# SKVC

## STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos

## STUDIJŲ PROGRAMOS *DIZAINAS (653W20001)*

## VERTINIMO IŠVADOS

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# EVALUATION REPORT

## OF *DESIGN* (*653W20001*)

## STUDY PROGRAMME

at Kaunas College

1.  **Mr. John O Connor (team leader),** *academic*

2.  **Dr. Hanna Karkku,** *academic*

3.  **Dr. Aija Freimane,** *academic*

4.  **Ms. Ilona Gurjanova,** *academic and representative of social partners'*

5.  **Mr. Andrius Ciplijauskas,** *representative of social partners'*

6.  **Mr. Vytautas Karoblis,** *students' representative.*


**Evaluation coordinator -**

*Mr. Pranas Stankus*

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

| | |
|---|---|
| Studijų programos pavadinimas | Dizainas |
| Valstybinis kodas | 653W20001 |
| Studijų sritis | Menai |
| Studijų kryptis | Dizainas |
| Studijų programos rūšis | Koleginės studijos |
| Studijų pakopa | Pirma |
| Studijų forma (trukmė metais) | Nuolatinė (3) |
| Studijų programos apimtis kreditais | 180 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Diazaino profesinis bakalauras |
| Studijų programos įregistravimo data | 2001-08-31 Nr.1234 |

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## INFORMATION ON EVALUATED STUDY PROGRAMME

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|---|---|
| Title of the study programme | Design |
| State code | 653W20001 |
| 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 in Design |
| Date of registration of the study programme | 2001-08-31 No.1234 |

# CONTENTS

## 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. | Description of lecturer's performance |
| 2. | List of the graduation projects (graduates of the year of 2013 and  2014) |
| 3. | The performance of the academic staff in 2009 – 2014 |
| 4. | Publications of the academic staff of the Design Department |
| 5. | Student's participation in events |
| 6. | Contract-based activities of the students of the study programme of Design |

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

The study programme is approved by Order of the Minister of Education and Science No. 1234, 09/08/2001 and is registered and provided by a code of the Order of the Minister of Education and Science No. 1254, 31/08/2001. The study programme reregistered and the code updated by Order of the Minister of Education and Science No. V-634, 03/05/2010.

The study, state code 653W20001 is Full-time (3 years) College Studies with a volume of studies in 180 ECTS credits. The study programme *Design* offers qualification of Professional Bachelor in Design.

*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 *20/05/2015*.

1. **Mr. John O Connor (team leader),** *Dublin Institute of Technology, Director and Dean, College of Arts and Tourism, Ireland.*
2. **Dr. Hanna Karkku,** *Aalto University, Planning Officer, Finland.*
3. **Dr. Aija Freimane,** *Art Academy of Latvia, Assistant Professor, Latvia.*
4. **Ms. Ilona Gurjanova,** *Estonian Association of Designers, Chair, Estonia.*
5. **Mr. Andrius Ciplijauskas,** *Beepart Creative Workshop, Director, Lithuania.*
6. **Mr. Vytautas Karoblis,** *Student, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The aims of the study programme Design are "to train Professional Bachelors in Design, able to analyse design objects and their systems; design, implement and/or model the designed models and their systems; and organise professional - creative performance of a designer" are well described and are consistent in SER and in the Kaunas College website (http://www.kaunokolegija.lt/en/english-studies/english-study-programmes/). However, during the visit in the Kaunas College, the study programme Design aims were expressed differently by all involved parties (administration, the SER group and teachers): to educate practical specialists in design field that are able to execute process and to reach the best results in applying computer programs in the short period of time.

There was diverse understanding also of what is Design, describing it as the process of creation; interior design; design is product, result, object; environment in general, function;

aesthetic quality; philosophical approach; everyday environment and lifestyle. That shows that there is no one agreed understanding between all involved parties of the issue that is taught.

