



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos  
**STUDIJŲ PROGRAMOS "DAILĖS KŪRINIŲ KONSERVAVIMAS  
IR RESTAURAVIMAS" (valstybinis kodas – 653W91001, 6531PX024)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF "CONSERVATION AND RESTORATION OF ART WORKS"  
(state code - 653W91001, 6531PX024)  
STUDY PROGRAMME  
at Kaunas College**

**Review' team:**

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- 4. Mr. Arūnas Boruta, *representative of social partners,***
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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Dailės kūrinių konservavimas ir restauravimas</i>
Valstybinis kodas	653W91001, 6531PX024
Studijų krypčių grupė	Menai
Studijų kryptis	Meno objektų restauravimas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Menų profesinis bakalauras
Studijų programos įregistravimo data	2002-06-26

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Conservation and Restoration of Art Works</i>
State code	653W91001, 6531PX024
Group of study field	Arts
Study field	Restoration of artistic objects
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Arts
Date of registration of the study programme	26 <sup>th</sup> June, 2002

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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

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

The University of Applied Sciences (*Kaunas Kolegija* or Kaunas College, hereinafter - KK) is a state higher education institution established in 2000. In 2014, KK was accredited

by international external evaluators. KK provides Professional Bachelor Degree in numerous study programmes, including the arts.

KK is governed by its collegial bodies:

1. the KK Council (responsible for the management of the strategic issues);
2. the Academic Council (responsible for the management of the academic issues);
3. the sole governing body, the Director.

The Students' Representative Council is the self-governing body that represents students' interests.

There are 4 faculties in Kaunas College:

1. Justinas Vienožinskis Faculty of Arts;
2. the Faculty of Management and Economics;
3. the Faculty of Technologies and Landscaping;
4. the Faculty of Medicine.

Faculties are located mainly in the City of Kaunas, and 2 regional divisions (*Tauragė Division*, and *Kėdainiai Jonušas Radvila Study Centre*). The studies are serviced by administrative divisions: units, centres, divisions.

The *Department of Conservation and Restoration of Art Works* (hereafter – the Department) is one of 7 departments of *Justinas Vienožinskis Faculty of Arts* (hereinafter – the Faculty). A department is the main structural unit of the Faculty and has the duty to implement study programmes and conduct applied scientific research. The Faculty's structure consists of 12 studios, those of Drawing, Painting, Graphics, Conservation and Restoration of Art Works, Glass, Ceramics, Leather, Textile, Photography, Design, Fashion Design, and Image Design.

The study programme *Conservation and Restoration of Art Works* (hereinafter - CRAW), implemented in 2002, at first called Restoration and Preservation of Art Works and renamed to its current name in 2014, was given Full Accreditation by international assessors in 2009.

The study programme of CRAW is a first cycle professional educational programme and grants a degree of Professional Bachelor in Restoration of Art Works.

The study programme anticipated three specialisations:

1. Conservation and Restoration of Artistic Furniture,
2. Conservation and Restoration of Textile Items,
3. Conservation and Restoration of Easel Painting.

During the period under assessment only the Conservation and Restoration of Artistic Furniture specialism was offered due to students demand.

#### **1.4. The Review Team**

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 26<sup>th</sup> October, 2017.

1. **Prof. Atis Kampars (team leader)**, *Lecturer, University of Business Art and Technology RISEBA. Head of Art Studio, Latvia;*
2. **Prof. Carlotta Fuhs**, *Lecturer, Italian International Institute Lorenzo de 'Medici, Supervisor of Restoration Department, Florence, Italy;*
3. **Lect. Jocelyn Cuming**, *Lecturer, Course Director of Conservation on Works of Art on Paper and Books and Archival Material, Camberwell College of Arts University of the Arts London, United Kingdom;*
4. **Mr. Arūnas Boruta**, *Head of Organization "A. Borutos projektavimo įmonė", Chairman of Union of Restorers of The Republic Of Lithuania, Lithuania;*
5. **Mr. Laurynas Nikelis**, *Student of Vytautas Magnus University Study Programme Creative Industries, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

Aim and mission of the study programme of CRAW are very clear and straightforward. The aims of the study programme are the following:

1. "to train specialists in restoration of art works, who are able to conserve and restore by selecting and directly applying various measures that ensure the preservation of cultural heritage and its accessibility to present and future generations";
2. to "perform all actions aimed at facilitating the comprehension of heritage objects, their acknowledgement and usage by preserving authentic materials." (SER, page 6).

The main aims furthermore include 6 sub-aims:

1. "to develop the ability to assess the state of movable cultural valuables, their authenticity as well as historic, artistic and scientific significance";
2. "to develop the ability to perform preventive conservation of movable cultural valuables";
3. "to develop the ability to perform conservation of movable cultural valuables";
4. "to develop the ability to perform restoration of movable cultural valuables";
5. "to develop the ability to document the movable cultural valuables to be conserved and restored";
6. "to develop the ability to organise personal professional/creative activities".

The aims and the learning outcomes are very clear, each being explained separately and in-depth in what exactly they consist of and through which study course these will be achieved (SER page 6; table 1.3.). The study programme, its goals and its learning outcomes are publicly announced online in great detail through the following websites <http://www.kaunokolegija.lt>, [www.studijos.lt](http://www.studijos.lt), [www.aikos.smm.lt](http://www.aikos.smm.lt), [www.jvmf.lt](http://www.jvmf.lt) and in different publications. It provides information on what to study, what skills will be obtained, why it is worth studying, career opportunities, and continuity of studies. A shorter version of all these subjects is provided in English. The study programme is also promoted during Open-Door Days, exhibitions and fairs in Lithuania and on AIKOS.

Students also participate in annual youth educational project “A camp for developing young restorer’s professional skills” as well as in international projects “Workshops on restoration of wooden furniture“. (SER page 11)

The aims and anticipated learning outcomes are being regularly revised; in 2011 according to the *Description of Study Cycles*, and in 2016 following the project of the *Description of the Study Field of Art* (SER page 11).

