STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Kauno fakulteto
STUDIJŲ PROGRAMOS „*TAIKOMOJI GRAFIKA*"
(valstybinis kodas – 612W10006)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *APPLIED GRAPHICS* (state code – 612W10006)
STUDY PROGRAMME
At Vilnius Academy of Art, Kaunas faculty

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Išvados parengtos anglų kalba
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Vilnius
2017

Studijų programos pavadinimas	*Taikomoji grafika*
Valstybinis kodas	612W10006
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4 metai)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės bakalauras
Studijų programos įregistravimo data	2004-02-17 Įsak. Nr.03.05.06

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Applied Graphics*
State code	612W10006
Study area	Creative Arts and Design
Study field	Fine Art
Type of the study programme	University
Study cycle	First
Study mode (length in years)	Full-time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Fine Art
Date of registration of the study programme	2004-02-17 Order Nr.03.05.06

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I. INTRODUCTION

1.1. Background of evaluation process

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 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.	Student Handbook
2.	Licence thesis sample
3.	Strategic plan
4.	Course documents
5.	Minutes of the Study Programme Committee

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

. The Kaunas Faculty of VAA (subsequently – VAA KF) is an integral structural part of Vilnius Academy of Arts, using the Academy's facilities and methodological resources on equal terms with other structural departments. VAA KF implements two-cycle university study programmes in arts:

bachelor's (9 programmes) and master's (9 programmes, of which 1 is a joint study programme with LUHS). Until 2016, there were bachelor's and master's programmes of Architecture; however, since 2016, these programmes were replaced by integrated studies of Architecture. Structural units of VAA KF are as follows: the Council of VAA KF, the Dean's Office, administrative departments (Offices for Studies, Public Relations, Human Resources and General Affairs), Departments (Department of Architecture, Department of Graphic Design, Department of Interior Design, Department of Industrial Design, Department of Graphics, Department of Textile, Department of Glass, Department of Ceramics, Department of Sculpture, Department of Painting, Department of Humanities), Painting studio, library, laboratories and the Open School of Arts, Design and Architecture of VAA (Kaunas division)

The Department of Graphics of VAA has been implementing the bachelor's study programme of Applied Graphics in the field of art since 2004 and the bachelor's study programme committee was established in 2008. The study programme of Applied Graphics is also associated with the priorities of the State, defining culture and creativity as the most important resources of Lithuania as mentioned in the SER p.11.

According to the SER (p. 5.), starting from 2008, all study programmes of VAA regularly undergo external evaluation. Also mentioned in SER (p.6), the bachelor's study programme of Applied Graphics takes the 7−10th place[1] among 32 first-cycle study programmes currently offered at VAA.

1.4. The Review Panel

The Review Panel was composed according to the *Description of the Review Team Member Recruitment*, approved by the Order No 1-01-151, 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The visit to the HEI was conducted by the Panel on 16th of May, 2017.

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[1] Data from the report of the Senate *Information on the admission to all the study cycles at Vilnius Academy of Arts*

1. **Prof. dr. Annie Doona** (Chair of the Team), Institute of Art, Design & Technology, president, *Ireland*.

2. **Carsten Burke Kristensen,** *Scenographer,* EQ Arts expert, *Denmark*.

3. **Prof. dr. Urmas Puhkan,** Estonian Art Academy, Head of Ceramics Department, *Estonia*

4. **Prof. dr. Radu Pulbere,** University of Art and Design in Cluj-Napoca, Dean of Applied Art and Design Faculty, *Romania.*

5. **Virginija Januškevičiūtė,** Curator and Senior Curator at the Contemporary Art Centre, *Lithuania*

6. **Gabrielė Panavaitė,** student at Vytautas Magnus university, *Lithuania*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The review team found that the programme is a very good programme that is fit for purpose. It has a strong sense of own identity and its unique position within Lithuanian higher education. The applied nature of the programme corresponds well to the need in Lithuanian society to produce graduates who are easily able to enter the labour market and be employable in a range of artistic activities. The programme has a strong regional focus. The SER indicates the administration's effort to expand the scope of such partnerships nationally and internationally.

The aims and learning outcomes are also consistent with the type and level of studies and the level of qualifications offered. The learning outcomes of the programme are divided into 5 descriptor parts: (1) Knowledge and its application, (2) Research skills, (3) Special abilities, (4) Social abilities, (5) Personal abilities. Programme objectives and intended learning outcomes are linked to state, societal and labour market needs. The programme's purposes meet institutional, state and international directives.

The learning outcomes are very well defined and described in Annex 1 for all the courses offered at this programme. The programme objectives and intended learning outcomes are reflected into acquired knowledge, skills and abilities and all of these are in conformity with the requirements for professional activities.

