



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS DAILĖS AKADEMIJOS  
STUDIJŲ PROGRAMOS *DIZAINAS* (*produkto dizainas*)  
(*valstybinis kodas - 612W20001*)  
VERTINIMO IŠVADOS

---

EVALUATION REPORT  
OF *DESIGN* (*product design*)  
(*state code - 612W20001*)  
STUDY PROGRAMME  
at VILNIUS ACADEMY OF ARTS

**Experts' team:**

1. **Prof. Costas Mantzalos** (**team leader**) *academic,*
2. **Prof. Lylian Meister,** *academic,*
3. **Ms Kari B. Johnsen,** *academic,*
4. **Ms Pirjo Kääriäinen,** *academic,*
5. **Ms Ieva Ševiakovaitė,** *representative of social partners'*
6. **Ms Ingrida Kaliukevičiūtė,** *students' representative.*

**Evaluation coordinator -**

***Ms Rasa Paurytė***

Išvados parengtos anglų kalba  
Report language – English

Vilnius  
2015

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Dizainas (produkto dizainas)</i>
Valstybinis kodas	612W20001
Studijų sritis	Menai
Studijų kryptis	Dizainas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dizaino bakalauras
Studijų programos įregistravimo data	<b>1997-05-19, Nr. 565</b>

---

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Design (product design)</i>
State code	612W20001
Study area	Arts
Study field	Design
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Design
Date of registration of the study programme	19-05-1997, No. 565

© Studijų kokybės vertinimo centras  
 The Centre for Quality Assessment in Higher Education

# CONTENTS

<b>I. INTRODUCTION.....</b>	<b>4</b>
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	5
<b>II. PROGRAMME ANALYSIS .....</b>	<b>6</b>
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design .....	7
2.3. Teaching staff .....	8
2.4. Facilities and learning resources .....	9
2.5. Study process and students' performance assessment.....	10
2.6. Programme management .....	12
2.7. Examples of excellence * .....	13
<b>III. RECOMMENDATIONS.....</b>	<b>13</b>
<b>IV. SUMMARY .....</b>	<b>14</b>
<b>V. GENERAL ASSESSMENT .....</b>	<b>16</b>

## **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

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

Vilnius Academy of Arts (VAA) is a state higher educational institution of art where major university, Master’s, special professional, serial, integrated, post-graduate art, and doctoral studies are organised, scientific research is carried out and professional activity of art, design and architecture is developed. The founder of the Academy is the Seimas of the Republic of

Lithuania, however, Vilnius Academy of Arts (hereinafter referred to as VAA) has autonomy including the activities of academic, economic and financial management based on the principle of self-government, academic freedom which is defined in the Constitution of the Republic of Lithuania, the Law on Higher Education and the Statute of the Academy. At the beginning of 2013 the Academy was accredited for 6 years (Order No. IV2---5 of the Lithuanian Centre for Quality Assessment in Higher Education (LCQAHE) of 17 June 2013 <http://www.vda.lt/index.php/pageid/586>).

Studies at the Department of Design of VAA are organised following the national legal acts, the documents of the Academy (its Statute, Studies Regulation, the mission and the development strategy of VAA, the Code of Academic Ethics), the general principles of the Bologna Declaration, the provisions of the Tuning project. The Department of Design prepares design specialists of the first (Bachelor's) and the second (Master's) cycle of university studies. The Department of Design was founded in 1961. During that period of its existence studies at the Department of Design were carried out under different political, economic and cultural conditions. Its activity had an impact on the formation of design as an independent field of art and science in Lithuania. The present day Department of Design seeks to create culture of design on the basis of traditions and new ideas, new research methods, constant discussions about all the aspects of design – social, cultural, economic, ecological or technological, as well as the project activity based on artistic/scientific investigations, tutorials, and a qualified and critical assessment. The Department of Design is constantly changing, renewing itself, analysing and assessing local and international trends and challenges in design development. It seeks to form an interdisciplinary attitude towards both the speciality of a designer and different industries and initiatives directed towards solving human problems and to provide a wide field to various design activities in which both the students and lecturers could define their personal creative position.