Programme objectives and learning outcomes are very clear and to the point of market needs which have been attentively and realistically analysed considering both the possibilities and the difficulties of the specific market sector (SER pages 7-8). In 2016 the survey on the labour market was made in Lithuania which showed data that there is no surplus of qualified restorers neither in Kaunas region nor in Lithuania. The learning outcomes perfectly outline the the abilities that the student will acquire through the study courses in order to perform her/his skills according to the labour market needs (SER, table 1.3.). The Programme involves two foreign language courses (FL-1, FL-2), which though would need to be improved and broadened to fit the comprehension competencies of students seeking to read foreign publications, communicating with foreign professionals and/or be able to participate at mobility programmes abroad. It is stressed both on the SER (pages 7-8) as well as directly by the external bodies, interviewed during the assessment visit (meeting at KK, 26.10.2017.), that there is a great demand for restoration specialists. One of the main difficulties of finding employment lies in the fact that the state does not allocate sufficient funds in order to create new jobs (SER pages 7-8). This is also the reason why the study programme has chosen to offer only one specialism which was the most in demand.

The learning outcomes, as summarised above, reflect the mission of KK, "to implement qualitative studies of higher education, which are oriented towards practical performance, the needs of the learner and the society as well as the development of applied scientific/artistic activities" (SER page 5). The body of intended outcomes principally anticipates the broad range of professional competencies including those of craft skills, field-related research (object’s physical analysis), and intellectual attitudes such as proper management of relevant documentation, investigation of historic background and aesthetic appreciation of an object of restoration.

The following requirements were taken into account in developing the learning outcomes (SER page 6):

1. *Description of the Framework of Qualifications for Lithuania*,
2. the 6<sup>th</sup> level of the *Framework of Qualifications for the European Higher Education Area* (Bologna-Bergen, 2008),
3. *Description of Study Cycles*,
4. *Description of the Study Field of Arts* (project, 2013),
5. the first cycle requirements of the *Dublin Descriptors*

The Programme explores the knowledge and practical experience collected from the individual specialists and stakeholders such as the *Pranas Gudynas Centre for Restoration of Lithuanian Art Museum*, the *Restoration Department of Vytautas the Great War Museum*, the *Centre of the History of Architecture and Heritage of Kaunas University of Technology*, etc.. The methods of practical training and application of skills are appreciated by the *Commission under the Ministry of Culture for Certification of Restorers of Movable Cultural Properties*. The review team was

assured that study results fully correspond to the quality requirements set by national legislative documents.

Objectives and learning outcomes do correspond to the type of studies leading to a professional bachelor's degree. There is a sufficient amount of practical training set by legal requirements to no less than 30 credits which correspond to at least a third of the study programme's scope. The CRAW study programme's practical training takes up more than 55 percent. (SER page 12)

According to the Requirements for Qualification Categories of the Restorers of the Republic of Lithuania, student achieving the professional bachelor degree in the study programme of CRAW can qualify for the 3<sup>rd</sup> qualification category of a restorer (SER page 8).

The study programme of CRAW with the specialism of *Conservation and Restoration of Artistic Furniture* is the only collegial study programme in Lithuania that trains professional Bachelors in this field. The interconnections between the Programme's intended outcomes, offered qualifications and its content are well thought through and the general reference to movable cultural valuables is acceptable. If we consider the title of the study programme (*Conservation and Restoration of Art Works*), which is very broad as it originally was intended to include three specialisms (*Conservation and Restoration of Artistic Furniture*, *Conservation and Restoration of Textile Items*, and *Conservation and Restoration of Easel Painting*), its relevance to the currently used single specialism (the *Conservation and Restoration of Artistic Furniture*) seems too approximate. The first paragraph of the self-evaluation of the study programme (SER, Analysis of the Study Programme, page 6) indicates, that the analysis is based exclusively on the *Conservation and Restoration of Artistic Furniture*, therefore when it is stated that trained specialists can "occupy themselves in conservation and restoration of works of art", or "work in state and private museums, libraries, archives" (SER page 8), this seems to be too general and promising. Considering that at this moment only one specialisation is offered, the review team has suggested to better emphasise that currently involved students will be trained as specialists in furniture and wood conservation and restoration.

The KK administration is aware of this problem and is proposing to offer a new metal craft specialism in conservation and restoration according to the needs learned from the overview of the Lithuanian labour market of 2016 (SER page 8).

## **2.2. Curriculum design**

The study programme of CRAW, leading to a professional bachelor's of arts degree, runs over 3 years or 6 semesters, according to the *General Requirements of the First Degree and Integrated Study Programmes*, and is implemented in the full-time mode only. During each semester 30 credits are studied (20 weeks) meeting the requirements of the legislation.

The volume of the study programme is 180 credits:

- 135 credits compulsory for the study field (at least 135 credits according to the legislation);
- 15 credits for general subjects of collegial studies (at least 15 credits, according to the legislation);
- 30 credits for alternative and freely elective courses (30 credits, according to the legislation).

The number of internships and practical training studies exceed the required minimum (1/3) and take up more than 55% of the study programme of CRAW. The same solution corresponds to the professional internships: 30 assigned credits vs. 18 required credits.



The study programme is completed by the defence of the graduation project, the preparation of which has 15 assigned credits vs. 9 required credits.

From 4 to 7 courses are studied during each semester (not more than 7 according to the legislation), distributing the academic load evenly throughout 3 years. 50% of the study volume is assigned for contact classes, 50% is assigned for self-study. (SER page 12)

The order of Programme's structure effectively reflects the legal requirements for the Bachelor's study programme and the necessity to guarantee the provision of professional knowledge and skills.

The study plan is structured in a coherent and purposeful manner building up from general collegial subjects to courses specific to the specialization. (SER page 12; annex 1). As the SER informs, "The study courses are distributed [...] so that each subsequent course is based on the students' achievements acquired while studying previous courses". (SER page 13) The study plan summed up on a spread sheet (Annex 1) clearly shows the distribution of the subjects during each semester in also pointing out the distribution of hours for lectures, practical training (seminars, workshops, laboratory work, etc), consultations and self-study.

