



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Kolegijos
KULTŪRINĖS VEIKLOS VADYBOS PROGRAMOS
(653N28004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF MANAGEMENT OF CULTURAL ACTIVITY
(653N28004)
STUDY PROGRAMME
at Vilnius College

Grupės vadovas:
Team leader: Kristiina Tonnisson

Grupės nariai:
Team members: Richard Mischak
Jūratė Černevičiūtė
Edgaras Leichteris
Greta Kasperavičiūtė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kultūrinės veiklos vadyba</i>
Valstybinis kodas	653N28004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kultūros vadybos profesinis bakalauras
Studijų programos įregistravimo data	31-08-2009 , Nr.1-73

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Management of Cultural Activity</i>
State code	653N28004
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor's degree in management of cultural activity
Date of registration of the study programme	31-08-2009 , No.1-73

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design	6
3. Staff	8
4. Facilities and learning resources	9
5. Study process and student assessment.....	11
6. Programme management	13
III. RECOMMENDATIONS	15
IV. SUMMARY	17
V. GENERAL ASSESSMENT	19

I. INTRODUCTION

The Management of Cultural Activity study programme has been implemented in the Faculty of Arts of Vilnius College (VIKO) since September 1, 2004 and it is the oldest cultural management programme in Lithuania. Programme aim is to prepare managers of cultural activities who should be able independently or in a team to work at organizations which provide a wide range of cultural services and products (according Self-evaluation report (SER) information). Students can choose between a branch of Management of Theatrical Activities and Management of Musical Activity.

The programme is organized according to all relevant legal acts issued by the Ministry of Education and Science of Lithuania. It is also based on the internationally accepted frameworks on Quality Assurance in Higher Education and the Bologna Process documents.

The self-evaluation process was initiated in 2012 with the goal of monitoring the implementation of the programme. The team responsible for SER consisted of programme lecturers, university staff and students. All the collected data was presented in the detailed SER. The data covered 5 years period from 2007 – 2012. The following evaluation report was prepared by an international panel of experts based on the documents provided by the school. In addition to SER, the expert team collected information and evidence in the course of one day site visit to the Vilnius College. Meetings with administrative staff, with the staff responsible for the preparation of SER, teaching staff, students, graduates, social partners were held, various support services (classrooms, library, staff rooms) were visited and familiarization with students' final works was performed.

The members of the visiting panel wish to thank all of the academic staff, the students, the alumni and the representatives of the social partners for the courtesy and cooperation extended to us on the occasion of the site visit. The willingness of the various stakeholders to engage fully in the various discussions is much appreciated. Last but not least the expert team would like to express gratitude to the Centre of Quality Assessment in Higher Education in Lithuania for all the support given to expert team before and during their visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aims and intended learning outcomes (ILO) of the Management of Cultural Activity study programme are presented in the description of the programme. They are publicly available, but are presented in slightly different way in SER, on the official programme page¹ which was referenced in SER, on the official open invitation to study this programme for potential students² and in the official internal document which was presented during the interviews with self-evaluation group³. Therefore experts had difficulties in evaluating which intended learning outcomes are the most recent ones, but after consideration the experts agreed to use publicly available programme page⁴. The connection between the intended learning outcomes, competences and subjects clearly exists in the practice, but still can be improved. Some of them are more specific than others (for example "evaluate the changes in the field of culture", "plan, coordinate, administrate a process of a cultural product or service" are better than general "analyze information", "make decisions", etc.). Such discrepancies show some shortcomings in the internal formalization procedures of ILO in the programme management. Nevertheless, understanding of ILO was demonstrated during the interviews with staff, students, graduates and social partners. In order to get better overview of the situation in long run it is advised to have clear procedures and clear criteria in place how to formalize changes in ILO and communicate them in a consistent way.

