



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos
VIZUALINIO DIZAINO STUDIJŲ PROGRAMOS
(621W20004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF VISUAL DESIGN (621W20004)
STUDY PROGRAMME
at Vilnius Academy of Arts

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Vizualinis dizainas</i>
Valstybinis kodas	621W20004
Studijų sritis	Menų studijų sritis
Studijų kryptis	Dizainas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dizaino magistras
Studijų programos įregistravimo data	2011-04-15, 1-01-48

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Visual design</i>
State code	621W20004
Study area	Arts
Study field	Design
Kind of the study programme	University Studies
Study Cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Design
Date of registration of the study programme	2011-04-15, 1-01-48

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I. INTRODUCTION

Visual Design Study Programme (hereinafter Programme) is carried out at Vilnius Academy (hereinafter the VAA), in the Faculty of Klaipeda (hereinafter the Faculty). Vilnius Academy of Arts is a state Higher Education Institution of the Republic of Lithuania, a public legal person functioning as a public establishment. Its official address is 6 Maironio St., LT-01124 Vilnius, Lithuania. The self-governing bodies of VAA consist of the Council, Senate and Rector.

The main activity areas of the Academy are education, artistic creation, artistic and scientific research, and dissemination of culture. The main activity types include the implementation of university study programmes of all cycles, artistic and scientific research, experimental (social, cultural) and technological development.

VAA community perceives itself as an educational institution of visual art which is recognised by the fostered values, has a socially-oriented highly qualified artistic pedagogical staff, aims to implement modern art technologies and is able to prepare professional artists who can compete in the arts market. The most talented graduates of the Academy constitute a considerable part of Lithuania's cultural elite whose creative work is known and appreciated in the European and world context.

VAA consists of the following divisions: the Council, the Rector's Office, the Senate, the Faculty of Graduate and Postgraduate Studies, Faculties of Vilnius, Kaunas, Klaipeda and Telšiai, administrative, science and art divisions, practice and leisure centres, culture and sports centres etc.

The procedures of the external evaluation for the MA Degree Programme in Visual Design were initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external evaluation peer group formed by the head Prof. Costas Mantzalos (Cyprus), Prof. Bernhard E. Burdek (Germany), Prof. Lylian Meister (Estonia), Andrius Cipliauskas (Lithuania), and Kotryna Stasiukynaitė, student representative (Lithuania).

The Self Evaluation Report (hereinafter – SER) of the Programme was made available to the expert team in January 2014. The head of the expert team distributed the workload according to each expert's discipline and each member of the expert team examined the SER individually, preparing problem questions or discussion points. The experts obtained further information during the site visit in Klaipeda on March 25th through interviews with Administration Staff, Staff responsible for preparation of SER, the teaching staff, students, employers and stakeholders. After the visit, on March 29th the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every area of the evaluation.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

There is a thorough definition and clear outline of the programme's aims and learning outcomes, which were also matched and correlated with the teaching areas/modules. The aims and learning outcomes are readily available and publicly accessible through the Academy's website as well as through the publicity material published by the Academy. The Master study programme Visual Design educates professional designers who have creative, analytical and critical thinking, broad views, good communication skills, who are able to combine most modern

elements of science and art, take an active part in the processes of social and cultural life and critically evaluate the established practices and on-going processes in the community, who already during the process of their studies are able to re-evaluate the existing standards and constantly seek for new creative concepts.

Both the aims of the programme as well as the learning outcomes are based on both the academic and professional requirements. In 2012, the divisions of VAA carried out self-assessment oriented towards the content of the demand for regional arts studies. The distribution and extent of creative activities of the students and graduates of Klaipeda Faculty in the town and region testified to the necessity of arts studies and significance for further development of the region. The need for the programme is supported by the following indicators: a considerable experience accumulated by VAA Klaipeda Faculty in organising Master studies, experienced academic staff, including renowned scientists and artists, the attractiveness of Klaipeda for the school leavers of the western region, the multicultural identity of Klaipeda, a wide network of cultural institutions and business enterprises, experience of design and advertising firms in the region showing the need for professional designers.