It was defined that the mission of the study programme of Design at KK JVFA promises to applicants, as future design specialists, to perform analysis of the analogues of design objects; search for conception; compose a plan of designing objects and their systems, to make material specifications; choose materials for production of design objects or their systems to implement the project idea, but during studies they rather get technical skills and knowledge of sketching, using various computer based graphical means of expression, technologies, software; to perform manufacturing drawings; to calculate the costs of the time required, to prepare estimates of production and layout; to communicate and cooperate with customers and generalise their performance and its results.

The programme learning outcomes of each subject are clearly described. There is strong emphasis on the ability and skills to use diverse software programs as learning outcomes rather than to deliver holistic and system thinking of design in the subjects of the study field. The study programme Design is considered to be general professional degree programme and the Learning Outcomes are aligned to that.

The strength of the study programme Design is professionalism in delivering 3D computer design software programs, comprehensiveness and applicability of excellent technical computer skills by students and graduates. Excellence in computer design was mentioned by all involved parties and stressed as the main and the best learning outcome of the study programme. Also Design is the only collegial study programme in *Kaunas Region* that trains Professional Bachelors in Design and corresponds to the aims of the plan for actions to develop Creative Industries in Kaunas Region, more international comparison and performance in the programme would raise the competency of the programme and the staff, as well as to ensure the international competence for the local economy.

Despite the programme emphasis on practicability and computer skills, there seems to be very many contract-based assignments. The programme team should consider whether the programme aims to serve and to supply the needs of business and industry or to train creative and skilled professionals. Between these two elements the harmony should exist.

The written aim of the study programme "to train Professional Bachelors in Design, able to analyse design objects and their systems; design, implement and/or model the designed models and their systems; and organise professional - creative performance of a designer" promises more than the study programme delivers. The written programme aims and learning outcomes therefore are not fully consistent with the qualification offered and should be

reformulated according to the design knowledge and design education that the programme provides according to the study plan and subject programme descriptions.

The study subjects that are offered by the programme and their main titles of the main topics, described in the subject study programmes, do not cover such features if the study programme aims, as "to be able to analyse design objects and their systems, implement design models and their systems". There is no subject in the study programme that covers designing objects, designing systems, system thinking, design thinking, creative thinking, and service design. However panel acknowledges that these issues could be discussed in other subjects as a topic, but then the quality and time issues to these topics arise as well as assessment and achievement of learning outcomes.

The description of the study programme of Design in KK JVFA is very broad and it promise to educate highly professional and skilled designer within 3 years. The content of the programme and the learning outcomes that are offered, are not fully compatible. As there is inconsistency in the aims and learning outcomes that are written and those that were articulated and performed as the results of the study projects by the students as well as the study plan and subject descriptions do not demonstrate and support fully written aims and learning outcomes. It is advisable to reformulate the aims of the study programme Design, to specify learning outcomes according to the aims and adjust them to the factual level and delivered education. It is advisable to specify the name of the programme according to the content and the strength of the delivered programme, identified by all involved parties – excellent computer and technical design skills.

## 2.2. Curriculum design

With the reference to SER, the study programme Design complies with the general principles of Bologna Declaration (1999): the credit system, social aspect, the importance of in-service education and European cooperation as well as kind and cycle of studies. The study programme was designed following the legislation defining the academic and professional requirements, approved by the resolution of the Government of the Republic of Lithuania.
The volume of the study programme Design is 180 credits, that complies with the study volume defined in legislation: general collegial subjects comprise 15 credits, subjects of the study field - 135 credits, and electives – 30 credits.

The aim of the three study blocks is to provide students with the theoretical basis and practical skills of the specialty striving to achieve the anticipated learning outcomes defined in the study programme. Elective subjects with 30 credits aim to improve practical skills in one of

the specialisations chosen: Interior Design, Graphic Design, Furniture Design or Advertisement Design. As subject specialization is elective, it features that specialization is formal. According to the study plan, students are able to tackle only 3 optional subject in the term IV; 2 optional subjects in the term V and 4 optional subjects in the term VI. Actually professional specialization is delivered in the block 2 and the programme offers basic knowledge in design and specializes in computer design software skills that are appropriate for the technical designer.

