



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS TECHNOLOGIJŲ IR DIZAINO KOLEGIJOS
STUDIJŲ PROGRAMOS
FOTOGRAFIJOS TECHNOLOGIJA
(valstybinis kodas – 653W64004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TECHNOLOGY OF PHOTOGRAPHY
(state code - 653W64004)
STUDY PROGRAMME

at VILNIUS COLLEGE OF TECHNOLOGY AND DESIGN

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMMĄ

Studijų programos pavadinimas	<i>Fotografijos technologija</i>
Valstybinis kodas	653W64004
Studijų sritis	Menai
Studijų kryptis	Fotografija ir medijos
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 metai), iššęstinė (4 metai)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Fotografijos profesinis bakalauras
Studijų programos įregistravimo data	2012 01 25

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Technology of Photography
State code	653W64004
Study area	Arts
Study field	Photography and Media
Type of the study programme	College
Study cycle	First
Study mode (length in years)	Full-time (3 year), part-time (4 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Photography
Date of registration of the study programme	2012 01 25

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I. INTRODUCTION

1.1. Background of the evaluation process

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

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the Review Team at the higher education institution*; 3) *production of the evaluation report by the Review Team and its publication*; 4) *follow-up activities*.

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

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Safety rules (laboratory and chemicals)
2.	Rules of technical use (laboratory and chemicals)
3.	Methodological guidelines for final works

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

Vilnius College of Technologies and Design was formed on the 1 September 2008 by the Resolution of the Government of the Republic of Lithuania No. 785 when the reorganized Vilnius Technical College was joined to Vilnius College of Civil Engineering and Design. The name of Vilnius College of Civil Engineering and Design was changed to Vilnius College of Technologies Studijų kokybės vertinimo centras

and Design (hereinafter – the College, VCTD), which has become the largest college in Lithuania specializing in the fields of technologies and arts.

VCTD consists of 4 faculties: the Faculty of Design, the Civil Engineering Faculty, the Petras Vileišis Railway Transportation Faculty and the Technical Faculty. There are 19 study programmes, of which 14 programmes are ascribed to the field of technological science studies, 4 programmes – to the field of arts studies and 1 programme – to the field of social science studies. 4 study programmes (in the field of technological science studies) are carried out in the Civil Engineering Faculty, 5 – in the Petras Vileišis Railway Transportation Faculty (4 of technological sciences and 1 of social sciences), 6 (in the field of technological science studies) – in the Technical Faculty and 4 (field of arts studies) in the Faculty of Design (hereinafter – FD).

The programme under evaluation was prepared having updated the study programme *Technology of Photography* (state code 65304M102) which had been implemented in the College during the earlier period. With the rapid change of technologies and techniques in the context of globalization in the field of photography and media, the programmes and facilities of the *Technology of Photography* course needed to be updated. The College having implemented the EU structural funds project “Design and New Media Study Quality Improvement“ (No.VP1-2.2-MES-07-K-01-122), the programme was substantially updated, the new specialization “Advertising Photography“ was introduced, courses of specializations “Photo Journalistics“ and “Video Operating Art“ were adjusted.

1.4. The Review Team

The Review Team was completed according *Description of experts‘ recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 9th October, 2015.

- 1. Dr. Annie Doona (team leader)**, *President of Dún Laoghaire Institute of Art, Design and Technology, Ireland.*
- 2. Mika Ritalahti**, *Silva Mysterium Oy producer and managing director, Finland.*
- 3. Dr. Peter Purg**, *professor of University of Nova Gorica, SQAA evaluator, Slovenia.*
- 4. David Quin**, *lector of Dún Laoghaire Institute of Art, Design and Technology, Ireland.*
- 5. Vilma Samulionytė**, *photographer, curator- project manager and secretary of board of Lithuanian Photographers Association, Lithuania.*
- 6. Julija Paulauskaitė**, *student of Kaunas University of Technology study programme Philosophy of Media, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Review Team agreed that the programme aims and learning outcomes were well defined, clear and publicly accessible. Both students and staff (management and lecturing staff) have a solid understanding of learning outcomes. Learning outcomes, course aims and assessment are explained to students early, verbally and in written form and such explanations are regularly repeated, permitting students the freedom to concentrate on their learning within the programme. Like it is stated in SER (p. 6) the main aim is “to prepare a professional of photography capable of working in the fields of journalism and advertising, to perform high-quality technological photographic and video shooting works, to develop creativity and teamwork skills. The purpose of the study programme is to provide college education, knowledge, abilities and skills enabling to work professionally in the field of photography.”

According to paragraph 18 on page 8 of the SER, the ‘objective of the study programme and the learning outcomes are published on the webpage of the College www.VTDKo.lt (in Lithuanian and English), in promotional college brochures and descriptions of the courses. Information about the annual consultations and courses for applicants to the Technology of Photography study programme is also published there.

The programme is regularly represented at applicant fairs, and the programme team consult regularly with professional practitioners and social partners in order to stay up to date and connected with market realities and emerging trends. The Technology of Photography programme team also take part in the annual international art photographers’ seminars in Nida, where they meet and (informally) discuss latest trends and the Technology of Photography programme with stakeholders, students, alumni and international experts.

Programme aims and learning outcomes are based on academic and professional requirements, public needs and the needs of the Lithuanian labour market. The programme is fortunate that key industry stakeholders in the Vilnius area are readily accessible to the programme and keen to be involved. The programme already has commendably strong links with industry stakeholders, some of whom were regularly consulted during programme development, during the recent refit of the programme facilities and during the Self Evaluation Report (SER) preparation process. Stakeholders also commented favourably on the programme’s flexible ability to adapt to the rapid changes in the photography marketplace, although one stakeholder did point out to the Review Team ‘*it’s hard for the college to be in line with the market. The market is leaping ahead.*’ The link between the Technology of Photography programme objectives, LOs, aims and courses is clearly defined in SER p. 7. Table nr. 3. The Programme Aim is commendable

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clear: ‘To prepare a photography professional who is able to work in the fields of journalism and advertising providing services of photographic technology and video shooting, to develop creativity and teamwork skills.’ This is completely consistent with any international understanding of a Professional Bachelor award.

The name of the programme is compatible with the name of the field of study and its learning outcomes, which includes being able to photograph professionally, know equipment possibilities, know cultural contexts, history, research making and able to evaluate circumstances and business needs. The content of modules/subjects of the programme develops gradually through the different years or stages of programme study. The Excel sheet ‘study programme structure’ (annex 6) though somewhat difficult to read, does clearly outline a well thought out programme structure, with learning building through basic opportunities at the programme start (1st semester: Colour theory, Graphic editing 1&2, Photography equipment, composition. 2nd semester: Lighting practice, Portrait photography, Culturology, Sociology, Psychology) towards more complex, specialist learning opportunities in the programme’s latter stages (4th semester: Fundamentals of shooting, Landscape, Architecture and Interior Photography, History of Modern art. 6th semester: Fundamentals of mass media, Technology of advertising photography, Virtual journalistic).

