



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Gedimino technikos universiteto
**STUDIJŲ PROGRAMOS *KŪRYBINĖS INDUSTRIJOS* (valstybinis
kodas - 612P96001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *CREATIVE INDUSTRIES* (state code - 612P96001)
STUDY PROGRAMME
at Vilnius Gediminas Technical University**

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kūrybinės industrijos</i>
Valstybinis kodas	612P96001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Komunikacija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Komunikacijos bakalauras
Studijų programos įregistravimo data	2009 08 31

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Creative Industries</i>
State code	612P96001
Study area	Social Sciences
Study field	Communication
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Communication
Date of registration of the study programme	31 st August, 2009

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
	No additional documents beyond the annexes to the SER were provided during/before/after the visit

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

Vilnius Gediminas Technical University, also known as VGTU, is a public university in Vilnius, Lithuania. It has more than 11.000 students, studying in ten different faculties.

Creative Industries (hereafter CI) bachelor's study programme has been implemented at VGTU's Faculty of Creative Industries. It is organized by the Department of Creative Entrepreneurship and Communication since 2008 09 01. This CI study programme was evaluated in 2012 for the first time. This is the second evaluation cycle for this study programme. During academic year of 2014 there were 116 students, studying in CI study programme. This CI study programme was the first study programme in Creative industries in Lithuania.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *29th October, 2015*.

- 1. Prof. Dr. Peter Neijens (team leader)**, *Professor of Persuasive Communication, Department of Communication, The Amsterdam School of Communication Research, ASCoR, University of Amsterdam, Netherlands.*
- 2. Dr. Kathleen Virginia Donnelly**, *Senior Lecturer, Birmingham City Business School and School of Media, Birmingham City University, United Kingdom.*
- 3. Dr. Viktors Freibergs**, *Head of Communication Studies Department, University of Latvia, Latvia.*
- 4. Dr. Tim Smits**, *Lecturer and researcher, KU Leuven, Lessius University College, Belgium.*
- 5. Mr. Mindaugas Grajauskas**, *Consultant and manager of gamified products, OVC Consulting, Lithuania.*
- 6. Mr. Giedrius Žilinskas**, *graduate of Groningen university study programme International Business and Management, Lithuania.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

There is a clearly stated aim (objective), saying that the CI study programme aims to prepare the first-cycle university studies bachelors of communication, who are able to work in creative industries, business or public sector organizations, and able to manage creative communication projects.

In the description of the study programme there are clearly defined connections between the aim of the study programme, its learning outcomes and different study subjects, which allows fulfilling and achieving foreseen learning outcomes. The aim of the study programme as well as the learning outcomes of the programme correspond with the qualification offered: the composition of the learning outcomes of the CEI study programme is designed according to the description of learning outcomes of the first study cycle, which takes into account the following description parts:

- (I) Knowledge and its application,
- (II) Research skills,
- (III) Special abilities,
- (IV) Social abilities,
- (V) Personal abilities.

Learning outcomes of the CI study programme cover the knowledge of communication theories, art and visual communication integration possibilities, business communication strategy, information technology and media possibilities, and the ability to apply this knowledge as a professional of creative industry by conducting research, understanding different needs and

formulating needed solutions. What is more, learning outcomes cover the social and personal skills, such as taking responsibility for solving problems, as well as communicating with different team members and other stakeholders.

The learning outcomes elaborate the aim and clearly define what professional activity the graduates will be prepared for after successful completion of the study programme.

All information about the study programme, its aim, learning outcomes, and study subjects is freely accessible on the internet: http://vgtu.lt/studijos/studiju-programos/bakalauro-studiju-programos/26679?pid=66606&y=2015&f=891#Studiju_tikslai_ir_rezultatai. The information about study programme is available in English as well:

<https://medeine.vgtu.lt/programos/prosritys.jsp?kva=B&pg=s&metai=2015&klb=en>

According to administration, management team and teachers are involved in different network-based-organization and are getting the best practices from other institutions and organizations that are connected to the creative industry. What is more, the social partners confirmed that they are involved in the development of the learning aims and learning outcomes of this CI study programme as well as the development of curriculum composition and different contents of studies. For example, social partners provide some ideas of what study subjects should be included in the curriculum.