#### **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 13.05.2015.

- 1. Prof. Costas Mantzalos (team leader)** *Frederic University, Dean of the School of Architecture, Fine and Applied Arts, Cyprus.*
- 2. Prof. Lylian Meister,** *Estonian Academy of Arts, Dean of the Faculty of Design, Estonia.*
- 3. Ms Pirjo Kääriäinen,** *Aalto University, Designer in Residence, Finland.*
- 4. Ms Kari B. Johnsen,** *Bergen Academy of Art and Design, Director of Quality Assurance and Enhancement, Norway.*
- 5. Ms Ieva Ševiakovaitė,** *Public Institution "LT-Identity", Partner and Designer, Lithuania.*
- 6. Ms Ingrida Kaliukevičiūtė,** *student of Vilnius College of Technologies and Design study programme Interior Design.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The VAA BA programme in Design come across with clear aims and learning outcomes and serve the purpose of developing professional designers who will be employed in the local as well as the international creative industries. The importance of the programme is well defined both in the SER as well as by the faculty, giving emphasis on the uniqueness of it's character as a newly-revised, fresh and experimental design programme. This is an interesting point, which needs to be explored further maintaining a stance for innovation in education.

The programme aims and learning outcomes are publicly accessible through the Academy's website [http://vda.lt/en/study\\_programs/undergraduate/design](http://vda.lt/en/study_programs/undergraduate/design), social networks and through the materials published by the Academy, providing information to those who intend to study according to the study programme Design (e.g. at the annual Learning, Studies and Career Fair at Vilnius LITEXPO Exhibition Centre, information system AIKOS).

During the site visit the importance and content of the BA programme was well defined by Senior Administration, the team responsible for the SER, the teaching staff, the students as well as stakeholders, employers and graduates during the site visit. Everybody was giving emphasis on the strenght and uniqueness of its character in Lithuania in general. Within the international context of design programmes of the academies of arts the exceptionality of the programme reveals itself through the aspiration to form the national identity and exceptionality of design, to increase competitiveness of Lithuanian products on the international market and to spread local traditions and world outlook. According to the self-assessment report of VAA in preparing and improving the study programme Design (product design) the description of the study field Design approved in 2013 was taken as a basis, attention was paid to the situation in the design space in Lithuania, the condition and quality of the subjects of the design field at higher education institutions of Lithuania, the needs of society, as well as trends in the social, economic and technological development. Communication with society and cooperation with the social partners are an important part of design studies. The shift towards the re-invention of tradition through contemporary design is well appreciated and is to be further encouraged. Still the Academy may look into strategic planning not only to be established as a national centre for design education, but also to open up to the rest of the world and also attract international candidates, making it an International player in the provision of Design education.

The curriculum design follows a sequence, which matches other design programmes. It starts from the stage of Art and Design foundation introducing students to fundamentals of drawing, visualization and expression and progresses with advanced level of design problem solving, embracing both on the contextual as well as technical skills. However the team of experts believes that curriculum design needs further enhancement by emphasizing further in design thinking and introducing a stronger creative input. To match the real scope of Design, there needs to be additional input and provision of education about contemporary designers who work with products, site specific installations, interventions and general design projects. The introduction of social and service design also needs to be considered. Additionally site specific visits to design professional industries in Lithuania as well as internationally need to be encouraged and introduced.

Design is used as a universal model of activity, which uses insights based of design thinking encompassing the principles of management and creativity, allows economic and social tasks to be purified and solved in an expedient way. The need for the study programme Design (product design) is substantiated and has a tendency to increase.

The objectives of the Design (product design) programme comply with the requirements for the higher education of the European Union and the Republic of Lithuania. The learning outcomes of the programme are compliant with the requirements prescribed for the first – bachelor – study cycle. The defined objectives of the study programme are directly related and brought into line

with the content of the principal parts as defined by the study programme, and the requirements for BA studies. The learning outcome also correspond the European and national qualifications frameworks (6 qualification level).

There is good compatibility between the name of the programme, the learning outcomes, content and the qualification that is offered. The title reflects the content of the curricula, the qualification degree awarded and defines the field of study. This study programme can be characterized as BA curricula offering students product designer professional skills and knowledge needed to become designer in industry but as well gives the wider perspective of design studies and methods of design thinking.