The study subjects are spread evenly throughout the six semesters and their themes are not repetitive. The number of the subjects taught during one semester is 7, as it is defined in legislation. It should be mentioned, that most practical assignments and themes are performed as computer visualisations, applying and representing computer software programs and skills.

The study programme Design, as it is stated in the SER, does not feature essential exclusiveness by the structure of the programme that is based on the overall introductory course into design study. The structure of the programme is based on comprehensive technical computer program knowledge, rather than a framework for holistic understanding of design principles. As the programme covers only design subjects and technical computer design programs, it is impossible to frame a holistic understanding of design principles for the students as learning outcome. The programme subjects cover basic knowledge and level, according to the study plan and subjects study programme.

The studies of Design last for 3 years (6 semesters), and they are full-time only. It could be considered to improve curricula and study methods with user-centred and design for all (universal design) approach, to include material studies as well as to provide entrepreneurial skills and knowledge.

The study courses are consistently and integrally distributed throughout the curriculum, they complement one another (Annex 1). The learning outcomes should be reformulated according to the subject themes and to the results that students perform.

The programme aims to teach highly professional designers, but the subject description does not support that. It is not sufficient that subjects for the specialization are optional (SER annex 1) and are taught only starting from the semester IV.

Kaunas College and the study programme Design is active and is strongly rooted locally. But there appears to be little effort to present the College and the study process at *international* fairs or exhibitions in Europe, which results in limited reflection of the latest achievements in science, art, technologies and design. National and international dimension of the study process, would give to study results and collaboration national and international competitiveness.

As an example of excellence should be mentioned "Green energy project", facing topicality and international team work project which was presented to experts during on site visit at the college.

### 2.3. Teaching staff

Lecturers who work in the study programme have acquired Master or at least Equivalent to Master Degree. In 2014 -2015 learning period in KK JVFA are 4 docents, 19 lecturers and 52 assistants. The academic staff is recruited by competition, taking into account their basic education and its compliance with the subject to be taught, practical experience, academic degree and academic title. According analysis 31.5 per cent of the subjects of the study field are taught by scientists and acknowledged artists. Lecturers are practicing designers/artists.

The qualifications of the teaching staff are adequate to deliver study programmes as it is performed however, to reach the programme aims and learning outcomes as they are stated in the SER, the teaching staff capacity should be strengthened to deliver holistic understanding of design principles.

There is limited international engagement by staff, who attend international events on any kind of a regular basis. Greater use of the Erasmus scheme is recommended to ensure the programme grows and develops to deliver real impact on the local economy and improves the quality of the project outcomes, delivered as contract-based activities.

With the reference to SER between 2009-2014 the teaching staff varies from 23 to 25. Assistant professors in 2014 are 3, lecturers 19 and assistants 3.

The academic load and FTE among the academic staff in 2014-2015, the annual load in FTE for an associate professor, lector and assistant is 1584 academic hours (44 weeks x 36 hours), with the minimum of 720 contact hours in it. The working hours in an academic year consist of hours assigned for contact work and non-contact activities. Non-contact hours include preparation of tasks, advanced consultations, development of new study subjects or improvement of the ongoing ones, applied scientific research and artistic performance, contract-based and counselling activities, in-service training, etc. Every year the academic staff plans the volume and content of non-contact hours and coordinate them with the Head of the Department taking into account the plan of performance of the Department and the priorities of quality assurance. The management of the process of the professional development of the academic staff is reflected in the annual self-assessment surveys of the performance of lecturers and the Department. Staff professional development takes place according to the annual plans of JVFA staff training, which are a component of the annual plans of the performance of the Faculty and

the Department. The academic staff of the study programme participates in expert activities, prepare methodical teaching materials, books, publish their works in various journals, participate in symposia, art projects, exhibitions mostly locally in Lithuania.