However, the description of the study programme and its name (Creative industry) might be misleading, especially the name of the study programme. The review team was informed by the administration, the staff and the self-evaluation team that this CI study programme is focused on educating specialists, who would be able to create different products in creative industries. And another study programme, named 'Entertainment industry,' is more about educating and preparing specialists to be able to manage different projects in creative industries. But at the same time the definition of the aim of CI study programme says that the graduates should expect to be prepared as project managers. This could be misleading and could raise some unreal expectations for the students. The students whom the review team met during the site visit confirmed that they were looking not only at the name of study programme and its aims, but also to the learning outcomes and different study subjects. So this doesn't seem too much of an issue, but it might have some risks.

And still the Review team was puzzled by the positioning and labeling of the programmes. There was no clear distinction between two different programmes and how they correlate one to another in the portfolio of VGTU.

2.2. Curriculum design

After analyzing the self-evaluation report (SER) documents, visiting the Institution and meeting different representatives, the Review team states that the structure of the programme meets all the General Requirements for University Study Programmes: the volume of Study Programme is defined by the Law on Science and Studies of the Republic of Lithuania and the General Requirements for Study Programmes following the General Requirements for Study Programmes. The volume of the programme is 240 credits:

1. Study direction subjects - 200 credits
2. General university studies subjects - 40 credits
3. University compulsory and student chosen optional subjects - 55 credits
4. Practices - 17 credits
5. Final thesis - 17 credits

The curriculum composition of the CI study programme leads to achieving the learning outcomes of the study programme. The curriculum includes study subjects, which are directly important for professionals of Creative industry. For example, “Public Relations”, “Business Communication”, “Communication Psychology”, “Script Writing Basics”, “Management of Creative Projects”, etc. What is more, there are study subjects included in curriculum, which are important indirectly. For example: “Accounting”. Students, Alumni and social partners confirmed the value of the current composition of curriculum. Variety of different study forms (lecturing, seminars, discussions, group projects, site visits, paper works, problem solving, case studies, etc.) allows students to gain needed knowledge and apply it.

Each different study subject has its description, which is available for students and other stakeholders via the internet in Lithuanian and English languages. Teachers at the beginning of every semester have special meetings and discussions, which assure that there wouldn't be any overlapping of the same study content in different subjects and that it would correlate one to each other. Students confirmed this fact. The working load is spread evenly across all semesters – number of credits per year is 60, and during each semester there are not more than 7 study subjects (30 credits).

The content of the subjects is consistent with the type and level of the studies. The staff improves their knowledge in the field of creative industries by visiting other universities, conducting research and participating in activities with different international organizations. The content of the study subjects is relevant and up to date. This fact was confirmed by the social partners and graduates themselves. They were saying that they apply the knowledge and skills they gained in this study programme in their daily job activities.

However, the graduates expressed the idea that the curriculum could be improved more by integrating some specific subjects, which are very relevant nowadays, such as “Digital marketing.”

The social partners as well as the graduates shared their opinions that it would be a good decision to provide students with the possibility to have a specialization. The Creative industries is a very wide field and different students find their focus in different professional activities, such as film making, publishing, digital communication, business communication, etc. The review team recommends discussing the idea of different specializations. In this way students could get to choose their focused study area and would have a clearer perspective of their future career path and more concentrated professional direction.

According to students, the workload could be higher. Although the scope of the programme allows achieving designed learning outcomes, but Review team would like to suggest the idea of making this study programme shorter –3,5 years.

As teachers are involved in different research activities, the content of study subjects is up to date. Teachers improve their professional and personal competences on national and international level. This improves the study process for students.

2.3. Teaching staff

The CI study programme is delivered by the staff whose composition meets legal requirements of university study programmes. Half of the study direction subjects is delivered by scientists and acknowledged artists.

There were 51 teachers in the year of 2012-2013, 50 in year of 2013-2014, and 51 in the year of 2014-2015. The composition of the staff is shown in the table below:

Academic year	2012-2013	2013-2014	2014-2015
Total number of teachers	51	50	51
Professors	4	4	9
Associate professors	19	20	16
Lecturers	24	23	24
Junior lecturers	4	3	2

The composition of the staff is adequate in order to achieve the designed learning outcomes of the programme. Most of the teachers have more than 10 years of working experience. Teachers have not only academic experience, but also practical experience in different business or other creative industry organizations, such as Lithuanian National Radio and Television, communication companies, associations, etc.