## ***2.2. Curriculum design***

According to the Accreditation Teams' best knowledge and understanding provided by SKCV and the Self Evaluation Report, the programme complies with national legal acts and regulations. The compliance with the Bologna process and the establishment to the European Credit Transfer System (ECTS) is commended. The study programme Design (product design) of the first cycle is related to the mission and the development strategy of VAA provided for in the documents of VAA (The Statute, the Studies Regulation and others). Studies are organized following the legal acts of the Republic of Lithuania currently in effect (Law on Higher Education and Research, The Description of Study Cycles, The Description of the Structure of Lithuania's Qualifications Framework and others), the ECTS national conception: harmonization of credits and creation and implementation of methods of study programme is based on learning outcomes (AIMS <http://www.ects.cr.vu.lt>), mobility, the significance of raising qualification, cooperation, insights of the Tuning (2006) project, the Description of Dublin (2005), Law on Higher Education and Research of the Republic of Lithuania (2009) and the Description of the Study Field Design (2013). The study programme Design (product design) is also in line with the state's priorities where it is specified that culture and creativity are the most important resources of Lithuania. There is a very clear spread of modules throughout the 8 semesters/4 years of the BA Design (product design) programme and is relevant to university basic studies. The length of the programme is four years of full-time studies, 240 ECTS credits. The study programme is based on the correlation of the study subjects and is made up of separate but interrelated subjects – the subjects of general university studies, the subjects of the design field, practices, optional subjects in the study field and subjects taught at different universities, and the final project. The students also have the possibility to choose 5 % of interdisciplinary subjects of other study programmes. The total length of the subjects being studied in the study programme during a semester is not more than 30 ECTS credits, and their number does not exceed 7. The length of every subject is at least three credits. Studies of each subject of the programme are completed by assessing the student's knowledge and skills using a ten point grading scale. Lectures, exercises in class and self-study hours take on average 8 hours a day and, accordingly, 40 hours per week. The ratio of contact and independent work hours in the programme structure complies with the principles of the Studies Regulation of VAA and other related documents: contact hours (lectures, seminars, and exercises in class and individual tutorials) are given 75 - 45 % of the length of the Bachelor's study programme, and about 25 - 55 % is devoted to independent work hours and studies. In devising the programme structure, the part of time devoted to independent studies was established taking into consideration the Studies Regulation of VAA. Each semester consists of not more than 5 modules and students start with bigger number of contact hours in the start developing to bigger number of independent study towards the end of the 4-year cycle.

The aim of university studies of the first cycle is to deepen general education of the students, to impart knowledge and skills enabling them to work in the sphere of a chosen activity, to develop

the students' skills enabling them to carry out their individual creative and professional activity quite independently, to teach them to analyse and apply knowledge acquired while studying in their professional activity. The subjects in the programme are arranged consistently and are interrelated by logical ties. Sequence and arrangement of the study subjects in I-VII semesters are based on the order of complexity of the aims of the subjects and the learning outcomes. Practices are spread out evenly in the programme – after the first, second and third years. Practical work is divided into technological, creative and professional. The study programme is completed in the eighth semester by preparing and defending the final project. The content and methods of the subjects are appropriate for the achievement of the learning outcomes and are formed on the basis of the aims of the programme and learning outcomes. The basis of the studies is course work whose complexity is consistently increased. The field of optional studies and themes of general university study subjects are related to the specialty being studied and help the students to form and purify their individual creative position. Specialists of product design are trained according to the learning outcomes defined in the programme and peculiarities of the future areas of professional activities.

The content and the subjects are consistent with the type and level of the studies. The content of studies is reviewed and updated annually on the basis of pedagogical and creative experience of the lecturers, comments of the social partners, data of the students' surveys, and trends in the design development. Since 2013 the study programme has been considerably updated: the compulsory subject of the basics of entrepreneurship has been introduced, subjects of computer technologies have been renewed and expanded, the subject the Theory of Design has been renewed, the subjects of the fundamentals of Graphic Design have also been renewed, the following new subjects have been included in the study programme: the subject of Design Sketching, Design Presentation, Colour Study and 2D Composition, Photography Basics, Video Basics, Design Portfolio. The option for the various 'electives' gives the student centred approach and accomplishes further students' development. Still there is a need to devote more attention to the subjects, which impart knowledge of the latest technologies and materials, as well as basics of engineering. The different subjects in the programme could be more connected to the main project and more integrated. According to the students needs there could be provided more engineering support for working with the design projects. It is planned to improve the subject of professional practice studies, to develop the content of the subject of the Theory of Design taking into consideration the latest trends in the development of product design and interdisciplinarity. Nevertheless further enhancement of these initiatives and the creative development of programme content utilizing new initiatives will greatly enhance the value of the BA programme. The creative development of programme content will be a continuous requirement.

### ***2.3. Teaching staff***

The teaching staff implementing the study Programme is compiled according to Description of General Requirements of The Degree-awarding First Study Cycle and Integrated Studies approved by the Minister of Education and Science of the Republic of Lithuania. The teachers who work in the study programme have acquired Master or at least Equivalent to Master Degree and good working skills in their field. They have significant experience in creative and organisational work. All members of staff hold postgraduate degrees in relevant areas of the content of the programme. One professor and two associated professors have PhD, even this is not a requirement in art and design area. The composition of the academic staff of different age groups creates adequate conditions for the teachers to exchange and take over the most diverse expertise. The number of teaching staff is adequate to ensure learning outcomes. According to the SER the number of permanent staff of the programme totals 11 and there are seven visiting lecturers. Four members of the staff are professors (including one doctor of science), ten are associate professors, (including 2 doctors of science), and four are lecturers. Lecturers from other

Departments of VAA are teaching general compulsory university study subjects and optional subjects common to all university. During the site visit teaching staff for the Design programme came across as very devoted and committed towards teaching and learning, bringing their own good contemporary practice into the programme. There was a clear understanding on the structure of the faculty who works like a community in a collective as well as in a diverse but complimentary mode. In order to keep up with current technologies and contemporary trends all programmes could benefit from an ongoing enrichment of visiting creative practitioners who are currently involved in new technologies and who are practicing in the international contemporary design scene.