The learning outcomes meet the requirements for the provision of a MA level education. This needs to be substantiated in the future years so that the programmes own dynamics and specific qualities can be realised. The Master study programme of Visual Design is a direct response to the socio-cultural infrastructure development prospects of western Lithuania and the demand for design creators, because it is oriented towards the education of visual design specialists, i.e. those who use different artistic and technical means to solve the problems of the presentation of visual content. No similar Master study programme is implemented in Lithuania.

There is generally good compatibility between the name of the programme and the learning outcomes, content and the qualification that is offered. The key word in the title reflects the content of the Programme, the qualification degree awarded and defines the field of study. This is a programme that can be characterized as quite interdisciplinary offering students knowledge about modern design technologies, management, sociology, art theory and history, findings of artistic and scientific research and integrating that knowledge in their creative endeavours. Students are taught to analyse and critically evaluate a certain situation and related social processes and their interpretations in literature, expand their understanding of European social and cultural history and current developments, be aware of cultural and creative similarities and differences of various countries.

2. Curriculum design

According to the Accreditation Teams' best knowledge and understanding provided by SKCV and the Self Evaluation Report, the programme complies with national legal acts and regulations. The compliance with the Bologna process and the establishment to the European Credit Transfer System (ECTS) is commended.

The study plan of the Master study programme of Visual Design was compiled in accordance with the requirements of VAA Study Regulation and legal acts of the Republic of Lithuania (Law on Higher Education and Research, General Requirements for Master Degree Study Programmes, Descriptor of Study Cycles, Description of the Lithuanian Qualifications Framework, etc.) and taking into account the Description of Study Programmes in the Field of Design.

There is a very clear spread of modules throughout the 4 semesters/2 years of the programme which follows academic patterns of most postgraduate programmes internationally. Each semester consists of not more than 5 modules and students start with bigger number of contact hours in the start developing to bigger number of self study towards the end of the 2-year cycle.

The content of modules is consistent and follow a rational flow, starting with an introductory period of research methodologies, followed by a period for building a research and

practical proposal and followed by the final implementation (the dissertation). A very student centred approach. Additionally the option for the various 'electives' enhances further teaching and learning and accomplishes further students' development.

The breadth of curriculum, strongly supported by opportunities offered through optional studies - such as 'Semiotic structures', 'Art semantics', 'Advertising psychology', 'Conceptualism in design', 'Culture management - and the freedom to participate in a range of extra curriculum activities – including presentations by visiting professors from the Institute of Urban Planning, Architecture and Design, the Gdansk Art Academy, the Faculty of Arts of Daugavpils University (Latvia) and the European University (Belarus) as well as art practitioners such as the Italian architect and critic Luca Diffuse – allowing students to develop both a strong and appropriate integration between theory and practise in their work and to develop interdisciplinary practises.

It seems that since the last report in 2011 the MA programme has developed themes, forms and methods that reflect international practise in postgraduate education. Nevertheless further enhancement of these initiatives and the creative development of the programme content utilising new initiatives will greatly enhance the value of the MA programme. The creative development of programme content will be a continuous requirement; there needs to be a continuous follow-up and harmonization with the international contemporary art and design scene. References as well as observations of international events/exhibitions/activities need to be implemented in the curriculum design through the existing modules. Major events such as the Venice Biennale, the Milan Design Week, the Documenta etc. need to be brought into the curriculum design either through presentations or even actual visits.

Generally the programme reflects the latest achievements in science, art and technology. There may be some room for improvement especially in relation to the area of new technologies and design entrepreneurship, not in terms of curriculum structure, but in terms of curriculum enhancement and diversity. There is no much evidence both in the SER whether the programme caters for visual design in relation to new technologies and practises such as web based, moving image and general creative media or design entrepreneurship through the context of design management and marketing. Some relevance towards these two areas could be provided with additional modules and should be interrelated to the general scope and philosophy of visual design. Doing so, students may have an option to develop expertise in these areas and may have the chance to research and provide solutions towards this direction

3. Staff

The teaching staff implementing the study Programme is compiled according to Description of General Requirements of The Degree-awarding Second Study Cycle and Integrated Studies approved by the Minister of Education and Science of the Republic of Lithuania.

