



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS *Interjeras ir baldų projektavimas (valstybinis kodas – 653J53002)*
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *Interior and Furniture Design (state code -653J53002)*
STUDY PROGRAMME
at Kaunas College

Experts' team:

1. **Prof. dr. Laurens Katgerman** (team leader) *academic,*
2. **Prof. dr. Janis Spigulis,** *academic,*
3. **Prof. dr. Andres Öpik,** *academic,*
4. **Dr. Denis Guilhot,** *academic,*
5. **Dr. Sergejus Orlovas,** *representative of social partners'*
6. **Ms Milena Medinickienė,** *students' representative.*

Evaluation coordinator –

Ms Rasa Paurytė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Interjero ir baldų projektavimas</i>
Valstybinis kodas	653J53002
Studijų sritis	Technologijos mokslai
Studijų kryptis	Medžiagų technologijos
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinės (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Medžiagų technologijų profesinis bakalauras
Studijų programos įregistravimo data	2000-09-01

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Interior and Furniture Design</i>
State code	653J53002
Study area	Technological Sciences
Study field	Materials Technologies
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor's Degree in Materials Technologies
Date of registration of the study programme	01-09-2000

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

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team.....	6
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	7
2.3. Teaching staff	8
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment.....	11
2.6. Programme management	14
2.7. Examples of excellence *	15
III. RECOMMENDATIONS.....	16
IV. SUMMARY.....	17
V. GENERAL ASSESSMENT.....	19

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*.

Based on the external evaluation report of the study programme SKVC takes a decision to accredit study programme for either 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
1	Updated statistics on students admission
PRIEDAS_2	Update Self Evaluation Report

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

Kauno kolegija (KK) is one of the largest state-owned higher education institutions not only in Lithuania, but in the entire Baltic region. KK was established in 2000¹. KK possesses the status of public institution since 2011, the new Statute² approved in July 18, 2012. KK actively cooperates with more than 200 foreign partner institutions, with over 150 of them under the Erasmus+ programme. With the help of the EU structural funds and other financial sources, during the period of 2007-2014, 15 different projects were implemented at KK with a total value of about 10 M€.

College studies, applied research and professional arts are developed at KK. At KK 49 study programmes are being implemented and a professional bachelor's degree is awarded after completing college studies. Applied research covers research performance, publications, publishing activity, conferences, seminars, exhibitions, organization of courses according to the non-formal education programmes, expert activity, consultations, and artistic creativity.

KK largely consists of the following structural units: Justinas Vienožinskis' Faculty of Arts, Faculty of Medicine, Faculty of Management and Economics, Faculty of Technologies and Landscaping (TLF). The main structural unit of a faculty is a department which implements a study programme(s) and carries out scientific work. The departments are led by the heads of departments. TLF consists of 7 departments, where 15 study programmes are implemented. The Department of Industry Technologies and Design (ITD) is responsible for the implementation of Interior and Furniture Design (ID) study programme (SP).

IFD study programme has been implemented since 1 September, 2000 and an external evaluation of the assessed programme was conducted in 2013. The IDSP was accredited for 3 years³. Taking into account the remarks and recommendations provided by the experts of the accreditation of 2013, measures were undertaken for the improvement of the study programme. The programme was renamed into Interior and Furniture Design in order to comply with study programme's title and aims. Furthermore, competition between Design programme implemented in Justinas Vienožinskis' Faculty of Arts and Design and Production of Interior Elements has been eliminated.

¹ Order No.1094 of 1September, 2000 of the Minister for Education and Science of the Republic of Lithuania.

² Resolution No. 953 of the Government of the Republic of Lithuania of 18 July, 2012.

³ Certificate of theCQAHE regarding implementation of the external evaluation of the study programmes of 20.02. 2013- No.SV5-33

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 24/05/2016.