Research outcomes by the teaching staff are mostly published locally within the Kaunas College (annex 7). According to SER, Kaunas College has about 19 scientific articles/publications related to the study programme of Design and 16 applied scientific researches related to the study programme of Design (annex 6), but there is no possible to witness it in the annex 7, nor it was it available at the college. There are limited internationally reviewed publications and participation in the international design conferences. The teaching staff has remarkable excellence in writing and publishing books in Lithuanian that are also used as methodological materials by the colleagues.

## 2.4. Facilities and learning resources

The total building area of the Design Department is 746 m$^2$. In 2012-2013, the building and the premises were renovated. After the reconstruction, technical and hygienic conditions correspond to the hygiene norms defined for Lithuania. The Design Department has computer rooms, classrooms for general purposes, rooms for practical work, lecturers' room, and a room for archive. Design programme have 18 classrooms that are used for the implementation of the study programme of Design, 11 of them are specialised. Well-equipped computer classrooms ensure successful training and learning.

KK JVFA has specialised equipment for large-format digital printing, cutting plotter, touch Pads for drawing and computers MAGNUM PC with Windows operating system. The software is constantly updated. To perform study tasks, the software Corel Draw X5, Illustrator CS5,5, Photoshop CS6, InDesign CS5,5, ArchiCAD 15, AutoCAD 2012, Artlantis, 3D max 2012, MS Office 2010, Flash Professional CS 5,5 are used.

However KK does not have appropriate design object making workshops and therefore modern workshop infrastructure should be developed.

Professional internships are organised in enterprises and in KK. A wide network of stakeholders provides a possibility to perform Industrial and Technological Internships in business companies. During their internships, students get acquainted with the performance of an institution and acquire practical skills.

Students have their Industrial and Technological Internships in business enterprises, whereas the Internship of Skill Development, Computer Graphics Internship and Creative Final Internship are performed on the basis of the Faculty.

For the implementation of the study programme of Design, methodological resources accumulated in the Central Library of KK, Reading-rooms - Libraries, classrooms of the Design Department are used. Students also use access to electronic publications and data bases. It is recommended that the resources of universal design, inclusive design for all, design thinking, service design, creative thinking are available in the KK Library. Students could be informed about possibilities to acquire design information and trends from the internet resources, such as http://www.dezeen.com/, http://www.trendhunter.com/ etc.

## 2.5. Study process and students' performance assessment

Students' admission into the study programme of Design is implemented following the rules of students' enrolment in KK approved by the Academic Council. Since 2009, the terms and order of admission is defined by the Association of Lithuanian Higher Schools for General Admission. General admission is organised following the terms and conditions of students' enrolment into college studies, principles of general admission, the description of the order of entrance examinations and the description of sequencing top applicants. The applicants of the study programme of Design should have acquired at least secondary education. The competitive score in the study programme Design is comprised of the assessments of school-leaving and entrance examinations.

The timetable of the study programme of Design includes lectures, workshops and internships. 50 per cent of the study volume is assigned for contact classes, and 50 per cent is assigned for self-study. Each lecturer organises contact hours, theoretical lectures and workshops in a different way depending on the nature of the subject and the anticipated learning outcomes. The timetables include both contact hours and self-study.

Students of the study programme Design are encouraged to participate in the partnerships and to collaborate with entrepreneurs as applied activities. There was no evidence that students were encouraged to participate in research or artistic activities. To be more representative of international design programmes opportunities for students to take field trips and visit neighbouring countries should be encouraged.

It is advisable to diversify Erasmus partner schools, as from 156 partner schools under Erasmus agreements, only 5 have been chosen and visited in the last years (2 have been attended on regular base). There is not fully diverse and extensive presence of incoming or outgoing international mobility.

