VILNIAUS KOLEGIJOS
STUDIJŲ PROGRAMOS *Įvaizdžio dizainas*
(valstybinis kodas - 653W23007)
VERTINIMO IŠVADOS

––––––––––––––––––––––––––––––

EVALUATION REPORT
OF *Image Design* (*state code – 653W23007*)
STUDY PROGRAMME
at VILNIUS COLLEGE

Experts' team:

1. **Prof. Anthony Dean (team leader)** *academic,*

2. **Prof. Lylian Meister,** *academic,*

3. **Dr. Maria Štranekova,** *academic,*

4. **Ms Agnė Biskytė,** *representative of social partners'*

5. **Ms Vidmina Stasiulytė,** *students' representative.*

Evaluation coordinator -

Ms Rasa Paurytė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Įvaizdžio dizainas*
Valstybinis kodas	653W23007
Studijų sritis	Menai
Studijų kryptis	Dizainas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinės (3), ištęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Mados dizaino profesinis bakalauras
Studijų programos įregistravimo data	**2011-12-22, Nr. 1-01-170**

————————————————————

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Image Design*
State code	653W23007
Study area	Arts
Study field	Design
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Fashion Design
Date of registration of the study programme	**22-12-2011, No. 1-01-170**

CONTENTS

I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

* indicates joint meetings for all three programmes.

The BA Image Design programme has yet to maturate and, therefore, the ET was not able to meet with any graduates from this programme.

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

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

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies. The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

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

− The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).
− The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).
− The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

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

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

Vilnius College (VC) – University of Applied Sciences – is an accredited state higher school of the Republic of Lithuania, which provides professional higher education (college)-level studies and develops applied research and professional arts. VC was established in 2000. The stated mission of VC is to '*train practice-oriented professionals in physical, technological, social and biomedical sciences, the humanities, and different areas of arts of higher college-level education to meet economic and social needs of Vilnius region and the whole of Lithuania*'. The Faculty of Arts and Creative Technologies (in which all three programmes being evaluated are located) was established in 2013, through the merging two former academic divisions, the Faculty of Design and Technologies and the Faculty of Arts. The BA Image Design programme was adopted on December 22nd 2011 and was accredited without external evaluation until June 30th 2015. The programme has yet to produce its first cohort of graduating students (the first cohort is due to graduate in summer 2015) and was submitting a self-evaluation report for the first time.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Evaluation Visit to the HEI was conducted by the team between 27th and 29th May, 2015.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims and learning outcomes of the degree are clearly set out in programme documentation. The ET was impressed with the clear layout of the template used to describe the learning outcomes, content and assessment criteria within the descriptors of each Study Subject. The students who the ET met with confirmed that the programme aims and intended learning outcomes were made clear to them at the beginning of their programme and at the beginning of each Study Subject, this information was also provided to them electronically and that they were able to refer to it at any stage of their studies.

The programme aims and learning outcomes appear to respond closely to the needs of the related professional field of practice while also being calibrated appropriately to the requirements of the level of study. The ET were provided with several examples of how employers and social partners had fed directly in to the setting of the programme aims and learning outcomes, as well as the shaping of curriculum content. The programme offers a number of ways through which external partners feed into the on-going review of the programme. These include; professional practitioners participating in, and feeding back upon, the assessment of the Final Works of students, discussions held with the members of assessment panels (which include representatives from industry). The subject is closely related to the fashion industry and so, in addition to its discrete group of social partners, the BA Image Design programme shares common interests with the social partners of cognate programmes (BA Apparel Design and BA Coiffure Design). The ET commends the active ways in which programme staff engage with stakeholders (students and social partners) as a means of ensuring the continual improvement of the provision.