- 1. Prof. dr. Laurens Katgerman (team leader)** *Delft University of Technology, Professor Emeritus, The Netherlands.*
- 2. Prof. dr. Janis Spigulis**, *University of Latvia, Professor of Physics Department, Head of Biophotonics Laboratory at Institute of Atomic Physics and Spectroscopy, Latvia.*
- 3. Prof. dr. Andres Öpik**, *Tallinn University of Technology, Vice Dean of the Faculty of Chemical and Materials Technology, professor of physical chemistry, Estonia.*
- 4. Dr. Denis Guilhot**, *The Institute of Photonic Sciences, Knowledge and Technology Transfer Program Manager, Spain.*
- 5. Dr. Sergejus Orlovas**, *Centre for Physical Sciences and Technology, Principal Research Fellow, Lithuania.*
- 6. Dr. Milena Medinickienė**, *doctoral student of KTH Royal Institute of Technology (Lietuva, Švedija).*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

As stated in the self-evaluation report (SER, page 6), the aims of the study programme are:

- to train specialists who are able to design interior for residential and public buildings,
- schedule technological processes of production,
- develop construction of interior items and construction processes,
- test designable products, edit technical drawings, prepare projects for validation,
- organise activity of the subdivision, arrange documentation, and lead team.

Furthermore, the program is oriented towards professional activities and the necessary knowledge for the first cycle studies, application of the knowledge, the ability to conduct research, special, social, and personal abilities.

The aim of the study programme and the learning outcomes are published and disseminated in the Lithuanian and English languages on the websites: <http://www.kaunokolegija.lt>, <http://www.tkf.kauko.lt>, <http://www.studijos.lt/>, <http://www.aikos.smm.lt/aikos/index.htm>, <http://www.lamabpo.lt/bendrasis-priemimas/2015>. In addition, the information on the programmes is disseminated during the TLF Open Doors Days, annual Study Fairs, exhibitions,

during pupils' fieldtrips to the Faculty, visits to schools, in the events organised by the Lithuanian Forest Cluster, during Alumni club meetings, and other events.

These measures ensure the systematic and effective publicity of the study programme by providing its content and relating the study outcomes with general and professional skills of the future specialists.

The learning outcomes of IDSP are improved every year after remarks and recommendations of the Qualification Board, and the relevant stakeholders. Further adjustment are implemented based on labour market needs, students' comments, and recommendations of employers.

The offered qualification after graduation is Professional Bachelor's Degree in Materials Technology. The programme aims and learning outcomes generally are consistent with type and level of studies. However, given the fact, that the majority of courses are on Design and Engineering, a more appropriate qualification could be Professional Bachelor of Industrial Product Design. During the on-site visit, it was concluded that this option should be further investigated.

Following the recommendations of the previous evaluation, the name of the programme is now compatible with the learning outcomes and content. However, the current qualification is not completely consistent with the content of the programme. As indicated before, with the current curriculum a more appropriate qualification would be Professional Bachelor of Industrial Product Design. This is also demonstrated by the list of Bachelor theses (Appendix 4 List of the students' graduation projects). In this submitted list, all projects deal with Interior Design and not with Materials Technology as such.

2.2. Curriculum design

The study programme meets the requirements for the first-cycle higher education programmes and complies with the "Description of the General Requirements for the Degree First Cycle and Integrated Study Programmes, approved by the Order of the Minister of Education and Science of the Republic of Lithuania No V-501 of 9 April, 2010, adjustment approved by the Order No. V-1190 of 15 July 2010, adjustment approved by the Order No. V-108 of 14 January 2011, adjustment approved by the Order No. V-232 of 8 February 2012, adjustment approved by the Order No. V-1124 of 24 November, 2014." The content of the course and the sequence of the units enable the students to acquire basic knowledge and understanding, technological analysis and design, experimental skills and personal abilities as described in the descriptor of the study field Materials Technology.

Equal number of credits – 30 ECTS - are allocated to each semester with 180 ECTS in total for the 3 years. As indicated in Table 3 of the SER the student workload is evenly spread. Study subjects and topics are not repetitive (see Annex 1 and 6).

The course units are consistent with type and level of the studies. It follows the general layout: General subjects (15 ECTS), Study field subjects (135 ECTS including Practices (30 ECTS), Graduation project (11ECTS)) and 21 ECTS for Elective subjects. The courses are listed in Annex 6 with the distribution over the semesters. Practises are mostly taken at the College. External practises with local industries should be encouraged to develop the practical skills of the students.

