



STUDIŲ KOKYBĖS VERTINIMO CENTRAS

**VILNIAUS DAILĖS AKADEMIJOS
STUDIŲ PROGRAMOS FOTOGRAFIJA IR MEDIJOS
MENAS (62404M104, 621W60001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF PHOTOGRAPHY AND MEDIA ARTS (62404M104,
621W60001)
STUDY PROGRAMME
at VILNIUS ACADEMY of ARTS**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Fotografija ir medijos menas</i>
Valstybinis kodas	62404M104
Studijų sritis	Meno studijos
Studijų kryptis	Audiovizualinis menas
Studijų programos rūšis	Universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais ¹	80
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Audiovizualinio meno magistras
Studijų programos įregistravimo data	1997 05 19

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Photography and Media Art
State code	62104M104
Study area	Arts
Study field	Audiovisual Art
Kind of the study programme	University studies
Level of studies	Second cycle
Study mode (length in years)	Full-time (2 years)
Scope of the study programme in national credits	80
Degree and (or) professional qualifications awarded	Master of Audiovisual Arts
Date of registration of the study programme	19 May 1997, No 565

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I. INTRODUCTION

The Vilnius Academy of Arts is a well-established and respected institution. Its institutional origins go back to the founding of the Vilnius School of Arts in 1940 as a consequence of the reorganization of Vilnius University of Steponas Batoras. According to Soviet government decree in 1941, the Vilnius School of Arts became Vilnius Academy of Arts (since 1944, the Vilnius State Institute of Art). In 1951 on the basis of the then-Union Ministry of Higher Education order, Vilnius Academy of Arts and Institute of Kaunas Applied and Decorative Arts two were merged into one – the Lithuanian Soviet Socialist Republic State Institute of Art which regained the name of Vilnius Academy of Arts in 1990. The Academy is based in Vilnius but has faculties in Kaunas, Klaipėda and Telšiai.

The programme being evaluated is located in the Faculty of Visual and Applied Arts, one of five faculties in the Academy. The programme was established at the Vilnius Academy of Art in 1996. At that time the programme was unique both at the Academy and in Lithuania. Later, similar programmes started to emerge at the Vytautas Magnus University (Kaunas) and Šiauliai University. The programme was designed to meet the country's need for specialists in this subject area. The programme was evaluated last in 2001.

The expert panel met senior staff of the Academy, the authors of the self assessment report, administrators, academic staff, students and employers. The self assessment report provided a suitable basis for the evaluation and was supplemented with additional documentation. The evaluation was further informed by responses of Academy staff to questions from the expert panel who provided an oral feedback at the end of the evaluation visit. The Panel is indebted to colleagues at the Academy, students, graduates and employers, for their cooperation.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

The programme is predicated upon the need for specialists in the labour market with the knowledge and skills contained within the programme. Its demand is derived from the fact that this programme is unique and has no competitors in other schools of higher education in Lithuania; every year the number of applicants is greater than the number of places financed by the government (paragraph 1.1). However, in the self evaluation report there is no evidence that the Academy has compiled and analysed any statistical data on the need for photography and media specialists with skills acquired from this programme. The expert panel considers that canvassing the opinions of employers and former students of the programme would help the Academy in identifying strengths, weaknesses and possible further developments of the programme.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The programme complies with institutional, state and international directives.

1.1.3. Relevance of the programme aims

The Academy claims that the aims of the programme focus on finding new ways of expression and the development and realisation of artistic concepts compared with the treatment of media art on a theoretical basis in other institutions (paragraph 1.1.3). Hereby the identity of the

programme is transparent, but the requirements of national legislation for second cycle programmes to provide research-based education need to be addressed. Programme management needs to review the relevance of programme aims to meet this requirement.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The intended learning outcomes are, in general, articulated clearly, with considerable emphasis on the ability to find original creative approaches and exercise independent research-based judgment. From the description of the intended learning outcomes, the level of professional proficiency aimed at is not sufficiently clear and requires elaboration.