The Review Team agreed that programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered. The Review Team recognise that the Technology of Photography award is a Professional Bachelor, but nevertheless commend the academic ambition and rigour of the programme team and the students. This is a strong well-structured, well-considered, adaptable and responsive programme. To the programme’s credit, student learning persisted even through the disruption of the college refit, with one graduate observing ‘*We started with old tech, finished with new. It wasn’t a problem. We had good learning.*’

The Review Team agreed that the name of the programme, its learning outcomes, content and the qualifications offered were compatible with each other. Once again, this is a well thought out programme, with learning building through basic opportunities at the programme start, towards more complex, specialist learning opportunities and opportunities to specialise in the programme’s later stages. In the table 2 (SER p. 8) is stated that in specialization of “Photojournalistic” the student “will be able to know the specifics of photojournalistics, to photograph for the mass-media and publishing houses” and they will go through disciplines like Theory of Journalistics, Photo Journalistic Genres, Photo Illustration, Virtual Journalistic after studying common technical and theoretical disciplines. The same situation applies to “Advertising Photography” and “Video shooting art” disciplines.

This programme is well defined and, according to alumni and stakeholders who spoke to the Review Team is distinctively different from other courses in Lithuania. One alumnus observed Studijų kokybės vertinimo centras

'In VAA it's art. For us it's technology.' and a stakeholder said *'Most people coming from here are quite good with technology. They know what to do with some tools. People from the VAA are more creative, less skilled with the tools'*.

Student learning appears to be very strong. Effective and well-guided work placement opportunities during their studentship help towards excellent graduate employability. Despite this, the Review Team did suggest that the programme should pay more attention to information dissemination channels in order to reach wider applicant audience. This is a strong programme, with good graduate employability, excellent facilities and strong relationships with stakeholders and with the Lithuanian photographic marketplace – its message should be reaching a broader applicant audience and potential Erasmus and other international applicants. The Team suggestion would be for the programme to use social media and digital platforms in a polished and professionalised manner in order to extend its dissemination reach.

2.2. Curriculum design

The Review Team is satisfied that the programme's curriculum design meets legal requirements. SER p. 9 paragraph 22 clearly asserts that the objective of the study programme and the LOs are consistent with legislative requirements for the first cycle of college studies. The level of complexity of the learning outcomes is consistent with the qualification requirements of the European Higher Education Area, the European Qualifications Framework and the National Qualifications Framework level 6, that of Professional Bachelor. Once again, the Review Team were content that the programme curriculum is well-structured and well-sequenced through the three stages, has a good blend of practical work, academic work, assessment and feedback, has strong links with stakeholders (including work placement opportunities) and is producing well-developed, rounded and content graduates.

Study subjects and modules are spread evenly, are well sequenced, relevant and their themes are not repetitive. The Excel sheet 'study programme structure' (annex 6) though somewhat difficult to read, does clearly outline a well thought out programme structure, with learning building through basic opportunities at the programme start, towards more complex, specialist learning opportunities in the programme's latter stages. The Review Team is of the view however, that academic research and writing skills should be developed and supported from year one, in a sequenced and iterative way (shorter essays, academic projects and papers developed from the start of the programme, building in scope and scale through the years of the study programme towards the ultimate thesis), rather than left to year three of the programme (when the students are currently asked to 'produce' their final thesis). It's acknowledged that teachers informally encourage all students to 'think about' their final thesis and even to write it from year one, but very few students follow this advice. In their meeting with the Review Team, one student (now studying abroad on an MA programme) asked for *'more theoretical studies'* and described

his successful, iterative academic progress through the Technology of Photography programme...
'I did it like that – I wrote a small paper in 1st year and then wrote more as I went along.'

The Review Team agreed that the content of the subjects and modules is broadly consistent with the type and level of the studies. The Review Team were content that the programme curriculum was well-structured and well-sequenced through the three stages, offered a good blend of basics and fundamentals, practical work, academic work, assessment and feedback, had effective links with stakeholders (including good work placement opportunities) and was producing well-developed, rounded and content Professional Bachelor graduates. Once again, the Review Team would recommend the early introduction and development of academic research and writing skills, which would assist students' critical thinking skills, creativity and learning, thereby assisting students even through their more practical assignments. However, students would also welcome the earlier introduction and development of soft skills and– business skills, self-promotion, self-management and portfolio development. The Review Team would support this view. Such soft skills are currently introduced too late in the programme, if at all. One stakeholder observed that students needed *'More business skills. They don't always understand basic finances.'* In their discussions with The Review Team, alumni strongly suggested that *'Basics of business, more business. Asking photo studios how they work. Also how to prep your portfolio. Self presentation.'* should all be included on the programme.

From an international perspective in relation to Photography programmes, it was unusual to see that the preparation of a professional portfolio (especially digital) did not seem to be a formal component of the final year Major Project work. Students admitted that *'Professors have different opinions on the use of social media. Some enjoy it, use it.'* In international terms, it's now quite usual for photography professionals to use platforms like Flickr, Tumblr, Behance etc. Alumni too suggested portfolio development as something which should be covered by the programme, as part of crucial soft skills learning.

The content and methods of the subjects and modules on this programme are appropriate for the achievement of the intended learning outcomes. Students were content with the mixture of lecturer instruction, project work and practical assignments and placements. Once again, The Review Team would strongly encourage the earlier introduction and development of soft skills – business skills, self-promotion, self-management and portfolio preparation.

The Review Team observed that the programme's use of Moodle is at a preliminary stage, mostly used as a course materials depository. Students did clearly see the value of Moodle as a document store. The Review Team would recommend that the programme team now need structured pedagogically based Technology Enhanced Learning (TEL) training to better understand when, how, and why Virtual Learning Environments (like Moodle) are appropriate and when platforms like email, Facebook, Dropbox, Prezi, Google Docs, Twitter, Flickr, Behance, Tumblr, Pinterest, Blogger are useful (and not useful) in education. In modern international terms,

appropriate use of educational technology is viewed merely as part of the effective coping strategies for lecturers. The appropriate (and simple) use of TEL has enormous potential to enhance student learning and to better include more detached, distance-learning student cohorts such as the part-time students on this programme. Lecturers must clearly understand the potentials and downsides of technology, when and when not to use technology. This is a particular problem when a programme like Technology of Photography is heavily reliant of part-time teachers. As one teacher observed in the Teachers' meeting with the Review Team *'The problem has been only some teachers have just arrived. Only for new teachers it's a problem.'* The reality is that TEL presents an ongoing challenge, and a great opportunity, for all modern lecturers.

