



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS  
STUDIJŲ PROGRAMOS *Aprangos dizainas*  
(*valstybinis kodas - 653W23005*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *Apparel Design* (*state code – 653W23005*)  
STUDY PROGRAMME  
at KAUNAS COLLEGE

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Aprangos dizainas</i>
Valstybinis kodas	653W23005
Studijų sritis	Menai
Studijų kryptis	Dizainas
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	Dizaino profesinis bakalauras
Studijų programos įregistravimo data	<b>2010-05-03, Nr. V-643</b>

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Apparel design</i>
State code	653W23005
Study area	Arts
Study field	Design
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 of Design
Date of registration of the study programme	<b>03-05-2010, No. V-643</b>

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The Centre for Quality Assessment in Higher Education

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## **I. INTRODUCTION**

### ***1.1. Background of the evaluation process***

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

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

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

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

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

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

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

### ***1.2. General***

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

No.	Name of the document

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

Kauno kolegija /KK/ – University of Applied Sciences – is an accredited state higher school of the Republic of Lithuania (LT), which provides professional higher education - (college) - level studies and develops applied research and professional arts. KK was established

in 2000 having joined Kaunas school of economic and Kaunas School of Technology and is one of the largest Universities of Applied Sciences in LT, at present with the community of more than 7300 students, some 1000 employees, and more than 2200 graduates implements in 4 faculties in city of Kaunas, also 3 regional divisions. According to the Statute, the collegial governing bodies of KK are the Council and The Academic Council. KK is headed by the Director. In 2011 KK was granted the status of public enterprise and in 2014 was accredited for the max 6 year period by international external evaluators.

The study program of Department of Fashion design has been implemented to KK since 2001 as a part of Justinas Vienozinskis Faculty of Arts, */hereinafter JVFA/*. JVFA - headed by Dean, has except The Department of Fashion Design other 7 departments related to Arts and Design and Art Education such Design Department, the Department of Image Design, the Department of Decorative plastic, The Department of Conservation and restoration of Works of Art, the Photography, Department, the department of Preschool Education and the Department of Art Education. Various studio in the Faculty - for example Drawings, Design, Leather, Textile, Photography and Image Design serve the basic for studying the subject of the study programme of Fashion Design. The institution has deep-rooted traditions of training artist, provides adequate environment for training specialist of fashion design. The study programme reregistered and the code been updated by Order of the Minister of Education and Science No. V-634,03/05/ 2005.

The stated mission of KK Fashion Design study program “*trains a creative, critically thinking fashion design specialist, who actively actions in the society and understand her/his mission and roles in the context of economic, social and cultural changes in Lithuania, Europe, and the world.*” The study programme is unique in its content by providing wide - ranging competencies, the most significant feature is to create fabric for garments.

The Dean's Board - dean's advisory body helps to envisage the strategy of the performance of the Faculty, organise studies, creative activities, maintenance. The Study Program Committee, an advisory expert authority provides recommendation for the improvement of the study programme, and discusses the self-assessment report of the study program for the external and internal evaluation. The last assessment group was composed in 15/5/2015-2014 ( in accordance the order of KK Director for the self-assessment of Fashion design). Implementation of the results of self-assessment started from September 2014.

#### ***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 25<sup>th</sup> May, 2015.

1. **Prof. Anthony Dean (team leader)** *Winchester University, Dean and Professor of Faculty of Arts, United Kingdom.*
2. **Prof. Lylian Meister**, *Estonian Academy of Arts, Dean of the Faculty of Design, Estonia.*
3. **Dr Maria Štranekova**, *Tomas Bata University, Head of Fashion Design Studio, Czechia.*
4. **Ms Agnė Biskytė**, *Personal fashion label “BIS A BIS”, Creative Director, Lithuania.*
5. **Ms Vidmina Stasiulytė**, *student of Vilnius Academy of Arts study programme Photography and Media Art, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The programme aims and learning outcomes of the Fashion Design degree are clearly set out in programme documentation. The all aims and the anticipated learning outcomes of the study programme of Fashion Design are also publicly announced and accessible at the KK and JVFA websites ([www.kaunokolegija.lt](http://www.kaunokolegija.lt), [www.studijos.lt](http://www.studijos.lt)), also in promotional materials about the study programmes that are being implemented in KK and JVFA. They are also introduced during the visit of the academic staff and student in school of general education (Open-door days, exhibitions - fairs about study possibilities in Lithuania. Since 2011 learning outcomes have been amended according to ECTS credit system. The ET was generally satisfied with the clear layout of the template used to describe the learning outcomes, content and assessment criteria within the descriptors of each Study Subject. The study program developed systematically, been improved, updated and observed on base of *The List of Systematic Surveys approved by JVFA, and Certifying Study Courses KK*. The students who the ET met with confirmed that the programme aims and intended learning outcomes were made clear to them at the beginning of their programme and at the beginning of each Study Subject, this information was also provided to them electronically and that they were able to refer to it at any stage of their studies. The stake holder proves that the Fashion Design programme been improved and updated according their needs, but there is still significant need of the entrepreneurial skills.

The programme aims and learning outcomes appear to respond to the needs of the related professional field of practice, being updated appropriately to the requirements of the level of study. Continuous improvement of the study program is based on current realities in the field of fashion design and need of textile industry -for example in *Innovation Strategy 2010-2020* annual roundtable discussion organized by the Lithuanian Apparel and Textile Industry

Association (LATIA). The program aims react to current customers' needs, one of them is exclusivity to be able express *themselves and be identified*. So objectives of the program to *prepare professional designers who are able design and produce unique style for individuals and industrial manufacture design fabric for clothing and to organize fashion designers activity* is very significant. The ET were provided with several examples of how employers and social partners had fed directly in to the setting of the programme aims and learning outcomes, as well as the shaping of curriculum content. (via The List of Systematic Surveys approved by JVFA, and Certifying Study Courses KK).