All faculty's credential were found adequate to ensure the learning outcomes. All members of staff hold postgraduate degrees in relevant areas of the content of the programme. According to academic degrees the distribution of academic staff is as follows: 4 professors, 1 doctor and 2 lecturers. In order to ensure that the learning outcomes are supported by teaching staff, there needs to be a greater diversity of qualifications from a variety of new fields which will have to be increased to complement the existing teaching population.

The Master study programme is implemented by 5 full-time members of staff of VAA Klaipeda Faculty. According to the SER, on the basis of need, more lecturers can be invited (in recent years 2 lecturers were invited). This situation complies with the general requirements for study programme, which provide that not less than half of the courses in the field of studies must be taught by recognised artists or scientists. The description of general requirements for study programmes does not regulate the number of full-time and invited lecturers. Compared to the number of students on the MA programme the number of the teaching staff is satisfactory. The

additional input of teaching from visiting staff both national as well as international, as well as the cross-disciplined teaching from other departments of the Academy not necessarily Klaipeda but Vilnius and Kaunas as well needs to be enhanced so that it can contribute further to the achieving of the learning outcomes.

The turnover of the teachers was found to be of a satisfactory level. As mentioned, because of the fact that staff salaries are quite low, there is always the risk for academics to seek employment in their creative fields, resulting negatively towards commitment to teaching. Although this is not in the jurisdiction of the Accreditation Team, measures towards alleviating the financial situation will improve the quality of teaching and learning. Furthermore in order to fully embrace the aims of visual design and adequately support the learning outcomes of the MA programme the turnover of staff needs to dramatically increase so that it can also accommodate teaching and learning in the above-suggested curriculum additions of new technologies and design entrepreneurship.

Special attention is paid to the improvement of qualifications of academic staff, because in their work with students it is important to keep up-to-date with technological achievements and rapidly changing socio-cultural situation. Therefore, members of teaching staff are involved in artistic creative as well as academic research activities. They attend research conferences, go on study trips, arrange arts projects, organise and participate in national and international exhibitions. Members of teaching staff regularly participate in the defence of Master theses/projects and the work of Admission Committees. All this provides opportunities for teaching staff to expand their knowledge, improve their competences and update the courses taught.

The Academy also supports staff development by organizing specialised optional courses or lectures given by invited lecturers from Klaipeda University, independent artists or social partners. A cooperation with the residents of VAA Nida art colony was initiated, creative workshops were organised together with foreign specialists (e.g., in 2013, a visual research laboratory "Vokas" was organised (www.vokas.net) together with a like-minded Italian architect and critic Luca Diffuse (co-author of the Italian pavilion in the 13th international exhibition of architecture in Venice in 2012) and one of the most influential Italian journals of architecture, arts and design "Abitare", or a creative workshop for students "Visual rhetoric in poster art" was arranged together with professor Tomasz Boguslawski, one of the most famous Polish poster artists and long-term head of Gdansk Art Academy).

All teaching staff is actively involved in research and practise and there is evidence of strong participation in various local and international exhibitions and other events. According to the SER during 2010-2012, the staff of Visual Design study programme created 9 significant design expositions (including 4 in Lithuania and 5 abroad), were organising international festivals, exhibitions and conventions, conducted educational creative workshops for children and youth, organised and participated in seminars and research conferences in Lithuania and abroad (e.g., GROHE AG seminar. Grohe Technikum Lahr; CUMULUS 2012 conference "Northern World Mandate" Helsinki, Finland), published methodological material and articles in local and national press, took an active part in the cultural life of the town. It should be noted that in 2012-2013 A. Klimas was a member of the working group preparing the Description of the Field of Design and G. Giedraitytė took part in the preparation of the Description of the Field of Art.