Students valued highly the personal approach between students and teachers, friendly and supportive atmosphere in design department. In order to keep up with current technologies and contemporary trends programme will benefit from an addition of visiting designers who are practicing new technologies and who are involved in the international contemporary design scene. Since 2014 the circle of visiting lecturers has been expanded and there are visiting teachers from abroad as well. The current policy of financing education does not allow paying adequate remuneration to the lecturers for their work. The ratio between the workload, qualification requirements and the remuneration is unfair. The remuneration ensures only the minimum satisfaction of the needs. Because of the fact that staff salaries are quite low, there is always the risk for academics to seek employment in their creative fields, resulting negatively towards commitment to teaching. Although this is not in the jurisdiction of the Accreditation Team, measures towards alleviating the financial situation will improve the quality of teaching and learning. Furthermore in order to fully embrace the aims of design and adequately support the learning outcomes of the BA programme the turnover of staff needs to be retained.

According to the SER and notes from the meeting with teachers the scope of the professional development first of all depends on the teacher's personal motivation. The most common ways of the professional development are as follows: competitive exhibitions, plain airs, symposiums, courses, conferences, professional sabbaticals, courses, training and projects organised by Vilnius Academy of Arts. This provides opportunities for teaching staff to expand their knowledge, improve their competences and update the courses taught. Lecturers of the Department of Design take part in professional traineeships abroad as well. Still international mobility of the lecturers of the Department of Design is insufficient.

Teaching staff is actively involved in research and practise related to the study programme and there is evidence of strong participation in various local and international exhibitions and other events. According to the SER in the course of five school years the lecturers of the Department created 199 design and art works, 24 architectural, design projects abroad, 31 architectural projects in Lithuania, were curators of/put up 17 personal exhibitions in Lithuania and abroad, participated in 44 group exhibitions held abroad, in 18 group exhibitions abroad, 8 conferences/symposiums, 15 local and international projects, organised 22 creative workshops, put forward project proposals, won awards, took part in design competitions, prepared and published textbooks and teaching aids, prepared subject study aids for lectures (methodological material on the subject, presentations, renewal of the programme of the subjects, examination and self-study assignments, etc.). This is an evidence that the staff of the Design BA study programme is very creative and achieved significant results.

#### ***2.4. Facilities and learning resources***

Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. The VAA has embarked on an ambitious programme of physical renewal and development of its infrastructure. There seems to be a great improvement in the last 3 years with the acquisition of the new building for the Design

Department as well as all the equipment and the reorganization of the workshops that have been added to the benefit of all students across all departments. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution. For example a future investment in a greater number of books and international periodicals in design, or the introduction to digital technologies such as 3D printers will add greater advantages to both the faculty as well as the students. Workshops and equipment are interdisciplinary available for all students and this is to be commended. The students can work in laboratories after they have completed a course on workplace safety requirements and having become acquainted with laboratory equipment.

The aims and learning outcomes of the study programme include practical work and creative workshops are conducted. In VAA there are the study possibilities in creative workshops in the village of Mizarai as well as the reconstructed art colony of Nida. Department of Design of VAA organises practical work not only in the above mentioned bases that belong to VAA, but also in the industry and in collaboration with social partners. The practical work and creative workshops are in line with the aims of the studies and the number of places is sufficient.