The programme offers a number of ways through which external partners feed into the on-going review of the programme. Professional practitioners participating in, and feeding back upon, the assessment of the Final Works of students, discussions held with the members of assessment panels which include representatives from industry -JSC Omniteksas, JSC Audimas Ltd, JSC Silko tekstile) Generally in view of the ET, the aims and learning outcomes of the programme are consistent with the formal requirements of a professional degree been updated, but need to have slight improvement to the future. As it is written in SER and also approved by the student and the stakeholders the Program of study is lacking of entrepreneurial competences. The ET suggest that Faculty / Department will incremental progressively level of learning outcomes which will be more connect to contemporary Fashion trends with aim to those subject such us for example: Contemporary Fashion and Styles, Fashion System, Fashion Marketing, Fashion Presentation, Eco and Sustainable Fashion, Conceptual Fashion etc..

The name of the program is respectable. The programme title indicates that it is focusing on *training a systematic, holistic practitioner by linking theoretical, artistic and managerial knowledge with practical application and developing artistic and aesthetic taste* what addressing the preparation of students to graduate not just into the commercial apparel / fashion industry - but formation of individual – or experimental – fashion 'label' designers. What is very positive, and can be furthermore the most distinctive features, that the curriculum emphasizes on the development of design fabric for a garment - and of course also practical garment making skills. Study subject *Special Fabric Technology* ET found interesting. This approach to the subject was highly appreciated by current students and graduates and was seen as a particular strength of the programme by employers and social partners. The ET estimate the good level of used technical skills to design the fabric on display of the final work during the visit.

## ***2.2. Curriculum design***

The compliance, structure and design of the curriculum is clearly set out in the Self-Evaluation Report (SER) that was provided to the ET by the College in advance of visit. It was clear to the ET, from the information provided, that the programme meets all the necessary national legal requirements expected of a professional bachelors degree. The ET has commended that each subsequent study of the programme is based on the learning outcomes achieved studying previous subject. 50 % of the study programme of Fashion Design take professional internship and practical training. In the subject study: Production internship within company and Technological Internship was not been clear how this subject is monitored by teacher. This is very important area of the study so the ET asked the teaching staff about the evaluation of the subject, supervision and assessment of external placement. It was proved, that the teacher makes first contact with company, than student have to sign the contract approved by company and school. For ET was not clear the whole process so suggesting that supervision of the teacher is still required also on external placement - to be able oversee that student gain all the necessary skills for the accurate internships.

The logic of the curriculum is composed in 3 blocks. General collegial study, Subjects of Study, Optional and Elective subjects. Programme is comprised of a range of mandatory and optional study courses, together these provide the student with both general and specialized professional studies and the opportunity to choose from optional study subjects (with deeper specialization, and freely elective). The ET was able to see, from the tables and descriptive text presented within the SER and supported by further documentation in the appendices that the study subjects are evenly spread and provide an appropriate range and variety of studies to support student learning in the specialized field of Fashion Design. There is suggestion from ET to add to the curriculum group for subject of the study field one subject related to contemporary fashion trends and styles.

The documentation provided by the College in advance of the visit, included a number of tables which set out a schedule for the delivery of the study subjects, including the range of general and subject competences that each was designed to deliver. This information, together with the viewing of examples of student work including final projects and feedback from the students that the ET met with, assured that the content of the study subjects was entirely consistent with the type and level of study provided except the lacking the subject of specialised entrepreneurial skills and current trends in Fashion field. Because the programme is more oriented to work as an “independent fashion designer“, there is suggestion to add information related to Trends and practical Entrepreneurial skills for designer (Fashion Marketing, Fashion Production, Fashion trends, Fashion Styling etc.) to the current Study subjects or even shape the

new Study subject which can be practically used not only for student of Fashion design but also for student of Image Design, Photography design /Fashion photography.

Despite the fact above The ET was generally satisfied with the standard and clarity of the documentation provided by the College, which (both in the SER and its appendices) provided detailed tables and study subject outlines which set out the overall learning outcomes of the programmed and mapped the learning outcomes of each individual study programme against these. The view of the ET was further confirmed through its discussions with the students, teachers, graduates and social partners that it met with during the visit.

The scope of the program with a practical changes added to the programme after surveys in 2014 is sufficient to ensure that students are able to achieve the learning outcomes of the fashion Design programme. The SER makes reference to the fact that the 'content of the Fashion Design programme is constantly reviewed and updated'.

The location of Fashion department is in building in very unique and artistic environment - Owl Hill with a deep history of arts education. College opened the specialized technical facilities of other programme which are open to Fashion designers students use modern technical facilities. The ET tested this statement through its meetings with staff, students, graduates and social partners during the evaluation visit and it has positive feeling that the programme gradually develops also thanks the gathering feedback from its stakeholders, students, graduates and social partners. There is positive commend of ET that Fashion department is annually preparing the international fashion show Gossip, where the actual new trends in presentation of Fashion can be used.

Current media technologies and electronic media are closely related with fashion (web pages, blogs, instagram etc.) the ET find weak point in this area of presentation the final work of the student via internet. Up to date canals of electronic media nowadays can be useful for student to present their work not only within Lithuania, mainly abroad to find professional internship. There is suggestion that e-portfolio (which was added to the program as a subject of study) can be placed on official web page of the College, or on Facebook page of the Department, maybe even the set up separate web page of international fashion show Gossip to spread out and the information about student work effectively.

### ***2.3. Teaching staff***

The ET had positive feeling that BA degree programme in Fashion Design is delivered by staff who met the necessary legal requirements. It was clear on the basis of the evidence presented within the SER in the details of the qualifications, teaching experience and professional expertise of academic staff. 23,8 % of the subject of study field are taught by scientist and acknowledges

artists, all academic staff acquired master degree and have more than 3 years practical experience in the field. There is a good balance between the professional-practical experience, pedagogic and methodological qualifications and generally the staff have supportive and productive relationships with students. The student, social partners that ET met with during the visit confirmed that, in their view, the teachers have both an up-to-date knowledge in the professional field and a depth of relevant experience in the professional practice.