The objectives and intended learning outcomes of the programme, its content and qualification are in line and correspondent to the qualification provided by the programme and to European and national frame and policies reflecting the cycle of studies and the level of qualifications. During the site visit, review team was informed that the title Applied Graphics emphasize the applicability of

use of the learning outcomes, competences and skills of the graduates of the programme towards various contemporary and future developments and challenges. Learning outcomes and assessment strategies are clearly understood by the students and the workload across both programmes seems to be fair and manageable for students. The review team noted in relation to this that the programme team had responded to the recommendations of the previous external evaluation (2011) in relation to making the learning outcomes clearer and more easily understood by students. . Students receive a handbook at the start of the programmes. Information is also available on the Internet

The programme claims an interdisciplinary approach between applied and visual arts in an attempt to establish its rationale and this was evident in the review teams meetings with staff and students who all commented on the success of the programmes interdisciplinary approach. The flexibility of the programme allows its graduates to operate between art media technologies and industry and to contribute both culturally and commercially.

The review team noted that the programme learning outcomes support students in accessing skills needed for employment. This was also supported by the social partners who were complementary about the skills of the graduates of the programme. The social partners whom the review team interviewed during the visit also assured the panel of their ability to constructively participate in the development of the programme and its aims and showed good knowledge of the programme's aims, learning outcomes, and technical facilities.

The employers from across a range of industries whom the review panel interviewed during the visit agreed that the graduates of both programmes show adequate technological knowledge and practical skills pertinent to their jobs. The employers did indicate however, an emerging need for students to gain better skills in digital drawing and to specialise in photography in order for the programme to better align with the labour market and public needs.

Overall the title, intended learning outcomes and qualification are well tuned and operate with success, commended so by graduates and social partners.

2.2. Curriculum design

The curriculum meets legal requirements, The student have to accumulate 240 credits during the programme composed of 15 for general university subjects, 177 from study field subjects, 18 from practice activity, 18 for the final thesis and 12 credits from elective subjects. The total number of subjects in Applied Graphic programme is no higher than 7 for each semester. It is clearly defined and fit for purpose and has been modified positively based on recommendations from the last

review. As mentioned in the SER, there are many improvements and programme structure vas was update concerning the structure of the programme since the previous evaluation. Major changes were regarding to the number of credits, unified to 30 each semester, reduced number of credits, to 3/ 6 and no more for one discipline. The changes were commented on favourably by the students, staff and management.

The study subjects, including range of elective and optional disciplines, are well distributed along the study plan, following logical and consistent development of knowledge and skills needed to be acquired by the students. Subjects of study are consistent and topics are clear and in line with the level of studies, supportive to build up professional profile of the contemporary art practitioner and relevant for applied graphics professional developments. The content of the subjects is in line to the BA in higher art education studies and consistent to the specialized field needs. Subjects and themes are not repetitive along the study plan or process and ensure independent work and some extent of self-directed paths of development for students. The study plan is re-assessed every year and updated if needed and contains a complementary important range of choices for individual development course of studies, including culture and social issues. The level, content and objectives of subjects reflect the type and cycle of studies, providing general introduction in art and design as well as conceptual, technical and theoretical acquisitions. The review team noticed that since the last evaluation the level of autonomous development of the students increased, this move form a teaching paradigm to a learning paradigm had been a recommendation of the last review.

The review team welcomes the new subjects that have been included in the study plan since the last accreditation like Graphic Art in Context, Illustration and communication, Comics and App Design, and more elective and optional subjects like 3D Character development, Art of Graphics in space, and also art related theory subjects as Arts Management, Creative Laboratory of Art and Science, World Cultural Heritage, Social Project Management, Fashion History, Concept of Body in Visual Arts. An extended list of optional subjects and art practice module are integrated in the study plan. Subjects are continuously verified and assessed every year and continuous assessment and updating of the process and methods to achieve intended learning outcomes is set up. The programme displays an excellent level of craftsmanship and a great focus on technical expertise, new technologies included.

The Review team was interested in exploring the breadth of the programme; students study a range of subjects and modules. This breadth was seen as positive by students, staff, graduates and the social partners who commented that the breadth of knowledge and skills acquired was essential to allow the graduates of this programme to access employment across a range of rapidly changing

industries and artistic areas. Senior and lecturing staff of the programme indicate that the more intense involvement of social partners in the development and day-to-day activities of the programme is one of the key changes introduced to the programme over the past few years.