Teaching materials are adequate and accessible. Specialised books and periodical publications are collected in the Library of VAA and its subdivisions. According to the 2011 data of general stocktaking of the Library, there are about 80000 pieces of publications in its stocks. The stock of the Library is formed taking into consideration the needs of the design study programme. More than 600 publications devoted to the design field have been amassed. About 40 new publications are usually acquired per year. The students can use the electronic catalogue of the Academy, which is freely accessible on the Internet and is a part of the database ([www.labt.lt](http://www.labt.lt)) of a common network of academic libraries of Lithuania. The students are recommended to look for useful literature in the libraries of other higher education institutions and the city of Vilnius. A part of information material is stored in the electronic media in the Library of VAA, in the Department of Rare Publications. The Library of VAA, which belongs to the Association of Lithuanian Scientific Libraries, subscribes to the following databases: EBSCO Publishing, Oxford Reference Online Premium Collection, Grove Art Online, Springer LINK, Emerald Management eJournals Collection. The Library of VAA also provides the students with the possibility to make use of the portal of the virtual library of Lithuania, the consolidated catalogue of the Lithuanian Integral Library Information System (LIBIS). Since 2011 additional periodical design publications of the foreign countries, which comply with the field of the study programme Design have been subscribed to: *Domus*, *DDN*, *Abitare*, *Wallpaper*, *Plan*, *Elefant*, *Icon*, *Eye*, *Novum*, *Etapas*, *Print*, *FRAME*, *Communication arts*. VAA publishing House issues relevant professional literature in the design field.

## ***2.5. Study process and students' performance assessment***

The individuals who have completed secondary education are admitted to the Bachelor's study programme Design (product design). Admission is competitive. There is a clear but quite complicated statement on students' admission. Within the context of the higher education reform, the competition conditions for entering art studies and studies in other areas are made equal without any sound reason. The entrance examination consists of the visual studies and composition assignments. In 2010, the admission procedure was made more exact pursuant to the Order No. V-138 of the Minister of Education and Science of the Republic of Lithuania On the Description of the Procedure for Making the Order of the 2010 School leavers with the best academic record in the secondary education syllabus. When entering the Academy the applicants are rated according to the point criteria. The marks of competition subjects of school leaving examinations and annual marks are recalculated following the general principles of the 2011 Rules for Admission to Basic and Integrated Studies in Higher Education Institutions of Lithuania. The entrance examination to this programme is carried out together with other educational institutions, which prepare study programmes in the area of art, the design study

field according to the procedure for organizing and assessing entrance examinations approved by the Minister of Education and Science. Within the context of the higher education reform, the competition conditions for the applicants when entering art and music studies, as well as studies in other areas are made equal without sound reason and senior administration of VAA found it very inconvenient for arts education.

The organisation and structure of the study process in Design BA ensures an adequate provision of the programme and the achievement of the learning outcomes. Motivation of the students is strengthened by a favourable timetable of studies, the students have the possibility to choose the study subjects, to repeat them, to use the premises, the library, the workshops, and information technologies. Information about the study process and its specificity is presented on the Internet website of the Department and social media (Facebook) is used to provide information as well. Students are encouraged to participate in artistic and applied research activities. Information about the projects, competitions and creative workshops is available. The students have the possibility to take part in real projects together with the social partners. There is the possibility for students to participate in Lithuanian and international projects and competitions, the students' projects are regularly presented in exhibitions abroad and Lithuania. Some of students' projects have received international recognition through competitions and this is to be commended.

Current students both from the BA Design programme were found to be very enthusiastic, energetic and highly motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be very interesting, highly professional and visually articulated, both in making as well as in concept. It was noted that a big number of students have participated or wish to participate in the Erasmus mobility scheme. There are a number of bilateral agreements and we would encourage even more, with as many countries as possible. The team of experts believes, that mobility is very essential and it will open up new directions as well as potential for the development of the programmes to acquire an even further international character and outlook.

Students find information about the academic support on the website of VAA. The content of the information presented on the website of VAA ([www.vda.lt](http://www.vda.lt)) and the website of the Department of Design ([dizainas.vda.lt](http://dizainas.vda.lt)) consists of the following formal information: the study programme, its content and results, assessments of the subjects, elective subjects, timetables, the description of the assessment criteria, public lectures and seminars, creative workshops, exhibitions and competitions in Lithuania and abroad, the possibilities of studying at universities in foreign countries, etc. Informal information, rapidly changing information about public lectures and seminars, as well as creative workshops, exhibitions and competitions in Lithuania and abroad, as well as any other useful information, is put on the social Facebook portal (<https://www.facebook.com/Dizainokatedra>) of the Department of Design.

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

A (25%) – substantiation of the idea (formulation and substantiation of the problem, its relevance, ways of solving it and conclusions); B (25%) – the design process (study of the problem, investigations, ways of solving it, consistency, terms); C (25%) – the design conception and solution (innovation, compliance with the problem being solved, rationality, functionality, aesthetics and other); D (25%) – the quality of the design presentation (prototypes, models, a

visual and verbal presentation). The ten point grading scale is applied: 10 (excellent); 9 (very good); 8 (good); 7 (highly satisfactory); 6 (satisfactory); 5 (sufficient). 4,3,2,1 (insufficient). The students are acquainted with the assessment criteria at the beginning of a school year when discussing the assignments. Also, description of all the subjects and assessment criteria are available in the VAA information system. The assessment is made during the final reviews. The reviews are open, with the students participating in them: course works are discussed, the projects presented are analysed. After the assessments of the Department are announced, the students have the right to appeal to the Appeal Commission of the Faculty. The Commission of the Faculty approved by the Rector assesses the Bachelor's and Master's final project whose decision is final.