In the view of the ET, the academic teaching staff working on the programme is sufficient in number to meet the learning needs of the students. Staff is compiled in the way that the scientific and artistic performances the employee corresponds to the study subject taught. The teachers are further supported in their work by technical and administrative staff, as well as a cadre of visiting professional practitioners who also contribute to the student learning experience. The ET positively commended on reality of teaching induction for visiting professionals.

There has been slight turnover in staff over the last 5 years and the allocation of teaching responsibilities across the staff group is managed so as to ensure the consistency. Since 2013 the new Head of Department was elected. In academic year 2013/14 there were 21 academics contributing to the Fashion Design programme, 3 associate professors, 12 lectures, 1 assistant and 2 holds a Doctoral degree. In academic year 2013-14 the average age of staff according to age groups is 50. 3 members of staff aged between 30-40 years, 5 aged 40-50, 11 aged 50-60 and 2 aged 60-70. The ET have suggestion to increase the number of teachers in average 30-40 years.

Part-time members of teaching staff continue to maintain parallel careers in the field of professional practice, helping to strengthen the links between theory and practice. The graduates of the programme, who the ET met with, confirmed that the teachers who maintained their professional practice alongside their teaching had enabled them to strengthen their technical skills. The ET noticed -from the meeting with student, also it has been mentioned in SER that the field lacking the field of entrepreneurial skills. The programme is more oriented to prepare students to work as an “independent fashion designer“, demand of entrepreneurial skills is high, there is a suggestion to invite new lectures to taught subjects of Practical Entrepreneurial skills, Fashion Marketing and also the contemporary methods used in production of Fashion design. There is also very appropriate to invite lectures ( visiting lectures/ to teach for example Contemporary Fashion, History of Contemporary Fashion and Styles (20 century/, Fashion Styling etc.)).

The ET want highlight the supportive relationship between staff from various departments and also students based on good communication. The ET was also introduced that

lecturers - especially young lecturers are participating in collective interdisciplinary art events placed within the Faculty. This is very supportive action also towards the students to see that collaboration. Cooperation between various subjects have positive and contemporary outcome and strengthen the individual study subject. Every year the Department of Fashion Design organizes the International fashion show Gossip (started in 1998). This is very positive movement to get internationally recognized also for local audience to be introduced with the newest trends in Fashion design.

According to teachers mobility -the number of 8 incoming lectures came from foreign institution (Erasmus mobility programme). SER informed that teachers from the Fashion Design have been also engaged in international activity, either in Erasmus teaching exchanges, internships or intensive projects, but still there is suggestion for representatives of Fashion design to take part in international fashion events such as Fashion weeks, Fashion shows act placed abroad. (London, Paris, Milan). The field of Fashion Design also Textile Design is very dynamic so outgoing teachers mobility is very beneficial for teacher and students. ET encourages more lecturers from Fashion design programme in the future to participate in Erasmus mobility programme within Europe as an hosting lecturer, or visiting lecturer.

ET get informed that the academic staff improve their qualification informally. Service training of the academic staff is regulated by the Law on Higher Education and Research of the Republic of Lithuania, KK Statute, lecturers job description. The teaching staff of the programme have favorable conditions to constantly participated in the events of in-service training, which is necessary for them to meet the qualification requirements to hold a position of an associate professor, lecturer or assistant that are defined in the *Regulations on the Competition Held Occupy a Position of a lecturer in KK*.

#### ***2.4. Facilities and learning resources***

The ET found the learning facilities and general physical resources available to the students, including the library, to be of a broadly satisfactory standard. The ET had opportunity to view the key facilities that are available for the Fashion Design students across two sites. The general resources – available to all students in the College – located at Owl Hill, including the Library, Photography Studio and IT facilities are of a good standard. The photographic workshop, which is designed to meet the learning needs of students in the Photography Department, has a range of highly specified professional equipment and technical support that can also be accessed by students in other departments, including students of Fashion Design. However, in the view of the ET, the specialised resources provided for the Fashion Design students (located in buildings at A. Mackeviciaus str.60) were insufficient in terms of space,

fittings and equipment to fully support the learning needs of the students. The ET came to the view that, in order to provide sufficient support for practical projects, more studio space, specialist equipment (such as sewing machines, mirrors and ironing facilities) and larger pattern cutting tables needed to be provided.

The Fashion Design study programme offers a unique specialisation in the design of original fabric for clothing. This subject is highly appropriate to the students, enabling them to become successful designers with unique styles. However, in the view of the ET, the range of facilities and equipment provided to support this aspect of the programme were quite limited. The ET also noted that the approach to the decoration of fabric is traditional rather than contemporary. In the view of the ET, this traditional approach should be combined with more contemporary fashion trends and supported by access to new technology (for example, screen print equipment, a jacquard machine, 3D printing, laser cutting equipment, etc.).

While the ET viewed the general teaching resources available to all students in the College as being of a good standard, the Team were concerned that the specialised learning resources – which more directly supported the specific learning needs of the Fashion Design students – were only adequate at best and offered scope for considerable improvement.

The BA Fashion Design programme offers students opportunities to engage directly with professional practice outside the College, so students benefit from periods of learning in professional contexts through periods of external placement. External practical internships take place in the context of professional fashion enterprises through tri-lateral agreements. The process of organising internships – both inside and outside the College – is regulated by the *Order of Studies KK: General Requirements for Internship, Internship agreement and description*. Companies (for example, JSC Omniteksas, JSC Audimas and also culture institutions in the city of Kaunas, such as the Drama Theatre and City Museum) give students access to contemporary industrial resources, both in terms of facilities and technical equipment.