The students of the study programme of Design are provided with multi-faceted support. They are informed about various possibilities of assistance during the course

Introduction to Studies. The students find additional information about social scholarships, loans, mobility, career possibilities, various events held, etc. on the notice boards of the Department and Faculty, KK website www.kaunokolegija.lt, or by word of mouth.

The JVFA has three foundations established: J. Zikaras's, E. Lasiene's and Vaitys's, which allocate graduates bonuses for the most significant final works. During the Celebration of the Completion of the Academic Year, students are awarded Notifications of Acknowledgement for excellent academic performance, proclaiming the reputation of KK, and mastery of new technologies.

There is a well-structured quality assurance system. While assessing learning outcomes, lecturers follow the principles of clarity, objectivity, impartiality, openness of assessment procedures, mutual respect, and goodwill. Depending on the content of the course taught, the lecturer anticipates the methods of its implementation. In the study programme of Design, students' learning outcomes are estimated by using cumulative assessment system. A ten-score criteria scale is being applied to assess knowledge and abilities. The final score may consist of several components collected in the study process such as interim accountings, self-study tasks and an examination or a project.

According to SER and confirmed during the visit the present economic conditions are resulting in significant labour market changes, so the time the graduates need to establish in the labour market is difficult to estimate. Employment rates are constantly changing, so accurate data are not possible to be provided.

### 2.6. Programme management

The model of internal quality assurance is cyclical. It is implemented by such measures as annual self-assessment and benchmarking; is based on public accountability at all levels. Self-assessment is based on accumulating, filing and analysing substantiated and trustworthy data.

There is internal evaluation of the programme and it is used for the improvement of the programme. It is well presented in SER document as well as it was evident during on site visit.

The study quality is ensured by constant feedback from students and stakeholders. In order to ensure qualitative study process, JVFA approved the list of systematic surveys of the participants in the study process, which defines the aim and periodicity of surveys.

Study Quality Management develops internal quality management system of KK and ensures compatibility of the internal quality management system with external (national and international) quality assurance requirements. The quality of the study programme of Design is monitored by the Study Programme Committee which follows the Regulations on the

Performance of the Committee of the Study Field and Study Programme and functions as an advisory expert body.

As a conclusion it can be stated that quality control system is effective and efficient, all participants during on site visit approved this notion and it was evident throughout the visit. Responsibilities are clearly allocated, all participating staff knows well procedures of programme management.

**2.7. Examples of excellence ***

As example of excellence should be mentioned "Green energy project", facing topicality and international team work project.

The teaching staff has remarkable excellence in writing and publishing books in Lithuanian that are also used as methodological materials by the colleagues.

The College is to be commended on the implementation of the quality assurance system.

## III. RECOMMENDATIONS

1. Work on internationalisation and ensure wider institutional contacts: broaden the staff's view of their context in Europe; and to support and encourage the development of local industry.
2. Consider reducing the number of contract-bases assignments or root the contract-based assignments into the curricula of the programme as learning of design theory, design process etc. to achieve learning outcomes and to make them more in harmony with actual study environment in the college.
3. Work required for alignment of subject learning outcomes with the programme learning outcomes.
4. Develop the making element of the programme. Students should make more objects to develop their knowledge of materials.
5. Consider the inclusion of transferable skills.
6. Consider the development of Continuing Professional Development for graduates addressing the basics of good business practice. Include self-promotional skills and marketing.
7. Impart knowledge of the briefing process and user focus.
8. It is recommended that the resources of universal design, inclusive design for all, design thinking, service design, creative thinking are available in the Library.

## IV. SUMMARY

The strength of the study programme Design is professionalism in delivering 3D computer design software programs, comprehensiveness and applicability of excellent technical computer skills by students and graduates. Excellence in computer design was mentioned by all involved parties and stressed as the main and the best learning outcome of the study programme. There is strong emphasis on the ability and skills to use diverse software programs as learning outcomes rather than to deliver holistic and system thinking of design in the subjects of the study field.