The lecturers and students must be clear on the official technological communication and learning pathways (the Review Team would possibly suggest official college email and Moodle). In the meeting between the Review Team and the SER group, one lecturer said *'Students are using Facebook. We think we should take some action on that.'* Students will use Facebook, Google docs and Dropbox anyhow but that does not mean that colleges should drift 'official' communication with students onto such open and unprotected platforms. The Review Team would welcome greater clarity and improved strategy and policy in relation to communication between students and the programme.

The Review Team is content that the scope of the programme is sufficient to ensure learning outcomes. The Programme's main Aim (SER Table 3, p. 7) 'To prepare a photography professional who is able to work in the fields of journalism and advertising providing services of photographic technology and video shooting, to develop creativity and teamwork skills' is being accomplished, through a well thought out course structure, presenting strong content and good learning opportunities. The Review Team would voice the caveat that academic writing and research and the development of soft skills should all be introduced earlier and in a more persistent and sustained manner (see above). Students and alumni also suggested that external 'real world' project work should form part of the programme. One stakeholder observed *'We do real projects, not dummy projects! That's what we do. We don't work with the master and slave principle. This is 2015! The students should have some learning, should be creating something with us!'* When asked by the Review Team how they assessed the market need for this kind of graduate over the next few years, stakeholders replied *'Less technology, more art. More creative, with good technological basics.'* Such creative aspirations for the programme would be served by expanding the stakeholder base to include stakeholders from the cultural sector (galleries, art festivals, art exhibitions, artists' associations and leading artists), to complement the current stakeholders (who come predominantly from the creative industry sector).

The Review Team also believes that the programme team should consider the development of some short guidelines on external project work and linkages, (in collaboration with students, alumni and stakeholders) because approaches from such external projects will increase as the Studijų kokybės vertinimo centras

reputation of the programme, its students and alumni rises in Vilnius and in Lithuania. Not every 'competition' or external project will provide valuable learning opportunities for students. Some project approaches will simply be inappropriate attempts to use students on real production work for free. Other projects (especially more commercial projects) might more correctly be referred instead to stakeholder studios in Vilnius or to recent graduates who are in the marketplace, depending on such commercial work. The Review Team would suggest that projects for NGOs, charities, other educational institutions and projects involving modest research, experimental components and other students are often most appropriate for undergraduate students (the current Youth Dance Competition brochure collaboration seemed to be working very well). Modest project funding should be welcomed – especially from agencies with access to budgets. Any funding coming into the college needs to be carefully and transparently handled and (if at all possible) modestly disseminated to the students working on the projects. Exposure to and understanding of such ongoing project and budget management (even on small external projects) can afford enormously beneficial opportunities for student learning and the development of their business soft skills.

The content of the programme reflects many of the latest achievements in art and technologies. Stakeholders commended the programme on its eagerness to adapt to the rapidly changing photography world and labour market. Courses such as 'Still Life Photography' (product photography) had been introduced onto the programme because of '*suggestions from the marketplace*'. The Technology of Photography programme's students and teachers would have greater understanding of the latest international trends if student and teacher mobility (outgoing and incoming) was increased further, if the programme was involved in more projects with similar international higher education institutions and if more visiting lecturers were brought in on a regular basis to work (even for short courses) on the programme. Alumni still remembered visiting lectures from a photojournalist and a famous portrait photographer. Current students were happy to have had recent visits from a top wedding photographer and from a drone photographer. In their meeting with the Review Team, teachers commented of their external links and relationships '*We have a relationship with Tartu, they are leaders in the design area. Also the design College in Vilnius. We're always looking at what direction they have. They have what we have not. We are complementary. Also in Kaunas a photo prog, they also have different direction.*' Students mobility (outgoing and incoming) is already happening on this programme, with current students from Latvia, Portugal and Turkey and five of the current Technology of Photography programme 2nd year students currently applying for Erasmus placements abroad. Increased and sustained opportunities for students and staff to develop foreign language skills (especially English?) would greatly assist in such ongoing international initiatives. The Review Team recognises that VCTD finances are limited, especially in support of expensive outgoing mobility. An alternative might be to invest in attracting groups of students and lecturers from foreign institutions to VCTD for Studijų kokybės vertinimo centras

specific courses (especially if those specific courses were taught through English). The Review Team also strongly believe that the programme's stakeholder base should include stakeholders from the cultural sector (galleries, art festivals, art exhibitions, artists' associations and leading artists), to complement the current stakeholders (who come predominantly from the creative industry sector).

2.3. Teaching staff

The Review Team agreed that the study programme is provided by the staff meeting legal requirements. The programme has competent and qualified teachers, recognized photographic artists having practical and pedagogical experience. All teachers have acquired the second cycle (Master's) degree or have a degree comparable to the Master's degree in different fields of science (01S, 07S, 02P, 09P, 04S, 07S, 03H), four of them have an academic degree (2 are Doctors in the field of Social Sciences, 2 in Humanities) and practical professional experience. Teachers' qualifications are appropriate and sufficient for the implementation of the programme.

The qualifications of the teaching staff are adequate to ensure learning outcomes. However, the Review Team did note that more formalised, regular opportunities for the pedagogical development of teachers are limited in the programme. In the Teachers' meeting with the Review Team, one teacher explained *'We have lots of courses. A long course about management, new methods, two years ago. It was very hard to teach when we were doing it. The new teachers here haven't had that, we would need to do new courses now. Last year we had a project flipped classes, a joint programme with Belgium.'* Other teachers were a little vaguer when asked about pedagogical training over the past two years *'We did some, certificates were given. We can't remember.'* Whilst much work has obviously been done with some of the programme teachers on programme development, learning outcomes and ECTS etc. (this is evident in the high quality of the SER and programme documentation), the Review Team strongly believes that the programme team now requires help to further develop in areas such as TEL and modern, alternative modes of teaching, learning and assessment and even in some of the more theoretical aspects of teaching, learning and assessment. Newer, more recently arrived teachers are especially in need of such pedagogical training. Such structured pedagogical development will remain very limited if very short courses (*'we have lots of courses'* *'we did some, certificates were given. We can't remember.'*). Seminars and short international trips are the only pedagogically-based staff training and development opportunities afforded to Technology of Photography teachers. Strategically planned and rigorous development of teaching, learning and assessment will benefit students and teachers and will greatly enhance the ongoing development of this already strong and mature programme. The sustained development of foreign language skills would also assist lecturer mobility (incoming and outgoing), which would assist lecturer professional development as the programme learning outcomes evolve.

Most of the Technology of Photography teachers are involved in a research of practical kind when such research is required in their everyday work routine. Also, since most Technology of Photography teachers are part-time staff there is little or no time to conduct systematic scientific, academic or artistic research. The Review Team do understand that teaching staff at college level in Lithuania are not obliged to carry out scientific (academic) research.