It was felt during the visit that the staff needs to be supported further by the academy – both in terms of time as well as financially - in participating either though research and/or practise to more international events and activities.

4. Facilities and learning resources

According to the SER, until recently the Department of Visual Design was implementing the MA Visual Design programme in two locations: 16 S. Daukanto St. (premises

belong to VAA) and 5 K. Donelaičio Sq. (premises belong to Klaipeda University). However, the problem of lack of premises arose when Klaipeda University demanded to vacate the premises in 5 K. Donelaičio Sq. Since 1st of March 2013 Klaipeda Municipality loaned the newly established VAA Klaipeda Faculty the premises of a former secondary school in 18 Daržų St. in a convenient location in the Old Town, which were neglected and unsuitable for the study process.

The loaned premises were located in three buildings: the old building (1801.86 m²) built in 1954, and two buildings built in 1964 (757.73 m² and 667.66 m²). The total area of the loaned premises was 3227.25 m². VAA allocated funds for the renovation of one building, including new heating and water-supply systems, new windows, new lighting system, repaired roof, and newly painted interiors. An area of 675.75 m² was renovated in a very short time. On 1 November 2013 the Department of Visual Design together with students of new study programmes moved into the premises suitable for the study process. The Academy needs to be commended on this initiative; nevertheless the current facilities - although an improvement from the previous visit of the experts' team – still need great enhancement. There is a need for an exhibition area where students can exhibit their work and where everyone can experience the artistic activity of the academy. It is anticipated that financial support to the Klaipeda campus will continue so that the potential of improvement can be sustained, and so that the renovation of the east side of the existing building will become possible.

The Art Academy has embarked on an ambitious programme of physical renewal and development of its infrastructure since the last visit of the expert team in 2011. The workshops, laboratories, IT facilities and exhibiting spaces in the Academy as described in the SER, provide good working conditions with a high level of technical and hygienic standard. All teaching and learning equipment such as photographic studio, digital technologies studio and press room, are readily available for all students. However the team of experts strongly believes that these equipment are quite basic for the teaching and learning experience of postgraduate students and need to be seriously enhanced with further state of the art equipment such as laser cutting facilities, 3D printing facilities as well as new technologies for still and moving imaging such as editing suites, animation software etc.

There is a strong link with the industry and a very good relationship with stakeholders where students can apply practical experience. Students seem to benefit from the Nida Art colony, which is a positive issue for their development. Nevertheless students need to be more supported with trips and accommodation in Vilnius, when they participate in various workshops there.

The library provides students and staff with publications necessary for the implementation of the study programme. It informs users about existing library stock and new acquisitions, conducts thematic surveys and consultations for users. The library stock consists of 4000 publications (textbooks, teaching material, dictionaries, reference books, encyclopaedias, albums, etc.) The main part of the book stock consists of arts publications, e.g. graphic design, architecture, decorative art, folk art, serial publications, teaching resources, e.g., textbooks, dictionaries, reference books, encyclopaedias, philosophical literature, books on natural science issues. Since 2011 the library has been subscribing to foreign periodicals, e.g., "Domus", "Abitare", "Wallpaper", "Print", "Plan", "Elefant", "Icon".

Students can use the Academy's electronic catalogue, which is accessible on the Internet, to order necessary publications. This catalogue is part of the common database of Lithuanian academic libraries (www.labt.lt) providing access to publications in the libraries of other higher education institutions in Lithuania. Students can access electronic databases subscribed to by VAA library which is a member of Lithuanian Research Library Consortium: EBSCO Publishing, Oxford Reference Online Premium Collection, Grove Art Online, Springer LINK, Emerald Management eJournals Collection. VAA library also provides an opportunity to use the portal of the Lithuanian Virtual Library and the joint catalogue of the Lithuanian Integral System of Libraries (LIBIS). All students and staff have access to databases subscribed by VAA library. The ALEPH program responsible for uploading publications of academic staff

to the electronic catalogue of publications database (PDB) and for uploading graduation theses to the electronic catalogue of theses (ETD) is being updated.