The curriculum shows a constant division between the 4 units of activities: lectures, practical classes, consultations, and self-studies. The lectures, practicums, and consultations are projected to self-studies as 1 : 1. However, the curriculum shows variety in the proportion of assigned hours in lecture, practicum and consultation group. This seems to be a thoughtful approach which tolerates the intrinsic differences of different kind of subjects. The curriculum is relevant to the type of undergraduate studies concentrating on the acquisition of distinctive field-related skills and specific knowledge that supports professional performance.

As from Annex 2, it is evident that the content of the subjects, as well as the methods applied, are conceived to achieve the intended learning outcomes. The content of the courses is relevant to the study field in proposing subjects related to the conservation and restoration of artistic furniture and the methods, depending on the course, are well balanced between lecture hours and practical hours. The teaching/learning methods used vary according to the courses. They include lectures; practical training assignments; research work; laboratory work; discussions; demonstrations; data search and analysis; tests; project activities; consultations. (SER page 13; annex 2). Students and graduates stress the extensive amount of time available for practice which is highly valued also by the employers who notice good manual skills of CRAW graduates. Documentation writing skills, achieved through the graduation project research, are very much appreciated and they well reflect the research abilities indicated in the learning outcomes. The review team suggests continuing the overall developments in the direction of establishing consistent methods of learning the competencies of profound articulation, argumentation, and abilities to contextualize the research in broad social or historical aspects.

The scope clearly satisfies the achievement of the learning outcomes, being perfectly in line with the General Requirements of the First Degree an Integrated Study Programmes of The Ministry of Education and Science of the Republic of Lithuania. Here it is stated that the scope of college study programmes should be no less than 180 credits, 135 of which should be carried by subjects in the study field, at least 15 by general college study subjects, from 30 to 60 for elective subjects. The volume of the CRAW study programme perfectly corresponds to this scope.

The programme undergoes a continuous process of improvement in order to fit the latest achievements in the study field and is approved by the Ministry of Education and Science.

The content of the courses taught is annually reviewed by the academic staff who makes sure that the materials are relevant to the latest achievements in the field of restoration (SER page 11). In order to fit the changing needs of the study programme new courses have been introduced (*Draughtsmanship and Perspective, Basics of Applied Research, Preventive Conservation, Furniture History, Basics of Business*).

Considering the importance of conservation of cultural heritage the Expert Team agrees that courses dealing with preventive conservation and collection care, as well as science courses, like chemistry and physics related to conservation and restoration methods, need to be expanded and intensified throughout the semesters.

### **2.3. Teaching staff**

The College recruits its staff in open competition following the legal regulations and criteria. The involved staff meets the requirements set for the first study cycle:

- 30% of the courses in the study field are taught by acknowledged artists and scientists vs. required 'at least 10%'.
- All members of the academic staff working in the study programme have acquired a Master or Equivalent to Master Degree and all have more than 3-year practical experience in the area of the course taught vs. required 'more than half'.

In study year 2015/16 there was 19 staff members consisting of:

- 1 associate professor
- 15 lecturers
- 3 junior lecturers. (SER, 3.1., page 15)

The teaching staff has Master or Equivalent Master Degrees closely tied to their specialisation. Majority of the teaching staff (68%) consists of professionals with relevant working experience or adjustable education (annex 3, annex 4) who have their own businesses or/and activities which brings great value to the programme. It is the practical experience of the teaching staff that is so impressive and gives the course its unique perspective. The specialism courses are delivered by 6 staff members with special education or practical working experience in the field of restoration and conservation. General education courses are taught by 6 teachers with education in art history and criticism, educology, philology, and history. Training in visual arts is provided by teachers with relevant academic and/or professional degrees. As the study programmes in Restoration and Conservation in Lithuania only recently has developed to the full-scale system of academic degrees (Bachelor and Master), the partial absence of formal relevance to the field-related qualifications of teaching staff shall not be understood as a deficiency of the Programme. Nevertheless, this point has to be considered in the coming period of the Programme's realization and properly addressed to provide the staff members with opportunities to achieve study programme-related certification.

The teacher/student ratio is 1 vs. 8,12 (comparing with the average ratio in Lithuanian universities 1 vs. 11,3). Taking into account the high degree of contact hours (1 : 1) the process of studies can

guarantee a continuous individual attention and in-depth instructions the tasks of Programme may require.

As stated in the SER, there is no significant turnover, the average age is over 50. It is pointed out that this is due to the general situation of Lithuania where ageing of the academic staff is particularly relevant. (SER page 15). During the interview meeting students expressed their desire for more incoming specialists to the Programme to broaden the variety of approaches to conservation methods. Positive reaction from the Programme leaders to this request would improve the general content of the curriculum and will partially balance the staff turnover problem. Although the current composition of staff fully satisfies the direct needs of the Programme, the future developments (e.g., the proposal of KK to extend the variety of specialisms) may require both involvement of new specialists and revision of the structure of academic positions, especially to provide the teachers with the possibilities of gradual academic career.

Opportunities for professional development of the academic staff are constantly provided and implemented by KK, where in-service training is offered. The academic staff attends conferences, seminars, courses and internships. (SER table 3.2.2.; assessment interview). As stated during the assessment interview teachers can attend the KK Centre of Competence to achieve, update or consolidate new skills and competencies. The academic staff is also given the possibility to participate in academic mobility projects, such as the Erasmus academic mobility programme for teachers. (SER pages 16-17).

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

The data on facilities (SER, table 4.1.1.) shows the reasonable number of rooms, laboratories and equipment. However, after the visit to the programme's premises, the studio spaces for art training and restoration work seemed too small (in average 6 – 7 working places) and this might be a limiting factor for the diversification of art courses and an obstacle to increase the number of enrolled students. The review team noticed profound renovation works in the craft studio rooms what will increase the students' possibilities to acquire practical skills and also improve the health&safety requirements.