During our visit we have been shown the clear evidences of professional and outstanding creative work of students. During the meeting with employers they gave the highest marks for programme outcomes and student abilities. They were satisfied not only with the graduates professional product design skills, but as well with communication skills. According to the SER on the basis of the data of the 2009 -2014 surveys, on average 80% of the surveyed graduates of the programme Design (product design) find jobs according to their specialty. The graduates become established in the labour market shortly after they graduate from the Academy. Upon completing their studies the graduates work in design studios, in industrial enterprises, advertising and service, in public organizations, set up their own enterprises, work as freelance designers, and continue their studies in the Master's programme. The Department of Design constantly receives requests from different enterprises and companies (Acme UAB, Arginta UAB, Elinta UAB, Narbutas UAB, Gaudrè UAB, IDW UAB, Rubineta UAB, Ergoline UAB and others) asking it to recommend them students to carry out separate projects or work permanently. Recently a growing interest in the specialists in product design has been observed, which is related to the growth of industry in Lithuania. Participation in national and international exhibitions and competitions allow the students to introduce themselves to the future employers and society.

## ***2.6. Programme management***

Administration and programme management were found to be well structured. There is a strong management plan in the whole Academy, which has a strong vision for the future of the educational experience that wishes to offer to its students. The programme has a good leadership and it is well supported by faculty as well as the whole Academy as well as social and professional partners.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The Head and the Administrator of the Department of Design fulfil the administration functions. The Rector appoints the Head of the Department on the recommendation of the Dean for a five-year term of office. The Head of the Department directs the work of the Department and is responsible for the results, manages the assets of the Department, distributes the pedagogical load, accounts to the Academy in the procedure established by the Senate and is a member of the Council of the Department. The meeting of the Department in which all its members who work as lecturers and who are engaged in scientific research work take part is the highest decision-making institution of the Department. Information and data on the implementation of the programme are regularly collected and analysed. The study quality is ensured by assurance of constant feedback between the students, graduates, lecturers and the employers that has been provided since 2006. Surveys of the students and graduates are mainly conducted in writing by filling in questionnaires. Surveys of the stakeholders and employers are conducted verbally. The lecturers of the programme also conduct individual surveys and discussions with the students upon completing the course in the subject being taught. The Committee on the study programme Design is convened at least twice a semester. The Committee discusses the study results, organises surveys and accumulates information about the programme being carried out in any other way, analyses information about

the drawbacks in the study programme and its implementation that come to light and put forward proposals concerning their elimination and updating of the Programme to the Department of Design, the Methodological Commission of Vilnius Faculty and the Council of Vilnius Faculty. The assessment of the external stakeholders has an impact on the study quality, on the changes in the study programme and on the programme management. The feedback from the stakeholders is received when inviting them to propose themes for the study programme that are relevant to the enterprises or organisations that they represent, and later when they express comments about relevancy of the studies both orally and in writing about the final projects. Additionally a Stakeholder is officially represented and is a member of the Committee of the Design Study Programme. The Department of Design is the initiator of new practice of cooperation with the external stakeholders in VAA: competitions, which involve prize foundations, devoted to students are held. The internal quality assurance system and both internal and external activities are efficient and there are clear evidences that it helps to improve all aspects of design education.

## **2.7. Examples of excellence \***

Students from the VAA BA Design programme were found to be very enthusiastic, energetic and highly motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be very interesting, highly professional and visually articulated, both in making as well as in concept. Some of students' projects have received international recognition through competitions and this is to be commended. Students and their work are very much supported by the active teachers and the general creative atmosphere in Design department of VAA.

## **III. RECOMMENDATIONS**

1. The Academy and department of Design may look into strategic planning not only to be established as a national centre for design education, but also to open up to the rest of the world and also attract international candidates, making it an International player in the provision of Design education.
2. In order to keep up with current technologies and contemporary trends the programme could benefit from an ongoing enrichment of visiting creative practitioners who are currently involved in new technologies and who are practicing in the international contemporary design scene.
3. There is a need to devote more attention to the subjects, which impart knowledge of the latest technologies and materials, as well as basics of engineering. The different subjects in the programme could be more connected to the main project and more integrated. According to the students needs there could be provided more engineering support for working with the design projects.