Library development should always be on the agenda of the academy, ensuring that students can have access to all the latest books, publications, journals and periodicals.

5. Study process and student assessment

There is a clear statement on students' admission, which follows an open period for applications and portfolio reviewing by a committee from the department. The portfolio reviewing consists of a personal interview and a presentation of a project proposal. An activity, which is widely practiced in most countries.

There is a good structure and organization of the study process, similar to other postgraduate programmes internationally. There is a strong student-centred approach to teaching at postgraduate level, one may say, a collegiate approach to facilitating student learning that takes particular account of individual learning needs and artistic career aspirations of the student.

Students are engaged into research, artistic and applied research activities by default through their curriculum. Additionally the introduction of projects from the industry and/or other local projects and events also enhanced this activity. This is quite evident in the activity of students' work and projects. However it was felt that this kind of activity tends to be marginally regional. Although the academy operates from another 2 major cities (Vilnius and Klaipeda) there is no evidence of students' activity with these 2 other centres. Encouragement towards widening these activities on a national or even international scale must be achieved. Postgraduate art and design students from around Lithuania should come together as one body and must interact in their search of research and/or practice.

According to the SER, postgraduate students are less keen in mobility programmes mainly because of the involvement and commitment to other activities – mainly professional- however there are opportunities for them through the EU Life Long Learning programme.(Erasmus+). Since 2012 there were only 2 student mobility activities in Norway and Italy.

As mentioned above the mobility within the academy in Klaipeda is quite low. Students need to be provided with better opportunities to engage in mobility. International mobility will allow further development for teaching and learning and will break away from the strict regional outlook of the MA programme and the Academy as a whole.

There is adequate level of support through the allocation of personal academic advisors for each student and through a scholarship scheme - at an academic level. Students have an opportunity to get directly acquainted with their future professional activity by carrying out assignments in enterprises for "Creative design" course (in Semesters 2 and 3). Students can also choose "Culture management" course, which provides extensive knowledge in management and entrepreneurship and provides support in developing entrepreneurial abilities. In order to provide more support in students' professional activity, it is planned to include a course on copyright into the programme.

The fact that Klaipeda Faculty does not have a student hostel is a disadvantage, but the Faculty administration assists students in getting rooms in other hostels. Part of students rent flats. The greatest number of students come from surrounding regions, students who live further away can make a more flexible individual study plan.

Student grants and allowances are regulated by the Ministry of Education and Science of the Republic of Lithuania. The procedure for grant allocation is described in VAA Provisions for Student Grants approved by the Senate. VAA students are eligible for social and incentive grants and one-off social allowances. Students who are eligible for a social allowance in accordance with the Law on Social Support in Cash for Badly-off Families can get a social grant. Incentive grants are allocated to students of all programmes for the best academic

achievement (on average one Master student per semester). In case of difficult financial situation, a student can apply for a one-off social allowance. The number of student grants depends on the amount of allocated funding. Priority is given to students in need of social support. Students (from families in need of social support who have shown good academic and creative results) can apply for financial support to publish funds.

The criteria for student achievement assessment are tied up with the learning outcomes. The system and procedure of student assessment is based on the principles of reliability, clarity and objectivity. The knowledge and skills of all the students of the programme are assessed by ten-point criteria-based system. (The system is based on the recommendations from the Ministry of Education and Science and the Study Regulations of the Academy). The Assessment system is clearly outlined in the SER and is publicly available to students online as well as through printed publications of the Academy. Furthermore assessment criteria are outlined to student in the beginning of each semester and for each module.

It seems that MA students in Visual Design and the alumni of the programme are active and successful players of the Lithuanian and international art scene. This is evident from the facts presented in the SER with special mention on the award won by E. Gužauskas or recognition of Rodion Petrov's hyper realistic painting at the exhibition "Young Creators of Europe".

