



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS  
**STUDIJŲ PROGRAMOS *Šukuosenų dizainas***  
*(valstybinis kodas - 653W23002)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *Coiffure Design (state code – 653W23002)***  
**STUDY PROGRAMME**  
at VILNIUS COLLEGE

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Šukuosenų dizainas</i>
Valstybinis kodas	653W23002
Studijų sritis	Menai
Studijų kryptis	Dizainas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinės (3), ištęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Mados dizaino profesinis bakalauras
Studijų programos įregistravimo data	<b>2002-08-30, Nr. 1515</b>

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Coiffure Design</i>
State code	653W23002
Study area	Arts
Study field	Design
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Fashion Design
Date of registration of the study programme	<b>30-08-2002, No. 1515</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*

Following analysis of the Self-Evaluation Report (SER) and its appendices (which included descriptions of Study Subjects, details of teaching staff and study plans, etc.) provided for the Evaluation Team (ET) in advance, the ET visited the Faculty of Arts and Creative Technologies at Vilnius College on Wednesday 27th, Thursday 28th and Friday 29th of May 2015. The evaluation process followed the external evaluation procedures, set by the Ministry of Education and Science. The meeting that the ET had with groups of current students of the BA Coiffure Design programme – and the viewing of student work – took place on Wednesday 27<sup>th</sup> May, joint meetings with staff responsible for the SERs, teachers, administrative staff, graduates and social partners were held across the three days of the visit.

The Evaluation Team would like to thank the Dean of Faculty, her Senior Team, the Head of the Design Department and the teachers; students and social partners who contributed making the evaluation visit a pleasant and stimulating experience. We thank them not only for their engagement with the evaluation process but also for preparing the Self-Evaluation Report and other materials that the ET received in advance.

The visit to the College in respect of the Coiffure Design programme involved meetings with the following groups:

- Staff responsible for the preparation of the SER\*
- Students
- Teaching Staff\*
- Faculty Administration Staff\*
- Graduates\*
- Social Partners\*

[\* Indicates meetings held with representatives of all three programmes]

The Evaluation Team's visit to the College included evaluation of the BA Coiffure Design, as well as the BA Apparel Design and BA Image Design programmes. The SER produced for each individual programme was based upon a common template document produced by the Faculty of Arts and Creative Technologies and, therefore, contained a significant amount of commonality in its analysis of both Faculty-wide and College-wide processes and learning resources. The ET also met with a single group of teachers, administrative staff, graduates<sup>1</sup> and social partners representing all three programmes. Therefore, in undertaking the Evaluation process, the ET was able to identify and give due consideration to a number of common elements across the three programmes being evaluated. Where this is the case, an identical or similar form of words has been used in each Evaluation Report.

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).

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<sup>1</sup> The BA Image Design programme has yet to mature and, therefore, the ET was not able to meet with any graduates of this programme

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 the 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 is 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).

### ***1.1. General***

The Application documentation submitted by the HEI follows the outline recommended by the SKVC, along with the self-evaluation report and annexes.

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

Vilnius College (VC) – University of Applied Sciences – is an accredited state higher school of the Republic of Lithuania, which provides professional higher education (college)-level studies and develops applied research and professional arts. VC was established in 2000. The stated mission of VC is to *‘train practice-oriented professionals in physical, technological, social and biomedical sciences, the humanities, and different areas of arts of higher college-level education to meet economic and social needs of Vilnius region and the whole of Lithuania’*. The Faculty of Arts and Creative Technologies (in which all three programmes being evaluated are located) was established in 2013, through the merging two former academic divisions, the Faculty of Design and Technologies and the Faculty of Arts. The BA Coiffure Design programme was registered on August 30<sup>th</sup> 2002 and was accredited without external evaluation on August 1<sup>st</sup> 2009, therefore, the programme has submitted a self-evaluation report for the first time.

### ***1.3. 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 Evaluation Visit to the HEI was conducted between 27<sup>th</sup> and 29<sup>th</sup> May, 2015.