The grids presented in the SER, presenting correspondences between study subjects and intended learning outcomes are appropriated and well-turned. In relation to the final theses in the BA programme the review team is of the view that further development of the theoretical element is needed. During the site visit, the interviewed employers emphasised the students and graduates' social skills, exceptional adaptability, ability to quickly assess problems and find solutions as well as their readiness to collaborate, work in teams and to mentor. The interviewed graduates and statistics confirm that a high number of graduates have entered the labour market in the region before graduation or immediately after, and those who have moved out of the region report on their successful adaptation to the market requirements in Lithuania and abroad. The interviewed graduates represent a wide range of industries (e.g. publishing, advertising, game design) and are holding a wide range of positions (e.g. illustrator, art director, graphic designer), including free-lance and self-employed.

Students on the BA programme and some graduates would like to see more formal business skills included in the programmes particularly those related to self-employment and being a sole trader and the review team would support this development. The review team noted that this was cited as an area for improvement in the previous external evaluation (2011), and felt that whilst some progress been made with the introduction of business skills as a subject in the programme there is room to develop these business and self-employment skills further.

The review team stated in the feedback provided to BA Applied Graphics at the end of the site visit that further attention needs to be given to the application of professional standards across student work e.g. in relation to correct use of language, punctuation, standard typography, awareness of editorial process and key contemporary approaches to graphic design.

Using information from the (SER and the site visit, the review team consider that the content of the BA Applied Graphics programme self reflects, continuously takes into account and compares itself to latest developments in science, arts and technologies related to the field of studies.

2.3. Teaching staff

The composition, number and professional profile of staff members meet legal requirements. The 5 teaching staff and the 13 invited teacher's qualification is adequate to ensure the intended learning outcomes, also 5 more teachers contribute to the theoretical subjects in the programme. Therefore

the recommendations given to the heads by the senate of VAA to departments and study programmes regarding the numbers of teachers were not less than 50% of invited teachers in each study programme. The ratios of teachers to students meet the legal requirements. The teaching staff members are a mix of young staff and experienced staff, with appropriate didactic and professional artistic experience. The review team did note that the head of department changed 3 times during the last 6 years, which may not be ideal in ensuring stability of a programme.

Staff members are very active and are involved in professional specific organizations and turnover of teachers is considered as improving the profile and making the department more attractive to students. There is significant international mobility of staff in academic institutions, including abroad. The SER gave examples of teachers vising a number of foreign institutions including Tartu University in Estonia and Amsterdam Graphics Atelier to share good practice and increase their skills. Artists, art practitioners, and staff from other institutions are invited to give lectures on this programme. International academic exchange programmes give opportunities to diversify information and curriculum content, and student and teaching staff mentioned that increasing such collaborations are for the benefit of the programme.

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The programmes are well supported by VAA and have committed enthusiastic and well-qualified staff. The number of teaching staff is adequate to ensure learning outcomes, with special mention for the openness and mobile way of increasing specialized contributors to enlarge the offer of new subjects in line with new needs and developments in the field supporting the student needs.

Due to the flexibility of the programme and also to the range of age and expertise of staff, teaching staff turnover is able to ensure an adequate provision of the programme staff, assessed every 5 years. Students and graduates commented on the commitment of staff and stated that communications between staff and students was generally very good and clearly defined.

The Implementation Plan for the VAA Lifelong Learning Strategy for 2016–2020 (approved by the Senate in 2016) provides various courses and training modules for faculty. The Lecturer's Club activities provide a new platform for the staff development activities.

Pedagogical training is provided for staff members. VAA Educational Art Centre (established 2016) is operational, delivering courses and trainings provided by the institution, subject-matter, pedagogical, personal, up-grading of staff with acquisition of skills and expertise, organizing events, conferences, projects and lecturers. The review team noted that this had been highlighted as an area for improvement in the previous external evaluation (2011).

2.4. Facilities and learning resources

The facilities and learning resources are generally very good. The Review team notes and welcomes the physical infrastructural changes that have been made or are in progress including new studio spaces and other facilities. The premises for studies were renovated and include 4 studio's, use of workshops of the Graphics, VAA KF printing house and the digital technologies (illustration) classroom. The programme also uses general purpose classrooms of the Kaunas Faculty for lectures and theory subjects. Workspaces provide adequate working conditions and a good health and safety environment.