1.2.2. Consistency of the intended learning outcomes

The self assessment report (paragraph 1.2.2) states that the study process ‘...is distinguished by the formulation of an individual study plan.’ Although the rationale behind the organisation of studies (mapping – focusing – participation – final work) is clear, the Academy will wish to examine the linkage between overall programme aims and the intended learning outcomes of the constituent subjects.

1.2.3. Transformation of the learning outcomes

The self assessment report states that the update of intended learning outcomes ‘...is related to the topics selected by the students, the content of studies, and the individual method of study ... [and] updated according to the students’ changing individual needs by taking into account relevant trends of contemporary art’ (paragraph 1.2.3). Such a frequent reviewing of the intended learning outcomes (unless mistaken for the curriculum of the programme) calls into question the relevance of the general aims of the programme and should be approached systematically. As far as the aims of the programme prove to be appropriate and attainable, it is suggested that the Academy takes the opportunity afforded by this review to focus on the intended learning outcomes in order to ensure the coherence of the programme and to meet students’ expectations.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The programme meets the requirements of legal acts relating to a second cycle study programme. The study volume, however, lacks consistency in enabling students to achieve the intended learning outcomes in terms of balance between the blocks of domain-specific and research-driven (or theoretical) subjects. Annex 1 discloses that a student has to select 24 credits from the list of optional subjects. This list comprises subjects from both blocks, which opens the possibility that a student can tailor his/her study plan predominantly from one of those blocks. The result might be that students on the same programme would achieve different learning outcomes with specialisation in either the professional field or in theoretical subjects. Moreover, the development of research skills lacks consistency due to insufficiency of appropriate supervision. Annex 1 highlights that students’ research work is supervised by the Department staff members who are not active researchers themselves. During the site visit the expert panel was informed that research supervision is delegated to the scholars from the Department of Art History and Theory. The Panel recommends that a more appropriate balance of grouping in-depth subjects and more coordinated provision of relevant research supervision is considered.

2.1.2. Consistency of the study subjects

In general, the sequence of subjects studied is logical and the content of subject blocks meets the requirements of the second cycle programme. Notwithstanding, as mentioned above, the balance

between elements of compulsion and choice needs to be reviewed. The potential danger is that the curriculum provides an opportunity for students to choose subjects of particular interest to them at the expense of consistency of students' achievement of intended learning outcomes.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The programme complies with the necessary legal acts.

2.2.2. Comprehensiveness and rationality of programme content

There is a lack of programme identity in comparison with the BA. It is not clear how the MA develops from the BA. For example, Laboratory for Concept Temporality and Space Sculpture in the Expanded field is included in both programmes. It is not obvious how the basics of photography and media on the BA form a basis for the predominately video-related studies on MA and how the latter develops students' knowledge and skills in this subject. It is not clear that students on the MA have an opportunity to pursue in-depth analysis of subjects in photography and there needs to be greater emphasis on applied research to integrate with, and complement, practical activities.

The themed content is generally appropriate, subject to concerns about the overall aim of the programme. However, the nature of delivery should be more aligned to the intended learning outcomes.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The self assessment report (paragraph 3.1.1) states that the professional part of the programme is taught by six permanent teachers. Two of them do not meet the formal requirements for a master's level programme as they do not hold academic titles. None of the staff members holds a scientific degree. There are also nine teachers who teach theory-based subjects; eight of them hold a scientific degree. There have been three foreign teachers delivering lectures on the programme over the reference period. The expert panel considers in general the teaching staff to be of high quality and committed, while international dimension the programme is in need of strengthening.

Teachers have a nominal 40 hours per week workload although the ratio of classroom hours to those for research and/or artistic activities and/or methodological work is not fixed. It is stated in the self assessment report (paragraph 3.1.1) that allocation of workloads to staff depends to a large extent on the number of students who select him/her as a tutor. It is recommended that the Academy implements a more formal methodology for the allocation of teachers' workloads to ensure a more equitable balance of responsibilities and opportunities for professional development.

The programme is supported by three technical staff, including two practical training specialists and one IT engineer.