## IV. SUMMARY

The VAA BA programme in Design come across with clear aims and learning outcomes and serve the purpose of developing professional designers who will be employed in the local as well as the international creative industries. The importance of the programme is well defined both in the SER as well as by the faculty, giving emphasis on the uniqueness of it's character as a newly-revised, fresh and experimental design programme. This is an interesting point, which needs to be explored further maintaining a stance for innovation in education. The Academy may look into strategic planning not only to be established as a national centre for design education, but also to open up to the rest of the world and also attract international candidates, making it an International player in the provision of Design education.

The curriculum design follows a sequence, which matches other design and fashion design programmes internationally. There is a clear distinction on the role, philosophy and outlook of the BA programme as opposed to the MA programme. Teaching and Learning at BA level starts from the stage of Art and Design foundation introducing students to fundamentals of drawing, visualisation and expression, and progresses with advanced level of design thinking and problem solving, focusing both on the theoretical as well as practical skills. The different subjects in the programme could be more connected to the main project and more integrated. According to the students needs there could be provided more engineering support for working with the design projects.

Teaching staff for the Design BA programme came across as very devoted and committed towards teaching and learning, bringing their own good contemporary practice into the programme. There was a clear understanding on the structure of the faculty who works like a community in a collective as well as in a diverse but complimentary mode. In order to keep up with current technologies and contemporary trends the programme could benefit from an ongoing enrichment of visiting creative practitioners who are currently involved in new technologies and who are practicing in the international contemporary design scene.

Current students from the BA Design programme were found to be very enthusiastic, energetic and highly motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be very interesting, highly professional and visually articulated, both in making as well as in concept. Some of students' projects have received international recognition through competitions and this is to be commended. It was noted that a big number of students have participated or wish to participate in the Erasmus mobility scheme. There are a number of bilateral agreements and we would encourage even more, with as many countries as possible. The team of experts believes, that mobility is very essential and it will open up new directions as well as potential for the development of the programmes to acquire an even further international character and outlook.

Administration and programme management were found to be well structured. There is a strong management plan in the whole Academy, which has a strong vision for the future of the educational experience that wishes to offer to its students. The programme in Design is lead by enthusiastic professional, who is well supported by faculty and students as well as the social and professional partners.

Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. There seems to be a great improvement in the last 3 years with the acquisition of the new building for the Design Department as well as all the equipment and the reorganization of the workshops that have been added to the benefit of all students across all departments. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution.

Generally speaking the Design BA programme is at a very favourable stage; a stage where there

is great potential, and real new niche to turn the department into a centre of excellence in Design education. The Academy through its senior management, the teaching faculty as well as everyone involved in this programme, need to make a point of exploiting all possibilities in pushing towards this goal.

## V. GENERAL ASSESSMENT

The study programme Design (product design) (state code – 612W20001) at Vilnius Academy of Arts is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	3
	<b>Total:</b>	<b>22</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Costas Mantzalos
Grupės nariai: Team members:	Prof. Lylia Meister
	Ms Kari B. Johnsen
	Ms Pirjo Kääriäinen
	Ms Ieva Ševiakovaitė
	Ms Ingrida Kaliukevičiūtė

**VILNIAUS DAILĖS AKADEMIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
DIZAINAS (VALSTYBINIS KODAS – 612W20001)**

**2015-06-18 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-158 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus dailės akademijos studijų programa *Dizainas* (valstybinis kodas – 612W20001) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>22</b>

\* 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**

Vilniaus dailės akademijos bakalauro programos *Dizainas* tikslai ir studijų rezultatai yra aiškūs ir padeda siekti tikslo – ugdyti profesionalius dizainerius, kurie galėtų dirbti vietos ir tarptautinėse kūrybinėse industrijose. Programos svarba gerai apibrėžta savianalizės suvestinėje (toliau – SS) ir fakulteto apraše, akcentuojant jos pobūdžio (kaip persvarstytos, atnaujintos ir eksperimentinės dizaino programos) unikalumą. Tai įdomus akcentas, kurį reikia plėtoti, siekiant išlaikyti

inovacijų svarbą ugdymo srityje. Akademija į strateginį planą turėtų įtraukti ne tik nacionalinio dizaino edukacijos centro steigimą, bet ir programos atvėrimą pasauliui, kad galėtų pritraukti studentų iš užsienio. Programa galėtų suteikti mokymo įstaigai tarptautinį statusą teikiant dizaino srities išsilavinimą.