The “student - teacher” ratio in the year of 2014-2015 is 8.3. During previous years this ratio was even lower. The average in Lithuania is more than 10 students per teachers. So the conclusion could be made that this ratio is adequate to ensure the fulfillment of learning outcomes. The review team would like to note, that the figures given were not very clear: it was not really clear if this ratio of “students-per-teacher” was calculated taking into account full-time positions or general number of staff involved in this study programme. There could be a difference as there are part time teachers working in the University.

However, there were some complaints from the students that in some cases the groups were too big to have constructive discussions. Some students could not engage into the interaction with a teacher because the group is too big.

During the period of academic year of 2012-2014 the academic staff turnover was 18%. But this has not affected implementation of the Study Programme. Neither students, nor social partners, nor the staff or administration had complaints or doubts with the staff turnover rate. Staff composition changes during different years. Taking into account the fact that the study programme was under constant improvement over the last couple of years, including the improvement of curriculum composition, the review team thinks that this indicates that revising the composition of the staff and taking needed actions to attract and reallocate human resources has been successful.

Teachers confirmed that they get support from administration for their improvement. According to data provided by the administration, teachers go for traineeships in different countries (Finland, Norway, Latvia, Estonia, Cyprus, UK, Germany), and participate in national and international conferences, workshops and seminars. What is more, teachers participate in special courses conducted by their peers. During the period of 2012-2014, 18 teachers of the programme delivered lectures in Belgium, the Netherlands, Latvia, Germany, Malta, Cyprus and 5 teachers were training in Scotland, Estonia, Latvia, and Ireland. 10 Erasmus scholarships were granted to the programme's teachers.

According to the self-evaluation report, “teachers have carried out research in these directions, which show that Faculty has a clear vision on how research activities should be developed and in what directions:

- innovations of business models in electronic area;
- creative (innovation) process management;
- research into the environment that has impact on the creator;
- cultural, historic and social self-expression research in the mediated art;
- media creative comparative analysis;
- artist's identity research;
- research for the artist's welfare, city and citizen's identity;
- innovations in art and creative industries: comparative analysis;
- entrepreneurship and business as both activity and discourse in creative industries;
- culture and art communication in creative industries.”

During the analyzed period, teachers of the programme have participated in 30 applied scientific research projects, scientific (artistic) activity, directly related with the analyzed programme, for example, “Creation of the VGTU and ENU product design, Innovation and Creative Industries Center,” and “Improved integration for the pelagic industry,” and many others.

2.4. Facilities and learning resources

The university is looking forward to the imminent opening of their new building. Currently the programme is conducted on two campuses, with mostly classrooms and meeting spaces on one, and mostly computer labs and facilities, including Adobe Creative Suite and Corel Draw, on the other.

Although there were some complaints that it is difficult for students to go from one campus to another during a day, the administration showed that they understand this situation and explained that this issue will be solved by more effective schedule organization, meaning that students will have to go each day only to one campus and they won't need to go to another campus on the same day.

The facilities and resources are much improved since the previous evaluation in 2012. There has been increased investment in brand new and extensive lab facilities. They are adequate both in their size and quality.

A lot of new hardware and software have been acquired. According to the SER, the university has committed funds to continually upgrading the technical facilities. For example, in the new building, the first floor includes audio production, a tech lab for pre-production, a computer lab for post-production, including Dolby software. The second and third floors include printing, special places for group work and other activities.

It was not clear from the SER how Distance Learning is incorporated into the students' courses. Also, it was mentioned that SPSS will be acquired soon, but it is not clear whether this is available yet.

The issues which were described by the students included the lack of lounges to chill and relax, and places to work on projects in groups or individually in between lectures. Currently they have to meet in the café. As the new building is being opened, these issues will be resolved and students will have special working room for group projects, individual work, and some chill zones to relax and rest.

Students can get access to technical equipment needed for different work with media (filming, recording). They can book in advance and arrange all the equipment needed.

The Institution arranges appropriate agreements for students' practice. Students get to visit different companies and organizations and have possibilities to have work practice there. For example, students get possibilities to do work practice at social partners' organizations or institutions.

The university requires at least three mandatory sources per course, and only one of these can be in Lithuanian. The review team was told that many of these are distributed via Moodle in a scanned version.

Some books are bought by students; others are on the Moodle system. However, the review team was told that sometimes there is a problem finding English books. Students don't buy most books because the library has them, either in print or as e-books. There are also lots of databases and they can order translations.