As mentioned in the SER (p. 26) "The department currently uses the following premises: Department of Graphics (Room 103 – 24.01 m^2); archives (Room 305A – 5.63 m^2); five classrooms (Room 104 – 28.57 m²; Room 203 – 44.1 m²; Room 203A – 39.32 m²; Room 305 – 33.64 m²; Room 301 – 22.25 m²); a classroom of digital (illustration) technologies (Room 102 – 14.11 m²); a classroom-hall for course lectures (77.73 m^2); IT laboratory (46.29 m^2); a workshop (126.6 m²); a photo laboratory (37.4 m²); a printing office (244 m^2) consisting of: a digital print laboratory (43.6 m^2), a silk-screen laboratory (29.9 m^2), an offset printing and post-press laboratory (42.5 m^2), and a traditional graphics laboratory (128 m^2)." The software used to do tasks is regularly renewed: Adobe Photoshop, Adobe Indesign, Adobe Illustrator, Corel Draw, Adobe Dreamweaver, Adobe Flash, Adobe Premiere Pro, Autodesk 3DS Max, Autodesk AutoCAD ir kt. In 2012, Windows 7 Pro operating system was purchased and installed in the computers of the IT lab; new learning packages of graphics, design and architectural design and modelling released in 2012 were bought and installed: Adobe Design and Web Premium CS6 consisting of: Photoshop® CS6 Extended, Illustrator® CS6, InDesign® CS6, Acrobat® X Pro , Flash Catalyst® CS6 , Flash® Professional CS6 , Dreamweaver® CS6 , Fireworks® CS6 , Bridge CS6; Autodesk Design Suite Building Ultimate Education 2013 need to be improved.

The Review team also welcomes the new accommodation, already functional, ready to use for hosting vising lecturers and artists and international students. The computer laboratory is regularly updated with technology and software packages.

In general access to resources for the programme is very good, including the library, studio spaces and computing facilities, consisting of 14 computers used for the teaching purposes, one A3 format scanner, 2 printers (laser and ink-jet), a digital video camera, a digital video recorder, and 4 projectors (SER. P. 26); however some students did comment that the photography facilities need to be improved. Some materials are provided free to students on request. The students and faculties have access to VAA libraries and VAA KF library, functioning in renovated premises and have access to 19 electronic databases. The Kaunas Faculty students have access at the place to 4,898 different titles listed are stored in the library of Kaunas Faculty. Students may use the electronic catalogue of the Academy, freely available online (http://aleph.library.lt/F?func=find-b-0&local_base=vda01).The review team noted that considerable investment had been made in the library, this had been highlighted as an area for improvements in the previous external evaluation (2011)

The student and academic community is able to use a range of exhibition spaces of the galleries of VAA KF and there are set arrangements and collaborations for exhibition and professional practice with galleries, institutions, fairs, enterprise and some other universities in Kaunas SER information mentioning 48 external partners. The students and faculties have access to Nida Art Colony and Panemunes Castle creative workshop.

The Department's Methodological Office was organized and it is fully functional including descriptions of practical work of students, methodological materials prepared by the teaching staff, the most valuable practical works of students (course papers, final theses and exhibition works).

2.5. Study process and students' performance assessment

Entrance requirements are well founded, consistent and transparent for the BA level studies. The entrance requirements continuously change due to national legal regulations. The Review team findings were that the academic community considers it not very favourable to have the inclusion in the entrance examination final grade of grades from the leaving certificate, including Lithuanian language and literature, which were not seen as very relevant for admission on to the programme. The institution and the programme expect that the situation will change and improve starting with next admissions, due to new improved national admission regulations. Most of the students hold state funded places. From 2012 to 2016 on average 11 entrants came to the programme with an

average of 7 – 10 students completing , (SER p. 9) The programme team note that drop out is often due to requests for academic leave. The review team note that the programme has developed a set of strategies to attract new students including use of social media, school liaison etc. and supports this. In response to the need to advertise the programme, open days are organized twice a year and the community are invited to visit the facilities, exhibition and meet the students and the teaching staff.

The study process is adequately organized and ensures a proper implementation of the programme, meeting the intended learning outcomes. During the site visit, the review team was provided with the opportunity to see samples of work produced along the programme by students and graduates. The quality of work was appreciated and commendable. Stakeholder representatives stated that students and graduates of the programme have excellent skills, strong social engagement, and are flexible and easily adapt to different needs, demands and topics. Time for independent study, e learning and internet communication are parts of some ongoing developments in the study process. Continuous, semester and final assessment are set for the achievement of the intended learning outcomes. Art conceptual, technical/ practical and theoretical aspects are well balanced in the curricula and supervision assured by tutors and other specialised staff. Social partners and employers mentioned more need for digital drawing training to be included in the programme.