3.1.2. Turnover of teachers

Turnover of lecturers in the programme is low. Even though on a small scale, turnover of teachers, especially through affiliation of younger members of staff, has a positive effect on the

programme as it gives the department the opportunity to improve the curriculum, purposefully update the content of the programme and promote competitiveness among lecturers.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

The average academic experience of staff is 19 years. Staff have sufficient experience in the practical field. A number of the teachers are acknowledged professionals and meet high standards of artistic competence. Teachers are active in their professional fields as evidenced by the production of artistic works and events, and publication of academic papers. These are used to inform their teaching on the programme and enrich the students' learning experience. A number of teachers hold positions in relevant associations and committees.

The head of department is the nominated coordinator of the programme. While heads of department have traditionally been highly regarded and recognised in their field, the experts suggest that considerable benefit would accrue from having a member of staff, other than the head of department, fulfil the role of the committee chair. Such a person, unencumbered by departmental duties, would be able to provide academic leadership, as well as management, of the programme at a level which would enable the incumbent to engage more fully in day-to-day programme-related activities.

3.2.2. Consistency of teachers' professional development

As stated in the self assessment report (paragraph 3.2.2), the improvement of teachers' skills takes place in professional creative activities, consistent methodological work, participation in conferences and creative workshops, and international exchange. Incentives for professional development are executed by nomination for academic titles and institutionally managed financial support. The expert panel, however, found no evidence of a paid sabbatical scheme. While the experts recognise the immediate financial imperative, the Academy must be mindful that its reputation depends to a large extent on the credibility and recognition of its staff in their respective fields. If staff are not to stagnate, but to maintain their standing and remain at the forefront of their professional field, they need to refresh their knowledge and skills. The Academy needs to provide further opportunities for staff to engage in professional development activities such as scholarship and research and general updating of subject and pedagogical knowledge and skills.

Notwithstanding the lack of a sabbatical programme, staff continue to enhance their professional standing through teacher exchange programmes, conference, inter-academy projects and creative workshops participation. It is important that the outcomes of these activities are clearly linked to programme delivery and development in order to enhance the student learning experience.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

Since December 2009, the Department of Photography and Media Art has been located in new premises, a reconstructed and newly equipped building at Maironio St. 3, which has considerably improved the facilities available to support the programme.

The premises and equipment are divided into functional zones, for theoretical, practical and independent work, self-study. All students are provided with a sufficient number of rooms for theoretical lectures and study/laboratory facilities for practical work.

Students may use analogue and digital facilities in the photography workshop, animation workshop, audio-video montage room, and photo-video studio. For lecturing purposes there are three halls. One of them, a multi-functional auditorium accommodating 30 students, is also used for meetings with visiting lecturers, artists, etc. Corridors and lecture halls are also used for the presentation of term works and diploma works of undergraduate and postgraduate students. A conference hall of the Design and Innovation Centre (Maironio St. 3) is used for video screenings. Workplaces are sufficient and very comfortable. All the premises meet high hygiene standards.

In addition, at students' service there is a departmental mediateque with eight workplaces and central library with few reading rooms. All the premises are provided with wireless internet facilities.

Students and teachers have access to the library, reading rooms, and the mediateque. However, opening times are limited: the library and reading rooms from 0900 to 1800 or, on Friday, 1600 hours and the audio and video libraries for even shorter periods. The Academy is advised to consider extending the opening times to facilitate greater access of students and teachers to these study spaces and associated resources.

4.1.2. Suitability and sufficiency of equipment for studies

The self assessment report (paragraph 4.1.3) indicates, and the site visit proved, that students use a range of facilities that are updated according to possibilities. The Department lacks some facilities, such as a cabinet for drying films. The resources available include computers and other digital equipment such as video cameras, photo cameras, lighting fixtures, projectors.

All the premises of the Department are equipped with computer hardware and internet access. Specific software is used depending on the function of the premises. All software is either licensed or free of charge Open Source software.

4.1.3. Suitability and accessibility of the resources for practical training

Resources for practical training comply with the aims of the programme. The Department has sufficient technical equipment: two video cameras, five digital cameras, three film and plate cameras, two video projectors and an audio player, two portable flash sets with accessories and two halogen sets. Sound equipment is also available to meet basic needs.