The number of the teaching staff on the Technology of Photography programme is adequate to ensure learning outcomes. Table 6 on p. 13 of the SER details the student teacher ratios, which seem adequately low at 12.19 students per one teacher staff unit in 2014/2015 study year, although the Review Team did note that many of the teaching staff were part-time. Whilst the use of part-timers presents an opportunity in terms of ability to flexibly adapt and change the programme and the specific subjects covered, especially as new technological and photographic trends emerge and dissipate, the downside is that the programme lecturing team can often become less stable (especially as part-time staff leave to work on external projects, to be replaced by even less pedagogically experienced part-time staff). It is also almost impossible for a HEI to pedagogically train most part-time staff; the last major training for the programme team was two years ago and even the teachers admitted '*The new teachers here haven't had that, we would need to do new courses now.*' Such ad hoc arrangements throw the responsibility for the pedagogical performance and development of part-time teaching staff onto already fully preoccupied fulltime teaching staff. Such an arrangement is rarely sustainable, especially when it's conducted in an informal and ad hoc basis. The Review Team is convinced that the programme team clearly understand the value of pedagogical training and staff professional development, but the Team also believe that the programme team needs the support of the FD and VCTD in order to regularly access such ongoing, sustained pedagogical training.

Teaching staff turnover is able to ensure an adequate provision of this programme; although the Review Team had some concerns about the reliance on part-time staff (see point above). Page 14 of the SER details issues relating to staff turnover '*during the implementation of the programme the teachers' change took place: 8 new teachers started working, including 2 doctors. In 2013-2014 study year, the number of teachers was slightly growing – this was influenced by the increasing number of students who wanted to study according to this programme. In 2014-2015 study year, 26 teachers (including 9 teachers in part-time studies) have been working in the programme. The change of teachers does not influence the quality of the study programme and ensures the proper implementation of the programme.*'

The Review Team agrees that the higher education institution creates adequate conditions for the professional development of the teaching staff necessary for the provision of the programme, with Table 8 on p. 15 of the SER detailing 'The number of teachers who improved their qualifications and training techniques'. However, if student learning is to continue to ambitiously develop, if the programme is to continue to improve, if programme outcomes are to

be preserved and enhanced and if lecturers are to cope adequately with ongoing changes in both the photographic, media and educational worlds, then Review Team believes that the planned and systematic development of teachers' pedagogical skills must become a priority for the programme and for the VCTD.

The Review Team agree that the teaching staff of the programme are involved in practical and applied research directly related to the Technology of Photography study programme. Programme lecturers are all commendably involved in the Lithuanian photography marketplace. Many staff on this programme are part-time and are working outside. In their meeting with The Review Team, teachers asserted *'Because we're mostly from the practice. We think it's better for students if we're practitioners'*. A final observation from one of the programme alumni *'our lecturer was the best in all Lithuania'*.

2.4. Facilities and learning resources

The Review Team agrees that the premises for studies are excellent both in their size and quality. The programme is fortunate to be based in fully refurbished building, with state of the art studios, workshops, libraries, exhibition spaces and teaching spaces.

Students were asked by Review Team members about fire drills and evacuation practices in the college building. Students responded in extremely vague terms, clearly suggesting that fire drills did not regularly take place and evacuation routes and procedures were not clear to them. The Review Team would suggest that this needs to be urgently addressed. Students were also asked about safety procedures around chemicals in the photography laboratories. Students said that procedures were explained and that without such training they cannot use darkrooms. Students also said that lecturers did sometimes remind them about health and safety aspects. The Review Team noted that there seemed to be no clear safety signage in relation to chemicals nor were first aid kits clearly evident in the laboratories.

The Review Team did explain minor concerns about the air quality in the new VCTD buildings – even on a relatively cool autumn day, air circulation in many of the college spaces seemed very limited. Team members expressed concerns that with all windows closed for the winter months and with heating full on, studio, workshop and lecture spaces might quickly become unbearable.

The Review Team is satisfied that the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. Even with new equipment now available, students' argued that they could have even **more** equipment. The Review Team believes that a strategy for supporting, maintaining, supplementing and developing the equipment and facilities will need to be developed, implemented and monitored, including a clear plan to access regular college funding to maintain and supplement the equipment inventory. Students could use college equipment for college work off-campus for one day at a time – a real Studijų kokybės vertinimo centras

limiting factor, especially for final year students working on final year Major Projects. Students who spoke to the Review Team were unclear about the system of responsibility in relation to equipment use. Some students believed that the teacher remained responsible for equipment which was used off-campus. The procedures for equipment loan to students and the protocols for off-campus use of equipment should be clarified. Consideration should also be given to extending equipment loan periods to more senior students (especially 3rd year students).

The Review Team agrees that the higher education institution has adequate arrangements for students' practice – the students are encouraged to use their own initiative in order to organise appropriate placements in year 2 of the Technology of Photography programme. Both the programme and the students are fortunate that a lot of high-quality stakeholders in the photography marketplace are concentrated in the Vilnius area. Stakeholders valued the opportunity to permit student placement and were eager to engage more with the programme in order to coordinate and plan such placement activity in the future. The Review Team do believe however that written guidelines and short policies on external working and work placement should and could now be developed by programme team, students, alumni and external stakeholders, perhaps starting as modest open discussion documents. The Review Team agrees that contacts with stakeholders does need to be 'regularised'. Written guidelines and short policies might clearly address issues like 1.Appropriate durations for practice placements, 2.Descriptions and definitions of practice placements, internships, traineeships, 3.Why and when work (even student work) for stakeholders should be unpaid and when it should be paid (however modestly), 4.What students could and should be learning on practice placements – and how might such learning be facilitated or enhanced by a stakeholder. Greater cooperation with stakeholders would also 'fit' practice placements better into the programme timetable and into stakeholders' busy schedules, addressing some of the stakeholders concerns around 'seasonality' (students being available in the summer when there was no work available, and students being unavailable in the run-up to Christmas, when there was a lot of paid work available). In their interview with the Review Team, students were enthusiastic about practice placements but were completely unclear about many of the issues above. The Review Team believes that this is part of the functional development of the students' soft skills as they work through the programme, towards professional practice. Stakeholders were similarly enthusiastic about involving students in their outside enterprises, but with more coordination, especially around issues of timetabling and marketplace seasonality.

The Review Team agreed that teaching materials (textbooks, books, periodical publications, databases) for the programme were both adequate and accessible. The two libraries seemed well provisioned and well stocked. Whilst the library provided good facilities (electrical power and Wi-Fi) for student laptops on the BYOD principle (Bring Your Own Device), the library might consider the provision of more pcs in the library for students who did not own, or cannot afford a laptop (or broadband access where they live). Student poverty is an

issue everywhere and discrete provision of more, simpler and freely accessible computer equipment and Wi-Fi is to be encouraged.