The programme has a very good visibility and international connections and collaborations. The department consults with academic communities from foreign universities from Sweden, Finland, Holland, Portugal, Latvia. Students are provided with the conditions and encouraged to take part in mobility programmes such as Erasmus, Erasmus +, Nord plus, and participate in conferences, events and exhibitions in Lithuania and abroad. Students the review team met had availed of the opportunity to study abroad in their time at VAA. Students from other countries also come to study on this programme. In 2016 2 students from Latvia and 2 from Portugal came to study on the Applied Graphics programme. The review team noted and supported the SER's comment that the numbers of incoming students need to be increased.

The programme demonstrates high employment rate of graduates and their ability to find a worthwhile role professionally and in society. Co-operation with industrial partners, commercial and social partners is both convincing and very positive, enable programme to continue to develop this as an important aspect.

A portion of student assignments throughout the BA level are tasks assigned and formulated by social partners. To support this the SER states that 50% of the tasks are real projects jointly developed with social and industrial partners Social partners' further participation is facilitated by

the programme's readiness to participate in and present at public events (e.g. Vilnius Books Fair) and competitions and take active part in social initiatives (e.g. students' supervised educational work with the Kaunas Juvenile Remand Prison-Correction House is an integral part of the programme curriculum). Formally, representatives of social stakeholders are involved in the programme committee, semester reviews, final thesis review committees, student placements, tours, give workshops, consult students and staff and are in some cases are part of the lecturing staff.

The review team noted the significant opportunities for tutorial activity and coaching for the students. Students have good opportunities to participate in artistic projects, exhibitions and industry projects. Students are coached by tutors and supported for access to exhibition and public shows. Consultation and individual advising schedule programme is set and acted upon. Public attendance is welcomed during examinations and assessment. The programme develops an ambitious range of professional opportunities, exhibitions, workshops and collaborations, projected and supported by teaching staff. Students and graduates demonstrate good teamwork and collaboration skills and perform well in some sectors as illustration and the computer game industry. The recreation bases of VAA Nida and Mizarai are opened for student use. There are a number of external profession- related collaborations developed

Supports for students ais generally good. Students commented on the one to one support they get from staff. The Review team did note from student comments that VAA provides counselling and psychological supports to students in Vilnius but not Kaunas. On the BA programme students commented that Moodle is used in other bachelor programmes in VAA Vilnius but not in Kaunas.
The Student association is active and supports communication and feedback in the study process.
The information is published in the notice board, department website and Student Handbook and also on the institution site. The SER also notes that this programme is active on Social media, with around 1500 followers engaging with the programme regularly (SER p. 43). State social support is also available to students and scholarships are granted. The need for further development of relationships with alumni across both programmes was noted in the SER as an area for improvement and the review team supports this, as did the graduates we have met.

Students and graduates confirm that fair learning environment is in place and the review team had no complaints on this matter during the visit. Students commented that they are able to access detailed verbal individual feedback from lecturers although the review team felt that this might need to be reviewed if programme numbers grow.

Students and graduates confirm that there are in place if needed opportunities and procedures to make complaints and lodge appeals and re-sit if necessary.. Students are happy, feel confident, and are able to navigate easily across the programme and all students present to the meetings would recommend the programme to a friend

2.6. Programme management

The review team note that the uniqueness and comparability to international educational practices and standards claimed needs more to be defined, extended and clearly communicated. The range of social partners involved in revisions of the programme at the time of the review include representatives of traditional publishing and digital media industries, public and educational institutions, cultural events and visual arts organisations, and is thus adequate to the programme's aims.

The SER indicates the administration's effort to establish program's aims and to expand the scope of partnerships nationally and internationally. The Review team note that there was a recommendation in relation to developing the consultation with external stakeholders in the last external review (2011) and note that steps have been taken to improve this this was confirmed by the social partners the review team met . The Review team had the opportunity to meet during the site visit an important number of stakeholders (including students and graduates) and find out that they are involved in the continuous evaluation and improvement process, both in formal and unformal ways. Questionnaires, surveys and also informal feedback is carried out by programme management toward academic and different social partners.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The Study Quality Division is operating in VAA. In 2013, the Description of the Procedure of Internal Quality Assessment of the Study Programmes of VAA was approved and monitoring the implementation of QA issues.

The Programme Study Committee is in charge of the current programmes management and students and external professional stakeholders are involved into the process. The continuous monitoring of the process assured. Data and other information regarding programme implementation are collected and periodically assessed by the study programme committee, department council and faculty council. The Study Programme Committee coordinates the collection of information such as statistics of student mobility, data of student advancement and drop-out; contact data of graduates; graduate placement statistics; student and teacher mobility statistics; data of teachers' creative and research activity and qualification improvement; data of surveys; data of cooperation with social

partners; list of students' works and names of those who participate in exhibitions; visual-digital material of students' course papers as well as final theses and exhibited works of art; photo and video material of the Department's activities and the study process; contact data of students and graduates, and other important information necessary for the study process assurance and study quality analysis and enhancement There is a formal internal programme assessment carried out every 5 years.