The ratio of available practical training places to the number of students is appropriate. Resources for practical training are suitable, while their accessibility is just sufficient.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

The self assessment report (paragraph 4.2.1) indicates that the library has benefited from individual donations by visiting lecturers who worked at the Academy under the Fulbright Programme. Occasionally, the library bookstock is augmented in response to a list provided by the Department. The expert panel considers that this method of library acquisitions does not ensure sufficient information circulation. The experts consider the library provision to be limited and in urgent need of considerable augmentation. Book and journal stock should be enhanced, particularly in international texts and there is a need to increase the provision of multiple copies, particularly of compulsory readings, for borrowing. Consideration should also be given to provision of borrowing rights and an extension of the currently limited hours of opening to facilitate greater accessibility.

4.2.2. Suitability and accessibility of learning materials

The self assessment report admits (paragraph 4.2.2) that the number of publications available at the Academy's library is limited. Lecturers also use their personal libraries for teaching on the programme. Methodological material is still lacking and a solution to this problem requires additional funds.

Methodological materials prepared by staff are shared with the BA programme, and it is not clear how much of it is specifically aimed at the MA programme. Internationally available readers and textbooks on the subject should also be considered as suitable methodological tools for the programme.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

Recruitment to the programme takes place annually. Admission is competitive and based on the average grade at undergraduate level in domain-specific subjects, the score of the final work, the portfolio of works, and an interview. During the past five years, the highest score for admission was 49 (out of 50), the lowest score 33 and the average score 41. Where credits from the domain-specific subjects or generic subjects are lacking, students may obtain the necessary credits in courses offered by the Department.

The Department considers that the portfolio and interview are central in identifying in prospective students the necessary ability and motivation to succeed. The quality of the project submitted for the entrance competition is the chief determinant of the number of applicants accepted, rather than seeking to meet a set admission quota.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

Motivation of prospective students is enhanced by provision of scholarships, studio-work facilities, opportunities to study abroad and become involved in a variety of professional activities both local and international.

5.2. Study process

5.2.1. Rationality of the programme schedule

The rationality of the programme schedule is appropriate and the students' workload is reasonable. The lectures, classes, workshops and self-study workload are allocated evenly. Examination sequence is uniformly arranged during the examination session.

5.2.2. Student academic performance

Interruption of studies for family or financial reasons, or leaving for studies abroad are the most significant reasons for fluctuations in student numbers over the study period. The dropout rate averages two students out of eight to 10 students admitted annually.

Data gathering of students' academic performance is weak and its analysis is not sufficient.

5.2.3. Mobility of teachers and students

The self assessment report (paragraph 5.2.3) demonstrates that teachers have been increasingly involved in international professional and pedagogical activities over the reference period. However, mobility of the programme's students should be encouraged and their destination places diversified. Over the period from 2005 to 2010 the number of outgoing students was one or two yearly; five of the six students studied abroad under the Erasmus programme. Consideration should be given to exploring other fellowship programmes including those for destinations outside Europe.

Three foreign academics came to the Department over the period from 2005. The Department is recommended to increase its efforts to attract foreign academics to spend time there in order to support staff professional development and to expose students to a wider range of perspectives on their subject. To this end the Department is encouraged to adopt a more proactive approach to encouraging student and staff mobility, including greater provision of opportunities to develop students' foreign language competences.

5.3. Student support

5.3.1. Usefulness of academic support

Students can access information about the programme (for example, forms of study, specialisations, financing, intended learning outcomes, assessment, optional subjects, timetables and mobility opportunities) from the Academy's and Department's websites, published documentation and through individual consultations. The Department's website is updated regularly and user-friendly.

Students report that staff are accessible and helpful. Students are free to approach whoever they feel can best help with their queries and concerns about study issues. However, some form of allocated personal tutor system, with timetabled meetings, would help to formalise the arrangements and provide an opportunity for the less proactive students to access help and for staff to monitor their progress.

Information on employment possibilities and careers is available in various forms. Teachers' close contact with the professional world ensures that they are up to date on employment and career opportunities. In addition, students may contact the Academy's Office of Studies.