Students are required to complete and report upon periods of learning undertaken in an industrial/professional context. The students who met with the ET confirmed that they remain in contact with staff throughout the duration of the placement and that placements are organized so as to match the individual learning needs and employment intentions of each student. The ET understood from its meeting with students that they felt that while they had a limited choice of internships available to them they were not able to make their own selection of a company in which they can get their final practical placement. The ET suggests to the teaching staff that they

should take this view expressed by students into account and encourage students to find their own placements, where they will also be able to produce their final collections.

The College's Study Information Centre considers libraries as an integral aspect of the process of education and training. The College's Library is a member of Lithuanian Association of Collegial Libraries. Central Library and reading rooms are located in faculties, readers can use the KK e-catalogue or the virtual library. In 2014 the Library subscribes to 7 data bases (scientific journals, books, conference papers). The ET visited one of the 3 Libraries of JVFA which houses the books and reference materials (including electronic resources) that most directly support the learning of the Fashion Design students. ET found the teaching materials adequate and well accessible. Also ET has been informed that the resources are systematically updated through the presentation of new publications through which lectures are able to select and order the new study and reference materials. The ET was impressed by the range and currency of books and periodicals about Art, Design and Fashion design made available through the Library. The Library is well appointed and organized, and includes a suite of open-access computer workstations.

The students, who the ET met with, confirmed that the reference materials available to the study program are suitable and that these are evaluated and enhanced on an annual basis. The ET also learned that the Department is in the process of developing and 3 new methodological aids for specialty studies of Fashion Design.

### ***2.5. Study process and students' performance assessment***

The conditions and order of students admission into the study programme of Fashion Design is defined by the Association of Lithuanian Higher School for General Admission (LAMA BPO - organized following the *Terms and condition of students enrolment into collegial studies, principles of general admission, The Description of the order of entrance examination and the sequencing top applicants*). The data can be well founded. The applicants of the study program should have acquired at least secondary education. In SER it is not mentioned any additional entrance exam to test the basic artistic skills. Popularity of the program is noticeable by the number of students admitted to the programme each year (for example in 2013 the number increased from 101 to 151 applicants).

The organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Academic load of the study is appropriate. The documentation seen by the ET prior to the visit, including the detailed specifications of each study subject and tables that explicitly align programme provision with

learning outcomes, confirmed that the content and sequencing of the study process is carefully matched to the aims of the programme. The effective organization of the Fashion Design curriculum in relation to the intended learning outcomes of the programme was confirmed by the students, graduates and social partners that the ET met with during the visit. ET noticed suggestion to input to the learning outcomes more up-to date information from professional field or practice.

During the studies Fashion design students are encouraged to participate in a wide range of programme related activities organized in KK, and in Lithuania also abroad. Positive aspect is that Faculty is operating the *Students' Creative Society* where the members are engaged in scientific creative performance and the output is shown to the public on annual conference. They also have an opportunity to participate in other conferences, seminars, exhibitions, design festivals and competitions. As been mentioned - the most prior is international Fashion show *Gossip* which is organized by teachers and student of Fashion design. The aim of the show is international presentation of non-contest collections to the public of Kaunas. The students' works have been also exhibited at International exhibition of Textile, Apparel an Innovation named *Baltic Textile and Leather*, Design week, International Museum day and Museum night's city of Kaunas and so on. As an integral part of their studies, students have opportunity to work on realized projects with social partners, such as for the International Theatre Day and the creation of medieval costumes. ET slightly suggestion is to spread the activities abroad. There is quantity of interesting activities organized for young students such us - school competitions, various international fashion shows, student competition, events focus to presentation of final work. There is a possibility for cooperation with student from foreign institution, collaboration with fashion magazines, bloggers, stylists, etc.

ET asked students about opportunities to participate in student mobility. They approved that are constantly aware about this possibility from KK administrative staff. Students are encouraged to participate in international mobility also by sharing information from experienced students who have previously participated in international activity. SER shows the positive aspect that the number of mobility student has increased recently. 9 from 15 student total in 2014 were participated in Erasmus programme of academic exchange and internship. The ET is considering that the number is still quite low. The teachers have to motivate students more actively. Also the international mobility of incoming student is very low. This is on representative of KK and Faculty to search for new suitable partner institutions. Students working placement abroad is also very favorable way to get different practical and language skills. The international mobility certainly enhances not only foreign language skills but mostly the new life experience which students can use in the future. The new information from their

experience can be reflected and shared with teachers, students. Obtained information about new study methods, learning materials or technical resources can be placed into the continual improvement of the programme.

Support of the KK is structural - students are provided with multi-faceted support - the academic and the social. Students are very well informed (word by mouth, web, Moodle, e-mail) about various possibilities of assistance during the courses. Also about social scholarships, loans, mobility career possibility etc. Support the Faculty offers two types of consultation - deepening and levelling ones. Current students and graduates prove that academic and social support that they received from staff and the ways in which they felt that their collective and individual learning needs were supported. Students stated that they felt able to discuss any academic issues with their teachers and found them to be responsive and helpful, but the ET was not convinced about the levels to which teaching staff were qualified to deal with some issues, such of those of a psychological nature. Students access to pastoral and academic support outside the Faculty - especially in artistic environment can be progressive and help to solve the problem for mostly personal or psychological reasons. ET is suggesting the Faculty to appoint a qualified counsellor to offer a greater level of support the pastoral needs of students.

KK has developed and applies students' learning outcome assessment system defined in the Order of Studies at KK. The students who the ET met with reported that they were fully cognizant of the assessment processes that were applied to their work. Clear information on their assessment processes (Cumulative assessment system, 10 score criteria, Theses evaluated by Qualifying board) was made available to them in writing and was fully explained to them by teachers at the beginning of each semester and each study subject. From the clarity of the documentation made available to the ET in the appendices of the SER, the ET was confident that information on assessment was clearly communicated to students.