The outcomes of internal and external evaluation are used for the improvement of the programme using guidelines, regulations and procedures (national, sectorial and institutional). The Code of Ethics was adopted in 2015, drawing responsibilities and facilitating control and task distribution along the programme.

The students are represented, take part give feedback and are informed. Students are involved in the programme in a number of ways, both formal and informal. Student surveys are used and students are involved in programme committees.

The Review team remarked positively on the continuous improvement of QA measures and their efficiency in the activities of the programme. The review team note the positive changes that have been implemented since the last evaluation review, carried out in 2010, and commend the VAA for responding well to the recommendations of the previous panel and comment that the Self Evaluation Report is regarded as a new tool for improving the programme.

The review team noted the further development of a formal Quality Assurance and Enhancement process and the involvement and participation of all of the internal, community, staff and students, and the external community; more comprehensive staff development, regular formal and business like consultation processes with external stakeholders; implementation of Bologna issues, learning outcomes, assessment criteria and process, student cantered learning and quality assurance and enhancement.

The review team also noted improvements generated by the effort to create a learning as opposed to a teaching paradigm; increasing of international mobility of students and teachers and also the further enhancement and integration of project management, business, teamwork, communication, entrepreneurial skills and design as elements within the programme. The review team would like to see the formal development of staff around pedagogical issues e.g. new developments in assessment methodologies, emerging technologies in teaching and learning.

During the site visit, the review team also reviewed the final theses of students of this programme and is of the view that further development of the theoretical element, in particular for final thesis is needed.

III. RECOMMENDATIONS

1. Students on the BA programme and some graduates would like to see more formal business skills included in the programmes particularly those related to self-employment and being a sole trader and the review team would support this development.

2. The review team consider that there is a need for some more formal development of staff around pedagogical issues e.g. new developments in assessment methodologies, emerging technologies in teaching and learning.

3. The review team is of the view that further development of the theoretical element, in particular for final thesis is needed.

4. The need for further development of relationships with alumni was noted in the SER as an area for improvement and the Review team supports this, as did the graduates we met.

5. Students commented that Moodle is used in other bachelor programmes in VAA Vilnius but not in Kaunas. The review team recommend that the use of Moodle should be reviewed and improved.

6. The Review team did note from student comments that VAA provides counselling and psychological supports to students in Vilnius but not Kaunas.

IV. EXAMPLES OF EXCELLENCE

The programme displays an excellent level of craftsmanship and a great focus on technical expertise, new technologies included. Flexibility of the programme allows its graduates to operate between art media technologies and industry and to contribute both culturally and commercially.

The programme demonstrate high employment rate of graduates and their ability to find a worthwhile role professionally and in society.

Stakeholder representative consider that students and graduates of the programme have excellent skills, strong social engaged, flexible and easy adapt to different needs, demands and topics.

IV. SUMMARY

The review team found that the programme is very good programme that is fit for purpose and have a strong sense of own identity and their uniqueness position within Lithuanian higher education. Programme has a strong regional focus.

The content and structure of the programme is good. Learning outcomes and assessment strategies are clearly understood by the students and the workload across the programme seems to be fair and manageable for students. Students receive a handbook at the start of the programmes. Information is also available on the Internet.

The review team note the positive changes that have been implemented since the last evaluation review and commend the VAA for responding well to the recommendations of the previous panel. The changes were commented on favourably by the students, staff and management. The review team also notes and welcomes the physical infrastructural changes that have been made or are in progress including new studio spaces and other facilities. The Review team also note the new accommodation for vising lecturers and artists and international students.

The curriculum is clearly defined and fit for purpose and has been modified positively based on recommendations from the last review. The Review team was interested to explore the breadth of the programme; students study a range of subjects and modules. This breadth was seen as positive by students, staff, graduates and the social partners who commented that the breadth of knowledge and skills acquired was essential to allow the graduates of this programme to access employment across a range of rapidly changing industries and artistic areas.

In general access to resources for the programme is very good, including the library, studio spaces and computing facilities, however some students did comment that the photography facilities need to be improved.

The programme is well supported by VAA and has committed enthusiastic and well-qualified staff. Students and graduates commented on the commitment of staff and stated that communications between staff and students was generally very good and clearly defined but were less clear between students and programme and senior administration. Staff members are active in research projects and practice. The Review team would like to see the formal development of staff around pedagogical issues e.g. new developments in assessment methodologies, emerging technologies in teaching and learning.