2.5. Study process and students' performance assessment

The Review Team agreed that the admission requirements for this programme were well-founded. Paragraph 72 on p. 22 of the SER clearly details the admissions procedures to higher education institutions like VTDK. The SER states that 'funding (sic) are regulated by the Law on Higher Education and Research (adopted on 30 April 2009 No. XI-242). Students are admitted into the study programme in accordance with the Student Admission Rules that are announced every study year by the Order of the Minister of Education and Science of the Republic of Lithuania. Students are admitted into the full-time and part-time studies through joint admission to the Lithuanian institutions of higher education, which the college participates in – the admission as well as the queue of the best graduates of the secondary education is organized and carried out by the Lithuanian Higher Institutions Association for Organizing Joint Admission (LAMA BPO) in accordance with the authority granted to it by the Minister of Education and Science. Admission is carried out according to *Description of Joint Entrance Examination to Collegiate Studies in the Field of Arts and Art Pedagogy Study Programmes Organization and Execution Procedure*.

Paragraph 73 on p. 23 of the SER then details the most important selection criteria for student admission. These are the evaluations of entrance examination and two maturity examinations or yearly grades recalculated accordingly (with the exception of the subject of Lithuanian language and literature). The main selection criteria of the study programme *Technology of Photography* are as follows: entrance examination pass mark (weighted coefficient – 0.7); maturity examination pass mark of the second subject: History / Foreign Language / Information Technology / Mathematics / Biology (weighted coefficient - 0,1); maturity examination pass mark of the third subject – Lithuanian language and literature (weighted coefficient - 0,2). Additional selection criteria do not apply to the course of arts studies. Paragraph 75 on p. 23 of the SER states that the number of students admitted to state-funded places is governed by the Ministry of Education and Science, the number of non-state-funded places is unlimited. Average competitive scores of the students admitted to the full-time studies are provided in Table 11.

The Review Team notes that the VTDK Technology of Photography programme seems to be coping adequately with the Lithuanian unified admissions procedures.

The Review Team also agreed that the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. The programme is well established and is developing well. It is reviewed regularly (by programme team and by Study Programme Committee). Mechanisms for the gathering of student feedback Studijų kokybės vertinimo centras

and the utilisation of that feedback for improvement and development of the programme seem to be very effective. Alumni are enthusiastic and very loyal to the programme, but they seem to be organising as alumni only through informal platforms such as Facebook. Alumni also referred to the annual summer photography festival gathering in Nida, which all saw as a valuable opportunity to meet with one another, with current students and with members of the programme team. Consideration must be given to encourage the development of a Technology of Photography alumni association and to annually gather data from alumni (especially in relation to ongoing employability). Alumni could and should be a valuable resource in the future development of this programme.

The Review Team agrees that students are encouraged to participate in research, artistic and applied research activities, through their programme project work, through practice placements and into their final thesis and major project. However, the Review Team would encourage the programme's early introduction and development of academic research and writing skills, which would assist students' 'research mindedness', critical thinking skills, creativity and learning, thereby assisting students even in their more practical assignments. The Review Team did note a disappointing similarity in the major work presented (many of the final projects seemed to be following a very tight, brief based on a standard template – quite unusual (and somewhat inappropriate) for final project work at this level. The Review Team firmly believe that final year students on this programme could and should be doing more interesting, research based, well produced, individualistic and creative final work, which would represent them much more effectively in the outside world. The Review Team was also surprised that the preparation of a professional Portfolio didn't seem to be a formal requirement for each final year student. The Review Team found the final theses strong in discursive quality but in need of development in terms of diversity and forms of expression. There seemed to be a striking uniformity in theses and final work presented to the Review Team. The Review Team would suggest that thesis guidelines are rigorously enforced. The Review Team believe that the Programme should be more creatively and academically ambitious for its final year students, both in the major project and in the ambition of the theses.

The Review Team agreed that students were presented with adequate opportunities to participate in student mobility programmes. In the meeting between the Review Team and VCTD Management, the Head of Strategic Development Department pointed out that *'the appetite for mobility on the Technology of Photography programme comes mainly from students'*. Students were broadly positive about the incoming and outgoing Erasmus and international opportunities. The Review Team would encourage the programme to continuously increasing the number of Erasmus agreements and other formal linkages with international HEIs and to increase student and lecturer awareness of Erasmus and international travel and study opportunities. In the meeting between the Review Team and the teachers, the programme coordinator observed *'The Teachers Studijų kokybės vertinimo centras*

are looking for the possibilities. If there are opportunities, they will go, although the programme team did admit that limited VCTD finance was an inhibiting factor and some wondered if some wealthy foreign HEI inviters might contribute towards the cost of VCTD students and lecturer travel.

The Review Team agreed that the higher education institution ensures an adequate level of academic and social support. A Psychology lecturer is qualified as a counsellor and is available for students in difficulty. Student performance is closely monitored by the programme team and, when students are struggling academically reasonable accommodations are made and extensions are negotiated.

The Review Team agrees that the assessment system of students' performance is clear, adequate and publicly available. Assessment was explained to students from early on in their studentship; both verbally and in written form and such explanations were regularly followed up and repeated. Students were happy that their understanding of assessment was strong. As the programme develops however, increased modern pedagogical training for the programme's teaching staff would allow for more modern methods of assessment – especially formative assessment and assessment for learning (rather than mere assessment of learning).

The Review Team are content that the professional activities of the majority of graduates meet the programme providers' expectations. The graduates met by the Review Team were positive, ambitious and impressive and claimed that 100% of their graduate peers were working or studying in photography. Alumni did suggest to the Review Team that the earlier introduction of business and professional soft skills would help future graduates in their approaches towards professional practice and the marketplace. Active steps do need to be taken by the programme to facilitate or encourage a Technology of Photography alumni association and to annually gather data from stakeholders and alumni (especially in relation to ongoing employability). Alumni were anxious to be involved in the programme and should be a valuable resource in the future development of this programme. The need for an alumni association and the need to regularly collect alumni data were both identified on page 32 of the SER.

The stakeholders of the programme are also eager to be involved more systematically in relation to programme development, planning, project work and student practice placement. The Review Team would recommend that the programme make full use of their local stakeholders.

2.6. Programme management

The Review Team concluded that responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated and management structures and procedures were well established and functioning well. All VCTD senior management saw themselves having clearly defined roles and responsibilities in relation to the Technology of Photography programme and all management met by the Review Team (from the VCTD Director, Studijų kokybės vertinimo centras

to the Vice Director, Senior Accountant, Head of Strategic Development Committee, Head of Quality Department, Chairman of Design Faculty Council and Dean of Design Faculty, Head of Media Department and others) were involved in programme related decision making.