**Prof. Anthony Dean (team leader)** *Winchester University, Dean of Faculty of Arts, UK*  
**Prof. Lylian Meister**, *Estonian Academy of Arts, Dean of the Faculty of Design, Estonia.*  
**Dr Maria Štranekova**, *Tomas Bata University, Head of Fashion Design Studio, Czechia.*  
**Ms Agnė Biskytė**, *Personal fashion label ‘BIS A BIS’, Creative Director, Lithuania.*  
**Ms Vidmina Stasiulytė (student)** *Vilnius Academy of Arts, MA Photography & Media Art.*

## **II. PROGRAMME ANALYSIS**

### **2.1. Programme aims and learning outcomes**

The aims and learning outcomes of the degree are clearly set out in programme documentation. The ET was impressed 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 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 programme aims and learning outcomes appear to respond closely to the needs of the related professional field of practice while also being calibrated appropriately to the requirements of the level of study. 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. The programme offers a number of ways through which external partners feed into the on-going review of the programme. These include; 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) and feedback from employers that provide industrial placements to Coiffure Design students. The ET commends the active way in which programme staff engage with stakeholders (students, graduates and social partners) in the continual improvement of the provision.

In the view of the ET, the aims and learning outcomes of the programme are consistent with the formal requirements of a professional degree. In each of the Study Subject descriptors, the aims and learning outcomes of each unit of study are mapped against those of the programme overall. This ensures that there is a clear constructive alignment between the all of the individual Study Subjects that make up the degree and its overall aims and learning outcomes.

The stated aims of the programme (as set out in the SER) are to train coiffure design specialists who possess the professional skills needed to work both as creative individuals and as members of creative teams in both national and international contexts. Graduates are expected to be imaginative and innovative, with good communication skills and a keen awareness of current fashion trends, allied to a range of technical skills that equip them to work successfully – to a high professional standard – in a range of employment settings, from the salon to the media and fashion industries. 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 commends the programme for the high level of artistic and technical skills that it enables students to achieve – this was evidenced by the student work seen by the Team during the visit and strongly endorsed by the social partners that the ET met with. In the view of the ET, the programme title of BA Coiffure Design is appropriate to the content of the curriculum and the intended learning outcomes of the programme and that, in so doing, it fully meets the mission of the College ‘*to train practice-oriented specialists of higher professional education*’.

### **2.2. Curriculum design**

The 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 programme is comprised of a range of mandatory and optional study courses, together these provide the student with both general and specialised professional studies and the opportunity to choose from a range of optional study subjects in the second and third years of the programme. The ET was able to see, from the tables and descriptive text presented within the SER and supported by further documentation in the appendices (provided together with the SER), that the study subjects are evenly spread and provide an appropriate range and variety of studies to support student learning in the specialised field of Coiffure Design.

The documentation provided by the College in advance of the visit, included a number of clear and helpful 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 the Evaluation Team that the content of the study subjects was entirely consistent with the type and level of study provided.

The ET was impressed with the standard and clarity of the documentation provided by the College (both within the SER and its appendices). This documentation includes detailed outlines of each study subject that map the learning outcomes of the subject against the overall learning outcomes of the programme. This information is further consolidated in a table that links together the study methods of each subject, its learning outcomes and the summative learning outcomes of the programme. The clarity and detail of the information provided fully assured the ET that the content and methods of the study subjects are appropriately aligned to the intended learning outcomes of the programme. The ET's discussions with students, teachers, graduates and social partners that it met with during the visit confirmed this view.

In light of the above, the ET was able to conclude at the end of its visit to the College that the scope of the programme is sufficient to ensure that students are able to achieve the learning outcomes of the Coiffure Design programme.

The ET was particularly impressed with the highly contemporary nature of the work achieved by the students on the programme and students (who the ET met with) commented specifically on way in which their teachers maintained a close knowledge of current fashion trends, this was also confirmed by social partners. Through its meetings with staff, students, graduates and social partners during the evaluation visit it became clear to the ET that the programme was diligent in its approaches to gathering feedback from its stakeholders and was appropriately measured in its responses to the constructive feedback gathered on a regular basis from students, graduates and social partners. The ET were provided with a range of examples of changes that had been made to the content and ordering of study subjects (in the first year of the programme) – as well as the introduction of new study subjects (for example, Drawing) – as a direct result of the careful evaluation undertaken of the feedback and intelligence gathered by teachers and administrative staff. In response to student feedback, the programme has also introduced two specialisms, *Stage Image Design* and *Supplementary Hair Design*, this development was very much appreciated by the students that the ET met with. The programme is also careful to gather intelligence on the changing needs of the coiffure design profession and this information was also used to shape curriculum content and delivery. The ET commends the close attention given by the programme to the current and future needs of the labour market in shaping the curricula of the provision being evaluated.