Following the title of the programme “Interior and Furniture Design,” the subjects are quite adequate and the content of the different courses is well documented in Annex-1 of the SER. With the current qualification of Bachelor of Materials Technology the number of materials subjects could be more. Currently the focus is on timber materials. To be consistent with that qualification more subjects should be in the area of Materials Technology and Engineering. This should include knowledge and applications of ALL materials classes (Metals, Ceramics, Polymers, and Composites) and their production techniques. By e.g. replacing Introduction to Philosophy, Basics of Psychology and Basics of Law or making these courses elective the current study plan could be easily modified. This would also improve the balance between design subjects and materials technology subjects.

The current learning outcomes are both academic and practical with a clear focus on design and engineering.

Following the recommendations of the previous evaluation Engineering Graphics and Design with the relevant software packages have now been incorporated in the programme. Further to the previous comments on the curriculum, subjects as Development of new materials and processes as well as a structural approach to Materials and Process Selection in Industrial Design would largely improve the quality and timeliness of the current study programme.

2.3. Teaching staff

The general legal requirements for the lecturers comprising teaching qualification and work experience is met, as can be seen from the CV's (Annex-3). The data of staff recruitment analysis proves the compliance of the staff with the requirements of legal acts and the requirements set in the normative documents of Kaunas College^{4,5}. The teachers fully meet the

⁴ Order No.1551 of 22 July, 2005 of the Minister of Education and Science of the Republic of Lithuania “Regarding General Requirements for Study Programmes”, adjustment approved by the Order No. ISAK-1152 of 12 June, 2007.

subject-related and pedagogical qualifications based on the job description of an associate professor, a lecturer, and an assistant lecture approved at Kaunas College⁶, the minimum quantitative requirements for teacher's activities during a five-year term⁷, and the Law on Higher Education and Research of the Republic of Lithuania.

The submitted CV's of the teaching staff confirms that they all hold adequate qualifications (Annex-3). All teachers hold a Master's or an equivalent scientific degree. Two teachers of the subjects of the study field are Doctors of Science, three teachers with a Doctor of Science degree teach general subjects. Lecturers from other institutions and universities from Lithuania and abroad are involved in specialised topics. This greatly contributes to the study programme and introduces new and innovative ideas.

The total number of 24 lecturers as listed in Annex-2 appears to be adequate to ensure the documented learning outcomes. Number of students per one teacher's post is approximately 17 for 2012-2015. Ratio of teachers and students depends on the subject, intended learning outcomes and type of lecture. Theory lectures are delivered for one group (20-30 students) or several groups (strand lectures for 50-60 students), meanwhile seminars are delivered for a smaller number of students (12-15 students).

Number of permanent teachers has decreased due to the retirement of some teachers and the recruitment of new young teachers from other higher education institutions, specialists from furniture manufacture companies and free-lance interior designers has increased the turnover. Currently, an average age of teachers of the subjects of the study field is 46 years, and teachers of the general subjects 53 years, respectively, although most of the teachers are the same (Table 5 SER).

Kaunas College has a system of teachers' professional development, which includes formal and non-formal education. Formal education refers to the possibilities to improve one's qualification by studying in Master or Doctoral studies. Non-formal qualification development comprises teachers' participation in seminars, conferences, courses, internships, exhibitions, projects, and international mobility programmes. All of the lecturers upgraded their qualification. Kaunas College encourages teachers' exchange programmes in an attempt to increase the number of incoming teachers; the teachers' need to participate in an exchange programme and do academic work abroad is satisfied.

⁵ Kaunas College Director's Order No. 1-166 of June 4, 2013 "Regarding teachers' workload post allocation" and Kaunas College Director's Order No. 1-230 of June 9, 2014 "Regarding the order of study programme s' implementation plan, teachers' workload and post allocation in the academic year 2014/2015".

⁶ Job description of an AssProfessor, a lecturer, and an assistant lecturer. Approved by the Academic Coucil's Resolution No. (2.2)-3-10, of 28.05.14.

⁷ Minimum quantitative requirements for Kaunas College teacher's activities during a 5 year term. Approved by Kaunas College Director's Order No.1-289 of 2February'10.

More than 12 teachers participated in teacher exchange programmes (e.g. Erasmus), and delivered lectures in the UK, Slovenia, Sweden, and Portugal.

Using internal resources of Kaunas College (academic staff and infrastructure), permanent teachers improved their foreign language skills at different levels. Majority of the teachers can deliver lectures in English and Russian. The teachers actively participated in Kaunas College trainings, i.e. project activities (Annex-7).