Programos sandara nuosekli ir atitinka kitas dizaino ir mados dizaino programas tarptautiniu mastu. Bakalauro programa aiškiai skiriasi nuo magistrantūros programos vaidmeniu, filosofija ir požiūriu. Dėstymas ir mokymasis bakalauro lygyje prasideda nuo meno ir dizaino pagrindų – studentai supažindinami su piešimo, vizualizacijos ir išraiškos pagrindais, tobulėja ir pereina į aukštesnį dizaino suvokimo ir problemų sprendimo lygį, kuriame sutelkiamas dėmesys į teorines žinias ir praktinius įgūdžius. Įvairūs programos dalykai galėtų būti daugiau susieti su pagrindiniu projektu ir labiau integruoti. Atsižvelgiant į studentų poreikius, galėtų būti teikiama didesnė inžinerinė parama dirbant su dizaino projektais.

Bakalauro studijų programos *Dizainas* personalas yra labai atsidavęs. Dėstytojai išsipareigoję dėstyti, mokyti ir programoje dalytis šiuolaikiška gerąja patirtimi. Fakulteto struktūra aiški, suprantama, pasižymi kolegialia bendruomene, kurios nariai įvairūs, bet papildo vieni kitus. Siekiant neatsilikti nuo naujausių technologijų ir šiuolaikinių tendencijų, programą galėtų sustiprinti kūrybingi kviestiniai praktikai, taikantys naujausias technologijas ir dirbantys tarptautinėje šiuolaikinio dizaino arenoje.

Dabartiniai bakalauro studijų programos *Dizainas* studentai yra labai entuziastingi, energingi ir motyvuoti. Jie stengiasi įgyti naujų žinių, pristato labai įdomius, profesionalius ir vizualiai aiškiai tiek gamybos, tiek koncepcijos prasme išreikštus projektus. Kai kurių studentų projektai įgijo tarptautinį pripažinimą konkursuose ir tai labai sveikintina. Būtina pažymėti, kad daug studentų dalyvavo arba nori dalyvauti *Erasmus* judumo programoje. Pasirašyta nemažai dvišalių susitarimų ir skatiname pasirašyti jų dar daugiau su kuo daugiau šalių. Ekspertų grupė mano, kad judumas yra labai svarbus ir atveria naujų krypčių ir galimybių plėtoti programą, siekiant įgyti tarptautinį pobūdį ir perspektyvą.

Administracijos ir programos vadovybės struktūra gera. Parengtas stiprus visos akademijos valdymo planas, akademija turi tvirtą ugdymo patirties viziją ir ją siūlo savo studentams. Studijų programą *Dizainas* vykdo entuziastingi specialistai, kuriuos palaiko fakultetas ir studentai, taip pat socialiniai ir profesijos partneriai.

Patalpos ir apskritai fiziniai ištekliai, tarp jų studijos, laboratorijos, dirbtuvės ir biblioteka, yra labai geros būklės. Per pastaruosius 3 metus pasiekta didelė pažanga: įgytas naujas pastatas Dizaino katedrai, visa įranga, pertvarkytos ir patobulintos dirbtuvės, kuriomis gali naudotis visi visų katedrų studentai. Akademija turi nuolat gerinti ir tobulinti materialiąją bazę siekdama neatsilikti nuo naujausių technologijų ir veiklos srities raidos.

Apskritai šis metas – bakalauro studijų programai *Dizainas* labai palankus etapas, nes yra didelis potencialas ir reali nauja niša katedrai sukurti dizaino išsilavinimo kompetencijos centrą. Akademijos vadovybė, dėstytojai ir visi programos dalyviai turi išnaudoti visas galimybes, kad pasiektų šį tikslą.

<...>

### **III. REKOMENDACIJOS**

1. Akademija ir Dizaino katedra strateginiame plane turėtų numatyti ne tik regioninio dizaino edukacijos centro steigimą, bet ir programos atvėrimą pasauliui, kad galėtų pritraukti studentų iš užsienio ir tapti tarptautine mokymo įstaiga, teikiančia dizaino išsilavinimą.
2. Siekiant neatsilikti nuo naujausių technologijų ir šiuolaikinių tendencijų, programą galėtų sustiprinti kūrybiški praktikuojantys kviestiniai profesionalai, kurie dirba su naujomis technologijomis ir tarptautinėje šiuolaikinio dizaino arenoje.
3. Reikia skirti daugiau dėmesio dalykams, kuriais siekiama suteikti žinių apie naujausias technologijas ir medžiagas, taip pat – inžinerijos pagrindus. Įvairūs programos dalykai galėtų būti labiau susieti su pagrindiniu projektu ir labiau integruoti. Atsižvelgiant į studentų poreikius, būtų galima teikti daugiau paramos inžinerijos srityje dirbant su dizaino projektais.

<...>

---

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)