### **2.3. Teaching staff**

On the basis of the evidence presented to the ET, both within the SER and in the details of the qualifications, teaching experience and professional expertise of academic staff contained within

its appendices, the ET was fully satisfied that the teaching staff meet the necessary legal requirements and have the ability to enable students to meet all of the programme's learning outcomes. There is a good balance across and between the professional, pedagogic and methodological qualifications held by the staff cohort that is highly appropriate to the professional nature and study focus of the degree. The social partners that ET met with during the visit confirmed that, in their view, the teaching team possess an exceptional knowledge of the contemporary professional field allied to a depth of relevant experience in professional practice. From the feedback regarding the quality of the staff teaching on the programme that the ET gathered from current students, graduates and social partners, the ET formed the view that the dedication, professional expertise and pedagogic experience possessed by the teachers of the Coiffure Design made a significant contribution to the enhancement of the student learning experience.

In the view of the ET, the cohort of teaching staff working on the programme is sufficient in number to fully meet the learning needs of the students. 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 teaching team has been stable in both number and personnel over the last 5 years and the allocation of teaching responsibilities across the staff group is managed so as to ensure the consistency of, and depth within, the student learning experience. 10 members of the teaching team have over 10 years of individual teaching experience and, collectively, the team has 122 years of practical professional experience in the field. There are 4 full-time and 17 part-time teachers contributing to the Coiffure Design programme, 16 of who possess Masters degrees, 3 hold Doctoral degrees and 1 is an established artist. There are 5 members of staff aged between 30-40 years, 4 aged 40-50, 8 aged 50-60 and 3 aged 60-70. Many 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 in student learning. 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 and artistic skills.

The SER provided details of a wide range of staff development activities that staff have engaged in over the last 5 years, including conferences, training courses, international internships and creative/artistic events – a number of these activities have had an international dimension, including mobility activity in Belgium, Romania, Latvia, Germany and the UK. During this period 80% of the teachers who contribute to the Coiffure Design degree have been engaged in subject-related staff development activities and circa 20% in the development of pedagogical or methodological skills. All members of teaching staff have been active in attending conferences, seminars, training courses or internships (circa 40% of internships have been international). The ET was highly impressed with both the range and quality of development activities that the teaching team have engaged with and the level of participation achieved.

As noted above, a number of teachers continue to maintain their own professional practice in the field of coiffure design, which informs the delivery and content of the study programme. The ET formed the view that the dynamic relationships that teachers had developed with social partners in the media industry (magazines, television, etc.) was a significant factor in shaping the highly contemporary nature of the programme and, furthermore, that these relationships provided outstanding opportunities for students to work alongside staff in high-profile professional contexts. This view was confirmed by the social partners who met with the ET, which included a representative of a media company that produced one of the most popular national television programmes to which both staff and students of the programme made a significant contribution. The representative, who is one of the presenters of the programme described this as '*an amazing opportunity for students to take part in a real workplace with professionals*'. Another social

partner, the editor of a leading trade journal (*Hair Professional*), described the Coiffure Design students as ‘*very professional*’ and informed the ET that the work of the students was often featured in the magazine and was used as a cover image. The ET commends the programme in the way that, through the agency of the teachers, it provides both high-level career-based practice opportunities for students as well as high profile and positive media exposure for the programme.

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

The ET had opportunity to view the key facilities that are available to the Coiffure Design students. This is comprised of a suite of well-equipped and well-appointed studios and workshops that are specifically set-up to meet the learning needs of the students. In addition, students have access to an on-campus salon that is specifically set up to enable students to work directly with clients drawn from the general public.

Each of the studios and workshops viewed by the ET appeared to be large enough to cater for the size of the student cohorts and contained a sufficiency of well-maintained and modern equipment suitable to the needs of the programme. The Social Partners, which included the Editor of the *Hair Professional* journal, a representative of the make-up department of the Lithuanian National Opera and Ballet Theatre and owners of professional salons, that the ET met with during the visit confirmed that – in their view – the learning facilities provided by the college are adequate to support a professional coiffure design training programme. In addition to the practical learning resources provided within the College, student benefit from periods of learning in professional contexts through periods of industrial placement. This gives them access to contemporary industrial resources, both in terms of facilities and technologies – which usefully extend and augment those provided by the College. The students that the ET met with commented on the high quality of the internship opportunities that were available to them. The ET commends the College on the range of practical facilities and learning opportunities provided for students both within the College and through the agency of social partners