During the period assessed, the teachers actively participated in the applied research activities. In comparison to the last year of the previous accreditation, the number of commissioning/consulting activities performed to raise money towards the budget of Kaunas College has increased, as well as consulting activities, without monetary reward. (SER Table 6). Teachers actively participated in the creation of art works, and creative workshops/seminars, folk art events, city festivals, and displayed their works in the international exhibitions in Lithuania and abroad (SER Tables 7-9, Annex-7).

2.4. Facilities and learning resources

According to the SER (p.15), most lectures, seminars and workshops take place at the premises of the Faculty of Technology and Landscaping of Kaunas College Pramonės pr. 20 and the adjacent building, Pramonės pr. 22. The Department of Industry Technologies and Design has at its disposal a sufficient number of classrooms including lecture-rooms and computer classrooms, laboratories and shops for teaching and learning activities. Students and teachers benefit from using library funds, which are constantly supplied with latest publications, computers and computer programmes, Virtual Learning Environment Moodle, and other learning resources.

Professional IT equipment, laptop computers, technological equipment and inventory, furniture and raw material have been purchased for the implementation of both theoretical and practical part (SER Table 11). The analysis of the investment into the equipment has shown that the TLF and the ITD allocate appropriate funds for the implementation of IDSP study process and update both theoretical and practical training measures on a regular basis. The number of tools and equipment is proportionate for the fulfilment of the Department's priority activities, the study process implementation, and applied research. However, part of the laboratory equipment is somewhat dated but adequate. Moreover, it is rather specialised for woodworking. It would be extremely useful to be able to work with other materials like metals and polymers. Engineering software like AutoCAD, SolidWorks etc. is now available. Management should keep software and licences up to date.

As indicated on SER p.15-16 the arrangements for practice are adequate. Practical or laboratory works of Material Sciences, Production Technologies of Interior Elements are carried out in the Sector Wood Technologies and Innovation Centre of KBTC, which is the largest training centre in the Baltic States, and is equipped with modern equipment required for specialists' training. Students produce large-sized models for exhibitions, acquire knowledge on furniture quality control and safety, requirements for standards. Periodically, facilities are repaired and improved to meet current demands. (SER Table 11).

Recently the choice of textbooks and educational methodological materials have increased. The number of periodicals is increasing as teachers and students of other study programmes express interest in interior design and furniture fashion trends. KK Library is the member of LALN (Lithuanian Academic Libraries Network) and Lithuanian College Libraries. Automated library software ALEPH 500 Version 21 is installed in the library, whereby teachers and students may order required publications from external sources. Teachers and students can use several subscribed databases (SER p.18). The information available on these databases is useful for the achievement of learning outcomes. Systems with free access to electronic books, journals, and articles are also used for individual study subjects.

2.5. Study process and students' performance assessment

The admission conditions and procedures have been determined by the Lithuanian Higher Education Institutions Association for Organising Joint Admission (LAMA BPO). The joint admission is performed following Regulations for Student Admission to College studies. The majority of students are entitled to state funding. The minimum educational prerequisite for the entrants is a secondary education. The number of school graduates who submitted applications shows a substantial decrease (see SER Table 13 and update). The main reason for this is the overall decrease in the number of school and gymnasium graduates in the country. In recent years, the emigration of young people has been constantly increasing due to the economic situation, and it led the country to a demographic change. The number of admitted entrants however slightly increased to 32 in 2014, but the competitive mark became lower. The percentage of successful graduate students was 64%, 71% and 48% in 2012, 2013 and 2014 respectively. There have been slight changes in the average of students' learning progress during the period assessed, except 2014/2015 due to the amendments in the individual cumulative assessment (ICA) system, which introduced stricter rules on students' accountability for interim tests, practical work/projects and an examination in regard to employers' request to get high

level specialists. As the result, only positive grades are the subject of the individual cumulative assessment.

The new academic credit system based on ECTS principles was introduced on 1 September 2011. This implies that 1 ECTS equals 26 hours of study, half of which are allocated to contact hours and half to student self-study work. With regard to the intended learning outcomes of different study subjects, the teachers, according to the needs, set out the necessary proportion of time allocated to lectures and practical work; therefore, the proportions vary, and thus are different. Optional Courses constitute 5% of the programme. Students can choose from optional courses provided in the study programme or from the list available on the KK website.