In general the programme fits ILO quite well. Areas, which can be considered for improvement might be: interconnection of different kinds of management course units with each other and ILO can be better, e.g. "stimulating local community... and establishing cultural education" looks like targeted more to educational than managerial activities. Programme aims are sometimes confusing in terms of activities and subjects of those activities, especially when it is connected to cultural enterprise, cultural organizations and cultural and creative industries in the descriptions. Subject aims are well presented in the descriptions of the programme, but the general programme aim can better reflect specialization. Interviews with administration and students/graduates

¹ http://www.viko.lt/uploads/files/StPr-LT/mef/KULTURINES_VEIKLOS_VADYBA_LT.pdf

² <http://www.viko.lt/uploads/files/2011/04/2011041219.pdf>

³ Studijų programos tikslas, kompetencijos ir studijų rezultatai, patvirtinta 2011-08-31 d. įsakymu

⁴ http://www.viko.lt/uploads/files/StPr-LT/mef/KULTURINES_VEIKLOS_VADYBA_LT.pdf

showed, that sometimes outcomes communicated by administration on what they give to students are narrower (they stress out the theatre and music specialisation as an advantage) than actual knowledge and skills received by recipients (students and especially graduates stress out that with knowledge they gain, they can work in a wide range of cultural activities and theatre/music specialisation just gives good basic understanding, but is not an aim in itself and even not a future career choice for some of the students). Therefore, further discussions might help to identify hidden potential and expand the programme into broader fields. In experts' opinion the actual potential of the programme is bigger than it is reflected in the formal documents and revision of programme aims, ILO and their links with aims and outcomes presented in the course descriptions can benefit the programme and make it exceptionally good. That could be achieved through the open dialogue with main stakeholders. Programme can also benefit more if different social partners are invited (not only from traditional cultural sector, but also the representative from other cultural activities, marketing, creative industries, entrepreneurs) to this open dialogue.

The dissemination process of the programme is good and adequate. From the interviews it was evident that recommendation system (alumni, present students) and "word of mouth" is really strong marketing instrument and the results can be seen in the admission process.

The understanding of the labour market could be improved. From SER and interviews it became clear, that there is a high demand for cultural managers and that cultural management is important topic in the EU and Lithuania. There is a strong tendency to expand that sector in Lithuania, which can be seen from strategic vision "Lithuania 2030", from planned allocation of funds for cultural activities and planned Governmental intervention measures in that area (see recently approved Lithuanian National Progress Programme 2014-2020, Guidelines for the change in cultural policy). Those trends show the potential for further expansion of the current programme Management of Cultural activity by introduction of new specialisations, what was reflected neither in SER nor in the interviews. Therefore the tighter connection has to be established with above mentioned cultural policy issues, bigger differentiation has to be made between the cultural pedagogy (main strength of the faculty) and economisation of culture (future trend in Lithuania).

2. Curriculum design

The curriculum design meets all the legal requirements necessary in the Republic of Lithuania and in EU. It is divided into several modules such as general, compulsory and specialization

module as well as optional courses. The spread of the modules is compliant with the legislation acts. The curriculum is designed thoughtfully starting with the introductory/general topics and possibility of specialization in the later semesters. There are also several possibilities in conducting internships and practices in order to gain more practical knowledge. The subject studies are completed in a form of examination or self-study work (project).

However, there are some areas which can be improved (e.g. the combination of traditional art history course units with classical management course units looks quite artificial; differences between Business Management faculty's study programme's Advertising Management and Tourism Management and Management of Cultural Activity might be shown better; there are attempts to show the impact of the industrialization of culture through introduction of creative industries subject, but in general the programme remains oriented to management of traditional cultural activities), but it does not hinder general good impression about the programme.

In general the themes of the subjects are not repetitive, but the scope of some general subjects was questioned by experts (like Document Management programme, Law, Business Mathematics). During interviews staff and students showed the connection of those subjects to the field of cultural activities and to the specificity of Lithuanian context (i.e. financing of cultural activities depends on ability to write financially and legally precise proposals). Therefore experts noted that the scope is sufficient to ensure learning outcomes and that those subjects are needed. Some improvements were suggested by the students in the field of Informatics (e.g. more subjects on how to use creative tools like Adobe Photoshop, less Word/Excel).

Discussion with students showed that they acquire necessary skills for working in creative industries sector. There is on-going trend to support creative industries at the policy level (Governmental programme⁵, draft of SF2014-2020 funding schemes⁶). Therefore the inclusion of several subjects towards that direction can benefit the programme in the future, including better access to financing.