It is obvious to the review team that students can do all the necessary operations in their craft laboratories restoring or conservating the objects of cultural heritage. To make special survey on physical, chemical or biological state of the objects of research, the KK cooperates with the *Gudynas Restoration Centre* in Vilnius. Size of laboratories' meets regulatory requirements, but as stated above, may be too small in case of an increase of student number. The specialised laboratories/workshops are provided with appropriate equipment. (SER table 4.1.1.; assessment visit). The equipment is constantly supplemented – in 2017 microscopes, sand blasting equipment, metal restauration equipment were purchased.

Workshops and practical classes take place in specialised rooms in the JVFA internally as well as in cooperation with external stakeholders. Traditionally, 1<sup>st</sup> year students have Skills Development and Orientation Internship and the 2<sup>nd</sup> year students complete a part of their restoration internship at the *Centre of Traditional Crafts PE "Meninė drožyba"* (artistic carving) in Prienai. 2nd-year students continue their internship at the *National M.K. Čiurlionis Art Museum, Kurtuvėnai St.*

*Jokūbas Parish Church* or *Vytautas the Great War Museum*. 1st-year students conduct part of their internship in the JVFA. (SER page 19)

All students have access to the KK Library and Centre of Information Resources which offers modern learning environments and provides professional information services and access to information resources needed for collegial studies and applied research. The facility is open to the public to read publications. KK community members can take selected books home; read publications; use computers in the library; connect to the wireless Internet; use the databases at the library and other places; participate in the courses and training sessions organised by the library staff, etc. The library has single and team study rooms, video and consultation rooms, spaces for relaxation and studying. The library is rich in various kinds of information resources. Its funds store 127,000 copies of publications of 32,000 titles and are constantly supplemented with new ones. The library purchases around 1500 new books and subscribes to about 200 printed periodicals a year. The KK community members can read about 170,000 e-books and 17,000 scientific journals from 17 subscribed international databases such as Academic Search Complete, Business Search Complete, etc. from EBSCO Publishing, Taylor & Francis, Emerald Management as well as about 500 Lithuanian e-textbooks. The search for necessary resources can all be performed in separate databases or through the Virtual Library (SER page 19; assessment visit). A whole sector of the open shelf library is dedicated to the arts and to restoration although there were not a lot of current titles. Some periodicals are provided in the published version. These could be integrated with other subscriptions to international journals of the specialized field (assessment visit).

Teaching materials are also provided online through MOODLE which is highly appreciated by students.

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

The entrance requirements are comprehensible – students can find the necessary information in national study fair and on the KK website. There are complaints expressed by the KK administration that the present admission system does not allow to get into the needed contact with a study candidates. Students applying to enter the CRAW programme should have acquired at least secondary education. The minimal rate for admission is comprised of the assessments of state school-leaving and the entrance examination. The admission is defined by the *Association of Lithuanian Higher Schools for General Admission* and organised following the *Rules of Students' Admission to Collegial Studies* that are based on the principles of general admission, the *Description of the Order of Organising and Administrating Entrance Examinations* and the *Description of Sequencing top Applicants*. (SER page 20).

During the assessment meeting with the teachers, it has been stressed that the current system of application does not seem to be appropriate for selecting the right students as their true motivations of choosing the study programme of CRAW cannot be understood. The KK Bachelor programme in CRAW specialisms demands not only a certain amount of artistic skills and grades from previous education but also mental sustainability combined with devotion to the craft. A preliminary direct contact to the future student is lacking due to the national regulations on the entrance to undergraduate studies therefore quite often students are admitted who are not sufficiently motivated for this type of study programme.

In the beginning of a school year students are informed about study process, grading system and learning outcomes. Teachers give them the information verbally during the first lecture, but not on a written form. Students can reach all the information on a college website and in the “Moodle“ system.

The study process well implements the programme and the achievement of the learning outcomes by providing an evenly distributed academic load over 3 years of studies. Students can attend a maximum of 7 courses each semester, earning 30 credits over 20 weeks (SER page 22; annex 1). There is a logical distribution of the workload between contact hours and self-study (1:1). Major emphasis is given to student's practical activities (SER page 22, table 5.2.1.) reflecting the aim to perform conservation and restoration of movable cultural valuables.

Students, guided by their teachers, have numerous opportunities to take part in abovementioned activities by cooperating with stakeholders which include “Lithuanian national and regional museums such as National *M.K. Čiurlionis Art Museum, Vytautas the Great War Museum, Open Air Museum of Lithuania, Raseiniai Regional History Museum, Ukmergė Museum of Local Lore, Rokiškis Regional Museum, Kelmė Regional Museum, Public enterprise "Prienu drožėjai (carvers)“, Kurtūvėnai St. Jokūbo Parish Church, etc.”* (SER page10) Students are encouraged to participate at workshops, do internships and cooperate in projects in Lithuania and abroad. Projects related to Conservation and Restoration are, among others are the following: the Annual International Furniture Exhibition "Furniture, Interior 2016", practical seminar "Workshop on restoration of wooden furniture" (2012), "Workshop on restoration of wooden furniture" (2014), the Annual Youth Educational Project "A camp for developing young restorers' professional skills", and "Teaching restoration of wooden window frames and doors", Kaunas, organised by the Wood Craftsmen Society and the Norwegian Directorate for Cultural Heritage (2016). The College also provides the opportunities for students to present their final works in museums.

KK cooperates with more than 150 international partners of the EU Erasmus+ Student Mobility Programme (SER, Introduction, website of HEI). Even though in 2015/16 there was an increase of outgoing students, compared to the previous years, the number of students participating at these mobility opportunities is low and needs to be developed.

During the expert team visit, an Erasmus student from Estonia was attending the programme. The collaboration between the relevant restoration and conservation programmes of the Baltic region has already started and involves Tartu Art College and Riga Building College. Closer links between the institutions from the neighbouring countries seem a promising activity form the Programme development.

Both academic, as well as social support is provided according to the students' needs. A long list is provided by the SER which demonstrates a highly student-centred programme that addresses their needs (SER page 25-27). Students are also encouraged to realize high academic achievements and increase their motivation by providing moral incentives.

According to the information collected during the meeting with students (Kaunas, 26.10.2017.) students get information about academic or psychological support from their teachers and students' representatives attending the administration meetings.