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

The stated aims of the programme (as set out in the SER); are to train image design specialists capable of creating an image for an individual or institutional employee, aligning an individual vision and professional skills, to work both independently and within the context of a team in the context of a global market, to take responsibility for their own decision-making in complex working environments, to perform work activities that comply with international standards and to develop entrepreneurial skills sufficient to enable them to set up their own business. The curriculum places a strong emphasis on the development of applied design skills allied to a range of methods and techniques that relate to image creation (such as; clothing, hair styles, make-up and posture) understood in the context of the prevailing fashions in Lithuania and abroad and the career opportunities and perspectives of the fashion industry. Whilst the students that the ET met with were broadly appreciative of the Image Design curriculum they reported that they had

already fed back to staff regarding suggested changes to the structure and content curriculum based upon their learning experience to date. A number of these suggestions had already been incorporated into the curriculum but the students expressed the view that a number of further changes would benefit the learning experience offered by the programme. Based on the way in which both the Faculty and the Department had successfully developed the other provision being evaluated the ET was confident that, as the programme continued to maturate, the staff would continue to make positive and constructive use of the feedback they receive from students, social partners and – in the coming years – graduates.

2.2. Curriculum design

The structure and design of the curriculum is clearly set out in the Self-Evaluation Report (SER) that was provided to the ET by the College in advance of visit. It was clear to the ET, from the information provided, that the programme meets all the necessary national legal requirements expected of a professional bachelor's degree.

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

The ET were impressed with the standard and clarity of the documentation provided by the College, which (both in the SER and its appendices) provided detailed tables and study subject outlines which set out the overall learning outcomes of the programmed and mapped the learning outcomes of each individual study programme against these. Therefore, from the information provided, the ET was able to assure itself that the content and methods of the study subjects were appropriately aligned to the intended learning outcomes of the overall programme.

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

Through its meetings with staff, students and social partners during the evaluation visit, it became clear to the ET that the programme was diligent in its approaches to gathering feedback from its stakeholders and was appropriately measured in its responses to the constructive feedback gathered on a regular basis from students and social partners. The ET were provided with a range of examples of changes that had been made to the content and ordering of study subjects – as well as the introduction of new study subjects – as a direct result of student feedback. While the students that the ET met with were appreciative of the way in which their feedback had been responded to, they highlighted a number of further aspects of the programme that they wished to see developed, this included the inculcation more business and economic knowledge (specifically related to the fashion industry) and practical fashion photography into the curriculum. In light of the fact that BA Image Design is a new programme that was just about to produce its first cohort of graduates, and given the evident ability of the Faculty to ensure the continual enhancement of its provision (as was evidenced in the case of the other two programme being evaluated by the ET), the ET was confident that the teaching team of the programme would continue to make intelligent use of the feedback it received from students, social partners and – in the future – graduates to further enhance the learning experience.

2.3. Teaching staff

On the basis of the evidence presented to the ET, both within the SER and in the details of the qualifications, teaching experience and professional expertise of academic staff contained within its appendices, the ET was fully satisfied that the teaching staff meet the necessary legal requirements and have the ability to enable students to meet all of the programme's learning outcomes. There is a good balance across and between the professional, pedagogic and methodological qualifications held by the staff cohort that is highly appropriate to the professional nature and study focus of the degree. The social partners that ET met with during the visit confirmed that, in their view, the teachers have both an up-to-date knowledge the professional field and a depth of relevant experience in professional practice.

In the view of the ET, the cohort of teaching staff working on the programme is sufficient in number to meet the learning needs of the students. The teachers are further supported in their work by technical and administrative staff, as well as a cadre of visiting professional practitioners who also contribute to the student learning experience. There has been a minimal turnover in staff over the last 3 years and the allocation of teaching responsibilities across the staff group is managed so as to ensure the consistency of, and depth within, the student learning experience. There are 20 teachers contributing to the Image Design programme none of which are full-time, 2 teachers hold Bachelor's degrees, 15 possess Master's degrees, two hold Doctorates and one is an established artist and associate professor. There is 1 member of staff aged between 25-29, 9 between 30-39, 3 between 40-49, 2 between 50-59 and 3 are aged over 60. Collectively, the staff cohort has 198 years of practical and 272 years of pedagogic experience. Many part-time members of teaching staff continue to maintain parallel careers in the field of professional practice, helping to strengthen the links between theory and practice in student learning. The students, who the ET met with, confirmed that the teachers were up-to-date with the professional field.

The professional development of teachers is planned and co-ordinated at the level of the Department of Design, the SER details the wide range of staff development activities that staff engaged in over the last 5 years, including conferences, training courses, internships and creative/artistic events – a number of these activities have had an international dimension. During this period the majority of teachers who contribute to the Image Design degree have been engaged in international activity, either in Erasmus teaching exchanges, internships or intensive projects.