Students are provided with the opportunity to repeat a course and to retake examinations. A student may retake an examination within two weeks of the start of the next term without repeating the course. Any student failing to retake a failed examination cannot continue his/her studies without interruption (Self assessment report, paragraph 5.3.1).

5.3.2. Efficiency of social support

The Academy physical education centre provides opportunities for students to participate in sporting activities. This includes free use of the Academy's gymnasium and fitness facilities. The Academy provides conditions for the creative expression of its students, including the availability of the Academy's galleries for students' exhibitions.

Psychologist's consultations could provide an important and useful form of social support for students with particularly sensitive personalities. So far the Academy has no psychologist on its staff.

Scholarship funds are allocated to faculties within the Academy on the basis of the numbers of students registered. Only students with no academic arrears are entitled to receive scholarships. A variety of scholarships is available, some of which, 'incentive scholarships' are reserved for students performing at a high academic level, 'social scholarships' are provided for socially exposed students, while one-off grants are available on an application basis.

The Academy provides dormitory accommodation in Vilnius for 139 students, including six which are allocated for the use of international students. The experts concur with the Self-assessment report that such accommodation is insufficient.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

Assessment criteria reflect the intended learning outcomes of the courses and address knowledge and skills. Unfortunately, subject syllabuses appended to the self assessment report are not sufficiently informative, and are fully understandable to the local expert of the panel only, since the majority of information is in Lithuanian.

The final assessment score is based on intermediate and final performance. The project-work assessment takes place during term reviews that are open and attended by students and staff from other departments. The site visit proved that a number of other than domain-specific subjects employ, not continuous assessment but an end-of-course examinations, to contribute the majority of marks to the final grade. Given the developmental nature of the subject it is to be expected that continuous assessment will figure prominently in the final grade awarded. Although the self-assessment report states that the cumulative grade takes into account essays, the level of activity in lectures and workshops, consistent and systematic work or other criteria in line with the nature of the individual subject, this was not evident in the documentation provided. Assessment criteria are made available to students, often through discussion at the start of a semester and in subject documentation. Students expressed satisfaction with the information they receive. The expert panel, however, considers that there is a need to employ a more transparent methodology which links the assessment process in general, and grading criteria in particular, with the intended learning outcomes by more explicit, written reference to the latter.

5.4.2. Feedback efficiency

Students receive feedback on their submitted work, but would benefit from more explicit mapping of assessment criteria to intended learning outcomes and therefore more measurable assessment criteria. However, students reported that they found informal communication and feedback on their work to be highly motivating.

5.4.3. Efficiency of final thesis assessment

The final art project is expected to demonstrate students' acquired theoretical and practical experience. Evidence suggests that there is often no clear link between the art project and the research paper. There is, therefore, a need to facilitate and enhance the integration of the two components.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

Self-education and creative activities beyond the Academy are encouraged and recognised as a positive factor in the study process. Students present these activities in the form of a portfolio. Notwithstanding this possibility, seemingly very few students use opportunities provided by this system, which reflects limited opportunities for students to tailor the curriculum to meet their individual interests and requirements.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

The nature of employment undertaken by the graduates generally corresponds to the objectives of the programme, with the skills acquired during studies applied to work. The graduates are employed as directors, photographers, creative managers, producers, managers of creative studios, artistic editors at publishing houses; some graduates are engaged in teaching at institutions of higher education, many work freelance and on a self-employed basis in Lithuania and abroad. Some graduates have established creative studios or have successful careers as independent artists. Complete statistics for MA graduates' employment were not provided making it difficult for the experts to validate the Academy's statements on students' progression to employment. However, all the graduates who met the experts were in directly relevant, or related, employment. Compilation of up-to-date statistics, informed by an alumni association and an employer advisory body, would help the Academy to monitor the acceptability of the programme's graduates in the employment market.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The programme is managed by the programme committee, which comprises nine people, representing all groups of stakeholders. The programme committee, chaired by the head of the department, draws up its conclusions on, and proposals for, the programme quality assessment. However, decisions on the programme update are required to be approved by the Faculty Council and the curriculum for the next academic year by the Academy's Senate. It is a top-down process. However, it is the teachers who have the direct experience and understanding of the programme and, through external contacts, its place in society. Appointment of a programme leader from staff teaching on the programme would allow for devolution of decision-making to programme level and offer a greater sense of ownership of, and identity for, the programme.