The Review Team agreed that information and data on the implementation of the programme are regularly collected and analysed. The program is adjusted according student needs, which is usually discovered from surveys students filled in after the course is finished or direct formal (Round Table) and informal discussions and consultations with stakeholders, social partners, teachers and employers (SER p. 12, paragraphs 12, 13 and 14). Despite excellent student participation in the regular student surveys (60% to 70% participation was claimed by management) and despite the fact that the Study Programme Committee appeared to be working effectively, students seemed rather unmotivated about their representation. In meetings with The Review Team, both students and administration staff admitted that student representatives in various meetings such as Study Programme Committee and Round Tables tend to be selected from already active students and not much effort is made to activate students who are perceived as ‘less active’. One suggestion would be to allow students to select their representatives democratically. The Review Team noted that VCTD and the programme communication with students was overly based on informal routes and should be formalised to ensure equal access and avoidance of over reliance on active students. The conclusion of the Review Team was that communication between students and admin is good but communication between admin and students needs improvement.

The Review Team agrees that the outcomes of internal and external evaluations of the programme are used for the improvement of the programme. Changes are made to the programme based on regular student feedback, informal discussions with alumni and contacts (formal and informal with stakeholders). Internal mechanisms like Study Programme Committees and Round Tables seem to function well and senior management from the VCTD Director down, were keen to be involved in the ongoing, functional improvement of the programme. In addition, the programme underwent an external (EVALAG) evaluation in 2012. The SER clearly shows (Table 17, p. 31) findings from the EVALAG evaluation of the programme and the changes made to the programme in response to the evaluation recommendations.

The Review Team agrees that the evaluation and improvement processes do involve stakeholders. Initial programme development and the preparation of the SER all directly involved stakeholders – not just questionnaires and data collection, but invites to stakeholders to come into the College. In the meeting with the Review Team, one stakeholder observed ‘*you should write that they are very happy to have partnerships with this college.*’ Meaningful and sustained engagement with stakeholders is an ongoing challenge for HEIs around the world. In the discussion of SER Group with the Review Team the Head of Media Department observed ‘*Business don’t see that they have to be involved in higher education*’. The SER identifies the current network of stakeholders as too ‘narrow’. In weaknesses (SER p. 10) it states ‘*Due to the Studijų kokybės vertinimo centras*

study programme execution time a network of long-term strategic partners capable actively participate in the study process and provide the training facilities and methodological support is not developed.' In Actions for Improvement (SER p. 10) *'It is anticipated to search for the social stakeholders of the study programme as long-term strategic partners and to enter into cooperation agreements with them.'* The Review Team would suggest that long-term, strategic links with current stakeholders, from the Vilnius area, who are already eager to be involved more in the work with the programme should be better organized and formalized before the programme casts its stakeholder net wider.

The Review Team recognises that the internal quality assurance measures are effective and efficient. Once again, senior management, programme team, students and stakeholders all seem involved in the maintenance of quality assurance on the programme and effective systems and procedures (including Study Programme Committees and student surveys) are already in place and functioning well. An alumni association, systematic gathering of (and correct use of) alumni data, the pedagogical development of teachers' and the enhancement of stakeholder and international links will allow this programme and its students to ambitiously build on existing strengths. This is a strong, mature programme which seems to have weathered material difficulties whilst commendably preserving the core learning of its students. The programme's graduates are a great credit to the programme. With appropriate strategic action and enhancement, the Technology of Photography programme and its students should be assured of a bright future.

2.7. Examples of excellence

The Review Team would point out that the newly refurbished college building and facilities should be classed as excellent and VCTD and the Technology of Photography programme should be commended for organising such an excellent provision.

In discussions with the Review Team, stakeholders observed that graduates from this programme are already competing favourably in the marketplace with graduates from universities and academies. Stakeholders believed that the quality of VCTD graduates was far higher than the quality of graduates from equivalent colleges in Lithuania. Graduate success and employability already points towards a commendable position of excellence.

The Review Team observe that the graduates were enthusiastic, positive young professionals who had weathered challenging studentship during the disruption of the VCTD building refurbishment but had emerged with immense confidence in what they had learned and in what the programme had done for them. The attitude of the alumni clearly demonstrated to the Review Team that student learning had been excellent.

III. RECOMMENDATIONS

1. **The Review Team recommends that the programme introduce more real-world, industry based project work into the programme.** External project work should be guided by guidelines and policies developed between VCTD, the Technology of Photography programme team, students, alumni and stakeholders.
2. **The Review Team recommends the earlier introduction and development of business and professional soft skills** (including business skills, self-promotion, and self-management) on the Technology of Photography programme. Such skills can and should be introduced from year one, especially through student involvement in appropriate external projects, with appropriate stakeholders.
3. **The Review Team strongly recommends that stakeholders should be involved more in the Technology of Photography programme,** systematically, strategically and sustainably. Stakeholders valued the opportunity to facilitate student placement and were eager to engage more with the programme in order to coordinate and plan such placement activity in the future providing some stakeholder concerns around ‘seasonality’ were addressed. The Review Team do believe however that written guidelines and short policies on external working and work placement should now be developed by programme team, students, alumni and external stakeholders, perhaps starting as modest open discussion documents.
4. **The Review Team recommends the sustained development of foreign language skills** to include English. This will assist student and lecturer mobility (incoming and outgoing), and will help with lecturer professional development and the ongoing development of the Technology of Photography programme, ensuring that the programme reflects the very latest achievements in science, art and technologies.
5. **The Review Team recommends that academic research and writing skills should be developed and supported from year one,** in a sequenced and iterative way (shorter essays, academic projects and papers developed from the start of the programme, building in scope and scale through the years of the study programme towards the ultimate thesis), rather than left to year three of the programme (when the students are currently asked to produce their final thesis).
6. **The Review Team strongly recommends that the Technology of Photography programme lecturers and students must be clear on official technological communication and learning pathways.** Once again, the Technology of Photography programme team need structured pedagogically based Technology Enhanced Learning training to understand when, how, and why Virtual Learning Environments (like Moodle) are appropriate and when platforms like email, Facebook, Dropbox, Prezi, Google Docs, Twitter, Tumblr, Pinterest, Blogger are useful (and not useful) in education.