The BA Coiffure Design programme offers students several opportunities to engage directly with professional practice, both within and outwith the College. As part of the formal curriculum, three study courses include at least one period of industrial placement, the *Practice of Haircut Design* (in semesters 3 or 4), *Hairstyle Modelling Practice* (in semesters 4 or 5) and *Final Pre-Diploma Practice* (in semester 6) require students to complete periods of learning undertaken in an industrial/professional context. Where students undertake formal practical placements outside the College, these are underpinned by a formal signed agreement between the student, the College and the placement host. The students who met with the ET confirmed that they remain in close contact with staff throughout the duration of the placement and that the nature of the placement arranged is normally well matched to their individual learning needs and employment intentions. As noted elsewhere in this report, in addition to the formal curriculum-based opportunities that are available to students to engage in practice, the students have frequent opportunities to work on a range of professional and public events produced by social partners.

The ET was interested to know how students managed to get hold of any additional materials that they needed in order to produce the required learning outcomes of the programme. Students said that they were supplied with most of the materials that they needed to produce the assessment outcomes of each study subject. However, students reported that – when it came to the production of their final collections – it was common for students to pay for additional or better quality materials according to the needs of their designs – this could involve significant expense. The ET learned that applicants to the programme were not made aware of this possible additional cost and, therefore, recommends that the possible materials costs associated with

students' final projects is, in future, clearly stated in programme documentation made available to applicants

The Faculty of Arts and Creative Technologies has its own Library, which houses the books and reference materials (including electronic resources) that most directly support the learning of the Coiffure Design students. The library is well appointed and organised, and includes ample study spaces and a suite of computer workstations. The collection of books and journals are arranged on an open shelving system that enables student to browse within and across the range of reference resources available. In addition to this, students have access to other library facilities across the College and to the libraries of other Higher Education Institutions, including the library at the Vilnius Academy of Arts, which houses an extensive collection of fashion and costume reference resources. In the view of the ET the teaching materials available to the students fully meets their learning needs.

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

The College has an admissions process that is approved by its Academic Council. The College conforms to the general admissions process that controls entry to all higher education institutions in Lithuania. Additionally, the Coiffure Design programme has a bespoke entrance exam to test applicant aptitude for the subject – this consists of drawing and composition tasks. The number of students admitted to the programme each year is matched to the likely demands of the coiffure design profession.

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, provided confirmation that the content and sequencing of the study process is carefully matched to the aims of the programme. The effective organisation of the Coiffure 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.

The Coiffure Design students have opportunity to participate in a wide range of programme related activities; these include conferences, seminars, exhibitions, festivals and competitions. The students and teachers of the Coiffure Design programme actively engage in hair dressing competition, for example *the Lithuanian National Open Championship of Professional Hairdressers*, *the Hairdressing Open Championship of West Lithuania and the International Hairdressing Open Championship of Hairdressers and Beauty Specialists*. As an integral part of their studies, students have opportunity to work on realised projects with social partners, such as for performances of the *Lithuanian National Opera and Ballet Theatre* and television programmes such as *Chorus Wars*. As part of their formal studies, students undertake periods of study with Lithuanian companies and, sometimes, international companies. The College also works in close co-operation with other colleges, such as Kaunas College and Vilnius Art Academy on joint projects, such as the young fashion designer's festival *Gossip*.

The College has a range of bi-lateral Erasmus agreements with international higher education institutions. Students are made aware of the opportunities available to them to engage in international mobility through an information event organised by the College. Students who have previously participated in international activity of this kind are encouraged to share their experience with other students as a means of encouraging their interest in undertaking a period of study abroad. As a result of the high quality of the internships that are available to students in Lithuania, they reported to the ET that they often preferred to take these opportunities rather than engage in mobility activity. However, the students that the ET met with during the visit were all aware of the mobility opportunities and were able to report on recent study abroad experience in Sweden, Poland and Romania. The ET was also interested to hear that students returning from

periods of international study were encouraged to reflect on their experience and share with their teachers any information on new study methods, learning materials or technical resources that they experienced, this information then feeding into the continual improvement of their own programme.

Both current students and graduates spoke very highly of 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. While students stated that they felt able to discuss any academic or personal issues with their teachers and found them to be responsive and helpful, the ET was concerned about the levels to which teaching staff were qualified to deal with some issues, such as those of a psychological nature. The Faculty administration staff assured the ET that some teachers had been specifically trained to provide a basic level of support to students in such circumstances. However, the Faculty were currently negotiating with the College to appoint a qualified counsellor to offer a greater level of support the pastoral needs of students.