Supports for students are generally good, students commented on the one to one support they get from staff. The Review team did note from student comments that VAA provides counselling and psychological supports to students in Vilnius but not Kaunas. Students commented that Moodle is used in other bachelor programmes in VAA Vilnius but not in Kaunas. Students have good opportunities to participate in artistic projects, exhibitions and industry projects Students also have opportunities to participate in international mobility and exchanges through Erasmus, although the Review team noted the SER 's comment that numbers of incoming students need to be increased.

The need for further development of relationships with alumni across the programme was noted in the SER as an area for improvement and the review team supports this, as did the graduates we met.

Students are involved in the programme in a number of ways, both formal and informal. Student surveys are used and students are involved in programme committees. Students commented that they are able to access detailed verbal individual feedback from lecturers although the Review team felt that this may need to be looked at if programme numbers grow.

The Review team noted that the programmes supported students in accessing skills needed for employment. This was supported by the social partners who were complementary about the skills of the graduates of the programme.

Students on the BA programme and some graduates would like to see more formal business skills included in the programmes particularly those related to self-employment and being a sole trader and the Review team would support this development.

In relation to the final theses of the programme, the Review team is of the view that further development of the theoretical element is required. The Review team also stated that further attention needs to be given to the application of professional standards across student work e.g. in relation to correct use of language, punctuation etc. The review team note that the programme has developed a set of strategies to attract new students including use of social media, school liaison etc. and supports this.

V. GENERAL ASSESSMENT

The study programme *Applied Graphics* (state code – 612W10006) at Kaunas faculty, Vilnius Academy of Arts 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	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**19**

*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: Annie Doona

Grupės nariai:
Team members: Carsten Burke Kristensen

Urmas Puhkan

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Virginija Januškevičiūtė

Gabrielė Panavaitė

VILNIAUS DAILĖS AKADEMIJOS KAUNO FAKULTETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TAIKOMOJI GRAFIKA* (VALSTYBINIS KODAS – 612W10006) KAUNO FAKULTETO 2017-06-21 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-135 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos Kauno fakultete studijų programa *Taikomoji grafika* (valstybinis kodas – 612W10006) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ekspertų grupė nustatė, kad ši studijų programa yra labai gera, atitinka tikslą, turi tvirtą identitetą ir užima unikalią vietą Lietuvos aukštojo mokslo srityje. Studijų programa labai orientuota į regionus.

Studijų programos turinys ir struktūra geri. Studentai aiškiai supranta studijų rezultatus ir vertinimo strategijas, visos studijų programos darbo krūvis yra tinkamas, studentai su juo susidoroja. Studijų pradžioje studentams įteikiami vadovai, taip pat informaciją galima rasti internete.

Ekspertų grupė nori atkreipti dėmesį į teigiamus pokyčius, kurie buvo atlikti po paskutiniojo vertinimo, ir pagirti VDA už tinkamą reagavimą į ankstesnės ekspertų grupės rekomendacijas. Pokyčius teigiamai vertina studentai, dėstytojai ir vadovybė. Ekspertų grupė taip pat pastebėjo ir vertina fizinius infrastruktūros pokyčius, kurie įgyvendinti arba šiuo metu įgyvendinami, tarp jų – naujos studijų erdvės ir kita materialioji bazė. Ekspertų grupė taip pat nori atkreipti dėmesį į naujas kviestiniams dėstytojams, menininkams ir užsienio studentams skirtas gyvenamąsias patalpas.

Studijų turinys apibrėžtas aiškiai ir atitinka tikslą, taip pat buvo teigiamai patikslintas atsižvelgus į paskutiniojo vertinimo rekomendacijas. Ekspertų grupei buvo įdomu susipažinti su plačia studijų programos aprėptimi, studentai studijuoja daug dalykų ir modulių. Tokį platų mastą teigiamai vertina studentai, dėstytojai, absolventai ir socialiniai partneriai, kurie teigiamai atsiliepė apie plataus spektro įgytas žinias ir įgūdžius, kurie yra svarbūs šios studijų programos absolventams ieškant darbo, atsižvelgiant į sparčiai kintančias pramonės ir meno sritis.

Apskritai, prieiga prie studijų programos išteklių yra labai gera, įskaitant biblioteką, studijų erdves ir kompiuterių patalpas, tačiau kai kurie studentai nurodė, kad reikia gerinti fotografijos materialiąją bazę.