7. **The Review Team recommends greater creative development of the Technology of Photography students.** Such creative aspirations for the programme would be served by expanding the stakeholder base to include stakeholders from the cultural sector (galleries, art festivals, art exhibitions, artists' associations and leading artists), to complement the current stakeholders (who come predominantly from the creative industry sector). Creative development of students would also be assisted if more Technology of Photography teachers were involved in systematic scientific, academic or artistic research.
8. **The Review Team believes that a strategy for supporting, maintaining, supplementing and developing the equipment and facilities will need to be developed,** implemented and monitored, including a clear plan to access regular college funding to maintain and supplement the excellent equipment inventory.
9. **The Review Team would suggest that guidelines for final thesis are rigorously enforced.** The Review Team believe that the VCTD Technology of Photography Programme should be more creatively and academically ambitious for its final year students, both in the major project and in the ambition of the theses.
10. **The Review Team commends the excellent college building and facilities, but recommends that access to facilities should be extended in weekday evenings and at weekends through the academic year.** Student booking of equipment needs to be simpler, more transparent and more efficient and more senior students (3rd years for example) need to be able to use college equipment off the college campus, without tutor supervision in the pursuit of their academic project work.

IV. SUMMARY

This is a very good programme that clearly meets the needs for technically competent photographers in the region and nationally and the Review Team would encourage the continued development of this programme. The Review Team note the complementary and specific nature of this programme in Lithuania and commend the strategy of developing this rather than attempting to compete with similar programmes in other universities and colleges.

Students were satisfied with the programme, with the facilities and with the teaching and appear happy with the breadth and range of skills acquired. Students did comment that they would like to see more real world industry projects, this view was supported by social partners and also stated that they would welcome greater involvement of social partners in the programme.

Students whose first language is not Lithuanian did appear to be able to participate in the programme; the Review Team would recommend however that consideration be given to greater development of language skills.

Communication between staff and students appears to be based on a variety of platforms, some informal and some formal, which may be confusing for students. The programme needs to make clearer the official channels of communication between staff and students

The Review Team note and commend the aspirations for growth of the programme. The programme would benefit from more strategic action planning and prioritizing at management level; this is particularly important in relation to the sustainability of physical resources, human resources and technical support. Staff are well qualified, well-motivated and enthusiastic. The Review Team noted that staff development of lecturing staff around a range of pedagogical issues could be developed in a systematic manner across the programme. The Review Team commends the excellent teaching and learning facilities and physical resources, students appear to have good access to them but a strategy for sustaining and maintain the equipment out of college funds may need to be developed.

The Review Team noted the strong employability prospects for students and noted that alumni appear satisfied with the programme.

Social partners were very supportive of the programme and would welcome further involvement in the development of the programme. Social partners said that the development of more creative skills as well as technical skills was needed and suggested that consideration could be given to the creative development of students. Communication with social partners does appear to be overly based on individual contacts and would benefit from being more formalized.

The Review Team viewed a number of final theses and projects. These were strong in discursive qualities but the final output appeared to be variable in quality and in diversity of forms of expression.

V. GENERAL ASSESSMENT

The study programme *Technology of photography* (state code – 653W64004) at Vilnius College of Technologies and Design 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	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

*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:

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Grupės nariai:

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**VILNIAUS TECHNOLOGIJŲ IR DIZAINO KOLEGIJOS
PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *FOTOGRAFIJOS TECHNOLOGIJA*
(VALSTYBINIS KODAS – 653W64004) 2015-12-31 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-383 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus technologijų ir dizaino kolegijos studijų programa *Fotografijos technologija* (valstybinis kodas – 653W64004) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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

Studijų programa *Fotografijos technologija* yra labai gera programa, akivaizdžiai atitinkanti techniniu atžvilgiu kompetentingų fotografų poreikį regione ir šalyje, tad vertinimo grupė norėtų paskatinti toliau tobulinti šią programą. Vertinimo grupė atkreipia dėmesį į šios programos papildantį ir specifinį pobūdį Lietuvoje ir rekomenduoja toliau ją tobulinti užuot stengsis konkuruoti su panašiomis kitų universitetų ar kolegijų programomis.

Studentams patinka ši programa, priemonės ir mokymas, atrodo, kad jiems labai patinka ir įgyjamų gebėjimų apimtis. Studentai sakė, kad norėtų atlikti daugiau į realų gyvenimą ir pramonės poreikius orientuotų projektų; tam pritarė ir socialiniai partneriai, kurie pareiškė, kad norėtų daugiau dalyvauti šioje programoje.

Atrodo, kad studentai, kurių pirmoji kalba nėra lietuvių kalba, įstengia dalyvauti programoje, tačiau vertinimo grupė rekomenduoju apsvairstyti galimybę gerinti kalbų įgūdžius.

Dėstytojų ir studentų bendravimas, atrodo, yra pagrįstas įvairiomis platformomis, kurių vienos yra oficialios, kitos – neoficialios, ir studentams tai gali būti painu. Reikėtų aiškiau nustatyti šios programos dėstytojų ir studentų oficialius ryšių kanalus.

Vertinimo grupė gerai vertina siekį plėtoti šią programą. Programai būtų naudingas strategiškasis veiksmų planavimas ir prioritetų nustatymas vadybos lygmenyje; tai ypač svarbu turint omenyje fizinius ir žmogiškuosius išteklius bei techninę pagalbą. Dėstytojai yra kompetentingi, motyvuoti ir entuziastingi. Vertinimo grupė pažymi, kad galėtų būti sistemingai vykdoma dėstytojų tobulinimo įvairiais pedagoginiais klausimais programa. Vertinimo grupė gerai vertina puikias studijų priemones bei fizinius išteklius; atrodo, kad studentams jie yra lengvai prieinami, bet galbūt reikėtų parengti įrangos palaikymo ir priežiūros ne iš kolegijos lėšų strategiją.

Vertinimo grupė pastebėjo, kad studentai turi dideles galimybes įsidarbinti ir kad alumnai, atrodo, yra patenkinti programa.

Socialiniai partneriai labai palaikė programą ir norėtų toliau dalyvauti jos tobulinimo procese. Socialiniai partneriai sakė, kad reikia labiau ugdyti kūrybinius ir techninius gebėjimus, ir pasiūlė apvarstyti studentų kūrybiškumo ugdymo klausimą. Atrodo, kad bendravimas su socialiniais partneriais iš esmės yra pagrįstas asmeniniais ryšiais, būtų geriau juos formalizuoti.

Vertinimo grupė išnagrinėjo tam tikrą skaičių baigiamųjų darbų ir projektų. Jie stiprūs diskurso kokybės prasme, bet galutinis rezultatas kiekybės ir išraiškos formų įvairovės prasme labai įvairus.