Teaching staff uses variety of different methods and approaches in content delivery. During interviews expert team evidenced some really passionate teachers and heard the opinions of the students that lectures are interesting, yet the study process remains challenging and does not lack the sophistication. That shows the systemic approach in building up the curriculum and

⁵ <http://www.lrv.lt/lt/veikla/vyriausybes-programa/>

⁶ <http://www.esparama.lt/2014-2020-laikotarpis/diskusijos>

balancing between "edutainment" and building of core competences, necessary in the field. Both students and the staff noticed that close connection to other Faculty of arts programmes (music, theatre, dance) and the availability of related infrastructure (like dance halls), surrounding community of students from other cultural programmes, helps better understand the field of culture. On the other hand there is a risk of narrowing down to the closed ecosystem of artistic community and overlooking potential future areas.

The programme design is consistent with the type and level of studies. The level of qualifications offered even exceeds the expectations deriving from the title of the programme, learning outcomes and content. Hence, the balance between traditional cultural activities and new emerging trends should be reconsidered. In the current fast changing business environment the emphasis on the entrepreneurship will become more and more vital.

3. Staff

There are 33 lecturers in a department, but only 3 are docents. The number and qualifications of teaching staff are in general adequate to ensure learning outcomes as the lecturers are qualified and have relevant practical experience. During interviews experts noticed that 2 lecturing PhD students have fresh ideas for incorporating into teaching methods and it is a good trend to follow.

According to SER teaching staff is recruited every 5 years, applicants are selected through an open competition, special attention is paid to their practical experience, and nearly 90 % of staff has more than 10 years of professional experience (calculation made by experts using data provided in Appendix 2 of SER). 20 staff members work full-time while working also part-time in cultural organisations or are business owners.

Students mostly work in groups of 30-35 people. If the groups are bigger, they are divided into smaller units. Being an advantage in delivering higher quality teaching, such approach might also create the risk for the future management of the programme in terms of allocation of financial resources. In general the results of this approach are very good: students and teachers develop deep and informal relationships ("lecturer as a partner" approach), e.g. giving mobile phone to students, constant communication, quick feedback on the quality of lectures and better response to student's needs. During interviews graduates confirmed that they are actively getting support from teachers when developing their career path even after they have finished the studies.

Except of the teaching staff being currently also PhD students, the teaching staff in general is not too actively involved in the research related to the study programme: e.g. according to SER only 3 lecturers wrote scientific papers, 3 lecturers wrote chapters for text books. Such finding is also supported by low rate of science popularisation activities described in SER: e.g. 2 lecturers participating in radio/TV discussions. Although the outcome of research and other related activity can be increased, there is systemic ambition towards better research. Hence, current research level is adequate to a college studies programme.

There is formal procedure in the faculty about how to get support for participation in various professional improvement activities. Several lecturers mentioned that qualification improvement is their own personal responsibility because of the lack of the resources. That might become systemic problem in the future. Programme management committee should take more active role in qualification improvement process and management of the faculty has to provide clear rules/procedures/budget about professional improvement. After interviews with administration, staff and students experts decided that a high turnover of staff mentioned in SER had more positive impact rather than negative (i.e. better, younger lecturers, new and fresh ideas, bigger dynamics, etc.). Therefore experts did not consider the turnover as a problem in this case.

4. Facilities and learning resources

College underwent major improvements in facilities in the recent years and the renovations will continue till 2014. The faculty is well equipped, however the lack of the computerized workplaces could still create problems (a shortage was reported in SER). There are also plans to merge with the Faculty of the Design. Some lectures are already held in their facilities. Some of the infrastructure is shared across all the college. Therefore experts concluded that the problems identified do not reflect on the quality of studies (some inconveniences exist, but they are constantly solved each year by administration, situation is improving rapidly and the opportunities are provided).

The availability of learning resources is high (e.g. the library expanded availability of copies in Lithuanian language as well as availability of foreign books, there is access to international scientific databases), but the distribution of information about their existence can be improved. During the site visit library staff was able to show books related to subjects, but were not able to show relevant electronic journals, how to search effectively in the databases. The students are

not yet mastering in finding relevant literature in digital world. Students extensively cite paperback literature and general online material in their theses, but the usage of scientific databases is rather low among students (i.e. new scientific articles on particular topic can be cited more often).