Studijų programą tinkamai remia VDA, ją vykdo tinkamos kvalifikacijos, pasišventę ir energingi dėstytojai. Studentai ir absolventai džiaugiasi personalo darbu ir nurodė, kad personalo ir studentų bendravimas apskritai yra labai geras ir aiškiai apibrėžtas, tačiau ne toks aiškus tarp studentų ir studijų programos bei administracijos vadovų. Personalo nariai aktyviai dalyvauja mokslinių tyrimų projektuose ir mokslinėje veikloje. Ekspertų grupė norėtų, kad būtų rengiami formalūs dėstytojų mokymai pedagogikos klausimais, pavyzdžiui, naujai rengiamos vertinimo metodikos, taikomos naujausios dėstymo ir mokymosi technologijos.

Studentams teikiama parama iš esmės vertinama gerai, studentai teigiamai atsiliepė apie personalo teikiamą pagalbą „vienas prie vieno". Ekspertų grupė, remdamasi studentų komentarais, suprato, kad VDA teikia konsultacijas ir psichologinę pagalbą studentams Vilniuje, bet ne Kaune. Studentai taip pat nurodė, kad kitose VDA bakalauro studijų programose *Moodle* naudojama Vilniuje, bet ne Kaune. Studentams sudarytos geros galimybės dalyvauti meno projektuose, parodose ir industrijos projektuose. Studentai taip pat gali dalyvauti tarptautinio judumo veikloje ir mainų programose

pagal *Erasmus*, nors savianalizės suvestinės komentaruose ekspertų grupė pastebėjo, kad atvykstančių studentų skaičių reikia didinti.

Savianalizės suvestinėje nurodyta, kad reikia gerinti ryšius su alumnais visoje studijų programoje. Ekspertų grupė, kaip ir kalbinti absolventai, tam pritaria.

Studentai įvairiais būdais – tiek formaliai, tiek neformaliai – dalyvauja studijų programoje. Atliekamos studentų apklausos, studentai dalyvauja studijų programos komitetuose. Studentai nurodė galintys susipažinti su išsamiu individualiu žodžiu išreikštu lektorių grįžtamuoju ryšiu, nors ekspertų grupė mano, kad į tai reikėtų atkreipti dėmesį, jei studijuojančiųjų šią studijų programą padaugėtų.

Ekspertų grupė pastebėjo, kad studijų programa padeda studentams įgyti įgūdžių, kurių reikia norint įsidarbinti. Tam pritaria socialiniai partneriai, kurie teigiamai atsiliepė apie šios studijų programos absolventų įgūdžius.

Šios bakalauro studijų programos studentai ir kai kurie absolventai pageidauja, kad į studijų programą būtų įtraukta daugiau formalių verslo įgūdžių, ypač susijusių su savisamda ir pavienio prekiautojo darbu, mokymo. Ekspertai pritaria šiam pageidavimui.

Dėl studijų programos baigiamųjų darbų ekspertų grupė mano, kad reikia tobulinti teorinę dalį. Ekspertai taip pat pažymėjo, kad daugiau dėmesio verta skirti profesinių standartų taikymui visuose studentų darbuose, t. y. taisyklingai vartoti kalbą, skyrybos ženklus ir panašiai. Ekspertai pastebėjo, kad studijų programai sukurta nemažai strategijų, kurių tikslas – pritraukti daugiau studentų. Tam naudojamos socialinės medijos, ryšiai su mokyklomis ir t. t.

<...>

III. REKOMENDACIJOS

1. Bakalauro studijų programos studentai ir kai kurie absolventai pageidauja, kad į studijų programą būtų įtraukta daugiau formalių verslo įgūdžių, ypač susijusių su savisamda ir pavienio prekiautojo darbu, mokymo. Ekspertų grupė tam pritaria.
2. Ekspertų grupė mano, kad reikia daugiau formaliai kelti dėstytojų pedagoginę kvalifikaciją, pavyzdžiui, kurti naujas vertinimo metodikas, taikyti naujausias dėstymo ir mokymosi technologijas.
3. Ekspertų grupė mano, kad toliau reikia stiprinti teorinę programos dalį, ypač baigiamųjų darbų.
4. Savianalizės suvestinėje nurodyta, kad reikia toliau gerinti ryšius su alumnais. Ekspertai tam pritaria, taip pat pritarė ir absolventai, su kuriais kalbėtasi.
5. Studentai nurodė, kad Moodle naudojama kitose VDA bakalauro studijų programose Vilniuje, bet ne Kaune. Ekspertų grupė rekomenduoja peržiūrėti ir pagerinti Moodle naudojimą.

6. Iš studentų komentarų ekspertų grupė suprato, kad VDA teikia konsultacijas ir psichologinę paramą studentams, kurie studijuoja Vilniuje, bet ne Kaune.

_____

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)