Students also indicated that they access books from the 'dark corners' of the internet as there are not enough copies in the library. But some students felt that the lectures provide what they need, so they don't have to study the three mandatory books and so don't read the books at all. However, students named some cases when they missed some books, for example for the study course of "Public relations."

Students confirmed that they know how to access databases from home, and they can download apps. They commented that there is an IT team, but they don't always know how to deal with the problems.

However, students felt that they didn't have to log in to databases very often and listed the idea of "more books in the library" as an improvement. The students stated that their teachers emphasize to them which parts of the reading are most important. However, some students noted the fact that they do not have very good skills using different databases.

The staff in the library confirmed that they are acquiring a lot of new books and there is good inter-library service.

2.5. Study process and students' performance assessment

According to the documents and data on the internet, "the admission of students is carried out in compliance with students' admission procedure, approved by the Ministry of Education and Science of the Republic of Lithuania, Education and Science legislation 11 and approved by the University Senate. The candidates choose the study programme according to their wish. Admission is carried out according to the programme of Lithuanian Higher Education Institutions Association for Organization of General Admission (LAMA BPO) applying the admission priorities control system with the table of study programmes choices, which is presented in general admission conditions." This is well-found on the internet, so students can easily find this information: http://www.vgtu.lt/norintiemis-studijuoti/bakalauro-ir-vientisosios-studijos/studiju-programos/pagal-sritis-ir-kryptis/334?pid=66606#Konkursinis_balas

The review team thinks that the organization of the study process is effective and well organized. Teachers use different learning methods, such as group projects, case studies, individual tasks, lecturing, discussions, presentations, etc. Teachers and management take into account students'

opinion and try to make changes when necessary. Teachers organize some field trips to different companies and organizations. This is a very good case to demonstrate to the students how different things work in practice in real companies and organizations. However, teachers shared the fact that sometimes it is hard to organize such trips because of schedule and lots of “paper work.” The administration could find solutions to make it easier for teachers to organize such observation trips for students.

The number of students, enrolled in the CI study programme is shown in the table below:

Academic year	State-funded position	Non-funded by state position	Total
2014	61	55	116
2013	83	46	129
2012	95	6	101

However, not all students admitted to the CI study programme successfully finish their studies. According to data given by administration, “the number of admitted students and the number of the programme graduates ratio has been changing from 82 per cent (graduates of 2012) to 91,6 per cent (graduates of 2014) (Table 6.4). A big difference between the number of admitted students and the graduated students’ number is determined by “the academic break, the change of the form of studies, the studies break by student's choice.”

Students have good opportunities to become involved in different social and artistic activities on the University level. There are different students clubs, such as theater club „Palėpė“, orchestra club, tourist club, dance club, sports club, etc. However, there was no data given about students’ involvement in research activities. In the SER one case when students with their teacher were involved in one project with Lithuanian Ministry of Defense was described. But the RT thinks that this was more a social and marketing project than a research project.

Students have good opportunities to participate in student mobility programmes. In the academic year of 2013/2014, 34 students were involved in mobility programmes, and in the academic year of 2014/2015, 38 students were involved in mobility programmes. Students can go to study to such Countries as Portugal, Norway, Finland, Germany, Czech Republic, Belgium, Poland, Croatia, Netherland and others.

Students can get social and academic support if needed. There is a strong career center, which provides career orientation support for students by organizing different events (“Careers days”) and providing individual consultations. Students can get scholarships, another social and financial support.

According to the documents [SER], “students' achievements assessment criteria are set by the description of students' achievements evaluation procedure. Students' knowledge and skills, acquired in the course of studies, are assessed on a ten point scale and are based on accumulated assessment of achievement criteria, which are directly related to learning outcomes, outlined in students' knowledge assessment procedure.” Students finish their studies by writing Final Theses. There is a concrete description of requirements and students can follow it while writing their Final Theses. This is useful for students as guidance of how to prepare a good final work.

Students felt that lecturers are very approachable and that they can ask for feedback about their marks any time.

Typical assessments are homework, exams, and creative projects. There is also lots of group work, which inevitably includes „free-riders” who do not do enough, according to the students. Some students fail, but the students the RT spoke to felt that these are typically those who do not work hard enough. Students can re-take a subject assessment three times.

According to the teachers, assessment methods are linked to learning outcomes and different for each class. There are both cumulative and final assessments.