As noted above, a number of part-time teaching staff also maintain their own professional practice in the field of Image design or allied areas of professional activity, which informs the delivery and content of the study programme. The cohort of teaching staff also engage in a wide range of activities, such as contribution to conferences, seminars, exhibitions, publications at both national and international levels.

2.4. Facilities and learning resources

The ET had opportunity to view the key facilities that are available to the Image Design students. This comprises a suite of well-equipped and well-appointed studios and workshops that are specifically set-up meet the learning needs of the students. Each of the studios and workshops viewed by the ET appeared to be large enough to cater for the size of the student cohorts and contained a sufficiency of well-maintained and modern equipment suitable to the needs of the programme. In addition, students have access to an on-campus salon that is specifically set up to enable students to work directly with clients drawn from the general public. However, the ET noted from its reading of the SER that the Image Design Studio was yet to be fully installed. The

Faculty Administration Staff that the ET met with explained that it was intended to provide a photographic studio and they were currently negotiating access to and external facility. The Social Partners that the ET met with during the visit confirmed that – in their view – the learning facilities provided by the college are adequate to support a professional training programme. In addition to the practical learning resources provided within the College, student benefit from periods of learning in professional contexts through periods of industrial placement. This gives them access to contemporary industrial resources, both in terms of facilities and technologies – which usefully extend and augment those provided by the College. The ET commends the College on the range of practical facilities and learning opportunities provided for students both within the College and through the agency of social partners

The BA Image Design programme offers students several opportunities to engage directly with professional practice, both within and outwith the College. As part of the formal curriculum, two study courses include a period of industrial placement, both the *Practice of Hairstyling and Make-up* (in semester 4), *Practice of Attire Design* (semester 5) and the *Final Pre-Diploma Practice* (in semester 6) require the students to complete and report upon a period of learning undertaken in an industrial/professional context. The students who met with the ET were appreciative of the opportunities that the programme provided for them to engage with professional practice and they reported that the placements/internships that they undertook became more challenging as they progressed through the programme. The students also have opportunity to design and produce collections, often to meet the requirements of professional businesses or industrial manufacturers – working to 'real-world' demands and specifications. Where students undertake formal practical placements outside the College, these are underpinned by a formal signed agreement between the student, the College and the placement host. The students who met with the ET confirmed that they remain in close contact with staff throughout the duration of the placement and that the nature of the placement that is agreed is matched to their individual learning needs and employment intentions. In addition to the formal opportunities that are available to students to engage in practice, the programme is often commissioned to produce designs for public events produced by social partners.

In the meeting that the ET held with current students, they expressed some concern about the additional costs associated with their studies – specifically the need to pay for materials to complete their practical project work. In light of this, the ET were interested to asked the teachers how students managed to get hold of the fabrics and other materials that they needed in order to produce the artefacts through which they demonstrated they met the learning outcomes of the programme. The ET were informed that the Department has a fabric store where a limited range of materials were kept and were available to be used by the students without charge. However, students reported that – when it came to the production of their final collections – it was common for students to pay for better quality, or more appropriate, fabrics according to the needs of their designs – this could involve significant expense. The ET learned that applicants to the programme were not made aware of this possible additional cost and, therefore, recommends that the possible materials costs associated with students' final projects is, in future, clearly stated in programme documentation made available to applicants.

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

costume reference resources. In the view of the ET the teaching materials available to the students fully meets their learning needs.

2.5. Study process and assessment of students' performance

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

The documentation seen by the ET prior to the visit, including the detailed specifications of each study subject and tables that explicitly align programme provision with learning outcomes, provided confirmation that the content and sequencing of the study process is carefully matched to the aims of the programme. The effective organisation of the Image Design curriculum in relation to the intended learning outcomes of the programme was confirmed by the students and social partners that the ET met with during the visit.