6. Programme management

The study programme committee is directly responsible for the implementation of the programme, its quality and updating. The committee (set up on 18 October 2011 by the order of VAA Rector) plans its activities in accordance with VAA Study Regulation approved by the Senate, the procedure for internal assurance of the quality of studies, Provisions for Study Committees approved by VAA Rector, Law on Higher Education and Research of the Republic of Lithuania, and Standards and Guidelines for Quality Assurance in European Higher Education Area. The study programme committee is subordinate to the department and its activities are coordinated by the department, Faculty Council and VAA study group.

The study programme committee consists of four members of academic staff, one Master student, five graduates and three social partners. Although the above statement is found to be satisfactory for the programme management, during the visit the team of experts experienced a quite different appreciation.

As it was found out during the site visit, all administration of the Academy is now concentrated in Vilnius and each of the other locations (Klaipeda and Kaunas) have local representations. It became evident to the team during the site visit that the administration and management in the academy in Klaipeda is a one-man run activity and despite the fact that this is carried through quite efficiently, it lacks the mass and community needed for such a task. It is appreciated that the Academy in Vilnius has a great experience in Art and Design education, nevertheless the team felt that a stronger voice from Klaipeda should be established, resulting in better and more efficient management of the programme as well as the faculty in general. The central administration needs to accommodate more persons in Klaipeda who can be present there physically and who can form the mass of management and administration. It is also felt that the communication tends to be one sided and usually directed from Vilnius. The team strongly believes that this communication must be two sided and directed from both ends.

There seems to be an on-going and continuing effort towards the implementation of the programme through a regular collation data and analysis. This is carried out formally through the various committees of the Department and the Academy as well as informally from the daily staff and student activity as well as external and alumni feedback.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme and this is quite evident, taking in consideration the improvements and further development of the programme since the recommendations of the last evaluation team in 2011.

Stakeholders seem to have an 'open access' to the Department and the MA programme through formal and informal representation. This is a very healthy relationship, which needs to be encouraged and continued.

Given the changes made since the previous evaluation in 2011 and the commitment from both the Academy and the Department it is obvious that the internal quality assurance activity is effective and efficient. It is believed that the internal quality assurance provides a firm basis for developing a formal enhancement agenda that will help the Academy not only to address any areas of weakness but also to also continually improve all aspects of its provision. Despite the fact that all formal procedures for quality assurance are being kept, the small number of administration staff, faculty as well as students does not allow full efficiency for such exercises. The limited population of both staff and students is basically a major drawback for quality assurance and unless this number increases - so that both the MA programme as well as the whole Department becomes a larger community – the full potential for effective and efficient quality assurance measures will not be met.

III. RECOMMENDATIONS

1.
Addition of modules to cover areas in new technologies such as web based design, moving image, animation and creative media as well as modules in design entrepreneurship, concentrating in design management and marketing
2.
Additional staff to complement the existing team in specialized areas of new technologies (web based design, moving image, animation and creative media) and design entrepreneurship (management, marketing and business)
3.
Further development of physical resources with an establishment of an exhibition space
4.
Enhancement of equipment with the addition of equipment which cater for new technologies such as still and moving image editing and processing, laser cutting facilities, 3D printing etc.
5.
Establishment of a greater population of Administration/Management staff who can assure that the Academy in Klaipeda has a strong voice and that it works parallel to the administration of the Academy in Vilnius, co-sharing and co-governing all decisions.
6.
The Academy in Klaipeda should be more internationalized by establishing more bilateral agreements with other schools from abroad. The team of experts strongly feels that mobility is very essential and it will open up new directions as well as potential for the development of the programme so that it can acquire an international character and outlook.

IV. SUMMARY

It seems that the MA in Visual Design programme comes across with clear aims and learning outcomes. The importance of the MA programme is well defined by everybody, giving emphasis on the regional factor. This is an interesting point, which needs to be explored further. The Academy may look into strategic planning not only to establish a regional centre for design education, but also to attract non-local as well as international candidates.