Graduates' employment is one of the most important criteria of the assessment. ET met the graduates which were satisfied and working in the field of fashion. Most of the graduates - in year 2012 - 100% of graduates are employed in various enterprises of industrial design, design and manufacture clothing, wholesale and retail companies, costume designer, in theatre. Lectures of Fashion design programme make good connection with apparel and textile design companies also the deputy of theatres or museums to assess the changing needs of the industry in terms of the specific skill and sets and competences required of potential employees. The social partners that the ET met with also confirmed that they were satisfied with the gained skills and knowledge of the graduates. There was comment in their view, that the programme have to prepare students also with basic entrepreneurial and business management skills, but in generally

the professional activities of the majority of graduates meet the programme providers' expectations.

## **2.6. Programme management**

The structure of programme management and decision making as it was mentioned in general information, is on several levels (KK level, Faculty level and Department level). Logic structure of functioning is precisely describes in SER. From the documentation provided in advance and also after several question ET was convinced that current arrangements for the management of the programme is effective and implementation of the programme are clearly allocated. Faculty is managed by the Dean who has overall responsibility for the quality of the provision but the main structural unit is Department, which follows the Regulations on Department Performance. Head of Fashion Design department is playing key role and is responsible for managing and formation of the ongoing study programme also initiates the outcomes of internal and external evaluations of the programme which are used for the improvement of the programme. There is also Project Office that overseas all of the Faculty's internal and external events and Study Programme Committee, which includes student representation. As was approved, also Dean of the faculty organize informal event *Deans afternoon party* where all suggestions are discussed and taking into accounts students opinion and request to improve the curriculum (for example, subject of Fashion History and Fashion Illustration was added to the program). The College undertakes a range of systematic surveys relating to different aspect of the student learning experience. The data on the operation of the programme is gathered and analyzed on a regular basis as part of the formal quality assurance system operated by the College.

Stakeholders, including students, graduates, social partners and the representative bodies of employers are closely involved in all of the evaluation and improvement processes. In February - March 2014 the Fashion Design programme conducted various surveys through an internal and external evaluation process and during the visit ET was introduced of many example of how constructive feedback suggested from students, graduates and social partners had led to curriculum development and enhancement. The ET heard evidence of how both internal and external feedback had played a key role in making changes to the sequencing of some study subjects, to the status of individual study subjects as well as the introduction of new study subjects. As the ET was informed stakeholders (the round table discussion on 17/02/2014) who are the members of the *Qualifying Board* and students' final works also influence the improvement of study quality so ET was generally satisfied that stakeholders' participation in quality assessment and improvement is very effective. There was evidence that taking into account the observations, the subject Works of Decorating Fabric was replaced by Fashion

History and Fashion Illustration, and the subject General Art History was joined with Ethno Culture and History of Lithuanian Art. The new subject was called Art History. In the view of ET team, there is still missing a link to contemporary Fashion and Textile trends, also specialized teaching methodologies. ET recommend to focus on those facts and introduce them to study programme.

Every year, the Chairperson of the Qualifying Board submits a report, on the basis of which changes are made in the study programme or procedures of presentation of final works. As been written in SER all information about the aims, methods, procedures and results of the assessment of the quality of the study programme is publicly discussed at Department, Study Programme Committee, Dean's Office, academic community meetings and during open discussions with students. The results of feedback are made available for the parties involved and the results and other information are publicly announced on KK website, but ET noticed that students seem to have difficulties with implementing of new study subjects.

Despite the fact that department made various positive changes in the study plan (interaction of subjects, shifting the elective courses to mandatory etc., or changed names of the Study subjects such Technological Internship, Applied Software, Basics of Photography, E Portfolio and Basics of Modelling) there is still demand for the study subject related to newest information in the Fashion field and entrepreneurial skills such us: Contemporary Fashion, the Basic of Entrepreneurial Skills for Designers, Fashion Marketing, Fashion Styling and so on. This new information can be add to current Study subjects or even shape the new Study subjects which can be practically used not only for student of Fashion design but also for student of Image Design, Photography design (Fashion photography) and so on.

To conclude, employers highly assess the level of competences of the graduates from KK working in their companies (the ability to decorate fabric; evaluate primary customers' needs; design and produce unique models and clothing accessories for fashion shows, exhibitions, contests; create new ideas; creativity) and apply professional knowledge in practice, but the evidence of demanding for entrepreneurial and foreign language skills seems very eligible.

## **2.7. Examples of excellence \***

\* if there are any to be shared as a good practice

At the level of the Programme, The ET commends the following aspects of the provision:

1. Teaching induction programme for visiting professional;
2. Supportive and productive relationship between staff and student;

3. Good communication between staff and students, and between staff teaching on different programmes;
4. Interdisciplinary creative projects organized by young lecturers;
5. Opening of specialized technical facilities of other programmes to Fashion Design Students (for example, photographic studios).

### **III. RECOMMENDATIONS**

In light of its visit to the BA Fashion Design Programme, the ET makes the following recommendation which are important areas for improvement within the current provision:

1. Specification to the incremental level of Learning outcomes.
2. Student access to pastoral and academic support outside the Faculty.
3. Evaluation and supervision of external placements.
4. Exposure of students' work in the promotion of the programme via the College website.
5. Adequacy of technical resources, specifically in relation to the Textile Decoration specialism.
6. Permeability of the programme to contemporary fashion trends and specialized teaching methodologies.
7. Increasing international mobility.

#### IV. SUMMARY

At the level of the Faculty, the ET particularly commends the following aspects of the provision:

The Fashion department is one of the 8 departments of Justinas Vienozinskis Faculty of Arts (hereinafter JVFA) placed in a very unique artistic environment at Owl Hill. The place, also Faculty provides a favorable environment for training specialists of fashion design.

The ET were positive that the relationship between staff and students is seen as being very good and supportive. This productive relationship between staff and students, also between lecturers from various departments supports the positive results of students' work. Praiseworthy is that teachers of Fashion department are organizing annual international Fashion show *Gossip* with aim to show international presentation of non-contest collections to the public of Kaunas.