The paucity of information on key performance indicators for the programme has been referred to earlier. The collection, collation and analysis of statistical information on student progression, graduate attributes, employer requirements and employment patterns is vital if the Academy is to secure the continued relevance of the programme.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

The self assessment report (paragraph 6.2.1) confirms that the Academy's internal quality assurance system has been formalised recently. Since the beginning of academic year 2009-10 a new study programme evaluation methodology has been introduced based on the principles of the Tuning Project and Bologna Process. As a result, all the programmes undergo an internal quality assessment which is aimed at assessment of the overall strategy of the programme, its place within the Academy, evaluation of lecturers' competences and assessment of students' achievements.

The Academy's programme quality evaluation methodology does not identify a clear set of key performance indicators with which to conduct a quality assessment. The experts consider that, as a matter of urgency, the Academy needs to implement a robust quality assurance system with clearly articulated performance indicators against which the programme can be evaluated. A prerequisite for this is the collection, collation and analysis of robust statistical data.

6.2.2. Efficiency of the programme quality improvement

The programme maintains a clear identity in comparison with other national programmes on audiovisual art as one aimed at training of media artists of broad profile. However, its further advancement should be directed at developing a stronger internationalisation and openness to the

rapidly changing professional field in order to meet strong competition from institutions of higher education. It is suggested that identity of the programme is considered more extensively with regard to international MA programmes in the subject area as well as its relationship with the BA.

6.2.3. *Efficiency of stakeholders' participation.*

Students can inform quality improvement through student representatives and informal contact with teachers. However, no examples were provided of how students have effected change in the programme. The Academy is advised to formalise and generally improve means of obtaining, and using, student feedback in order to enhance the provision.

Teachers can inform quality matters through formal participation in task forces or departmental meetings. However, once again, no specific instances of teachers influencing the programme were presented.

There is a need for more effective communication of the objectives of the programmes to external stakeholders and, in turn, a greater awareness of the labour market for graduates of the programme. There is a need to establish a more formal and effective system to engage with local organisations to support student learning and curricular enhancement, such as an employers' forum or advisory board.

III. RECOMMENDATIONS

Compulsory

- 3.1. The library provision is in need of improvement particularly in international texts, and in increased stock available for borrowing.
- 3.2. The Academy needs to implement as a matter of urgency a robust quality assurance system with clearly articulated performance indicators.

Suggested

- 3.3. The programme committee is advised to reconsider the structure of the programme in relation to the BA by matching the blocks of domain-specific subjects that pertain to both cycles and identifying the level of in-depth studies on MA.
- 3.4. There is a need for a more appropriate balance between elements of compulsion and choice in the curriculum
- 3.5. The Academy needs to introduce a more structured and focused business component to the programme and improve students' preparation for employment generally.
- 3.6. The Academy is recommended to provide more coordinated provision of scholarly tutorship for research work.
- 3.7. The Academy is recommended to consider extension of the library's opening times to facilitate greater student and teacher access.
- 3.8. The Academy may wish to provide English language newspapers and periodicals in the lending library area.
- 3.9. The Department is recommended to entrust coordination of the programme to an academic member of staff other than the head of the Department, to provide academic leadership and day-to-day management.
- 3.10. There is a need to employ a more transparent methodology mapping assessment to the intended learning outcomes through more explicit written reference to the latter.

- 3.11. The Academy needs to provide further opportunities for staff to engage in professional development activities such as scholarship and research and general updating of subject and pedagogical knowledge and skills.
- 3.12. The Academy is advised to formalise and generally improve means of obtaining and using student feedback in order to enhance the provision.
- 3.13. There is a need for an allocated personal tutor system, with timetabled meetings to formalise the arrangements and provide an opportunity for the less proactive students to access help and for staff to monitor their progress.
- 3.14. There is a need to establish a more formal and effective system to engage with local organisations and other stakeholders to support student learning and curricular enhancement, such as an employers' forum or advisory board.