the study field. According to the interim EER, the students are provided with knowledge of entrepreneurial skills through a range of managerial and entrepreneurial courses related to creative practices. However, during the visits, it was discerned that the support available from the Career Centre was not known to students. Both in the SER and during the visits, an ambition to bring the study programme curriculum closer to the labour market is highlighted, however, a clearer, informative and systematic strategy would ensure how this approach would provide better employability for the graduates.

The alumni feedback is mainly relying on a centralised system on the HEI and faculty level. According to the interim EER, six months after graduation, the HEI surveys graduates to determine the level and quality of their employability. It would be useful to map in detail both the professions and the professional activities that the graduates have been involved in until today. Possibly, it would enable them to prognose the changes in the labour market and strategically respond to these essential shifts and adjust the curricula accordingly.

3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination

The HEI provides tools for addressing complaints from the student body, which have also been reiterated in the interim EER, however, during the visit, both the staff as well as the student body could not identify clear procedures regarding specific issues, such as harassment or mobbing, or clear guidance on how to reach out for independent support. Interviewees usually referred to getting help from people higher in the administrative hierarchy which might be

problematic in some cases. Psychological counselling opportunities are known and used by the students, as well as systems of providing feedback or suggestions via tools on the HEI's website.

According to the SER, no cases of violations of the principles of academic integrity, tolerance and non-discrimination have been identified and investigated in the department (SER, p. 24).

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

The procedures for appeals and complaints are established according to the general regulations of the KUAS (*Procedure for assessing learning achievements at KUAS*). The process of submission and examination of appeals are described well and follows the general procedures of the HEI. The students can appeal in writing to the Dean of the Faculty within 3 working days from the announcement of the results of a course unit in order to disagree with the final evaluation. The Appeal Committee examines the request within 15 working days.

The appeal committee has a student representative proposed by the student council to ensure the integrity of the final decision and guarantee the rights of the appellant. Procedural violations (no appeals are considered regarding the evaluation) of the defence of final theses appeals are submitted to and considered by the KUAS Director within 3 days after announcing the results. (SER, p. 25).

In the last 3 years, there is no record of appeals or complaints filed regarding the provision of the study process by the students in the study field.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. There is a good rapport between programme management, teaching staff and students, and the feedback mechanism works well.
2. The study programme allows students for seamless further postgraduate studies in the study field in Lithuania.
3. Psychological counselling opportunities are known and used by the students, as well as systems of providing feedback or suggestions via tools on the HEI's website.

(2) Weaknesses:

1. Despite newly introduced courses that prepare graduates with managerial and entrepreneurial skills for professional life, alumni report low numbers of graduates working in the study field. This together with goals to bring the study programme closer to the labour market should be addressed more systematically.
2. Not enough clearly communicated procedures across teaching staff and the student body regarding specific issues concerning equal opportunities, such as harassment or mobbing.
3. Even though alumni feedback is gathered extensively centrally in the HEI, there is no formalised, study-field-specific alumni tracking system in place to back-check the existence and relevance of the acquired competencies.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

The number of academic staff is 20 and the ratio of the academic staff and students (SER, Table 9; p. 28-30) is very good 1.5:1. The number of academic staff is sufficient to achieve the anticipated learning outcomes. 3 PhD, PhD students and 4 recognised artists (45%) are involved in implementing the study programme. They teach 43% of all courses in the field of study (some of them are lecturers who teach alongside Masters in the field). There are no academic staff without a Master's degree. 2 associate professors and 18 lecturers work in the programme. Based on the statistics of the academic staff working for at least 3 years and 0.5 FTE, the average teaching experience is 18 years. All of the teachers have more than 3-year teaching experience. Practical work experience is 19.5 years. The number, qualifications and competencies of teaching staff meet the requirements of General Requirements for the provision of studies (p. 8; points 28 and 29).

3.5.2. Evaluation of conditions for ensuring teaching staff's academic mobility

Teachers have, in their words “plenty of possibilities to travel”. However, they are not advised, helped or motivated to find the best opportunities for choosing a partner university or other institution. The mobility figures are fairly low and there is no significant teacher mobility culture in place at the HEI. Partly, the modest numbers in international exchange could be explained by the Covid-19 pandemic and the situation with the neighbourhood of Belarus but still, in this case, more visiting teaching staff and students from abroad could be involved in the KUAS photography curriculum. The expert panel recommends the department promote and better organise Erasmus and other types of mobilities.