During the visit, the ET had a very positive feeling of the initiative of young lecturers working on a collective multidisciplinary project. The interdisciplinary between studios and the provision of new facilities (Image Design, Photography Design) can provide for students within the Faculty a great opportunity to cooperate on a practical level but mainly after finishing their study in their own professional field. The ET encourages the Faculty to actively foster and promote interdisciplinary projects between programmes. Also functioning of *Students' creative society* is very promising to generating new ideas and contemporary approach to the disciplines. Participating students have a great possibility to take part in various creative workshops which are already on an international base. The result of painting, visual arts, photographic and artistic creations are exhibited on public.

The ET also commended on good standard of the JVFA library which directly supports the learning of the Fashion Design students. ET has been positively impressed by the up to date database of books and magazines about Arts, Design and Fashion design. Also about the fact of opening specialized technical facilities of other programmes which are contributing to Students of Fashion Design department. The workshop of Photography department has a modern suitable equipment and can be used for various departments, and as was approved the other department contributing with a facility to the Fashion design department such as Image design, Studios of Drawing, Leather, Textile.

As a result of its evaluation visit to the Kaunas College (JVFA Faculty), Fashion design department the ET has following recommendations:

The learning outcomes of the programme and specification of degree been clearly set and defined in SER with a references, that the 'content of the Fashion Design programme is constantly reviewed and updated' mainly from 2014. Generally in view of the ET, the aims and learning outcomes of the programme are consistent with the formal requirements of a professional degree and have been updated, but need to have slight improvement to the future. As is written in SER and also approved by the students and the stakeholders the Program of study is lacking of entrepreneurial competences. The ET suggest the Faculty / Department to increment progressively level of learning outcomes which would be more connected to contemporary Fashion trends with aim to those subject such us for example: Contemporary Fashion and Styles, Fashion System, Fashion Marketing, Fashion Presentation, Eco and Sustainable Fashion, Conceptual Fashion etc..

The academic and the social support at KK is very well organised. Students are informed (word by month, web, moodle, e-mail) about various possibilities of assistance during the courses. The current students approved the two types of consultation - deepening and levelling ones. Most of them confirmed the academic and social support that they received from staff and the ways in which they felt that their collective and individual learning needs were supported. Students stated that they felt able to discuss any academic issues with their teachers and found them to be responsive and helpful, but the ET was concerned about the levels to which teaching staff were qualified to deal with some issues, such of those of a psychological nature.. ET suggesting Faculty to appoint a qualified counsellor to offer a greater level of support the pastoral needs of students.

Study courses require the students to complete and report upon a period of learning undertaken in an industrial/professional context. Most of the students who met with the ET confirmed that remain in contact with staff throughout the duration of the placement and the placement that is agreed is matched to their individual learning needs and employment intentions. But also some of them -as the ET understood, had a limited choice to take internship and couldn't make their own selection of the company in which they can get their final practical placement. ET asking the teaching staff to take this information to the consideration and encouraged student to find placements where they will also be able to produce their final collection. This placement should to be constantly monitored by lecturer.

Related to close relationship with fashion and new electronic media (web pages, blogs, instagram and so on) the ET find week point in this area of presentation the final works of the student via internet. Up to date canals of electronic media nowadays can be useful for student to present their work not only within Lithuania, mainly abroad to find professional internship.

As been mentioned The ET visited the library where found the teaching materials adequate and well accessible. The ET also visited the premises used for workshops, practical activities and self-study tasks for student of Fashion design were allocated in buildings at A. Mackeviciaus str.60. The suits /total of 4 rooms/ for practical specialty courses the ET found not very sufficient regarding the space, also not very well equipped and set-up to meet the learning needs of the student. The ET has observed, that for practical projects there is a need for more space, also more equipment: sewing machines, ironings, also very important it is bigger tables used for pattern making process. There is suggestion to take to consideration to obtain few new sewing machine to a number of the student working on practical project at the same time. There was also missing a mini catwalk or the space with big mirrors to see the work or collection from distance.

Fashion Design study has a unique specialization of Designing original fabric for clothing, this subject can be really highly appropriate to the students, which can became successful designers with unique style. Unfortunately, ET didn't find sufficient facility for teaching this subject. The approach to the Decoration fabric has more traditional approach than contemporary. The traditional approach is needed to be more combined with a contemporary fashion trends enriched by the new available technology (for example the print screen equipment, jacquard machine, 3D printing, laser cut, sublimation, etc.)

Objectives of the program are to prepare *professional designers who are able design and produce unique style for individuals and industrial manufacture, design fabric for clothing and to organise fashion designers activity*. Curriculum design generally met all legal requirements, the structure been clearly set out the SER. Attention given by the Faculty in the shaping of its curriculum in the light of the current and future needs of the labour market became evident to the ET. Part of the graduates identified their personal qualities as a successful integration into the labour market and stated that they are completely satisfied with their current occupation except the fact of lacking entrepreneurial skills and up to day knowledge in area of contemporary Fashion. The ET noticed examples of the ways in which the range of feedback mechanisms employed by the Faculty had impacted positively on the development of the programme and the ways in which it prepared students for entry into the field of professional practice. But still regarding to the curriculum there is missing link to contemporary Fashion trends. The ET suggest that the already subjects has to be enrich with contemporary fashion trends and specialized teaching methodologies.

ET been asked students about opportunities to participate in student mobility. They approved that are constantly aware about this possibility and the SER shows the positive aspect that the number of mobility student was increased recently. The ET considered the number is

still quite low. The ET wish the Faculty to ensure that they will try to encourage to the number of international mobility both for in and out coming students. This is on representative of KK and Faculty to search for new suitable partner institutions.