The students who the ET met with reported that they were fully aware of the assessment processes that were applied to their work. Clear information on their assessment processes was made available to them in writing and was fully explained to them by teachers at the commencement 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.

Teachers of the Coiffure Design programme continue to work in the professional field of coiffure design and are in close liaison with a range of social partners that represent various areas of practice. Through their own direct experience of the sector and through the formal and informal feedback gathered from industry representatives, staff are able to closely monitor changing fashion trends – both graduates and social partners commented on the strong contemporary focus of the Coiffure Design programme. The information gathered by teachers is used to adjust the content of the programme so as to ensure that graduates are more likely to meet the needs of the employers within the sector. The College receives data from the Lithuanian Labour Exchange regarding the employment profile of its graduates. Over the last 5 years, the average employment rate of Coiffure Design graduates has been over 80%, the most recent data set (2014) showing that the programme achieved an 83% employment rate, with 74% gaining employment directly related to their studies. The graduates of the programme that the ET met with during the visit stated that they felt that the programme had prepared them adequately for entry into the professional field and that, just prior to completing the programme, the teachers were able to provide them with helpful advice about interesting employment opportunities. The social partners that the ET met with also confirmed that they were happy with the capabilities possessed by graduates and, in their view, the programme also equipped students with good basic entrepreneurial and business management skills. As one social partner who employed graduates within their business remarked to the ET that, after a few years, these graduates were in a position to ‘*open their own studios*’ not only within Lithuania but also abroad.

The ET asked the group of representative students from the programme that it met with about how they acquired the materials (fabrics) that they required in order to produce their final collections. As already noted above, the students spoke of the store of fabrics kept by the staff which they could use for such purposes. However, they also reported that many students saved money throughout their programme in order to be able to pay for specifically selected fabrics that would enable them to present their finished collections in the best possible way. Subsequent discussions with the representative group of teachers revealed to the ET that there was evidence some ambiguity regarding the impact of the use of higher quality materials in the execution of the final collections, as one teacher commented ‘*if the materials are better the final results will*

*be better*! While the ET did not find any substantiating evidence that the quality of materials used was an unduly influencing factor in the assessment process, it took the view that student perceptions need to be carefully managed in respect of this. In light of this, the ET recommend that the Faculty ensures that the assessment processes that relate to the final projects is transparently and unambiguously focussed on the skills, abilities and knowledge that the students are required to achieve in order to meet the stated learning outcomes of the study subject, without any undue or additional considerations being given to the quality of the materials used.

## **2.6. Programme management**

The Design Department is located within the Faculty of Arts and Creative Technologies. The Faculty is managed by the Dean who has overall responsibility for the quality of the provision and a Vice Dean who administers academic activities. A Head of Study Organisation manages study timetables for all the Faculty's programmes and there is a Project Office that oversees all of the Faculty's internal and external events. At the level of the programme, the co-ordination and delivery of the curriculum is overseen by the Head of Department and the Study Programme Committee, which includes student representation. From the evidence gathered during its visit and from its scrutiny of the documentation provided in advance, the ET was satisfied that current arrangements for the management of the programme are clear and effective.

Both quantitative and qualitative data on the operation of the programme are gathered and analysed 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. During its visit, the ET was provided with several examples of the ways in which views of the various stakeholders were gathered. This included surveys, round-table discussions and consultations, as well as the active involvement of professional practitioners and industrial partners in the delivery of the curriculum. In addition to the gathering of qualitative feedback, the Faculty and Department also collate and review quantitative data on a regular basis, data relating to student admission, progression, performance and employment destinations form a key part of the overall quality assurance and enhancement of the programme.

The Coiffure Design programme has not been through an external evaluation process prior to the visit made by this ET. However, the extensive range of feedback mechanisms – including external feedback – that the Faculty and the Department engage in on a regular basis – was impressive. During its visit to the College, the ET learned of many examples of how constructive feedback solicited 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 (from mandatory to optional, or optional to mandatory), as well as the introduction of new study subjects. Both staff and student participation in mobility programmes is also seen as a very positive and valuable means of re-assessing current provision and identifying opportunities for new developments. The ET noted a comment made by one of the social partners that they met with, who said the Coiffure Design *'programme raises the hairdresser on to a different level'*.