The assessment methods vary from course to course according to the subject taught and include: oral examinations, practical work presentations, oral presentation, mid-term and final reviews,

tests, case studies, oral examination, reflection, etc. (annex 2, SER page 13). The assessment system is cumulative (IKI) and based on a ten-score criteria, assessing knowledge, understanding and abilities. Students are informed about the impact of each constituent on the final grade at the beginning of each semester. (SER page 27; interview meeting)

Assessment is made public during individual and group reviews, through discussion and by involving students and academic staff. (SER page 13). The direct communication with students is of great value and very much appreciated however more consistent form of written assessment should be implemented.

The final assessment is based on the graduation project, which includes practical and analytical work, with a complete documentation of the whole process. Guidelines and requirements for the project are publicly announced by KK. In order to achieve the 3<sup>rd</sup> qualification category of a restorer of movable cultural valuables, the defence of the project has to be held before the *Commission of the Certification of Restorers of Movable Cultural Valuables at the Ministry of Culture*. A *Qualifying Board* of 5 members assesses the quality of the students' graduation projects. (SER page 13).

Employers and social partners are satisfied with the professional performance of college graduates. Some graduates decide to continue their studies in a field of arts.

In 2014 a survey of employers' opinions was conducted to learn the level of competencies of the specialists in conservation and restoration of art works. (SER page 8, footnote 8) The employers' involvement and suggestions help to better identify the theoretical and practical training needs. The survey demonstrated that the specialists trained at the KK meet the labour market needs. The information collected during the site-visit at *Ukmergė Museum* proved that students' work is fully accepted by the representatives of museum and leaves no doubts about the quality of their studies. During the assessment interview, the employers stressed the good practical skills of the CRAW students.

The study programme's most important criteria is graduates' employment, which is monitored by KK in order to analyse the rate of graduates' employment and what position they achieve in the labour market. It thus is known that graduates of the CRAW find employment in museums, restoration companies, establish their own companies or get business licenses. More than half of the graduates work according to the speciality acquired. (SER page 29).

During the on-site assessment, the employers' group pointed out how important the training of restorers is to preserve the cultural heritage of the country. They stressed the high-quality manual dexterity of the CRAW graduates and recommended an implementation of the study programme and a broadening of the study fields to include more specialisms.

The social partners, during the meeting with the team of experts, expressed their wish that the studies could be supplemented by the restoration knowledge of located outdoors wood products. This would broaden specialization and graduates will obtain the skill to restore not only furniture but also elements of wooden small architecture. Programme graduates confirm that programme is well-built for today's professional environment.

A fair learning environment is guaranteed first of all by the KK properly established inner system of quality control and supervision of academic performance (*Order of Studies at KK, Code of Academic Ethics of KK*) (SER Pages 27, 28). The study results (especially, graduation works) are

also supervised by the responsible national professional organizations what assures the existence of open attitude towards the quality of learning methods and procedures.

The SER does not mention if there is a formal procedure for student complaints and appeals, but during the on-site assessment interviews, it clearly was underlined by the various groups that the friendly environment of the Department permits every student to meet with the staff to discuss the problems associated with the study process or professional issues. Students have their representatives in academic units of the KK and periodically participate in follow-up surveys conducted by the lecturers or the Head of the Department to gain feedback. (SER page 28). The *Students' Representative Council* is directly involved in the programme management and has the right to send its representatives “from the Faculty to *KK Academic Council*” (SER page 30). Students can address complaints or appeals to their representatives thus having an important impact on the management of the studies. During the interview meeting with the students' representatives (meeting, 26.10.2017.) it was proved that students are aware of these opportunities.

## **2.6. Programme management**

The managerial responsibilities are clearly allocated at the KK and meet the organizational and democratic standards of the higher educational institution. The direct responsibilities to supervise the Programmes performance is for the Department and the *Study Programme Committee*. The *Study Programme Committee* is composed of 6 members which include scientists, artists, representatives of employers, lecturers and students' representatives (SER page 30) is responsible to:

- update the content of the study programme and its study plan,
- assess the quality of the studies,
- guarantee the usage of resources,
- implement the achievement of the study programme's aims and the action plan of the Department,
- supervise the internal assessment and self-assessment of the performance (SER page 4, Introduction).

The *Department* is the main structural unit of JVFA managed by the Head of the Department. In general, the Head of the Department is responsible for the functioning of the ongoing study programme, the development and the quality of the implementation of its improvements, planning and monitoring of the processes, coordination and planning the academic load of the staff, academic, and (or) artistic, project activities of the academic staff. The Head of the Department also organises the process of preparation of the Programme's self-assessment survey for internal or external assessment; submits proposals to the *Study Programme Committee* and reports on the results of the performance of the Department to the Dean. The direct administrative functions of study programmes are performed by secretaries.” (SER page 30)

- The KK has the *Academic Council* which is the body of KK management, the *Deanery*, an administrative unit of the Faculty, and the subdivision *Unit for Strategic Planning and Study Quality Management*. These institutional units manages the overall duties such as adaptation of documents and regulations, approval of study programmes and their quality issues, overviews the preparation of study plans, methodological materials, prepares decisions on funding, provides recommendations to the Director of the Institution, and conducts research related to strategy on KK performance and publicly announces the results.

“The self-assessment and planning of the performance is carried out at each level of the KK structure every year: the academic staff, departments, faculties develop action plans and self-assessment surveys.” The self-assessment and benchmarking processes are “based on public accountability at all levels”. (SER page 31) It is evident from the SER that great emphasis is given to systematically and periodically conduct surveys and self-assessment in order to ensure the study programme's quality. The surveys involve the Faculty's academic staff, students, graduates, employers and stakeholders.

The programme management is very serious about improving its study programme taking into consideration both internal as well as external evaluations: “the improvement of the programme is a continuous process that is performed taking into consideration the latest scientific trends, social and economic needs as well as general and special requirements set for study programmes and approved by the Ministry of Education and Science.” (SER page 11).