## V. GENERAL ASSESSMENT

The study programme Apparel Design (state code – 653W23005) 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>17</b>

\*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. Anthony Dean
Grupės nariai: Team members:	Prof. Lylian Meister
	Ms Maria Štranekova
	Ms Agnė Biskytė
	Ms Vidmina Stasiulytė

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS APRANGOS**

**DIZAINO (VALSTYBINIS KODAS – 653W23005)**

**2015-09-03 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-247 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Kauno kolegijos studijų programa *Aprangos dizainas* (valstybinis kodas – 653W23005) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

**IV. SANTRAUKA**

Ekspertų grupė fakulteto lygmeniu ypač gerai vertina šiuos programos aspektus:

Aprangos dizaino katedra yra viena iš aštuonių Justino Vienožinskio menų fakulteto (JVMF), įsikūrusio unikaloje meninėje aplinkoje Pelėdų kalno teritorijoje, katedrų. Pati fakulteto vieta turi palankią aplinką aprangos dizaino specialistams rengti.

Ekspertų grupė teigiamai įvertino labai gerus ir palaikančius personalo ir studentų tarpusavio santykius. Šie produktyvūs personalo ir studentų bei skirtingų katedrų dėstytojų tarpusavio santykiai prisideda prie teigiamų studentų darbų rezultatų. Pagirtina tai, kad Aprangos dizaino katedros dėstytojai, siekdami Kauno publikai pademonstruoti tarptautines nekonkursines kolekcijas, organizuoja kasmetinį tarptautinį mados šou „Apkalbos“.

Per vizitą ekspertų grupei gerą įspūdį paliko iniciatyvūs jauni dėstytojai, vykdančys daugiadalykinį projektą. Studijų tarpdalykiškumas, sudarant galimybę naudotis naujais ištekliais (įvaizdžio dizaino, fotografijos dizaino), gali suteikti fakulteto studentams puikias galimybes bendradarbiauti praktiškai, taip pat baigus savo profesinės krypties studijas. Ekspertų grupė ragina fakultetą aktyviai puoselėti ir skatinti tarp studijų programų tarpdalykinius projektus. Be to, *Studentų kūrybinės draugijos* veikla teikia daug vilčių, susijusių su naujomis idėjomis ir šiuolaikiniu požiūriu į studijų dalykus. Joje dalyvaujantys studentai turi puikias galimybes dalyvauti įvairiuose tarptautiniuose kūrybiniuose seminaruose. Tapybos, vizualiųjų menų, fotografijos ir meninės kūrybos darbai yra demonstruojami viešai.

Ekspertų grupė taip pat gerai atsiliepia apie aukšto lygio JVMF biblioteką, tiesiogiai prisidedančią prie Aprangos dizaino studijų programos studentų mokymosi. Ekspertų grupei teigiamą įspūdį padarė atnaujinta knygų ir žurnalų duomenų bazė menų, dizaino ir mados dizaino tematika, taip pat galimybė Aprangos dizaino katedros studentams naudotis specializuotais kitų studijų programų techniniais ištekliais. Fotografijos katedros dirbtuvės turi tinkamą modernią įrangą, kuria gali naudotis įvairios katedros, ir, kaip buvo patvirtinta, kitos katedros (pavyzdžiui, Įvaizdžio dizaino katedra) Aprangos dizaino katedros studentams taip pat leidžia naudotis braižybos, odos ir tekstilės studijomis.

Ekspertų grupė po studijų programos vertinamojo vizito į Kauno kolegijos JVMF Aprangos dizaino katedrą suformulavo šias rekomendacijas:

Programos studijų rezultatai ir įgyjamas laipsnis yra aiškiai apibrėžti savianalizės suvestinėje, nurodant, kad „Aprangos dizaino studijų programos turinys yra nuolat peržiūrimas ir atnaujinamas“ iš esmės nuo 2014 m. Ekspertų grupės nuomone, programos tikslai ir studijų rezultatai apskritai atitinka formalius profesinio laipsnio reikalavimus ir yra atnaujinti, tačiau juos reikėtų šiek tiek pakoreguoti žvelgiant iš ateities perspektyvos. Savianalizės suvestinėje parašyta, kad studijų programoje pasigendama verslumo gebėjimų ugdymo, ką patvirtino ir studentai bei socialiniai dalininkai. Ekspertų grupė siūlo fakultetui / katedrai pamažu kelti studijų rezultatų lygį, juos labiau susiejant su šiuolaikinėmis mados tendencijomis, t. y. dėstant tokius dalykus kaip Šiuolaikinė mada ir stilius, Mados sistema, Mados rinkodara, Mados pristatymas, Ekologiška ir tvarioji mada, Konceptinė mada ir pan.

Kauno kolegijoje puikiai organizuojama akademinė ir socialinė parama. Studentai informuojami (žodžiu, internete, *Moodle* aplinkoje, el. paštu) apie įvairias galimybes gauti pagalbą studijų metu. Dabartiniai studentai patvirtino, kad yra dvi konsultacijų rūšys: gilinamoji ir plečiamoji. Dauguma jų patvirtino, kad personalas teikia akademinę ir socialinę paramą, ir teigė, kad jų bendri ir individualūs mokymosi poreikiai yra palaikomi. Studentai teigė galintys bet kokius akademinis klausimus aptarti su dėstytojais, kurie reaguodavo ir padėdavo, tačiau ekspertų grupei nerimą kėlė dėstytojų kompetencija spręsti tam tikrus klausimus, pavyzdžiui, psichologinius. Ekspertų grupė siūlo fakultetui paskirti kvalifikuotą konsultantą, kad būtų galima dar geriau tenkinti studentų psichologinės paramos poreikius.