The ET learned – from meeting with students, graduates and social partners during the visit – that feedback on the learning experience offered by the Coiffure Design programme is sought through both formal and informal mechanisms. Student are regularly asked to provide formal anonymised feedback on both the curriculum and the quality of the teaching provided, in addition to this, staff operate an 'open-door' policy so as to encourage day-to-day communication with students about both academic and pastoral issues. Graduates and social

partners are regularly surveyed for feedback on the programme, so as to actively seek feedback on how the programme can be developed to meet the changing needs of the professional field. Social partners are also involved in the assessment panels for the Diploma Projects and this provides another opportunity for staff to gather feedback on the quality of the programme.

The ET was provided with a range of concrete examples of how feedback gathered through these means had informed changes to both the content and delivery of the programme. Graduates were able to cite new study subjects that has been introduced into the curriculum as a result of their feedback, for example *Drawing*. Feedback from social partners, students and graduates led the programme to establish the two programme specialisms in *Stage Image Creation* and *Supplementary Product Design*. The ET commends the programme and the Faculty on the way in which the positive and constructive relationship that is fostered with students, together with the good relationships maintained with graduates and social partners, are used as an effective basis for the strong focus that programme staff maintain on the continual improvement of the quality of the student experience that the programme provides.

During its visit, the ET learned of the initiative of the Faculty to actively foster and promote interdisciplinary projects, between three programmes being evaluated (Coiffure Design, Apparel Design and Image Design) and – more widely – between all of the programmes within the Faculty (which include Dance and Music). This provides all students within the Faculty with opportunity to understand their own specialist study discipline within the context of a dynamic combination with other disciplines, thereby broadening their understanding of how their specific subject of study is either complemented, or challenged, by others. In both business and society there is a natural relationship between coiffure design, apparel design and image design, this relationship is also promoted by the Faculty in the opportunities that it provides for collaborative projects both within and without the College. The ET commends both the Faculty and the programme for the fostering of interdisciplinary projects, both between programmes being evaluated and – more widely – between all programmes within the Faculty. In the view of the ET, these opportunities significantly enhance the learning experience offered by the individual programmes.

## **Commendations**

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

- The very positive relationship fostered between staff and student and the strong staff focus of on the continual improvement of the quality of the student experience
- the range of practical facilities and learning opportunities provided for students both within the College and through the agency of social partners
- The high level of technical skills that each of the programmes enables students to achieve
- The way in which programme staff actively engage stakeholders (students, graduates and social partners) in the continual improvement of the provision
- The strong contemporary focus of the programme and the dynamic relationships developed with social partners in the media industry (magazines, television, etc.) that provide both high-level career-based practice opportunities for students as well as high-profile and positive media exposure for the programme.

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

- The fostering of interdisciplinary projects, both between programmes being evaluated and – more widely – between all of the programmes within the Faculty
- The close attention given by the Faculty to the current and future needs of the labour market in shaping the curricula of the provision being evaluated

## **III. RECOMMENDATIONS**

In light of its visit to the BA Coiffure Design programme, the ET makes the following recommendation to all three of the programmes (including the BA Image Design and BA Apparel Design programmes) visited:

- To ensure that any possible materials costs associated with students' study on the programme, particularly in regard to the final projects are clearly stated in the programme information made available to applicants.
- To ensure that the assessment process for final projects are transparent and are unambiguously focussed on the skills, abilities and knowledge that the students are required to achieve in order to meet the stated learning outcomes, without undue or additional regard given to the quality of materials used.

#### IV. SUMMARY

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

The ET were impressed by the very positive relationship fostered by the programme between staff and students, this was seen as being supportive of both the students' academic and pastoral needs. In addition the ET also appreciated the way in which this positive relationship with students, together with the good relationships maintained with graduates and social partners, were used as an effective basis for the strong focus that programme staff maintained on the continual improvement of the quality of the student experience provided.

The ET was also impressed with the quality and range of the practical facilities and learning opportunities provided for students within the College and, in addition, through the agency of employers and social partners that the students were able to utilise through a series of industrial placements that form a formal part of the programme curriculum.

Both the quality of teaching and the practical facilities available to the students, in the view of the ET, contribute significantly to the high level of technical skills that the programme enables students to achieve. Graduates of the programme, as well as the range of social partners that the ET met with during the visit attested to this and the levels of technical skill promoted through the curriculum was widely reported as being a distinguishing feature of the programme.