The study programme Design aims were not fully coherently expressed according to the aims described in SER. There was no common understanding of the subject Design that is taught. The written programme aims and learning outcomes are not fully consistent with the qualification offered and should be reformulated according to the design knowledge and design education that the programme provides according to the study plan and subjects in programme description. The study programme Design, as it is stated in the SER, does not feature essential exclusiveness by the structure of the programme, that is based on the overall introductory course into design study, and not necessarily creates a framework for holistic understanding of design principles.

As there is inconsistency in the aims and learning outcomes that are written and those that were articulated and performed as the results of the study projects by the students as well as the study plan and subject descriptions, it is advisable to reformulate the aims of the study programme Design, to specify learning outcomes according to the aims and adjust them to the factual level and delivered education. It is advisable to specify the name of the programme according to the content and the strength of the delivered programme, identified by all involved parties – excellent computer and technical design skills.

It is advisable to specify the name of the programme according to the content and the strength of the delivered programme, identified by all involved parties. The locality of the study programme Design as the only collegial study programme in *Kaunas Region* that trains Professional Bachelors in Design, corresponds to the aims of the plan for actions to develop Creative Industries in Kaunas Region. Internationalisation of the study programme and international comparison would raise the competency of the programme and the staff, as well as would provide international competency for the local economy.

It is advisable to diversify Erasmus partner schools and to intensify incoming or outgoing international mobility of students and teachers. The academic staff of the study programme participates in expert activities, prepare methodical teaching materials, books,

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publish their works in various journals, participate in symposia, art projects, exhibitions mostly locally in Lithuania. The teaching staff has remarkable excellence in writing and publishing books in Lithuanian that are also used as methodological materials by the colleagues. Kaunas College and the study programme Design have excellent Study Quality Management and quality assurance management system.

## V. GENERAL ASSESSMENT

The study programme *Design* (state code – 653W20001) at Kaunas College is given positive evaluation.

*Study programme assessment in points by evaluation areas.*

| No. | Evaluation Area | Evaluation of an area in points* |
|-----|-----------------|----------------------------------|
| 1. | Programme aims and learning outcomes | 2 |
| 2. | Curriculum design | 3 |
| 3. | Teaching staff | 3 |
| 4. | Facilities and learning resources | 3 |
| 5. | Study process and students' performance assessment | 3 |
| 6. | Programme management | 4 |
| | **Total:** | **18** |

*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:<br>Team leader: | Mr. John O Connor |
|---|---|
| Grupės nariai:<br>Team members: | Dr. Hanna Karkku |
| | Dr. Aija Freimane |
| | Ms. Ilona Gurjanova |
| | Mr. Andrius Ciplijauskas |
| | Mr. Vytautas Karoblis |

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**Vertimas iš anglų kalbos**

## III. REKOMENDACIJOS

1. Didinti tarptautiškumą ir užtikrinti platesnius institucinius ryšius: plėsti personalo požiūrį į savo veiklą Europoje; taip pat remti ir skatinti vietos pramonės plėtrą.

2. Apsvarstyti galimybę sumažinti užsakymų pagal sutartis skaičių arba įtraukti užsakymus pagal sutartis į programos turinį kaip dizaino teorijos, dizaino proceso ir t. t. mokymąsi, norint pasiekti studijų rezultatus ir juos labiau priderinti prie tikrosios studijų aplinkos kolegijoje.

3. Labiau susieti dalykų studijų rezultatus su programos studijų rezultatais.

4. Išplėtoti programos objektų gamybos aspektą. Studentai turėtų kurti daugiau objektų, kad plėstų žinias apie medžiagas.

5. Apsvarstyti galimybę įtraukti perkeliamuosius gebėjimus.

6. Apsvarstyti absolventų tęstinį profesinį tobulėjimą, atkreipiant dėmesį į gerosios verslo praktikos pagrindus. Įtraukti savireklamos gebėjimus ir rinkodaros aspektą.