From SER it is seen that students are provided with wide choices for the internships and from interviews with students and graduates it was clear that this area was improved recently a lot. Experts considered it as a good sign of systemic developments in that area and a prove of established quality system (e.g. claims of students to have better places and wider choice of practice were responded by the administration; prepared lists of internship places and wider network of social partners were offered; the possibility to choose specific place for internship exists as well). With a few exceptions (like private Domino theatre) most social partners consider internships as helping students to understand the field of culture and not as a possibility to prepare future employees and to employ them after. It is good for quality of studies, but the programme can benefit if more social partners capable to offer future workplaces are invited.

The majority of literature provided in curriculum is in Lithuanian language only. It narrows the learning process towards Lithuanian school of thought. There is improvement in recent years to compliment library with foreign copies of cultural management and music management, project management, but more encouragement is needed to read the newly acquired books in English language and especially to read the newest scientific articles through the subscribed databases.

The provision of learning materials to students might be more standardized. From SER it is seen that the administration promotes the use of formal existing instruments in the college (like Moodle, intranet, centralised library resources), but from interviews it was evident that teachers and students use mostly other ways of exchanging the information (using Facebook groups, e-mails, self-organisational distribution system among students, developing the CDs with all the material, etc.). Experts noted that those methods are creative and help to gain the good quality of the studies. Students also favour those methods and do not see the problem in the distribution of information. Nevertheless, it is recommended to evaluate the general practice of distribution of learning material, to decide what minimum information has to be available in "official" system (i.e. Moodle), to identify "good practice" used by some of the teachers and distribute that knowledge across other lecturers, giving them some flexibility in choosing the method which best suits their subject, but helping to comply with internal faculty rules.

In general facilities and learning resources are adequate for the programme and to the level of the college studies, learning resources are developed in the systematic way, but bigger effort for the

promotion of available foreign resources is recommended (e.g. required readings in curriculum, requirements to use foreign literature in written task assignments/thesis, proactive help by librarian to show how to find relevant material, instructions how to identify high quality materials, new journal subscriptions, etc.). Advertised www.kulturosvadyba.lt was empty during the check by experts, but it can be a good source of information to students. It again shows that there are a lot of good intentions which are strongly encouraged by the team of experts, but the implementation might need more focus and improvement.

5. Study process and student assessment

The admission to the programme is conducted via framework of common admission to Lithuanian higher education institutions. The admission score is calculated combining maturity exam results of Mathematics, Lithuanian and Foreign language or History. This is common system in Lithuania and majority of recognized higher education institutions participate in it. However, in relation to management programme (where interpersonal communication skills might be more important than exam results in school) motivational interviews might be included into the process of admission.

In general the study process and student assessment was consistent and systematic. During the first lecture of the subjects students are communicated about ILO, how learning process will be organized and how final results will be evaluated. The final assessment is based on the cumulative score, which is the sum of the intermediate elements. Different teachers choose different proportions and different evaluation methods. Variety of evaluation methods and practices are used across different subjects and it creates the potential of good practice exchange between the teachers in the same programme. Unfortunately, there is lack of internal already established practice which allows to share knowledge and to learn from each other.

Special note has to be given on a rather empty hope about the effectiveness of the system <http://www.plag.lt>. Several random tests on the system showed that it is still highly unreliable proof of evidence and it has to be complemented with other measures. In general reaction from students towards plagiarism and cheating was negative. It indicates generally healthy atmosphere for learning and sharing, but more preventive measures aimed at promotion of ethical behaviour (like constant encouragement of students to use best available resources in the creative way, synthesizing information and not copy/paste it) can be introduced.

Students have opportunities to participate in student mobility programmes and student-exchange programmes, e.g. such as Erasmus. During interviews only several students had plans of participating in such programmes, mentioning language barriers and their part-time jobs as main reason, but interviewed graduates did not have any problem with English language. Therefore better encouragement by the administration to participate in the mobility programmes can help to improve the numbers. Experts noted that there is a huge improvement in that area already, possibilities are known for students, but the general participation rate (especially in Erasmus) has still a huge potential (SER states that in 2009 there were only 3 students in general participating in student-exchange programmes, while in 2012 the general number was 13, but only 2 performed Erasmus practice activity).

It is recommended to encourage students to take part in a greater number of courses/subjects delivered through the medium of the English language. In this context, the involvement of more foreign visiting lecturers, the use of extra course reading materials in English, and the provision of incentives for students to communicate to a greater extent in English are seen as highly significant.