The ET formed the view that the dynamic relationships that teachers had developed with social partners in the media industry (magazines, television, etc.) was a significant factor in shaping the highly contemporary nature of the programme and, furthermore, that these relationships provided outstanding opportunities for students to work alongside staff in high-profile professional contexts.

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

The ET applauds the way in which the Faculty actively engages stakeholders (students, graduates and social partners) in the continual improvement of its provision. Through a variety of means – including surveys, round-table discussions and feedback through the involvement of professional practitioners and social partners in the delivery and assessment processes of the programme – it is clear to the ET that constructive feedback is actively sought, processed and reflected upon as a means of determining programme improvements.

During its visit, the ET learned of the initiative of the Faculty to actively foster and promote interdisciplinary projects, between three programmes being evaluated (Coiffure Design, Apparel Design, and Image Design) and – more widely – between all of the programmes within the Faculty (which include Dance and Music). This provides all students within the Faculty with opportunity to understand their own specialist study discipline within the context of a dynamic combination with other disciplines, thereby broadening their understanding of how their specific subject of study is either complemented, or challenged, by others. In the view of the ET, these opportunities significantly enhance the learning experience offered by the individual programmes.

Throughout the course of its visit to the Faculty, the close and careful attention given by the Faculty in the shaping of its curricula in light of the current and future needs of the labour market became very evident to the ET. The ET learned of many 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.

As a result of its evaluation visit to the Faculty, the ET recommends the following:

The ET wish the Faculty to ensure that any possible or necessary materials costs associated with students' study on the programme, for example the final projects, is clearly stated in the information made available to applicants to the programmes. This is so as to ensure that applicants are fully aware of this in their decision-making process about progression on to their preferred programmes.

Related to the above, the ET also wish the Faculty to ensure that the assessment processes that relate to the final projects is transparently and unambiguously focussed on the skills, abilities and knowledge that the students are required to achieve in order to meet the stated learning outcomes of the study subject, without any undue or additional considerations being given to the quality of the materials used. In making this point, the ET wish to state that they did not find any direct evidence of this occurring but they are mindful that student perceptions need to be carefully managed in this respect.

## V. GENERAL ASSESSMENT

The study programme Coiffure Design (state code – 653W23002) at Vilnius 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	4
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	4
	<b>Total:</b>	<b>23</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

**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
ŠUKUOSENŲ DIZAINAS (VALSTYBINIS KODAS – 653W23002)  
2015-07-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-211 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus kolegijos studijų programa *Šukuosenų dizainas* (valstybinis kodas – 653W23002) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>23</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**

Programos lygiu vertinimo grupė ypač gerai vertina šiuos programos vykdymo aspektus:

Vertinimo grupei paliko išpūdį programoje puoselėjami ypač geri santykiai tarp personalo ir studentų, buvo matyti, kad tenkinami studentų akademiniai ir mokymosi poreikiai. Be to, vertinimo grupė taip pat gerai įvertino tai, kaip šie palankūs santykiai su studentais, absolventais bei socialiniais partneriais, leidžia programos personalui nuolat gerinti studentams perduodamos patirties kokybę.

Vertinimo grupei taip pat padarė išpūdį studentų praktikos atlikimo sąlygos bei mokymosi galimybės ir jų kokybė, užtikrinamos kolegijoje ir papildomai teikiamos per darbdavių agentūrą bei socialinius partnerius. Jomis galėjo naudotis studentai atlikdami praktiką sektoriaus įmonėse, kaip privaloma pagal programos studijų turinį.

Studentams teikiamo dėstymo ir praktinių sąlygų kokybė, vertinimo grupės manymu, reikšmingai prisideda prie aukšto techninių įgūdžių, kuriuos mokydami šioje programoje turi įgyti studentai, lygio. Programos absolventai, taip pat tie socialiniai partneriai, su kuriais vizito metu susitiko vertinimo grupė, tai patvirtino, o techninių įgūdžių lygis, kurį skatinama pasiekti studijų metu, buvo įvardijamas kaip skiriamasis programos bruožas.

Vertinimo grupė susidarė nuomonę, kad dinamiški santykiai, kuriuos dėstytojai palaikė su socialiniais partneriais žiniasklaidos sektoriuje (žurnalais, televizija ir kt.) buvo reikšmingas faktorius, formuojantis itin šiuolaikišką programos pobūdį ir tai, kad šie santykiai studentams sudarė išskirtines galimybes dirbti kartu su personalu aukšto profesionalumo lygio kontekste.

