

# International Peer Review of Design Study Programmes in Lithuania

*Vilnius, Klaipeda and Telsiai, 18th to 23rd October 2010*

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The Review Panel considered eight design programmes. The following overview may be useful.

1. The Panel was impressed by the commitment and dedication of the lecturing staff in all the colleges. It is clear that they engaged with the review process in a positive manner with a view to learning from the experience and improving the content and structure of their programmes and also their approach to learning and teaching. This was reflected in the positive responses from students too.
2. There is an emphasis on 'teaching' on all the programmes we reviewed. Across European Art & Design schools there has been a pedagogical shift towards creating a student centred 'learning' environment that seeks to develop a facility for independent learning in students. This approach should be given consideration in Lithuania to determine how it might influence the future development of design education and the design industry.
3. The clear distinction we saw between vocational training (as seen in the technical institutes) and academic education (as seen in the universities) has largely disappeared in Europe. The increasing professionalisation of design and the ubiquitous presence of digital technology have combined to eliminate the necessity for producing a technician level graduate to serve as support to the professional designer. It would be advisable to review the distinction in Lithuania and determine if it needs to continue. The technical colleges are very close to being able to deliver full degree programmes.
4. The quality of resources, facilities and buildings varies widely across the four institutions visited. In some cases they were excellent but in others they were extremely poor. While some variation is unavoidable there is clearly a need to try and upgrade the weaker colleges.
5. Recent changes to the admissions procedures for scholarship students were raised in all institutions. It seems to the Review Panel that the procedures now disadvantage students applying to Art & Design. The portfolio element of application does not appear to receive the appropriate weighting. The Panel recommends reviewing the procedures and benchmarking them against common European practice to ensure parity, equity and transparency. This is also important to ensure that talented and able applicants are given the opportunity to study and graduate.