The study Programme annually reviews its learning outcomes in order to comply with the current realities – comments given by the Study Programme Committee, stakeholder's opinions, students' surveys, reviews of the Chairpersons of Qualifying Boards, and the changing needs of the labour market (SER page 11).

Conclusions on the evaluation and the recommendations of external experts, help in formulating an action plan. Changes and improvements were made by taking into consideration requirements, such as the *Description of the general requirements for degree providing undergraduate and consecutive study programmes* (2010), the *Description of Study Cycles* (2011), the *Description of the Study Field of Art* (2016). (SER page 11). Since the last accreditation in 2009 changes have been introduced to improve the programme: new disciplines have been introduced, some have been improved and new equipment was acquired (onsite visit interviews). An aspect of consideration is current selection of one specialism of three anticipated – the SER points at the information collected from the professional field i.e., “only Conservation and Restoration of Artistic Furniture [...] was in demand” (SER page 6). It seems to be a relevant managerial decision to make the Programme's performance more effective but it partially damages the relationships between the content, intended outcomes on one hand and the title of the Programme on the other. In the coming period the Programme leaders and management should find the solutions to establish more comprehensible format of the Programme.

Stakeholders (representatives of associations, employers, students) have an active role in the improvement process and their feedback is taken into account. They are involved by the Department and are consulted in updating study course descriptions and the anticipated learning outcomes of the study programme (SER page 12). The formulation and revision of the learning outcomes of the study programme are made in “active cooperation” with stakeholders (SER, page 8). The stakeholders are regularly invited for discussion; they participate in the Qualifying Board to assess Graduation Projects; they are part of the Certification Board to evaluate the courses taught; they are also a part of the Study Programme Committee. They “are periodically surveyed following the List of *Systematic Surveys* approved in JVFA and the *Procedures of Organising Feedback of the Parties Involved* in KK.” (SER page 11). During the period under assessment, the following centralised stakeholders' surveys were conducted *in KK*: students' survey about the choice of studies; the quality of studies and internships and the quality of library services; graduates' survey about their readiness for professional activities; lecturers' survey on the quality



of studies; staff surveys about the organisational culture, the performance of KK units; and employers' surveys. (SER page 32) “Stakeholders who are the members of Qualifying Boards and assess students' graduation projects also influence the improvement of study quality. Every year, the Chairperson of the Qualifying Board submits a report, on the basis of which changes are made in the study programme or procedures of presentation of graduation projects.” (SER page 33).

Internal quality assurance is conducted by the Internal Quality Assurance System of the KK. It is approved by the KK Academic Council who is also responsible for the monitoring of its implementation and is developed by the *Unit for Strategic Planning and Study Quality Management*. (SER page 29).

Internal quality management, based on the philosophy of *Total Quality Management*, is conducted periodically and warranted by:

- *KK Strategy 2013-2020*, which highlights the strategic aims of the institution and defines the strategic development based on the quality of studies;
- *Quality Manual*, which defines the conception of the quality of KK performance as well as the system of quality assurance;
- *Order of Studies at KK*, the main document that governs the organisation of the process of studies;
- *Regulations on the Performance of the Committee of the Study Field and Study Programme*. (SER pages 30-31)

The internal quality assurance “is implemented by such measures as annual *self-assessment* and *benchmarking*; is based on public accountability at all levels; mobilises KK community for purposeful and qualitative implementation of the aims and objectives of the institution and is defined in the following documents: *Recommendations for the self-assessment of the performance of the academic staff*, *Template of the plan of a lecturer*, *Template of the annual self-assessment survey of the faculty /division/ centre*<sup>1</sup>, *Template of the plan of the faculty /division/centre*.” (SER page 31)

Great emphasis is given by the Quality Assurance System to the quality of the study programmes and covers all its major areas.

The information about the study programme is communicated by different channels: electronic environment, the press, Open House Days, science/art and study exhibitions, an online publication *diktumfaktum* (<http://diktumfaktum.kaunokolegija.lt/>) and other media. (SER page 33) Information is provided very accurately in Lithuanian through the study programme page on the KK website. It would be desirable if the information in English reflect the plan of the study program in more detail throughout the entire course of the study.

## 2.7. Examples of excellence \*

The relationships among the Programme leaders and the stakeholders seem highly promising and also activate the quality of study process especially the broad attitude how to unify the entire conservation and the related theoretical documentation that includes historical aspects and facts.

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<sup>1</sup> *Template of the annual self-assessment survey of the faculty /division/centre*, approved by Order of KK Director No. 1-375, 15/11/2016.

### **III. RECOMMENDATIONS\***

1. The strong organization of the curriculum around the core specialism (currently – Furniture Restoration) should be maintained. The specialisation needs to be better announced throughout the documents and through the titles of the study subjects.
2. There is a clear need to establish broader offer of related crafts for example textile, metal, leather, etc.
3. The concept of preventive conservation should be better embedded throughout the study plan.
4. Major attention should be given to scientific subjects of chemistry and physics related to the conservation and restoration process.
5. The Department should maintain the excellence of informal communication and should suggest a more structured format.
6. The leaders of the College and the Department should address the problem of a forthcoming shortage of practical craft study spaces.
7. More visiting lecturers and specialists from the field, both national and international, would be welcome.
8. The College should continue to develop the following component parts of restorer's studies:
  1. the written articulation of findings;
  2. the quality of argumentation of concepts;
  3. the professional and contextual research in connection with the object of restoration.
9. The Team considers profession related language studies as one of the key factors for successful developments of the Programme.
10. The Programme should continue to:
  1. develop and update the range of professional resources in relationship to new developments in profession;
  2. develop its technical quality;
  3. embed scientific methods into the study field.
11. It would be advisable for the Programme to have the opportunity to overview the application procedures and looking at relevant information of the applicant.