Students are encouraged to participate in scientific and cultural activities. They actively collaborate and volunteer in organisations of the social partners. There are good examples with Birštonas JAZZ festival, Theatre Day in Vilnius City Hall, performance in City Days, etc. Participation and value of such activities was confirmed by most stakeholders (students, graduates, social partners). Such cases are often chosen as the topic of research in the final theses, where the students try to adopt theoretical knowledge into the context of real life activities. Experts have learned that college collects data about general employability of the graduates. Administration and SER group were able to present the statistical data, but they were too concentrated on narrow thinking that graduates work mainly in their specialisation areas (theatre, music), although graduates provided examples of the other employment possibilities with the skills they got during studies (including starting their own business companies). Therefore further collection of data about real employability of graduates and thinking "out of the box" could help to identify future expansion areas. Social partners during interviews noted high motivation and good quality of the students they meet on internships or during writing of the theses, therefore it can be said that graduates meet the expectations of the market and programme provider's aims.

Experts noted that quality of theses is good, the English language literature is used, the themes of the theses are connected with market and social needs, the systematic effort to improve the quality of the theses by fighting the plagiarism, inclusion of research based sources of information, consulting the social partners was seen. The experts' advice to consider the higher use of scientific databases as this will improve the quality even more.

It is clear from SER that students may be granted single, social or incentive scholarships, state-supported loans, and financial support for the disabled students and provision with accommodation in the dormitories (all students wishing to be accommodated in the dormitory are accommodated). At the end of the year, the most active students are allocated with the single grants. The students who participated in various projects, competitions, those who sing and dance, also those who were responsible for organising and participating in various events in the faculty and all under recommendation of department, all those inclined were appropriated with incentive grants and premiums.

6. Programme management

In general programme management is in place. There is the division of responsibilities, monitoring system is working, internal quality assurance is performed from 2003 and continuous investments are made into this field (projects initiated and implemented). Most of the improvements are based on constant dialog with the social partners and based on the demands of the students. There is some duplication visible in centralised efforts of the college administration and in the efforts of the faculty to monitor similar development. There are areas where better formalisation is needed (see previous chapters).

The evaluation of the programme is performed and the programme itself is managed in systematic way, e.g. students are often interviewed by lecturers, discussions on quality of the courses are held, there are two levels of surveys - general ones and more detailed ones, administration and staff understands the flaws and duplications in the system and demonstrates constant strive for improvements. Examples of questionnaires provided were detailed and with many possibilities to write suggestions. Students and graduates gave examples what kind of suggestions were offered and evidence was provided how proposed ideas were implemented (e.g. better availability of places for internships). During interviews experts were delighted to see active, supportive, motivated graduates, who perfectly understand their role and competencies in

the market. Therefore experts recommend inviting them to participate in the programme management and improvement process (e.g. creation of alumni network, inviting as mentors).

The connection to social partners is strong, but informal. Therefore with some social partners the communication is better than with others (some get more internships; some are asked more to propose themes for theses). In general the cooperation with social partners is systematic and satisfactory. Partners who were participating in the interviews were from very similar areas, but graduates explained that there are more possibilities to explore. Some very active partners explained how good cooperation is, but some were passive and not actively involved, although expressed interest for higher involvement, which can be used as future potential. Hence, the process can be improved by widening the range of social partners, improving communication with them (asking advice and/or input for final themes, projects, opinions, to participate as mentors in the study process).