3.5.3. Evaluation of the conditions to improve the competencies of the teaching staff

Internal competence training opportunities for teaching staff are available, in terms of the digitalisation of studies as well as tools and documentation in relation to their study programme. Although Basics of Didactics is also delivered, complementary learning could be organised together with some pedagogy departments of the country's universities, and in the field of media art by VDU, VDA, Vilnius Design College, Vilnius College of Technologies and Design and SMK University of Applied Social Sciences.

In response to the interim EER, the HEI gives complementary study examples that are impressive, but additionally, the staff of the HEI has to improve its academic degrees such as M.A. and especially PhD. Complementary studies should be added to those major aspirations. As for academic mobility, the panel's view remains the same: it is not active enough and one should use international possibilities for training as much as possible. Moreover, the panel recommends a broader selection of competence training, potentially through collaboration with other HEIs operating in the field of media arts.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Highly motivated and well-skilled teaching staff, able and willing to renew and improve the curriculum.

(2) Weaknesses:

1. Low academic mobility of the teaching staff.
2. Competence training opportunities offered are not diverse enough.

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process.

The study programme provides students and teaching staff with a good technical environment and equipment, library and database resources and conditions for individual work. Media art students have a sufficient and adequate number of spaces to generate photographic work, from photography studios and analogue laboratories to their own workplaces with computers with updated software and licences. KUAS has enough rooms and quite regular equipment for photography studies. Most of the lecture rooms are for 10-15 people. Like many schools, the KUAS uses methods like e-learning and distance learning. KUAS also uses the virtual learning environment *Moodle*. The library provides spaces for study, consultations, library training, computerised workplaces, interactive whiteboards, equipment and software for students with hearing or visual impairments. Students have access to the services of the KUAS Library and Information Resource Centre and the information sources needed for their studies and applied research in a modern teaching and learning space.

Funds awarded to improve the physical and informational environment have been increasing during the last few years. Students are provided with analogue photographic materials needed for their own classes and projects (papers, inks and special chemicals). In addition, teams and rooms can be booked informally through the programme's *Facebook* page. Even if the informal method is sufficient for the moment, this situation should be formalised to ensure equal opportunities among students.

3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies

The programme has a formal planning system which operates mostly at the faculty level. The analysis of the resources to be purchased or updated is carried out annually taking into account the teaching and student needs. The proposed resources are approved at meetings. At the programme level, there is a special upgrade for the studios (photo and computer). The students at the meeting were satisfied with the resources provided and confirmed that their suggestions were taken into account in the process.

There is also a good short-term plan to expand facilities and resources by collaborating with social partners. Also, the documentation provided in the SER shows that there has been a constant equipment upgrade, which has especially increased in the last year.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Personalised learning resources. There are diverse good quality facilities and resources for students (accessible to graduates also).
2. Continuous upgrading and renovation of equipment. The resources have been constantly revised and purchased in order to fill the needs of students and teachers.

(2) Weaknesses:

1. No centralised reservation method for the facilities and equipment.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

The quality assurance system covers all levels of the implementation of studies in the field of Media Art and provides for the related processes, which are regulated by the following documents: *the KUAS Study Procedure; the Description of the procedure for preparation, evaluation and approval of intended study programmes.*

The internal QA system is efficient at a general level (the informal quality assurance loop is well closed due to a good connection between the students, teachers and the programme management), however, it does not perform quite well on a more granular level. This is because a lot of feedback (especially from employers) is based on informal contacts that appear to be fairly selective, even if a broad range of companies and social partners are involved. Notwithstanding low student numbers (around 20), the student representation is still lacking in vertical connection (between the student body and top representation), however, the SE system is quite sensitive to the international dimension of the programme development. The SE group, especially the programme coordination, did not completely internalise the importance and the process, arguably they could not assign enough working hours to it, which might also be connected with an insufficient workload share dedicated to this process in the overall workload division.

3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance

The students should be more consistent and especially broadly involved in the SE process, whereas the alumni have a bigger impact there. The panel found it was one person for each of the mentioned stakeholders actually involved, which might need further diversification. Student work should be better represented in the SER, and its quality assessed especially international achievements should be better integrated. There was too much informality about the handling of the feedback on the part of the alumni and employers, but mostly also through anonymous surveys, these should be made quantitatively meaningful and the findings data presented more clearly in the SER.