The assessments combine both individual and team assessment and students are given feedback all along. Part of their mark is exam, part based on attendance. Some pilot projects are designed to show their knowledge, but are not marked. The students do exams, but also projects and have lots of means for feedback from their tutors, including end of semester evaluations. The majority of students pass the exams.

Students' impression was that the exams are not hard, and students fail if they don't go to the lectures. They also felt that feedback is always provided. Written feedback is given on exams and they can get more if they ask.

Students noted that the study load was not really intensive and it could be a good idea to make this study programme into three years of duration. The Review team recommends to administration considering the idea of shorting the duration to 3,5 years.

The majority of graduates was very positive about this study programme and gave the response that it was very useful for their professional activities. The administration collected data about the employment of graduates: “the survey data was obtained from 70% of 162 graduates, who declared to have been employed. 83% of graduates have been working in the profession: 17% in creative and arts, 20% in communication, 34% in marketing and advertising, 6% in design, 5% in IT, 18% in creativity management fields. < >According to the collected data, 7% of graduates are employed in the profession abroad. 55% of graduates, who received their diplomas in June, were already employed by July.” This survey was collected in July, 2014. It shows that majority of graduates are being integrated in the labor market quite fast and that most of them find their professional way easy enough. And what is more, majority of graduates are involved in job positions directly related with their study subjects.

2.6. Programme management

The main decision-making bodies at the university level are: the University Studies Committee, Rectorate and Senate; at the faculty level: the Study Programme Committee, Faculty Studies Committee and Faculty Council. The Department of Creative entrepreneurship and communication is responsible for organization of the CI study programme.

The review team thinks that the management of the CI programmes is good. There is good governance of the programme. The management is willing and able to make changes if and when necessary. The functions of quality control, implementation and improvement are clearly allocated among different bodies of University, Faculties and Departments.

The CI study programme committee is the main body of improvement decisions making. The study programme committee takes care of CI programme's implementation, its continual supervision and control. The committee meets several times per semester. These meetings are initiated formally by the head of department, and are held at the end of the day, at 4 or 5 pm, making it easier for professionals to attend. There are students and alumni involved as members of this committee. However, in the structure description of CI study programme committee in the

self-evaluation report there are no social partners directly involved into the committee. None of the eight members of the committee directly represents social partners. But during the meeting with social partners they confirmed the fact that administration does involve them in the improvement of CI study programme processes. So the review team came to the conclusion that this involvement is more informal than formal.

Students as well as the administration confirmed that student representatives are involved in collecting feedback, analyzing its results and participating in the decision-making processes. But it is not clear from the SER what process is used to choose students to participate. It's not clear if they are elected by the students or appointed by the management. What is more, this wasn't clear for students as well. During the meeting with the students they were sure about the fact that as students they can give their feedback and influence decisions on improvement of the programme. But at the same time they couldn't describe the formal procedures, to whom they should go and how to provide ideas for improvement. The RT thinks that this process should be more transparent and made known to all students.

Appropriate information about the programme is collected and analyzed regularly. According to the SER, student and staff surveys are conducted, and the dean's office is responsible for collecting information about "students in the faculty, including entrance results, contact information, orders, requests, contracts, and grading summaries." These data are analyzed by the Study programme committee and, if needed, actions are taken.

There is obligatory evaluation of all courses after each semester. Students share their feedback of different study subjects' contents and the teachers. This data is reviewed by the management and needed actions are taken.

Different stakeholders confirmed that they have been involved in the design and implementation of the CI study programme: students, teachers, alumni, and social partners. But at the same time the RT, while discussing with different stakeholders, found out that not all improvements are known to them. For example, some alumni representatives were suggesting including the new study subject into the curriculum, "Social marketing or Social media." But this improvement has already been made and now there is a study subject of "Social marketing" in the curriculum. Probably more communication is needed for different stakeholders about the improvement and the progress of the CI study programme.

The internal quality assurance system works effectively for the needs of the programme.

According to the SER, plagiarism in students' work is 'checked on the internet, using keyword or text snippet searches,' rather than any formal system such as Turn It In software. This should be addressed in future.

The review team notes that big improvement was made since the last evaluation of this study programme. The administration has improved the aim and learning outcomes of the CI study programme, facilities and premises, study process, and curriculum design. What is more, the feedback from the students and graduates is more positive than during the last evaluation. So it proves that the improvements that were made since the last evaluation were constructive and positive.