The results of students' performed applied research are included in their graduation projects. In addition, the national student conference "Application of Innovations in Technologies" has been organised at the Faculty since 2007. In their presentations, students analyse specifics of interior design. 15 students of the study programme participated in the national student conference in 2014/2015.

Students may participate in mobility programmes or through bilateral/trilateral cooperation agreements. Students with foreign language skills and good performance results are provided with the possibilities for going abroad for partial studies under the Erasmus student exchange programme. In order to involve a maximum number of students in the mobility programmes all relevant information can be found on the website of the College and information meetings are being organised.

During the analysed period, the number of the students carrying out placement in foreign enterprises has increased and, starting from 2014/2015, students started to choose partial studies at foreign higher education institutions. (SER Table 19).

First year students are given an introductory programme comprising KK structure, TLF structure, study organisational arrangements, study timetable, organisational arrangements of examination session, internal rules, the regulations on the scholarship granting, the operation of libraries and reading-rooms, the student's achievement assessment system, and the possibility for loans and social scholarships. Teachers provide all information on study subject aims, learning outcomes and the content of the studies. Self-financing students have a possibility to receive state-funded student places if a vacant place arises. The Head of the Department and the teachers assist in choosing placement/internship places, addressing employability and other issues.

With regard to social support, students are consulted by the Vice-Dean of the Faculty and group mentors regarding granting of exemptions, personal and other social issues. Incentive scholarships are granted to students in terms of learning outcomes. Several scholarships are available for financial support. Students who self-finance their studies and have financial

difficulties are allowed to pay in instalments. The number of places in the student dormitory of the Faculty is sufficient; therefore, all students according to need can be provided with dormitory rooms. The Students' Association protects students' rights and interests and organises various cultural, social and sports events.

The teachers, assessing the learning outcomes, apply the principles of explicitness, objectivity, impartiality, publicity of assessment procedures, mutual respect, and goodwill. Study programme aims are linked to the learning outcomes. Student teaching and learning achievements are highlighted by using Individual Cumulative Assessment (ICA). A ten-point grading scale is applied to assess knowledge and skills. The final grade represents the several components of the study process (interim tests, practical work, self-study projects, and examination result). The teacher of each study programme informs the students about the criteria for assessment in accordance with the requirements of the Ministry of Education and Science. This assessment system allows for a comprehensive and objective evaluation of students' achievements. Diverse methods to assess students' achievement are applied. Students are informed on the assessment results of the performed tasks; shortcomings and errors are analysed and discussed. Students' progress is assessed by at least 5 members of the Qualification Board. The lists of graduation projects in the period of 2013-2015 (SER Annex-4) are related to the practical skills acquired during the creative workshop, internship, and placement. Average of the GP grades is fluctuating as follows: 8.5 in 2012, 7.9 in 2013, and 8.4 in 2015.

The results of graduate employment and/or further studies are one of the criteria reflecting the quality of studies. Every year the department conducts the research on the graduates' activities after the completion of studies (SER Table 20). On average 2/3 of graduates find employment according to the specialist qualification. About 20 % of graduates find employment in the companies where they performed placement. Every year, at least one graduate pursues Master's Degree studies (bridging studies) in other higher education institutions of Lithuania.

Major reasons of unemployment: tendency to continue studies in higher education schools abroad, or the economic situation in the country. The nature of professional activity of the larger part of graduates corresponds to the purpose of the study programme. They most often work as designers-consultants, constructors, production managers, machine operators in businesses specialising in furniture and building components, or set out their own business as interior designers.

2.6. Programme management

The following bodies are responsible for the management of the study programme: Offices of KK, the Deanery of the TLF, the ITD Department, and the Committee of IDSP. Dean, Vice-Dean, Head of the Study Development Centre and staff members are responsible for the quality assurance of the study programme. The processes of the study programme management take place in conformity with the Law on Higher Education and Research of the Republic of Lithuania, the Statute of KK, the Strategy of KK, Quality Manual of KK, Regulation of Academic Council Performance, and Activity Regulations of Study Area and Committee of Programmes⁸. The quality assurance system is well documented in the SER (p.25-26). Programme renewal and improvement is performed in conformity to the Procedure for Preparation and Approval of Projects of Study Programmes and Improvement of the Implemented Study Programmes at KK⁹. The changes in the study programme are initiated by the study programme committee, taking into consideration the proposals by social partners, teachers, students, and stakeholders and the requirements of documents, regulating studies by the Government of the Republic of Lithuania and the Ministry of Education and Science. Changes in the study programme are submitted to the Dean of the Faculty for formal approval.