The Image Design students have opportunity to participate in a wide range of programme related activities; these include conferences, seminars, exhibitions, design festivals and competitions. As an integral part of their studies, students have opportunity to work on realised projects with social partners, such as for the TV projects '*The Voice of Lithuania*', the beauty industry exhibition '*Cinderella 2014*' and the creation of costumes, decorations and accessories for the musical performance '*Lithuania by Dialects*'. As part of their formal studies, students undertake periods of study with Lithuanian companies. The College also works in close co-operation with other colleges, such as Kaunas College and Vilnius Art Academy on joint projects, such as the young designer's festival '*Gossip*'.

The College has a range of bi-lateral Erasmus agreements with international higher education institutions. Students are made aware of the opportunities available to them to engage in international mobility through an information event organised by the College. Students who have previously participated in international activity of this kind are encouraged to share their experience with other students as a means of encouraging their interest in undertaking a period of study abroad. As a result of this activity, student participation in mobility programmes has increased over the last two years. The students that the ET met with during the visit were all aware of the mobility opportunities and reported on recent study abroad experience in the UK and Spain. The ET was also interested to hear that students returning from periods of international study were encouraged to reflect on their experience and share with their teachers any information on new study methods, learning materials or technical resources that they experienced, this information then feeding into the continual improvement of their own programme.

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

The students who the ET met with reported that they were fully cognisant of the assessment processes that were applied to their work. Clear information on their assessment processes was made available to them in writing and was fully explained to them by teachers at the commencement of each semester and each study subject. From the clarity of the documentation made available to the ET in the appendices of the SER, the ET was confident that information on assessment was clearly communicated to students.

Teachers of the Image Design programme work in close co-operation with social partners to assess the changing needs of the industry in terms of the specific skill-sets and competences required of potential employees. This information is used to adjust the content of the programme so as to ensure that graduates are more likely to meet the needs of the employers within the sector. The College receives data from the Lithuanian Labour Exchange regarding the employment profile of its graduates. As yet, the programme has not produced a graduate cohort, so it is not possible for the ET to comment on this aspect of the provision. The students that the ET met with during the visit stated that they felt that the programme had prepared them adequately for entry into the professional field.

The students that the ET met with expressed some concern regarding the additional costs that they incurred in providing materials (fabrics and other elements) to complete their project work. From meeting with staff, the ET learned that the Department maintained a store of basic fabrics which students could use for such purposes. However, they also reported that many students saved money throughout their programme in order to be able to pay for specifically selected materials that would enable them to present their finished collections in the best possible way. The ET was concerned to assure itself that the differing level of financial resource available to individual students did not impact unduly upon their assessment outcomes. A subsequent discussions with the representative group of teachers revealed to the ET that there was evidence some ambiguity regarding the impact of the use of higher quality materials in the execution of the final collections, as one teacher commented '*if the materials are better the final results will be better*'! While the ET did not find any substantiating evidence that the quality of materials would unduly influence the assessment process, it took the view that student perceptions need to be carefully managed in respect of this. In light of this, the ET recommend that the Faculty ensures that the assessment processes that relate to the final projects is transparently and unambiguously focussed on the skills, abilities and knowledge that the students are required to achieve in order to meet the stated learning outcomes of the study subject, without any undue or additional considerations being given to the quality of the materials used.

2.6. Programme management

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

Both quantative and qualitative data on the operation of the programme are gathered and analysed on a regular basis as part of the formal quality assurance system operated by the College. Stakeholders (including students, social partners and the representative bodies of

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

In its viewing the work of students, the ET noted that a number of examples of realised project work tended to be more concerned with decoration than design and that some worked lacked a sense of style that might be expected from an Image Design programme. This extended to examples of written/theoretical work, which appeared to focus more on analysis than creativity. In general, the ET formed the view that the outlook of the programme could be more contemporary than it currently appeared. The ET was confident that, given the diligent way in which the Department and Faculty worked closely with social partners to ensure that the College produced highly employable graduates, the programme would develop so as to reflect the needs of the contemporary field of practice – particularly given that Image Design is a rapidly growing sector in Lithuania. However the ET recommends that the Department ensures that as the BA Image Design programme matures, it seeks to develop a stronger contemporary outlook both in terms of its teaching methodologies and its study content.