III. RECOMMENDATIONS

1. The Review team recommends to clearer the positioning of the two “sister” programmes (‘Creative industry’ and ‘Entertainment industry’) and rethink the labeling of the programme as the name of it can be misleading. The committee believes that it would be wise to communicate the programmes and their differences better to the stakeholders. That would facilitate communications with prospective students, social partners and Erasmus partners.
2. The Review team thinks that an attractive option for the future could be to have a common first year after which the students select a specialization in one of the two programmes. Such opportunity of specialization for students and let them to have an option to choose the focused study area and have a clearer perspective of their future career path and more concentrated professional direction. The committee suggests that two dimensions may be implemented in classifying the programmes: area (e.g. arts, tourism, entertainment) and aspects that are studied (e.g. management, communication, creation, production, content, effects, etc).
3. The Review team recommends considering the idea of shortening the study duration to 3,5 years. After the discussions with students and alumni, the committee concluded that the study could be more intense. The current study load is not heavy at all. Some students value this because it allows them to work besides their studies.
4. The committee is of the opinion that subjects as ‘Digital marketing’ and its practice are lacking in the programme and advises to add them a.s.a.p.
5. Some facilities, such as the quantity of library recourses (books) that are being used the most by students should be improved. What is more, some extra space for students’ individual and group work could be created at the sites of the campus, where most of the lectures and courses are taking place.
6. Improve the participation of social partners in formal processes of improvement of the CI study programme. To build a communication system which would guarantee that all different stakeholders would get the latest information about the improvements that have been made to CI study programme.
7. The alumni realize the value of the breadth of the programme for their jobs. The committee advises to sell the programme better internally as the students do not always understand why some subjects are included in the programme.

IV. SUMMARY

The study programme of Creative Industry is organized by Department of Creative Entrepreneurship and Communication. The aim of the study programme and its learning outcomes are well defined and reflects the current issues of the labour market and the need of the students. Clear distinction between two similar study programmes (‘Creative industry’ and ‘Entertainment industry’) is missing. The labeling of the programme should be revised as it can be misleading to some stakeholders. The idea of specialization should be taken into account by the management.

The composition of the curriculum of the programme allows achieving the designed learning outcomes. However, it is necessary to integrate some missing study subjects which would supplement the curriculum.

The staff composition is adequate and allows achieving learning outcomes. The staff is improving their knowledge and skills in different ways on national and international levels. Teachers are involved in research activities.

Improved facilities provide more effective and comfortable study process for students (and teachers). However, the study materials at the library could be improved more.

The study process is organized in a structured and well defined way. All the students' performance evaluation is clear and well known by the students. Students are constantly informed and provided with different needed information, including general, academic, social, financial support information. Students can get the consultations on different topic, provided by the different staff of the University. Students can involve into different social and artistic activities. Students' mobility rate is good enough – it reaches around 10%.

The management system is clear and functioning well. There is a clear division of responsibilities among different bodies and positions within the university and the department. The quality of the study programme is under constant monitoring, control and improvement. Although social partners are involved into the design and the study process, but effective communication system with stakeholders (and social partners in the first place) could be implemented.

V. GENERAL ASSESSMENT

The study programme *Creative Industries* (state code – 612P96001) at Vilnius Gediminas Technical University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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. Peter Neijens
Grupės nariai: Team members:	Dr. Kathleen Virginia Donnelly
	Dr. Viktors Freibergs
	Dr. Tim Smits
	Mr. Mindaugas Grajauskas
	Mr. Giedrius Žilinskas

**VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *KŪRYBINĖS INDUSTRIJOS* (VALSTYBINIS KODAS –
612P96001) 2016-01-06 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-14 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Kūrybinės industrijos* (valstybinis kodas – 612P96001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Studijų programą *Kūrybinės industrijos* vykdo Kūrybos verslo ir komunikacijos katedra. Studijų programos tikslas ir studijų rezultatai apibrėžti gerai ir atspindi dabartines darbo rinkos aktualijas ir studentų reikmes. Trūksta aiškaus dviejų panašių studijų programų (Kūrybinės industrijos ir Pramogų industrijos) skirtumo. Reikia persvarstyti studijų programos pavadinimą, nes jis gali klaidinti kai kuriuos socialinius dalininkus. Vadovybė turėtų įvertinti specializacijų pasirinkimo idėją.