The curriculum design follows a sequence which matches other postgraduate programmes both locally as well as internationally. It starts from the stage of the research proposal, research methodologies and concludes into a self-negotiated study period (independent). However the team of experts strongly believes that curriculum design needs further enhancement; not in terms of structure that is, but in terms of diversity. To match the real scope of Visual Design, there needs to be additional modules in the area of new technologies and design entrepreneurship.

Teaching staff came across as devoted and committed towards teaching and learning, bringing their own good practice into the Academy. However if the MA programme is going to enhance the educational experience in new technologies and design entrepreneurship, additional staff will be required.

There is a small population of students and this issue needs to be addressed by the Academy in the future so that a greater design community can be established. Current students were found to be quite enthusiastic and motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting and quite professional, both in making as well as in concept.

Administration is co-governed by the Academy in Vilnius as well as in Klaipeda. It is appreciated that the Academy in Vilnius has a great experience in Art and Design education, nevertheless the team felt that a stronger voice from Klaipeda should be established, resulting in better and more efficient management of the programme as well as the faculty in general.

Facilities and generally physical resources have improved since the last visit of the experts' team. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution. To match the postgraduate level, students' educational experience needs further enhancement with the provision of state of the art equipment in new technologies, such as still and moving image editing, animation, laser cut services, 3D printing etc as well as exhibition spaces.

The historical significance of the MA in Visual Design at Klaipeda is highly regarded by staff, students as well as other partners, but the MA programme as well as all the whole of the Academy need to be further supported both in terms of human resources as well as physical resources. It was felt that the Academy stands at a point where it is somehow 'numbed'. The team of experts strongly feels that the Academy needs to open up new directions so that it can increase its potential for the development of its programmes to acquire a more 'cosmopolitan' and international character and outlook.

V. GENERAL ASSESSMENT

The study programme *Visual Design* (state code 621W20004) at Vilnius Academy of Arts is given **positive/negative** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	16

*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. Costas Mantzalos

Grupės nariai:

Team members:

Prof. Bernhard E. Burdek

Prof. Lylian Meister

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Kotryna Stasiukynaitė

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Vizualinis dizainas* (valstybinis kodas – 621W20004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	16

* 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

Vizualinio dizaino magistro studijų programoje nustatyti aiškūs tikslai ir studijų rezultatai. Visi pabrėžė magistro studijų programos svarbą, atkreipdami dėmesį į tai, kad ji yra regioninės svarbos. Tai įdomus dalykas, kurį reikėtų panagrinėti išsamiau. Akademija galėtų daugiau dėmesio skirti strateginiam planavimui ne tik tam, kad taptų regioniniu dizaino švietimo centru, bet ir pritrauktų nevietinius ir tarptautinius kandidatus.

Studijų programa sudaryta tokia pat seka, kaip kitos regioninės ir tarptautinės magistro studijų programos. Ji pradeda nuo tyrimo pasiūlymo, tyrimo metodikos ir baigiama savarankiškų (individualių) studijų laikotarpiu. Vis dėlto ekspertų grupė laikosi tvirtos nuomonės, kad studijų programos sandarą reikia dar tobulinti. Reikia tobulinti ne jos struktūrą, o didinti įvairovę. Siekiant perteikti realią vizualinio dizaino aprėptį, reikia įtraukti papildomus modulius, susijusius su naujosiomis technologijomis ir dizaino verslumu.

Dėstytojai yra pasiaukoję ir atsidavę mokymui ir mokymuisi, savo geriausia profesine patirtimi dalijasi Akademijoje. Vis dėlto, jeigu magistro studijų programoje bus tobulinamas mokymas naujų technologijų ir dizaino verslumo srityse, reikės naujų dėstytojų.