Interior and Furniture Design study programme and its implementation are monitored by the study programme committee. The composition of the committee was renewed in 2015. The committee consists of representatives of employers, scientists, teachers of the Department and a representative of students. The study programme committee performs the following functions: annually provides recommendations on the improvement of the study programme, considers, and provides proposals on the implementation of recommendations of external evaluation experts. The committee analyses and improves contents of the study programme, provides recommendations for renewal of the study programme. Members of the committee enhance relationships between businesses and education institution; cooperate with teachers of the study programme and graduates, social partners, and employers.

With regard to the external evaluation recommendations (8_Annex), the Action Plan to address the deficiencies has been developed, the measures provided for, and the monitoring of their implementation has been carried out periodically. During the period under consideration (2012-2015), IDSP study quality improvement at the Department and the TLF level was assured by the following activities, which are provided in SER Table 21. However not all students are familiar with the surveys to improve the programme.

⁸ KK Director's Order No.1-85"Regarding the approval of activity regulations of study area committee and study programme committee"of 27.02.14.

⁹ Approved by KK Director's Order No.1-53 of 22 January, 2014.

The influence of stakeholders' participation is especially important for study quality. Social partners participate in the improvement of study quality directly and indirectly. A representative of the social partners is involved in the activities of the preparation committee and the self-evaluation preparation group. The quality of relationship with stakeholders is measured based on qualitative and quantitative criteria described in the SER p.30.

The employers are invited to participate actively in the improvement process of the study programme. Study quality assuring activities initiated together with stakeholders are listed SER Table 22.

The measures to ensure internal study programme quality and improvement are applicable for the on-going analysis of various activity aspects, identifying their strengths and weaknesses, as well as projecting the ways of drawback correction. Following KK and Faculty activity programmes, annual activity plans are prepared, discussed, and approved at the meetings of the Deanery and the Department. Quality improvement results and the measures applied are publicly available e.g. on the website of Ministry of Education and Science and on the website KK. Study quality improvement at the student's level is assured by various activities (SER p.29).

Strengths, weaknesses, and actions for improvement of IDSP management are provided in Table 23.

2.7. Examples of excellence

The current study programme "Interior and Furniture Design" at Kaunas College is unique in its kind in Lithuania, following a long tradition. The programme is multifunctional.

III. RECOMMENDATIONS

1. To increase the number of students, the part-time option could be explored as previously recommended. The part-time option should be set-up so that it can be combined with a job in the relevant industry.
2. To improve the international mobility, the condition to be proficient English (writing and speaking) is paramount. This applies to lecturers as well as students. Faculty management should give many opportunities to improve language skills. As a result, more courses can be taught in English, which will enable the international exchange of staff and students.
3. The name of the course and the qualifying title are somewhat inconsistent. If the College decides to keep the title of Bachelor of Materials Technology, the number of courses (and ECTS) should be increased substantially. Otherwise, the option to rename the qualifying title to Bachelor of Industrial Product Design should be explored. This is also supported by the SER: *The graduates most often work as designers-consultants, constructors, production managers, machine operators in businesses specialising in furniture and building components, or set out their own business as interior designers.*
4. More courses in Materials Science should be incorporated in particular on Materials Selection. This is also supported by social partners.
5. Try to involve more foreign students in the programme.
6. Introduce a system for sabbatical leaves of lecturers.

IV. SUMMARY

The current study programme “Interior and Furniture Design” at Kaunas College is unique in its kind in Lithuania following a long tradition. It has adequate facilities for producing prototypes in wood. Furthermore, there is a good collaboration with industrial and social partners.