The Image Design programme has not been through an external evaluation process prior to the visit made by this ET. However, the extensive range of feedback mechanisms – including external feedback – which the Faculty and the Department engaged in on a regular basis was impressive. During its visit to the College, the ET learned of many example of how constructive feedback solicited from students and social partners had led to curriculum development and enhancement. The ET heard evidence of how both internal and external feedback had played a key role in making changes to the sequencing of some study subjects, as well as the introduction of new study subjects. Both staff and student participation in mobility programmes is also seen as a very positive and valuable means of re-assessing current provision and identifying opportunities for new developments.

The ET learned – from meeting with students and social partners during the visit – that feedback on the learning experience offered by the Image Design programme is sought through both formal and informal mechanisms. Student are regularly asked to provide formal anonymised feedback on both the curriculum and the quality of the teaching provided, in addition to this, staff operate an 'open-door' policy so as to encourage day-to-day communication with students about both academic and pastoral issues. Social partners who offer placement and internship opportunities to Image Design students are regularly surveyed for feedback on the programme, so as to actively seek feedback on how the programme can be developed to meet the changing needs of the professional field. Social partners are also involved in the assessment panels for the Diploma Projects and this provides another opportunity for staff to gather feedback on the quality of the programme.

The ET was provided with a range of concrete examples of how feedback gathered through these means had informed changes to both the content and delivery of the programme. Final year students were able to cite several new study subjects that have been introduced into the curriculum as a result of their feedback, for example *Fashion Illustration* and *Fashion Tendencies*. The ET commends the programme and the Faculty on the way in which the positive and constructive relationship that is fosters with students, together with the good relationships maintained with graduates and social partners, are used as an effective basis for the strong focus

that programme staff maintain on the continual improvement of the quality of the student experience that the programme provides.

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

Commendations

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

- The very positive relationship fostered between staff and student and the strong staff focus of on the continual improvement of the quality of the student experience

- the range of practical facilities and learning opportunities provided for students both within the College and through the agency of social partners

- The high level of technical skills that each of the programmes enables students to achieve

- The way in which programme staff actively engage stakeholders (students, graduates and social partners) in the continual improvement of the provision

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

- The fostering of interdisciplinary projects, both between programmes being evaluated and – more widely – between all of the programmes within the Faculty

- The close attention given by the Faculty to the current and future needs of the labour market in shaping the curricula of the provision being evaluated

III. RECOMMENDATIONS

In light of its visit to the BA Image Design Programme, the ET makes the following recommendation:

- To ensure that as the BA Image Design programme matures, it seeks to develop a stronger contemporary outlook both in terms of its teaching methodologies and its study content.

In light of its visit to all three of the programmes (including the BA Apparel Design and BA Coiffure Design programmes) the ET makes the following recommendations:

- To ensure that any possible materials costs associated with students' study on the programme, particularly in regard to the final projects are clearly stated in the programme information made available to applicants.

- To ensure that the assessment process for final projects are transparent and are unambiguously focussed on the skills, abilities and knowledge that the students are required to achieve in order to meet the stated learning outcomes, without undue or additional regard given to the quality of materials used.

IV. SUMMARY

At the level of the <u>Programme</u>, the ET particularly <u>commends</u> the following aspects of the provision:

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

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

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

At the level of the <u>Faculty</u>, the ET particularly <u>commends</u> the following aspects of the provision:

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

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

Throughout the course of its visit to the Faculty, the close and careful attention given by the Faculty in the shaping of its curricula in light of the current and future needs of the labour market became very evident to the ET. The ET learned of many examples of the ways in which the range of feedback mechanisms employed by the Faculty had impacted positively on the development of the programme and the ways in which it prepared students for entry into the field of professional practice.

As a result of its evaluation visit to the Image Design programme, the ET recommends the following:

While the ET is confident that the programme will work closely with social partners to ensure it produces highly employable graduates and, so by, reflect the needs of the contemporary field of practice – particularly given that Image Design is a rapidly growing sector in Lithuania – within its pedagogical approach and curriculum content. However, given that this is a relatively new programme, the ET recommends that the Department ensures that as the BA Image Design programme matures, it seeks to develop a stronger contemporary outlook both in terms of its teaching methodologies and its study content.