7. Perteikti žinias apie dizaino užduoties santraukos rengimo procesą ir orientavimąsi į vartotoją.

8. Bibliotekoje turėtų būti išteklių apie universalų dizainą, visiems tinkamą dizainą, dizainerio mąstymą, paslaugų dizainą ir kūrybinį mąstymą.

## IV. SANTRAUKA

Dizaino studijų programos stiprybės – profesionalumas naudojant 3D kompiuterinio projektavimo programinę įrangą, visapusiškumas ir studentų bei absolventų puikių techninių darbo kompiuteriu gebėjimų pritaikymas. Visos suinteresuotosios šalys minėjo išskirtinę kompiuterinio projektavimo kokybę ir pabrėžė, kad tai yra pagrindinis ir geriausias programos studijų rezultatas. Ypač akcentuojami studijų rezultatai, susiję su gebėjimu naudotis įvairiomis kompiuterinėmis programomis, o ne siekis perteikti holistinę ir sisteminę dizaino idėją studijų krypties dalykuose.

Studijų programos *Dizainas* tikslai nėra visiškai nuosekliai išreikšti, remiantis SS aprašytais tikslais. Trūksta bendro dėstomo dizaino dalyko suvokimo. Raštu išdėstyti programos tikslai ir studijų rezultatai nevisiškai atitinka siūlomą kvalifikaciją, todėl juos reikėtų performuluoti pagal programos suteikiamas dizaino žinias ir dizaino išsilavinimą, remiantis programos apraše pateiktu studijų planu ir dalykais. Kaip teigiama SS, studijų programa

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*Dizainas* savo struktūra nėra išskirtinė; ji pagrįsta bendru įvadiniu kursu į dizaino studijas, o ne holistinio dizaino principų supratimo sistema.

Kadangi raštu išdėstyti tikslai ir studijų rezultatai skiriasi nuo išsakytų ir pasiektų kaip studentų projektų rezultatai, taip pat nuo studijų plano ir dalykų aprašų, rekomenduojama performuluoti studijų programos *Dizainas* tikslus, pagal tikslus patikslinti studijų rezultatus ir pakoreguoti juos pagal tikrąją padėtį ir vykdomas studijas. Rekomenduojama patikslinti programos pavadinimą pagal vykdomos programos turinį ir stiprybes, kurias nurodė visos suinteresuotosios šalys, t. y. puikius kompiuterinio ir techninio projektavimo gebėjimus.

Rekomenduojama patikslinti programos pavadinimą pagal vykdomos programos turinį ir stiprybes, kurias nurodė visos suinteresuotosios šalys. Studijų programa *Dizainas* yra vienintelė koleginė studijų programa *Kauno regione*, suteikianti dizaino profesinio bakalauro laipsnį, ir tai atitinka veiksmų plane išdėstytus tikslus plėtoti kūrybines industrijas Kauno regione. Studijų programos tarptautiškumas ir tarptautinis palyginimas padidintų programos ir personalo kompetenciją, taip pat suteiktų tarptautinės kompetencijos vietos ūkio šakoms.

Rekomenduojama įvairinti „Erasmus" mokyklas partneres ir didinti atvykstamąjį ar išvykstamąjį tarptautinį studentų ir dėstytojų judumą. Studijų programos dėstytojai dalyvauja ekspertinėje veikloje, rengia metodines mokymo priemones, rašo knygas, skelbia savo darbus įvairiuose žurnaluose, dalyvauja simpoziumuose, meno projektuose ir parodose, daugiausia Lietuvoje. Dėstytojai yra parašę ir išspausdinę išskirtinės kokybės knygų lietuvių kalba, kurias kaip metodinę medžiagą naudoja ir kolegos. Kauno kolegija ir jos studijų programa *Dizainas* pasižymi puikia studijų kokybės vadyba ir kokybės užtikrinimo vadybos sistema.

Studijų kokybės vertinimo centras