#### IV. SUMMARY

The study programme of *Conservation and Restoration of Art Works*, with its specialisation in *Conservation and Restoration of Artistic Furniture*, proves to be a very strong programme. It has clear set aims and learning outcomes that reflect the state, social and market needs, which are directly related to the requirements for qualification categories of restorers of cultural valuables of the Republic of Lithuania. The choice of offering a specific specialism in artistic furniture, according to students' demand, and having developed a relevant 3-year study plan with study subjects that fulfil the aims and learning outcomes, is recognized as a great value of the programme and should be pursued. The review team suggests a better description of the Programme's specialisation in order to make it more recognizable as a very focused and nationwide unique study programme in conservation and restoration of artistic furniture. The review team highly supports the intention of implementing a second specialism in conservation and restoration of metal crafts and believes that other related specialisms, like conservation and restoration of textile and leather would be of great benefit for the students' professional development.

The curriculum is well designed in building up from general collegial subjects to courses specific to the specialization. In some areas it would be beneficial that the programme expanded its study subjects in order to provide better knowledge of the specialized field. For example, since the last evaluation of the programme, the department has introduced a Preventive Conservation course. The review team suggests that this subject matter, being of major importance in the study field and particularly implemented in most recent practices in the field, should be taught throughout the programme and not only in the last semester. A major attention should also be given to scientific courses of chemistry and physics related to the conservation and restoration of cultural valuables. Apart of being a practical and aesthetical practice the conservation and restoration of cultural valuables is becoming more and more a specialized science based very much on a scientific approach.

The teaching staff is adequate both for its qualification and for the number to provide the required learning outcomes. Although majority of the teaching staff does not have formal field-related degrees their overall competences fully satisfies the true needs of the Programme. While this does not necessarily detract from the excellence of the teaching it would be valuable for the course to deepen and widen its theoretical underpinnings in the wider cultural heritage context. This is especially relevant if students are competing for positions at an international level. The review team was positively impressed by the excellent relationship and informal communication between staff and students which evidently creates a very friendly and stimulating learning environment within the department, which even continues after the students' graduation. It is though recommended that a more structured form of formal communication should be added through regular meetings and through official written assessment and comments.

Students and staff mobility and exchange programmes are an important and enriching learning experience that should be maintained, promoted and expanded. In order to improve this experience foreign study-field related language competencies should be guaranteed throughout the study programme.

The review team very much valued the written documentations produced by the students for their graduation projects. It shows a significant and in-depth research of the multiple aspects and phases of the conservation and restoration process carried out during their last semester. This theoretical practice, appreciated both by the students and by the graduates, who emphasized the fundamental documentation writing skills learnt, should be continued and developed. It would be valuable if the historical provenance and context were given more emphasis in the reports as this in depth knowledge informs the treatment plan.

The dedicated study programme facilities are well equipped and students are satisfied with the possibility to use these work spaces also for their self-study. It has been noticed, during the visit of the college's premises that, in the case of a growing number of students, the workshops have a limited work space capacity. Bigger work spaces, for the practical work, for the study programme should therefore be considered. The Library and Centre of Information Resources offers good professional resources that need to be kept up to date with providing major access to wider variety of international specialized journals.

All in all the Programme seems to be well organized by a well structured management. Self-assessment and external evaluations are regularly carried out and are used for the improvement of the Programme which takes its internal quality assurance very seriously. Still there remain aspects of the Programme's prospect such as the focus on a certain specialisms which should be thoroughly discussed by the KK leaders and the field experts. The review team expresses its positive evaluation on the study programme *Conservation and Restoration of Art Works*, providing the above listed recommendations for improvement of the Programme.

## V. GENERAL ASSESSMENT

The study programme *Conservation and Restoration of Art Works* (state code – 653W91001, 6531PX024) at Kaunas College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>20</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. Atis Kampars
Grupės nariai: Team members:	Prof. Carlotta Fuhs
	Lect. Jocelyn Cuming
	Mr. Arūnas Boruta
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**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *DAILĖS KŪRINIŲ KONSERVAVIMAS IR RESTAURAVIMAS* (VALSTYBINIS KODAS – 653W91001, 6531PX024) 2018-01-26 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-7 IŠRAŠAS**

## V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Dailės kūrinių konservavimas ir restauravimas* (valstybinis kodas – 653W91001, 6531PX024) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>20</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

Studijų programa *Dailės kūrinių konservavimas ir restauravimas* ir jos specializacija *Meninių baldų konservavimas ir restauravimas* yra labai stipri studijų programa. Jos tikslai bei studijų rezultatai yra aiškiai nustatyti, atspindi valstybės, socialinius ir rinkos poreikius, kurie yra tiesiogiai susiję su kvalifikaciniais kategorijų reikalavimais Lietuvos Respublikos kultūrinių vertybių restauratoriams. Siūloma konkreti su meniniais baldais susijusi specializacija, nes tokį poreikį buvo išreiškę studentai, ir sukurtas susijęs trejų metų studijų planas su studijų dalykais, kurie padeda įgyvendinti tikslus bei pasiekti studijų rezultatus, pripažįstama kaip daug vertės

studijų programai suteikiantis aspektas, kurį reikia įgyvendinti. Vertinimo grupė siūlo sudaryti aiškesnę programos specializacijos aprašą, kad ji būtų lengviau atpažįstama kaip itin tikslinė ir visos šalies mastu unikali meninių baldų konservavimo ir restauravimo studijų programa. Ekspertai labai pritaria ketinimui teikti antrąją metalo dirbinių konservavimo ir restauravimo specializaciją, jie taip pat yra įsitikinę, jog kitos susijusios specializacijos, tokios kaip tekstilės ir odos dirbinių konservavimas ir restauravimas, būtų labai naudingos studentų profesiniam tobulėjimui.

Studijų turinys puikiai sudarytas, pradedant bendraisiais akademineis dalykais ir baigiant su specializacija susijusiais studijų dalykais. Kai kuriose srityse programai būtų naudinga praplėsti studijų dalykus siekiant studentams suteikti daugiau žinių apie specializacijos dalyką. Pavyzdžiui, po paskutiniojo programos vertinimo katedroje buvo pradėtas dėstyti prevencinio konservavimo studijų dalykas. Vertinimo grupė siūlo šį studijų dalyką dėstyti visos studijų programos metu, o ne tik paskutinį semestrą, nes jis yra labai svarbus studijų kryptčiai ir konkrečiai įgyvendintas per naujausią šios srities praktiką. Taip pat reikia skirti didelį dėmesį moksliniams studijų dalykams chemijai ir fizikai, kurie yra susiję su kultūros vertybių konservavimu ir restauravimu. Be to, kad kultūrinių vertybių restauravimas yra praktinė ir estetinė veikla, ji vis labiau tampa specializuota mokslo šaka, grindžiama moksliniais metodais.