As a result of its evaluation visit to the <u>Faculty</u>, the ET <u>recommends</u> the following:

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

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

VI. GENERAL ASSESSMENT

The study programme Image Design (state code – 653W23007) at Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	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:	Prof. Anthony Dean
Grupės nariai: Team members:	Prof. Lylian Meister
	Ms Maria Štranekova
	Ms Vidmina Stasiulytė

VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮVAIZDŽIO DIZAINAS* (VALSTYBINIS KODAS – 653W23007)
2015-07-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-210 IŠRAŠAS

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Įvaizdžio dizainas* (valstybinis kodas – 653W23007) 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

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

Vertinimo grupei paliko įspūdį programoje puoselėjami ypač geri santykiai tarp personalo ir studentų, buvo matyti, kad tenkinami studentų akademiniai ir mokymosi poreikiai. Be to, vertinimo grupė taip pat gerai įvertino tai, kaip šie palankūs santykiai su studentais, absolventais

bei socialiniais partneriais, leidžia programos personalui nuolat gerinti studentams perduodamos patirties kokybę.

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

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

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

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

Vizito metu vertinimo grupė sužinojo apie fakulteto iniciatyvą aktyviai imtis ir skatinti tarpdisciplininius projektus, vykdomus tarp vertinamųjų trijų programų (aprangos dizaino, šukuosenos dizaino ir įvaizdžio dizaino), ir dar plačiau – tarp visų fakultete dėstomų programų (įskaitant šokį ir muziką). Tai visiems fakulteto studentams sudaro galimybę suprasti savo studijuojamą studijų discipliną dinamiškame kontekste su kitomis disciplinomis, tuo pat metu plečiant jų supratimą, kaip jų studijų dalyką gali papildyti arba pakeisti kiti. Vertinimo grupės manymu, tokios galimybės labai pagerina atskirų programų teikiamą mokymosi patirtį.

Vizito fakultete metu vertinimo grupei buvo akivaizdžiai matomas atidus ir išskirtinis fakulteto skiriamas dėmesys studijų turinio sudarymui pagal esamus ir būsimus darbo rinkos poreikius. Vertinimo grupei buvo pateikta daug pavyzdžių, kaip fakultete naudojami grįžtamojo ryšio

mechanizmai darė teigiamą poveikį programos tobulinimui, ir būdų, kurie padėjo studentams pasirengti pradėti profesinę veiklą.

Atlikusi Įvaizdžio dizaino programos vertinimą vizito metu vertinimo grupė rekomenduoja:

Nors vertinimo grupė yra įsitikinusi, kad dėstant programą bus artimai bendradarbiaujama su socialiniais partneriais, kad būtų užtikrintas aukštas absolventų įdarbinimo lygis ir tokiu būdu pedagoginėje metodikoje bei studijų turinyje atsispindėtų šiuolaikinės praktikos poreikis, ypač atsižvelgiant į tai, kad Įvaizdžio dizainas yra sparčiai besivystantis sektorius Lietuvoje. Tačiau atsižvelgiant į tai, kad ši programa gana nauja, vertinimo grupė rekomenduoja katedrai užtikrinti, kad Įvaizdžio dizaino programai susiformavus, jos vykdytojų požiūris į dėstymo metodiką ir studijų turinį taptų šiuolaikiškesnis.

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

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

III. REKOMENDACIJOS

Apsilankiusi Įvaizdžio dizaino bakalauro studijų programą vykdančioje kolegijoje, vertinimo grupė teikia šias rekomendacijas:

– Užtikrinti, kad Įvaizdžio dizaino programai susiformavus, jos vykdytojų požiūris į dėstymo metodiką ir studijų turinį taptų šiuolaikiškesnis.

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

– Užtikrinti, kad bet kokios galimos išlaidos medžiagoms, susijusios su studentų studijuojamomis programomis, ypač su jų baigiamaisiais projektais, būtų aiškiai nurodytos stojantiesiems teikiamoje informacijoje apie programą.

Užtikrinti, kad baigiamųjų projektų vertinimo procesas būtų skaidrus ir vienareikšmiškai sutelktas į įgūdžius, gebėjimus ir žinias, kurias studentai privalo įgyti, kad atitiktų numatytus studijų rezultatus, pernelyg didelio ar papildomo dėmesio neskiriant naudojamų medžiagų kokybei.

<...>

_____

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)