<...>

III. REKOMENDACIJOS

1. **Vertinimo grupė rekomenduoja į šią studijų programą įtraukti daugiau į realų gyvenimą ir pramonės poreikius orientuotų projektų.** Išoriniai projektai turėtų būti atliekami vadovaujantis Vilniaus technologijų ir dizaino kolegijos (VTDK), studijų programos *Fotografijos technologija* programos grupės, studentų, alumnų ir socialinių dalininkų kartu parengtomis gairėmis ir politika.
2. **Vertinimo grupė rekomenduoja, kad įgyvendinant studijų programą *Fotografijos technologija* būtų anksčiau pradėta ugdyti profesinius ir socialinius gebėjimus** (įskaitant verslo įgūdžius, savireklamą ir savivaldą). Šie gebėjimai gali ir turėtų būti diegiami nuo pirmųjų studijų metų, ypač įtraukiant studentus į atitinkamus išorinius projektus, vykdomus kartu su socialiniais dalininkais.
3. **Vertinimo grupė primygtinai rekomenduoja, kad į studijų programą *Fotografijos technologija* būtų sistemingai, strategiškai ir nuosekliai įtraukiami socialiniai dalininkai.**

Pastarieji brangina galimybę palengvinti studentų praktiką ir pareiškė norą daugiau dalyvauti programoje, kad ateityje galėtų koordinuoti ir planuoti praktinę veiklą, jei bus atsižvelgta į kai kurių socialinių dalininkų rūpesčius dėl „sezoniškumo“. Tačiau vertinimo grupė mano, kad dabar programos grupė, studentai, alumnai ir išorės socialiniai dalininkai turėtų parengti rašytines gaires ir trumpalaikes strategijas, pradėdami galbūt nuo kuklių ir „atvirų diskusijai“ dokumentų.

4. **Vertinimo grupė rekomenduoja nepertraukiamai gerinti užsienio kalbų** (įskaitant anglų kalbą) **įgūdžius**. Tai paskatins studentų ir dėstytojų judumą (išvykimą ir atvykimą) ir dėstytojų profesinį tobulėjimą, nuolatinį studijų programos *Fotografijos technologija* tobulinimą, o programoje užtikrintai atsispindės naujausi mokslo, meno ir technologijų pasiekimai.
5. **Vertinimo grupė rekomenduoja, kad su akademinų mokslinių tyrimų atlikimo ir (mokslinių tekstų) rašymo gebėjimai verčiau būtų ugdomi ir stiprinami nuo pirmųjų šios programos studijų metų**, nuosekliai ir pasikartojančiai (trumpesni rašiniai, akademiniai projektai ir straipsniai rengiami nuo studijų programos pradžios ir kiekvienais studijų metais didinama jų apimtis bei mastas iki baigiamojo darbo rengimo), nei paliekami tretiesiems metams (kai šiuo metu studentai turi pateikti baigiamuosius darbus).
6. **Vertinimo grupė primygtinai rekomenduoja, kad studijų programos *Fotografijos technologija* dėstytojai ir studentai aiškiai žinotų oficialius technologinių ryšių ir mokymosi būdus. Dar kartą: studijų programos *Fotografijos technologija* grupei reikia turėti struktūrinių, pedagoginių technologijomis grindžiamo mokymo srities žinių, kad suprastų, kada, kaip ir kodėl virtuali mokymosi aplinka (pvz., *Moodle*) tinka ir kada dėstant yra naudinga (ir nenaudinga) naudotis, pavyzdžiui, šiomis priemonėmis: el. paštu, „Facebook“, „Dropbox“, „Prezi“, „Google Docs“, „Twitter“, „Tumblr“, „Pinterest“, „Blogger“.**
7. **Vertinimo grupė rekomenduoja labiau ugdyti studijų programos *Fotografijos technologija* studentų kūrybiškumą**. Šias kūrybiškumo aspiracijas būtų galima įgyvendinti plečiant socialinių dalininkų bazę, įtraukiant į ją kultūros sektoriaus socialinius dalininkus (galerijos, meno festivaliai, meno parodos, menininkų sąjungos ir žymūs menininkai) ir taip papildant dabartinius socialinius dalininkus, kurie daugiausia yra iš kūrybinių industrijų sektoriaus. Ugdyti studentų kūrybiškumą padėtų ir didesnio *Fotografijos* technologijos dėstytojų skaičiaus įtraukimas į sistemingus mokslinius, akademinus ar meninius tyrimus.
8. **Vertinimo grupė mano, kad reikės parengti, įgyvendinti ir kontroliuoti įrangos bei priemonių (materialiųjų išteklių) rėmimo, išsaugojimo, papildymo ir tobulinimo strategiją**, įskaitant aiškų planą, kaip kolegijai gauti nuolatinį finansavimą, kad būtų galima prižiūrėti ir papildyti įrangą, siekiant, kad ji būtų puiki.
9. **Vertinimo grupė patartų užtikrinti, kad būtų griežtai laikomasi nurodymų dėl baigiamųjų darbų rengimo**. Vertinimo grupė mano, kad VTDK vykdomoje studijų programoje *Fotografijos technologija* būtų keliami didesni reikalavimai paskutiniųjų metų

studentams, turint omenyje jų kūrybiškumą ir akademinį siekius, susijusius su pagrindiniu projektu ir baigiamuoju darbu.

10. **Vertinimo grupei patinka puikus kolegijos pastatas ir įranga, tačiau ekspertai rekomenduoja suteikti galimybę naudotis priemonėmis ir šokiadienių vakarais, ir savaitgaliais, ištikus mokslo metus.** Reikia supaprastinti įrangos užsakymo tvarką, padaryti ją skaidresnę ir veiksmingesnę; vyresnių kursų studentams (pvz., trečiakursiams) reikia suteikti galimybę kolegijos įranga naudotis ir ne kolegijoje, netaikant jiems specialios vadovo priežiūros nuomojant iš kolegijos įrangą akademiniam projektui atlikti.

<...>

2.7. Išskirtinės kokybės pavyzdžiai

Vertinimo grupė norėtų pažymėti, kad atnaujintą kolegijos pastatą ir įrangą reikėtų priskirti aukščiausiai klasei, o VTDK ir studijų programos *Fotografijos technologija* vykdytojus reikėtų pagirti už tai, kad visa tai organizavo.

Kalbėdamiesi su vertinimo grupės nariais socialiniai dalininkai pastebėjo, kad šios studijų programos absolventai jau sėkmingai konkuruoja rinkoje su universitetų ir akademijų absolventais. Socialiniai dalininkai mano, kad VTDK absolventų kompetencija yra daug didesnė nei panašių Lietuvos kolegijų absolventų kompetencija. Absolventų sėkmė ir įsidarbinamumas jau atspindi pagirtiną padėtį.

Vertinimo grupė pareiškia, kad absolventai buvo entuziastingi, pozityviai nusiteikę jauni specialistai, kurie atlaikė sunkius studijų metus, kai VTDK pastatas buvo renovuojamas ir išsaugojo pasitikėjimą tuo, ką išmoko ir ką ši studijų programa jiems davė. Alumnų požiūris vertinimo grupei aiškiai parodė, kad studijos buvo puikios.

<...>

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)