III. RECOMMENDATIONS

1. To review the programme aims and intended learning outcomes and to become more aware of how they are communicated across different stakeholder groups. Emphasis should be put on consensus building process, inviting graduates and expanding the circle of social partners towards identified emerging areas of future cultural activities.
2. To encourage administration and SER group to pay bigger attention to the context of changing cultural policy, EU and Lithuanian strategies and planned Governmental intervention areas, which will be supported by EU SF 2014-2020.
3. To encourage the administration to revise study programme and specialisations by strengthening integration with other programmes of the college (advertising management, tourism, design, etc.) and eliminating duplication across similar subjects.
4. To consider reviewing curriculum design by avoiding artificial joining and introduction of new subjects, reconsidering deeper integration across various subjects in the programme, redesigning to better reflect new trends in cultural policy.
5. To offer and to encourage students to take part in a greater number of courses/subjects delivered through the medium of the English language. In this context, the involvement of more foreign visiting lecturers, the use of extra course reading materials in English, and the provision of incentives for students to communicate to a greater extent in English are seen as highly significant. To encourage higher use of English language books and especially of scientific articles in the subscribed databases. To ensure that journal subscriptions are based on actual student's and teacher's needs.
6. To encourage students to participate in mobility programmes, to inform graduates about possibilities to enrol into mobility programmes after finishing the studies.
7. To encourage teaching staff to take part in mobility programmes, to exchange knowledge on different teaching methods with colleagues abroad and within their institution, to provide a clear procedure for getting professional development support and to communicate it to the staff accordingly.

8. To review the current system and methods of distribution of learning material to the students and to decide on the minimum information available in the Moodle system. To advise on flexible options for other content.
9. To involve different stakeholders on further analysis of market needs and introduce procedure of monitoring not only employment rates of graduates, but also their further career developments as well. To encourage the administration to build a supportive alumni network, to use alumni and social partners as mentors in the study process.

IV. SUMMARY

The Cultural Activity Management study programme is the first response to culture economization tendencies in EU and Lithuania. Study programme is oriented towards specific areas in the field of management (culture and arts). It aims to prepare specialists knowing how to convert cultural activities into profitable business and effectively manage them. Programme is intact with all relevant legislation in Lithuania and in the European Union, is relevant to the Lithuanian environment and has a potential to provide qualified specialists for a broader range of cultural activities than it is declared in the programme currently.

However, there is a number of minor shortcomings such as formalisation of intended learning outcomes and clear formal communication about their improvement (after corrections are made as a response to evaluation process). The main strength of the programme is that intended learning outcomes, aims and main competences are understood in similar way across all different stakeholder groups (students, graduates, social partners, staff, administration).

The curriculum is designed thoughtfully, there is a good balance of subjects and the curriculum is systematically developed. Experts noted that the programme delivers more than it advertises. Therefore the programme can be easily expanded to meet the future social needs, which can be seen from various cultural policy documents and future market needs, which could have been seen if wider choice of social partners (e.g. representatives of cultural industry) were invited.

Staff is adequate to the programme and experts noted their high level of professional and practical experience. The only area that could be improved is staff low research activity (normal to the college studies). Programme could benefit more if young PhD students are attracted as lecturers (experts noted good examples already in place). However, there are some future risks identified during the evaluation of programme, in particular connected with small working groups, distribution of learning resources and support for the participation in various professional improvement activities. If properly addressed those risks could help the management to make excellent study programme where quality of studies is balanced with practical activities and market needs.

College underwent major improvements in facilities in the recent years and the renovations will continue till 2014. There are also plans to merge with the Faculty of the Design. That should help to aim for even better quality. The availability of learning resources is high (e.g. the library

expanded availability of copies in Lithuanian language as well as availability of foreign books, there is access to international scientific databases), but the distribution of information about their existence can be improved. Students are provided with wide choices for internships and system of internships improves each year as well as quality of theses and the use of literature in English language. However, higher use of scientific databases, English based literature and better access to the information on available resources can be foreseen.

Study process and student assessment is consistent and systematic. Different teachers choose different proportions and different evaluation methods. Variety of evaluation methods and practices are used across different subjects and it creates the potential of good practice exchange between the teachers in the same programme. There is a healthy atmosphere for learning and sharing between students and lecturers. However, sharing between lecturers can still be improved (methods, good practice). Students need higher encouragement to participate in student exchange programmes (especially Erasmus), but they widely collaborate and volunteer in local organisations. Social partners favour the students of the programme for their motivation and practical skills.

Programme is managed in systematic way, plenty examples were provided during the interviews. Connection with social partners is strong, but informal, although wider choice of social partners from different areas might benefit the programme even more.

V. GENERAL ASSESSMENT

The study programme *Management of Cultural Activities* (state code – 653N28004) at Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	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:

Kristiina Tonnisson

Grupės nariai:
Team members:

Richard Mischak

Jūratė Černevičiūtė

Edgaras Leichteris

Greta Kasperavičiūtė