Studentų yra mažai ir ateityje šią problemą Akademija turi spręsti, kad dizaino studentų bendruomenė didėtų. Nustatyta, kad dabartiniai studentai yra gana entuziastingi ir motyvuoti. Atrodo, kad jie nori įgyti naujų žinių. Jie demonstravo projektus, kurie buvo įdomūs ir gana profesionalūs tiek gamybos, tiek koncepcijos požiūriu.

Akademijai bendrai vadovauja padalinių Vilniuje ir Klaipėdoje administracija. Vertiname tai, kad Vilniaus akademija turi daug dailės ir dizaino mokymo patirties, vis dėlto ekspertų grupei atrodo, kad Klaipėdos padalinį reikėtų sprendimo teisės, dėl to studijų programos ir apskritai fakulteto vadyba būtų geresnė ir veiksmingesnė.

Po paskutinio ekspertų grupės apsilankymo patalpos ir apskritai materialieji ištekliai pagerinti. Akademijos darbų sąrašė turėtų būti numatyta, kad jie ir toliau turėtų būti nuolat plėtojami, gerinami, siekiant prisitaikyti prie naujų technologijų ir pramonės raidos. Siekiant, kad studijų programa atitiktų magistro lygmenį, reikia toliau tobulinti studentų studijų patirtį, aprūpinant juos naujausia technologine įranga (pavyzdžiui, nejudriam ir judriam vaizdui

redaguoti ir apdoroti, pjaustyti lazeriu, trimačiam spausdinimui ir pan. skirta įranga), taip pat ekspozicijų erdvėmis.

Dėstytojai, studentai ir kiti partneriai labai vertina Vizualinio dizaino magistro studijų programos Klaipėdos padalinyje istorinę svarbą, tačiau magistro studijų programai ir visai Akademijai reikia tolesnės paramos, kad galėtų įsigyti reikiamų žmogiškųjų ir materialiujų išteklių. Atrodė, kad Akademinė yra tarsi „sąstingyje“. Ekspertų grupė laikosi tvirtos nuomonės, kad Akademijai reikia rinktis naujas kryptis, kad jos studijų programų plėtojimo potencialas didėtų ir ji įgytų kosmopolitišką ir tarptautinį pobūdį bei perspektyvą.

III. REKOMENDACIJOS

1. Įtraukti naujų technologijų sritis apimančius modulius, tokius kaip interneto svetainių dizainas, judantis vaizdas, animacija ir kūrybinės medijos, taip pat dizaino verslumo modulius, sutelktus į dizaino vadybą ir rinkodarą.
2. Į dabartinę komandą įtraukti daugiau dėstytojų, kurie specializuojasi naujosiose technologijose (internetu svetainių dizainas, judantis vaizdas, animacija ir kūrybinės medijos) ir dizaino verslume (vadyba, rinkodara ir verslas).
3. Toliau plėtoti materialiuosius išteklius ir sukurti ekspozicijoms skirtą erdvę.
4. Tobulinti įrangą, papildant ją naujosioms technologijoms (pavyzdžiui, nejudriam ir judriam vaizdai redaguoti ir apdoroti, pjaustyti lazeriu, trimačiam spausdinimui ir pan.) skirta įranga.
5. Didinti administracijos ir (arba) vadovybės darbuotojų skaičių, siekiant užtikrinti, kad Akademinė Klaipėdoje turėtų didesnę sprendimo teisę ir dirbtų lygiagrečiai su Akademijos Vilniuje administracija, kartu su ja priimdama ir įgyvendindama visus sprendimus.
6. Akademinė Klaipėdoje turėtų būti tarptautiškesnė, todėl reikia sudaryti daugiau dvišalių susitarimų su kitomis užsienio mokyklomis. Ekspertų grupė laikosi tvirtos nuomonės, kad mobilumas yra būtinas ir kad jis sudarys sąlygas naujoms studijų programų plėtojimo kryptims ir atskleis jos potencialą, kad ji įgytų tarptautinį pobūdį ir perspektyvą.

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