Studentams keliamas reikalavimas atlikti gamybinę / profesinę praktiką ir pateikti jos ataskaitą. Dauguma studentų, kurie susitiko su ekspertais, patvirtino, kad atlikdami praktiką jie palaiko ryšį su dėstytojais, o pati praktika atitinka individualius jų mokymosi poreikius ir įsidarbinimo planus. Tačiau, kaip suprato ekspertų grupė, kai kurie studentai turėjo ribotas praktikos vietos pasirinkimo galimybes ir negalėjo patys rinktis įmonės, kurioje galėtų atlikti baigiamąją praktiką. Ekspertų grupė prašo dėstytojų atsižvelgti į šią informaciją ir skatinti studentus susirasti praktikai vietas, kuriose jie galėtų kurti baigiamąsias kolekcijas. Šią praktiką turėtų nuolat stebėti dėstytojas.

Pasak ekspertų grupės, glaudus mados ir naujųjų elektroninių medijų (tinklapių, tinklaraščių, *Instagram* programos ir kt.) ryšys, pristatant baigiamuosius studentų darbus internete, yra šios programos silpnybė. Naujausi elektroninių medijų kanalai gali padėti studentams savo darbus pristatyti ne tik Lietuvoje, bet ir užsienyje ieškant profesinės stažuotės vietų.

Kaip jau minėta, ekspertų grupė lankėsi bibliotekoje ir nustatė, kad mokymo priemonės buvo tinkamos ir prieinamos. Ekspertai taip pat lankėsi patalpose, skirtose Aprangos dizaino studijų programos studentų seminarams, praktinei veiklai ir savarankiškomis užduotims atlikti, esančiose adresu A. Mackevičiaus g. 60. Praktiniams specialybės dalykams skirtų patalpų (iš viso keturi kabinetai) erdvės nepakanka, o jų išdėstymas ir įrengimas taip pat nevisiškai tenkina studentų mokymosi poreikius. Ekspertų grupė pažymėjo, kad praktiniams projektams reikia daugiau erdvės ir įrangos: siuvimo mašinų, lyginimo vietų ir ypač didesnių stalų audinių raštams kurti. Siūloma apsvarstyti galimybę įsigyti keletą naujų siuvimo mašinų, kuriomis galėtų vienu metu naudotis keli praktinį projektą vykdantys studentai. Taip pat trūksta nedidelės siauros pakylės drabužiams demonstruoti arba erdvės su dideliais veidrodžiais, kad gaminius ar kolekcijas būtų galima apžiūrėti iš tolo.

Aprangos dizaino studijų programa siūlo unikalią specializaciją „Originalių audinių kūrimas drabužiams“, kuri gali ypač praversti studentams, siekiantiems tapti sėkmingais

dizaineriais, turinčiais unikalų stilių. Deja, ekspertų grupė nustatė, kad materialioji bazė nėra pakankama dėstyti šią specializaciją. Požiūris į audinių dekoravimą yra labiau tradicinis nei šiuolaikiškas. Tradicinį požiūrį reikia labiau susieti su šiuolaikinėmis mados tendencijomis ir naujosiomis technologijomis (pavyzdžiui, trafaretinės spaudos įranga, Žakardo mašina, 3D spaudos įranga, pjaustymo lazeriu įranga, sublimacinės spaudos įranga ir pan.).

Studijų programos tikslai yra rengti *dizaino specialistus, gebančius projektuoti ir kurti unikalų stilių pavieniams asmenims ir pramoninei gamybai, kurti audinius drabužiams, organizuoti aprangos dizainerio veiklą*. Programos sandara iš esmės atitinka teisinį reglamentavimą ir yra aiškiai išdėstyta savianalizės suvestinėje. Ekspertų grupė akivaizdžiai pabrėžė, kad, kurdamas programos turinį, fakultetas atsižvelgia į dabartinius ir būsimus darbo rinkos poreikius. Kai kurie absolventai nurodė, kad jų asmeninės savybės padėjo sėkmingai įsilieti į darbo rinką, ir teigė esantys visiškai patenkinti savo darbu, išskyrus tai, kad jiems trūksta verslumo įgūdžių ir naujausių šiuolaikinės mados žinių. Ekspertų grupė pažymėjo, kad fakulteto naudojami grįžtamojo ryšio mechanizmai padarė teigiamą poveikį tobulinant studijų programą ir rengiant studentus profesinei veiklai. Tačiau pažymėtina, kad trūksta studijų turinio sąsajos su šiuolaikinėmis mados tendencijomis. Ekspertų grupė siūlo į esamus studijų dalykus įtraukti šiuolaikines mados tendencijas ir specializuotas dėstymo metodikas.

*Ekspertai teiravosi studentų apie judumo galimybes. Studentai patvirtino, kad jie nuolatos informuojami apie tokią galimybę, o savianalizės suvestinėje pastebima teigiama judumo programose dalyvaujančių studentų skaičiaus augimo tendencija. Vis dėlto, ekspertų nuomone, tokių studentų skaičius vis dar mažas. Ekspertų grupė linki fakultetui dėti pastangas didinant tarptautinį atvykstantį ir išvykstantį studentų judumą. Kauno kolegijos ir fakulteto atstovams rekomenduojama ieškoti naujų tinkamų institucijų partnerių.*

<...>

### **III. REKOMENDACIJOS**

Apsilankiusi Kauno kolegijoje, teikiančioje Aprangos dizaino bakalauro studijų programą, ekspertų grupė rekomenduoja tobulinti šiuos dabartinės programos aspektus:

1. Tikslinti studijų rezultatus augimo linkme.
2. Teikti studentams psichologinę ir akademinę paramą už fakulteto ribų.
3. Išorinės praktikos vertinimą ir vadovavimą jai.
4. Studentų darbus skelbti kolegijos interneto svetainėje, siekiant reklamuoti programą.

5. Užtikrinti tinkamus techninius išteklius, ypač susijusius su tekstilės dekoravimo specializacija.
6. Programa turi būti atvira šiuolaikinėms mados tendencijoms ir specializuotoms dėstymo metodikoms.
7. Didinti tarptautinį studentų judumą.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)