Studijų programos studijų turinio sandara leidžia pasiekti numatytus studijų rezultatus. Tačiau būtina įtraukti keletą trūkstamų studijų dalykų, kurie papildytų studijų programą.

Personalo sudėtis tinkama ir leidžia pasiekti studijų rezultatus. Dėstytojai įvairiais būdais tobulina žinias ir įgūdžius šalies ir tarptautiniu lygiu. Jie dalyvauja mokslinių tyrimų veikloje.

Reikėtų pagerinti materialiuosius išteklius, kad būtų galima sukurti veiksmingesnį ir patogesnį studijų procesą studentams (ir dėstytojams). Reikia itin pagerinti studijoms skirtą medžiagą bibliotekoje.

Studijų eiga struktūrizuota ir gerai apibrėžta. Visų studentų pasiekimų vertinimas aiškus, studentai jį gerai žino. Studentai nuolat informuojami, jiems teikiama įvairi reikiama

informacija, įskaitant bendrąją, akademinę, socialinę ir finansinės paramos informaciją. Studentams teikiamos konsultacijos įvairiomis temomis, tai daro įvairūs universiteto darbuotojai. Studentai gali užsiimti įvairia socialine ir menine veikla. Studentų judumo lygis pakankamai geras, siekia maždaug 10 proc.

Vadybos sistema aiški, veikia gerai. Universitete ir katedroje aiškiai paskirstyta atsakomybė skirtingiems organams ir pareigybėms. Studijų programos kokybė nuolat stebima, kontroliuojama ir gerinama. Nors socialiniai partneriai dalyvauja studijų turinio kūrimo veikloje ir procese, turėtų būti įgyvendinama veiksminga komunikacijos su socialiniais dalininkais (visų pirma su socialiniais partneriais) sistema.

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III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja aiškiai apibrėžti dviejų giminingų studijų programų (Kūrybinės industrijos ir Pramogų industrijos) vietą ir persvarstyti studijų programos pavadinimą, nes jis gali klaidinti. Ekspertų grupės manymu, būtų protinga apie studijų programas ir jų skirtumus geriau informuoti socialinius dalininkus. Tai palengvintų bendravimą su būsimais studentais, socialiniais partneriais ir Erasmus partneriais.
2. Ekspertų grupė mano, kad patrauklus variantas ateityje gali būti toks: pirmieji metai – bendri, o vėliau studentai renkasi vieną iš šių dviejų studijų programų kaip specializaciją. Galimybė rinktis specializaciją leistų studentui pasirinkti kryptingą studijų sritį, turėti aiškesnę ateities karjeros perspektyvą ir labiau koncentruotą profesinę kryptį. Ekspertų grupė siūlo klasifikuojant studijų programas atsižvelgti į du rodiklius: sritį (pvz., menai, turizmas, pramogos) ir studijuojamus aspektus (pvz., vadyba, komunikacija, kūryba, gamyba, turinys, efektai ir t. t.).
3. Ekspertų grupė rekomenduoja apsvarstyti galimybę sutrumpinti studijų trukmę iki 3,5 metų. Po susitikimo su studentais ir alumnaus ekspertų grupė padarė išvadą, kad studijos gali būti intensyvesnės. Dabartinis studijų krūvis visai nedidelis. Kai kurie studentai tuo patenkinti, nes greta studijų gali dirbti.
4. Ekspertų grupės nuomone, programoje trūksta tokių dalykų kaip skaitmeninė rinkodara ir jos praktika. Siūloma kuo greičiau juos įtraukti.
5. Rekomenduojama gerinti kai kuriuos materialiuosius išteklius, pavyzdžiui, bibliotekos fondą (knygų), kuriuo šiuo metu naudojasi dauguma studentų. Be to, universiteto miestelyje, kur vyksta dauguma paskaitų, reikėtų sukurti papildomų erdvių studentų savarankiškam ir grupiniam darbui.
6. Reikia didinti socialinių partnerių dalyvavimą oficialioje studijų programos Kūrybinės industrijos (KI) proceso gerinimo veikloje. Būtų paranku sukurti komunikacijos sistemą, kuri garantuotų, kad visi socialiniai dalininkai gautų naujausią informaciją apie visus KI studijų programos patobulinimus.

7. Alumnai suvokia studijų programos platumo vertę savo darbe. Ekspertų grupė siūlo geriau reklamuoti studijų programą viduje, nes studentai ne visada supranta, kodėl į ją įtraukti kai kurie dalykai.

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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)