Following the title of the programme “Interior and Furniture Design,” the subjects are quite adequate and the content of the different courses is well documented. With the current qualification of Bachelor of Materials Technology the number of materials subjects could be more. Currently the focus is largely on wood materials. To be consistent with that qualification more subjects should be in the area of Materials Technology and Engineering. This should include knowledge and applications of ALL materials classes (Metals, Ceramics, Polymers, and Composites) and their production techniques. By e.g. replacing Introduction to Philosophy, Basics of Psychology and Basics of Law or making these courses elective the current study plan could be easily modified. More courses in Materials Science should be incorporated in particular on Materials Selection. This is also supported by social partners. This would also improve the balance between design subjects and materials technology subjects.

The management of the faculty should seriously (re)consider the title of the course; currently a Professional Bachelor of Industrial Product Design degree would be more appropriate given the current programme content with a clear focus on design. Most graduates are also mostly employed as designers rather than material technologist.

To improve the international mobility, the condition to be proficient English (writing and speaking) is paramount. This applies to lecturers as well as students. Faculty management should give many opportunities to improve language skills. As a result, more courses can be taught in English, which will enable the international exchange of staff and students. Furthermore by publishing in English in high impact journals and attending foreign conferences, the international visibility can be largely improved. This will also give opportunities to participate in international and European programs. A system of sabbatical leaves for staff and lecturers could be quite instrumental in achieving the international visibility.

To increase the number of students, the part-time option could be explored as previously recommended. The part-time option should be set-up so that it can be combined with a job in the relevant industry. In this case the College should take advantage of the good relations with social partners.

Recommendations from a previous evaluation are partly implemented in particular the introduction of Engineering software e.g. SolidWorks. However if the programme will include more materials other than wood, investment in new equipment e.g. 3D printing, metal working should be seriously considered.

Overall the panel was quite happy with the quality of the current programme.

V. GENERAL ASSESSMENT

The study programme Interior and Furniture Design (state code – 653J53002) at Kaunas College 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	2
2.	Curriculum design	2
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	17

*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. Laurens Katgerman
Grupės nariai: Team members:	Prof. dr. Andres Öpik
	Prof. Dr. Janis Spigulis
	Dr. Denis Guilhot
	Dr. Sergejus Orlovas
	Dr. Milena Medinickienė

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS INTERJERO
DIZAINAS IR BALDŲ PROJEKTAVIMAS (VALSTYBINIS KODAS – 653J53002) 2016-
09-26 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-214 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Interjero dizainas ir baldų projektavimas* (valstybinis kodas – 653J53002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

* 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)

<...>

2.7. Išskirtinės kokybės pavyzdžiai (geroji praktika)*

Dabartinė Kauno kolegijos vykdoma Interjero ir baldų projektavimo studijų programa yra unikali ilgametę tradiciją puoselėjanti šios srities studijų programa Lietuvoje. Ši studijų programa daugiavfunkcė.

<...>

IV. SANTRAUKA

Dabartinė Kauno kolegijos vykdoma Interjero ir baldų projektavimo studijų programa yra unikali ilgametę tradiciją puoselėjanti šios srities studijų programa Lietuvoje. Šios studijų programos materialioji bazė pakankama prototipams iš medienos gaminti. Be to, puikiai bendradarbiaujama su pramonės atstovais ir socialiniais partneriais.

Atsižvelgiant į studijų programos pavadinimą – Interjero ir baldų projektavimas, dalykai gana tinkami, o skirtingų dalykų turinys gerai dokumentuotas. Pagal dabartinę Medžiagų

technologijų profesinio bakalauro kvalifikaciją galėtų būti daugiau medžiagų mokslo dalykų. Šiuo metu daugiau dalykų orientuoti į medienos medžiagas. Siekiant didesnės dermės su kvalifikacija, reikėtų įtraukti daugiau medžiagų technologijų ir inžinerijos srities dalykų. Jie turėtų apimti žinias apie VISAS medžiagų klases (metalų, keramikos, polimerų ir kompozitų) ir jų taikymą bei gamybos būdus. Esamą studijų planą būtų galima lengvai pakoreguoti pakeitus įvadą į filosofiją, Psichologijos pagrindus ir Teisės pagrindus arba perkėlus šiuos dalykus į pasirenkamųjų dalykų bloką. Reikėtų įtraukti daugiau medžiagų mokslo, ypač medžiagų parinkimo srities, dalykų. Šiems siūlymams pritaria ir socialiniai partneriai. Tai taip pat padėtų pagerinti projektavimo dalykų ir medžiagų technologijų dalykų pusiausvyrą.