Dėstantysis personalas yra tinkamas tiek kvalifikacija, tiek skaičiumi, kad būtų pasiekti reikalingi studijų rezultatai. Nors dauguma dėstytojų nėra įgiję su jų dėstomu dalyku susijusio oficialaus laipsnio, jų bendroji kvalifikacija visiškai tenkina tikruosius studijų programos reikalavimus. Nors tai nebūtinai menkina aukštą dėstytojų lygį, studijų dalykui būtų naudinga gilinti ir plačiau dėstyti teorinius pagrindus plačiame kultūrinio paveldo kontekste. Tai ypač aktualu, jei studentai tarptautiniu lygmeniu konkuruoja dėl darbo vietų. Vertinimo grupei padarė išpūdį puikūs personalo ir studentų santykiai ir neformalus bendravimas, kas akivaizdžiai katedroje formuoja labai draugišką ir mokyti skatinančią aplinką, o bendravimas tęsiamas net baigus studijas. Visgi rekomenduojama reguliariai vykstančiuose susitikimuose ir vykdant oficialų rašytinį vertinimą bei komentuojant numatyti labiau sustruktūrintą bendravimo formą.

Studentų bei personalo judumas ir mainų programos yra svarbi bei praturtinanti mokymosi patirtis, kurią reikia palaikyti, skatinti ir plėtoti. Siekiant tobulinti šią patirtį vykdant studijų programą reikėtų užtikrinti studijoms užsienio šalyse reikalingų kalbų žinių gilinimą.

Vertinimo grupė labai vertino studentų baigiamiesiems projektams sudarytą rašytinę dokumentaciją. Ji atskleidžia studentų paskutinį semestrą vykdytus reikšmingus ir išsamius daugelio konservavimo bei restauravimo procesų aspektų ir etapų mokslinius tyrimus. Tokią teorinę praktiką, kurią vertina tiek studentai, tiek absolventai, kurie pabrėžė įgytus fundamentaliuosius dokumentacijos rengimo įgūdžius, reikėtų tęsti ir tobulinti. Būtų vertinga ataskaitose daugiau dėmesio skirti istorinei kilmei ir kontekstui, nes tokia išsami informacija padėtų sudaryti apdirbimo planą.

Studijų programos patalpos yra puikiai įrengtos, studentus tenkina galimybė naudoti šias darbo erdves ir savarankiškomis studijoms. Per apsilankymą kolegijos patalpose pastebėta, kad tuo atveju, jei augtų studentų skaičius, darbo vietų erdvės dirbtuvėse nepakaktų. Todėl reikėtų apsvarstyti galimybę plėsti studijų programos praktinio darbo erdves. Bibliotekoje ir Informacijos išteklių centre teikiami geri, profesionalams reikalingi ištekliai, kuriuos reikia nuolat atnaujinti, taip pat teikti prieigą prie įvairių specializuotų užsienio leidinių.

Apibendrinant galima sakyti, jog gerai organizuota vadovybė gerai vykdo studijų programą. Reguliariai atliekama savianalizė ir išorės vertinimas, kurių rezultatai naudojami programos tobulinimo tikslais, rimtai atsižvelgiama į vidaus kokybės užtikrinimą. Visgi lieka tokių studijų programos perspektyvos aspektų, kaip antai dėmesys konkrečioms specializacijoms, kurias KK vadovybė ir sričių specialistai turėtų išsamiai aptarti. Vertinimo grupė Dailės kūrinių konservavimo ir restauravimo studijų programą vertina teigiamai ir teikia pirmiau įvardytas studijų programos tobulinimo rekomendacijas.

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### III. REKOMENDACIJOS

1. Reikėtų išlaikyti tvirtą programos sandarą su pagrindine specializacija (šiuo metu – baldų restauracija). Specializaciją reikėtų aiškiau apibrėžti dokumentais ir išreikšti studijų dalykų pavadinimuose.
2. Kyla aiškus poreikis plačiau siūlyti su kitomis medžiagomis, pavyzdžiui, tekstile, metalu, oda ir kt., susijusius amatus.



3. Prevencinio konservavimo sąvoką reikėtų aktyviau įtraukti į visą studijų planą.
4. Pagrindinį dėmesį vertėtų skirti moksliniams chemijos ir fizikos studijų dalykams, kurie susiję su konservavimo ir restauravimo procesais.
5. Katedra turėtų išlaikyti puikią neformaliąją komunikaciją ir pasiūlyti labiau sustruktūrintą bendravimo formatą.
6. Kolegijos ir katedros vadovai turėtų spręsti numatomą praktinio meno studijų erdvių trūkumo problemą.
7. Vertėtų pasikviesti daugiau kviestinių dėstytojų ir šios srities specialistų iš Lietuvos ir užsienio.
8. Kolegija turėtų toliau plėtoti šias restauratoriaus studijų sudedamąsias dalis:
  1. rašytinę rezultatų išraišką;
  2. koncepcijų argumentavimo kokybę;
  3. profesionalius ir kontekstinius mokslinius tyrimus, susijusius su restauravimo objektais.
9. Vertinimo grupės manymu, su profesija susijusios kalbos studijos būtų vienas esminių sėkmingos studijų programos vystymo faktorių.
10. Programoje reikėtų ir toliau:
  1. plėtoti bei atnaujinti profesinius išteklius, susijusius su naujomis profesijos vystymo kryptimis;
  2. vystyti jos techninę kokybę;
  3. į studijų kryptį įtraukti mokslinius metodus.
11. Studijų programoje patartina sukurti galimybę peržiūrėti prašymų teikimo tvarką ir atsižvelgti į susijusią informaciją apie stojantįjį.

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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)