In response to the interim EER, the institution noted that external stakeholders of the study field of Media Arts are members of the Study Field Committee and they are regularly invited to the defence of the final thesis, which is followed by a review of the level of students' training and the market developments. The panel finds that this was indeed not discussed, or put forward in the panel visit. However, the panel found that there still was significant space for improvement in this respect. Also, the institution, in their response to the interim EER, claimed that students are involved in the quality assurance of the study programme which is allegedly reflected in anonymous surveys of students, alumni, and stakeholders. They stated that the

study programme of Photography has all means and framework in place to monitor study quality at the level of the study programme. The panel still holds that the persons representing the programme coordination should invest in developing (and regularly updating) a complete set of competencies to autonomously handle the SE process on the programme level with a more thorough and representative inclusion of students since now this is taken care of predominantly at an institutional level (above programme level).

3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes

Academic information relating to the media art field programme is correctly reflected in the specific sections, which shows a brief description of the objectives as well as the competencies, subjects and syllabus. In the specific case of the documentation concerning the conclusions of the external evaluation of the programme, it is found on the programme's website, although in a short version. The programme head who was in the interview was not aware of the key quality indicators, nor were they recognised by the management as such; even if they appear to be considered in the SE process – this indicated that the SE process might be too dominated by HEI-level staff.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

The formal quantitative procedure to measure the satisfaction of students with different stages of education received is carried out periodically, online and anonymously by the KUAS. In addition, specific questionnaires are made to 1st-grade students to measure their motivations when choosing the programme in specific; and to 3rd-grade students for a general opinion of the programme after three years in it.

Overall, the results of surveys in the last years generally show satisfaction with studies between 50% and 70%. This shows that quality is good, but it also indicates, where there is a high margin for improvement, especially in the fields of “marketable skills in the labour market”, “suitability of the lecture rooms” and “opportunities of participation applied in activities”.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The informal quality assurance loop is well closed due to a good connection between the students, teachers and the programme management.
2. The SER is presented very consistently and structured according to all standards, containing great details on quantitative data.

(2) Weaknesses:

1. Even though the SER is prepared in a thorough, formally coherent and well-structured way, the QA system is still fairly informal in the case of this programme, not performing well on the more granular level of assessing the needs for improvement.
2. There is too much informality about the handling of the feedback through anonymous surveys, these should be made quantitatively meaningful and the findings data presented more clearly in the SER.
3. The programme coordination should develop a complete set of competencies to autonomously handle the SE process on programme level with a bigger inclusion of students since now this is taken care of predominantly at an institutional level.
4. Employers are not included in the overall study programme development in a systemic manner and do not yet engage with the programme in a profound way as to fine-tune (or have an effect on) its actual outputs, (re)design of the curricula, and the profiles of graduates.

IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
<p style="text-align: center;">Intended and achieved learning outcomes and curriculum</p>	<ul style="list-style-type: none"> - Better differentiate and tune learning outcomes to allow individual courses to focus on individual programme outcomes more specifically. - Improve opportunities to personalise the curriculum through electives that are actually offered. - Consider introducing practical placements or internships, or other systematic and curricular kinds of practical education outside the school with social partners who are explicitly willing to collaborate. - Improve the presentation and the creative quality of the final graduation practical works (in portfolios) that should be clearly reflected in the grades given.
<p style="text-align: center;">Links between science (art) and studies</p>	<ul style="list-style-type: none"> - Explore more the interdisciplinarity of arts and media, especially the aspects of applied photography. - Critically rethink what (artist, scientific, applied) research means to both teachers and students, and bring this into the curricula, and the courses as taught. - Adopt a more systemic approach in incorporating input from a wider range of social partners and both, domestic and international stakeholders of diverse backgrounds in the study programme development. Establish closer and more collaborative relationships with external partners that have access to cutting-edge art technologies. - Clarify and clearly define the future strategies in research including the role of the students in research activities. - According to the landscape of new media and photography education in Lithuania, it could be useful to divide and synchronise the research fields and subject matters between various Lithuanian HEIs. At the present moment, KUAS is not informed enough of this important landscape.