Fakulteto vadovybė turėtų rimtai (dar kartą) apsvarstyti programos pavadinimą; šiuo metu labiau tiktų Pramoninių produktų dizaino profesinio bakalauro laipsnis, atsižvelgiant į dabartinę programos turinį, aiškiai orientuotą į projektavimą. Dauguma absolventų taip pat dažniausiai dirba dizaineriais, o ne medžiagų technologais.

Gerinant tarptautinį judumą, stiprūs anglų kalbos įgūdžiai (rašymo ir kalbėjimo) yra pirmaeilis dalykas. Tai taikoma tiek dėstytojams, tiek studentams. Fakulteto vadovybė turėtų sudaryti daug galimybių kalbos įgūdžiams tobulinti. Tada bus galima daugiau dalykų dėstyti anglų kalba, o tai padidins tarptautinių dėstytojų ir studentų mainų galimybę. Be to, darbų anglų kalba publikavimas įtakinguose žurnaluose ir dalyvavimas užsienio konferencijose padeda žymiai padidinti tarptautinį matomumą. Tai taip pat suteiks galimybių dalyvauti tarptautinėse ir europinėse programose. Darbuotojų ir dėstytojų kūrybinių atostogų sistema galėtų tapti įrankiu tarptautiniam matomumui pasiekti.

Siekiant padidinti studentų skaičių, reikėtų apsvarstyti iššestinių studijų galimybę, kaip jau buvo rekomenduota anksčiau. Iššestinės studijos turėtų būti organizuojamos taip, kad leistų derinti studijas su darbu atitinkamoje pramonės srityje. Tokiu atveju kolegija galėtų išnaudoti puikius santykius su socialiniais partneriais.

Ankstesnio vertinimo rekomendacijos įgyvendintos iš dalies, ypač kalbant apie inžinerijos programinės įrangos (pvz., *SolidWorks*) įdiegimą. Tačiau jei į studijų programą bus įtraukta daugiau ne medienos medžiagų dalykų, reikėtų rimtai apsvarstyti investavimą į naują įrangą, pvz., 3D spausdinimo ar metalo apdirbimo.

Apskritai, ekspertų grupė yra gana patenkinta dabartinės studijų programos kokybe.

<...>

III. REKOMENDACIJOS

1. Siekiant padidinti studentų skaičių, reikėtų apsvarstyti iššestinių studijų galimybę, kaip jau buvo rekomenduota anksčiau. Iššestinės studijos turi būti taip suorganizuotos, kad leistų derinti studijas su darbu atitinkamoje pramonės srityje.
2. Gerinant tarptautinį judumą, stiprūs anglų kalbos įgūdžiai (rašymo ir kalbėjimo) yra pirmaeilis dalykas. Tai taikoma tiek dėstytojams, tiek studentams. Fakulteto vadovybė turėtų sudaryti daug galimybių kalbos įgūdžiams tobulinti. Tada bus galima daugiau dalykų dėstyti anglų kalba, o tai padidins tarptautinių dėstytojų ir studentų mainų galimybę.
3. Studijų programos pavadinimas ir suteikiamos kvalifikacijos pavadinimas ne visai dera tarpusavyje. Jeigu kolegija nuspręs pasilikti medžiagų technologijų profesinio bakalauro laipsnio pavadinimą, reikės gerokai padidinti dalykų (ir ECTS kreditų) skaičių. Arba reikėtų apsvarstyti galimybę pakeisti suteikiamo kvalifikacinio laipsnio pavadinimą į Pramoninių produktų dizaino bakalaurą. Tokį pasirinkimą paremia ir savianalizės suvestinėje pateikta informacija: *„Absolventai dažniausiai dirba dizaineriais-konsultantais, konstruktoriais, gamybos vadovais, mašinų operatoriais įmonėse, kurios specializuojasi baldų ir statybos komponentų srityje, arba steigia savo interjero dizaino verslą“*.
4. Reikėtų įtraukti daugiau medžiagų mokslo, ypač medžiagų parinkimo dalykų. Šiems siūlymams pritaria ir socialiniai partneriai.
5. Stengtis į studijų programą pritraukti daugiau studentų iš užsienio.
6. Įdiegti dėstytojų kūrybinių atostogų sistemą.

<...>

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)