Fakulteto lygiu vertinimo grupė ypač gerai vertina šiuos programos vykdymo aspektus:

Vertinimo grupė pritaria tam, kaip fakultetas aktyviai įtraukia socialinius dalininkus (studentus, absolventus ir socialinius partnerius), siekdamas nuolat gerinti vykdomą studijų programą. Vertinimo grupei yra akivaizdu, kad įvairiomis priemonėmis (įskaitant tyrimus, apskritojo stalo diskusijas ir atsiliepinimus, profesionalų ir socialinių partnerių dalyvavimą programą dėstant ir vertinant) yra aktyviai siekiama apie programą gauti konstruktyvų grįžtamąjį ryšį, jį apdoroti ir jį reaguoti stengiantis išsiaiškinti, kaip programą gerinti.

Vizito metu vertinimo grupė sužinojo apie fakulteto iniciatyvą aktyviai imtis ir skatinti tarpdisciplininius projektus, vykdomus tarp vertinamųjų trijų programų (aprangos dizaino, šukuosenos dizaino ir įvaizdžio dizaino), ir dar plačiau – tarp visų fakultete dėstomų programų (įskaitant šokį ir muziką). Tai visiems fakulteto studentams sudaro galimybę suprasti savo

studijuojamą studijų discipliną dinamiškame kontekste su kitomis disciplinomis, tuo pat metu plečiant jų supratimą, kaip jų studijų dalyką gali papildyti arba pakeisti kiti. Vertinimo grupės manymu, tokios galimybės labai pagerina atskirų programų teikiamą mokymosi patirtį.

Vizito fakultete metu vertinimo grupei buvo akivaizdžiai matomas atidus ir išskirtinis fakulteto skiriamas dėmesys studijų turinio sudarymui pagal esamus ir būsimus darbo rinkos poreikius. Vertinimo grupei buvo pateikta daug pavyzdžių, kaip fakultete naudojami grįžtamojo ryšio mechanizmai darė teigiamą poveikį programos tobulinimui, ir būdų, kurie padėjo studentams pasirengti pradėti profesinę veiklą.

Po vizito fakultete vertinimo grupė rekomenduoja:

Vertinimo grupė skatina fakultetą užtikrinti, kad visos galimos ar būtinos išlaidos medžiagoms, susijusios su studentų programos studijomis, pavyzdžiui, su jų baigiamuoju projektu, būtų aiškiai nurodytos stojantiesiems teikiamoje informacijoje apie programas. Taip būtų užtikrinta, kad priimdami sprendimą dėl pasirenkamos programos stojantieji gerai žinotų apie tai.

Taip pat vertinimo grupė skatina fakultetą užtikrinti, kad baigiamųjų projektų vertinimo procesai būtų skaidrūs ir vienareikšmiškai susiję su įgūdžiais, gebėjimais ir žiniomis, kurias privalo įgyti studentai, kad atitiktų nustatytus studijų dalyko mokymosi rezultatus, be pernelyg didelio ar papildomo dėmesio, skiriamo naudojamų medžiagų kokybei. Šiuo punktu vertinimo grupė pareiškia, kad ji nerado jokių tiesioginių tokių atvejų įrodymų, tačiau rūpinasi, kad į studentų pastebėjimus šiuo klausimu reikia ypatingai atsižvelgti.

### **III. REKOMENDACIJOS**

Apsilankiusi Šukuosenų dizaino bakalauro studijų programą vykdančioje kolegijoje, vertinimo grupė teikia šias rekomendacijas dėl visų trijų programų (įskaitant Įvaizdžio dizaino ir Aprangos dizaino bakalauro programas):

- Užtikrinti, kad bet kokios galimos išlaidos medžiagoms, susijusios su studentų studijuojamomis programomis, ypač su jų baigiamaisiais projektais, būtų aiškiai nurodytos stojantiejiems teikiamoje informacijoje apie programą.
- Užtikrinti, kad baigiamųjų projektų vertinimo procesas būtų skaidrus ir vienareikšmiškai sutelktas į įgūdžius, gebėjimus ir žinias, kurias studentai privalo įgyti, kad atitiktų numatytus studijų rezultatus, pernelyg didelio ar papildomo dėmesio neskiriant naudojamų medžiagų kokybei.

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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)