<p>Student admission and support</p>	<ul style="list-style-type: none"> - Ensure smooth academic validation of the studies so that the procedure of academic international mobility is simple and clear to the student. - Establish more opportunities for the students to be involved in extra academic practice (nationally and internationally), such as internships abroad, and attending and/or participating in exhibitions, festivals and other. - Introduce a robust formal counselling system for 2nd and 3rd-year students. - Promote internships more since it is an opportunity for the programme to grow.
<p>Teaching and learning, student performance and graduate employment</p>	<ul style="list-style-type: none"> - Establish an alumni tracking system to back-check the existence and relevance of the acquired competencies as a more diverse and strategic approach should be introduced to bring the study programme curriculum closer to the labour market. Map in detail both the professions and the professional activities that the graduates have been involved in until today. Possibly, it would enable to prognose the changes in the labour market and to strategically respond to these essential shifts. - The programme ought to verify whether the recently introduced managerial courses address the issues identified by alumni. - Expand career advisory after graduation. - Equal Opportunities Policy should be reinforced by a well-coordinated and promoted programme of staff training and promotion of such values and protocols among staff and student body.
<p>Teaching staff</p>	<ul style="list-style-type: none"> - The expert panel recommends the department to promote and better organise Erasmus and other types of mobilities through systemic encouragement.

	<ul style="list-style-type: none"> - Offer a broader selection of competence training, potentially through collaboration with other HEIs operating in the field of media arts. - Enhance staff's academic qualifications, specifically towards obtaining higher degrees such as M.A. and PhD but also engaging in other complementary studies.
<p>Learning facilities and resources</p>	<ul style="list-style-type: none"> - Consider introducing a formal centralised resources and facilities reservation system.
<p>Study quality management and public information</p>	<ul style="list-style-type: none"> - The system of quality assurance should be optimised according to the above analysis. It should involve the alumni, the employers and social partners in a more diverse range of processes in the study programme development. - The programme coordination staff should develop a complete set of competencies to autonomously handle the SE process on the programme level, with a bigger inclusion of students. - Formalise the feedback through anonymous surveys and make them quantitatively meaningful, and present this data clearly in the SER.

VI. SUMMARY

The KUAS Photography programme progressed through numerous changes after the last evaluation period which the panel considers had improved. The overall quality of the programme has increased, and it now has the potential to continue improving to offer the highest quality of studies to students.

Regarding learning objectives and curriculum, the expert panel has found especially commendable care in the coherence of the creative potential and technical skills that students must develop throughout the programme. It is a good approach for a three-year programme, during which students can choose the topics that most appeal to them to specialise in. However, the panel thinks it is necessary that this personalisation has a greater place in the formal structure of the degree with a greater number of optional subjects and curricular practices among other examples.

On the other hand, we find great potential in the creative research that students transfer to their artistic projects. Students are aware of the need for clear research in projects, and this should be more incentivised and intertwined along the academic journey.

Recent changes in the admissions system and advertising campaigns have been successful. There is an increase in the number of students applying and the recent generations show great motivation for the field of study. Students recognise good support in various areas, especially psychological and resource, although greater support should be given at the level of international opportunities, both academic and otherwise, to achieve a complete education.

Despite being a labour market-oriented programme, there is a lack of formal mechanisms for dealing with employers and monitoring graduate students. There is a positive opportunity in this area since employers, alumni and social partners consider the relationship of constant feedback very important. On the other hand, one of the most positive points of the programme, as deemed by students, is the constant and clear feedback provided by different teachers in a personalised way. Assessment and evaluation formulae are diverse and appropriate for each type of learning objective.

The teaching staff shows enthusiasm for transmitting knowledge to students, especially the activities that perform best when combined with work activities. This form of organisation benefits students as learning resources and objectives are consistent with the real needs of the environment.

Another of the programme's strengths is the diversity and quality of the material and space resources offered by the institution to students. There has been substantial improvement and upgrade since the last evaluation, which took into account the needs and requests of both students and teachers.

In the area of quality assurance, the panel found a need to expand formal feedback mechanisms to close the quality loop, which has not yet created problems in the programme, given the care that the management team has performed informally thanks to a close connection with the teaching staff and students. However, this needs to be addressed to prevent future problems. Also, the SER has been presented very consistently and is structured according to all standards, containing great detail on quantitative data.

Finally, the panel thanks the programme management team for the time spent on this evaluation process, including the effort invested in the realisation of the Self Evaluation Report and during the visit of the panel. The team of experts hopes that the recommendations and comments made in this report will be useful for the reviewed programme.

Expert panel chairperson signature: