STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Kauno fakulteto

STUDIJŲ PROGRAMOS „*TAIKOMOJI GRAFIKA*"

(valstybinis kodas – 621W10007)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *APPLIED GRAPHICS (state code – 612W10007)*

STUDY PROGRAMME

At Vilnius Academy of Art, Kaunas faculty

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Išvados parengtos anglų kalba
Report language – English

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Taikomoji grafika*
Valstybinis kodas	612W10007
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės magistras
Studijų programos įregistravimo data	2004-02-17 Įsak. Nr.03.05.06

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Applied Graphics*
State code	612W10007
Study area	Creative Arts and Design
Study field	Fine Art
Type of the study programme	University
Study cycle	Second
Study mode (length in years)	Full-time (2 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Fine Art
Date of registration of the study programme	2004-02-17 Order Nr.03.05.06

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I. INTRODUCTION

1.1. Background of evaluation process

The evaluation 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 SKVC. Along with the Self-evaluation Report and Annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Student Handbook
2.	Licence thesis sample
3.	Strategic plan
4.	Course documents
5.	Minutes of the Study Programme Committee

The Kaunas Faculty of VAA (subsequently – VAA KF) is an integral structural part of Vilnius Academy of Arts, using the Academy's facilities and methodological resources on equal terms with other structural departments. VAA KF implements two-cycle university study programmes in arts: bachelor's (9 programmes) and master's (9 programmes, of which 1 is a joint study programme with LUHS). Until 2016, there were bachelor's and master's programmes of Architecture; however, since 2016, these programmes were replaced by integrated studies of Architecture. Structural units of VAA KF are as follows: the Council of VAA KF, the Dean's Office, administrative departments (Offices for Studies, Public Relations, Human Resources and General Affairs), Departments (Department of Architecture, Department of Graphic Design, Department of Interior Design, Department of Industrial Design, Department of Graphics, Department of Textile, Department of Glass, Department of Ceramics, Department of Sculpture, Department of Painting, Department of Humanities), Painting studio, library, laboratories and the Open School of Arts, Design and Architecture of VAA (Kaunas division)

According to the SER (p.5.), starting from 2008, all study programmes of VAA regularly undergo external evaluation. Also mentioned in SER (p. 7), the bachelor's study programme of Applied Graphics takes 6−9th place[1] among 23 first-cycle study programmes currently offered at VAA.

The Department of Graphics of VAA has been implementing the bachelor's study programme of Applied Graphics in the field of art since 2004 and the study programme committee was established in 2008.

1.3. The Review Panel

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

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

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

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

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

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

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

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The intended learning outcomes meet the requirements for the provision of MA level education and the mission and operational objectives of the institution and programme. The objectives and intended learning outcomes of the programme, its content and qualification are in line and correspondent to the qualification provided by the programme and to European and national frame and policies reflecting the MA cycle of studies and the level of qualifications, providing knowledge and creative skills and allowing graduates to independently conduct art and scientific research as well as develop an individual creative strategy; develop skills to apply the acquired knowledge in the professional sphere. The programme's purposes meet institutional, state and international directives related to the MA in visual arts and design studies. The aims and learning outcomes are also consistent with the type and level of studies and the level of qualifications offered.

The learning outcomes at the programme level are harmonised and based on the methodological consistency of studies. Semesters 1 and 2 are devoted to the study of topic development possibilities and understanding of the topic; semesters 3 and 4 are devoted to topic development and its realisation. The learning outcomes of the programme are divided into 5 descriptor parts: (1) Knowledge and its application, (2) Research skills, (3) Subject specific skills, (4) Social skills, (5) Personal skills.

The learning outcomes interrelate theoretical research work with art projects, the culmination of the learning results in the final thesis . The programme learning outcomes move from broadly based outcomes to learning outcomes related to research, critical thinking and interdisciplinary skills

(SER p.15). The outcomes also focus on the important skills of team building and personal skills related to the ability to initiate and plan projects. The final research project brings together the learning in an interdisciplinary fashion.

The learning outcomes are very well defined and described in Annex 1 for all the courses offered on this programme. Learning outcomes and assessment strategies are clearly understood by the students and the workload across both programmes seems to be fair and manageable for students. Students receive a handbook at the start of the programmes. Information is also available on the Internet.

The programme claims an interdisciplinary approach between applied and visual arts, this is a well communicated and distinguishing feature of this programme. The flexibility of the programme was reviewed and improved every year and allows its graduates to operate between art media technologies and industry and to contribute both culturally and commercially.

The SER states that the programme's aim is "developing contemporary graphics specialists who satisfy the highest international standards and research-artistic qualification, are able to conduct scientific-artistic research, critically-analytically evaluate and interpret phenomena and processes of applied graphics and graphics art in the local and international contexts as well as employ innovative problem-solving methods in order to realise aims in various interdisciplinary projects." (SER p. 8) However, the Review team recommends that the uniqueness and comparability to international educational practices and standards claimed by the programme needs more to be defined, extended and clearly communicated. The programme's profile strength is driven toward illustration.

The Review team noted that the programme learning outcomes supported students in accessing skills needed for employment. This was also supported by the social partners who were complementary about the skills of the graduates of the programme. The programme objectives and intended learning outcomes are reflected into acquired knowledge, skills and abilities and all of these are in conformity with the requirements for professional activities. The employers did indicate an emerging need for students to gain better skills in digital drawing and to specialise in photography in order for the programme to better align with the labour market and public needs.

The SER indicates the administration's effort to establish the programme's aims and to expand the scope of partnerships nationally and internationally. The department consults with academic communities from foreign universities from Sweden, Finland, Holland, Portugal, and Latvia.

Co-operation with industrial partners, commercial and social partners is both convincing and very positive, enabling the programme to continue to develop this as an important aspect. Therefore, SER feature that almost 100% of the tasks are real projects jointly developed with social and industrial partners. The range of social partners involved in revisions of the programme at the time of the review include representatives of traditional publishing and digital media industries, public and educational institutions, cultural events and visual arts organisations, and is thus adequate to the programme's aims The social partners whom the review team interviewed during the visit assured the panel of their ability to constructively participate in the development of the programme and showed good knowledge of the programme's aims, learning outcomes, technical facilities and the development

During the site visit, review team was informed that the title Applied Graphics emphasize the applicability of use of the learning outcomes, competences and skills of the graduates of the programme towards various contemporary and future developments and challenges. Foreseeing such ambitious perspective the title, intended learning outcomes and qualification are well tuned and operate with success, and commented on favourably by graduates and social partners. The review team note that the programme has developed a set of strategies to attract new students including use of social media, open days of the Academy, school liaison and lectures provided to different task groups etc. and supports this.

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

2.2. Curriculum design

The curriculum meets legal requirements for the study type and university second level of master, with a volume of 120 ECTS and 2 years full time studies. The students have to accumulate 120 ECTS credits during the programme composed of 78 from study field subjects, 12 credits for the elective theoretical and study field subjects and 30 credits for the final thesis. Curriculum design is clearly defined and fit for purpose and has been modified positively based on recommendations from the last review. Major changes were regarding to the number of credits, unified to 30 each semester, reduced number of credits, to 3/ 6 and no more for one discipline. The changes were

commented on favourably by the students, staff and management. As mentioned in the SER, there are many improvements and programme structure vas was update concerning the structure of the programme since the previous evaluation.

The programme structure is in line with legislative requirements .The study subjects, including the range of elective and optional disciplines are well distributed along the study plan, following logical and consistent development of knowledge and skills in need to be acquired by the students. Subjects of study are consistent and topics are clear and in line with the level of studies, supportive to build up the professional profile of the contemporary art practitioner and also relevant for applied graphics professional developments. The grids presented in the SER, reflecting correspondences between study subjects and intended learning outcomes are appropriated and well-tuned. The master's study programme is also associated with the priorities of the State, defining culture and creativity as the most important resources of Lithuania as mentioned in the SER p.11.

The level, content and objectives of subjects reflect the type and cycle of studies, providing general introduction in art and design as well as conceptual, technical and theoretical acquisitions.

The content of the MA course distinguished from the BA level by "analysing of applicability of the graphics art, its development and adaptation: possibilities are searched for how to transform, expand and apply the graphics art in response to newest trends and technological possibilities, thus aiming at uniqueness in terms of research and obtained outcomes" and also by "clear differences of outcomes between the second and the first cycle; development of critical thinking and peculiar design of a problem solution, development of competences" and "flexibility, openness and development of the study programme; the programme is able to react swiftly to contemporary issues from cultural, social, industrial and economic perspectives" states in the SER p.11.

The study plan is re-assessed every year and updated if needed and contains a complementary important range of choices for individual development course of studies, including culture and social issues.

Subjects and themes are not repetitive along the study plan or process and were changed upon recommendations from the previous evaluation. Subjects and the set timetables and personal project coaching by tutors are very suitable to ensure independent work and personal self-directed paths of development for students. The content of the subjects is in line to the MA in higher art education studies and consistent to the specialized field needs.

Independent research and art practice module are included in the study plan, increasing awareness, confidence and independence of the practitioner related to the field of studies.

The review team noted and supported the new subjects that have been included in the study plan since the last accreditation like Personal project development, Conceptualism and development of graphics art, Art management and Contemporary art discourse and elective subjects such as Psychoanalysis and art and Visual anthropology have been included into the study plan. Social partners and employers mentioned more need for digital drawing training. The programme displays an excellent level of craftsmanship and a great focus on technical expertise, new technologies included. Continuous assessment and updating of the process and methods to achieve intended learning outcomes is set up.

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

The review team also reviewed the master theses of students of this programme. The team commends that learning outcomes in master theses that are achieved. The abstracts are well written, the topics are relevant and important. A good level of use of foreign literature was noticed in the final theses. During the site visit, the interviewed employers emphasise also the students and graduates' social skills, exceptional adaptability, ability to quickly assess problems and find solutions as well as their readiness to collaborate, work in teams and to mentor. Social partners also express the need for more presentation and self-presentation skills to be further included into instruction.

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

2.3. Teaching staff

The composition, number and professional profile of staff members meets legal requirements. The programmes are well supported by VAA and have committed enthusiastic and well-qualified staff.

The 5 teaching staff and the 11 invited teacher's qualification is adequate to ensure learning outcomes. There are 3 professors, one of them holding doctoral degree and 8 associate professors, 4 holding doctoral degree, and 5 lecturers, one holding doctoral degree, from humanities, contemporary art and applied graphics. Therefore the recommendations given to the heads by the senate of VAA to departments and study programmes regarding the numbers of teachers were not less than 50% of invited teachers in each study programme Teachers working in this programme are recognised artists, illustrators, publishers, designers (SER p. 23.). The ratio of teachers to students meets the legal requirements.

The number of teaching staff is adequate to ensure learning outcomes, the programme also brings in specialized contributors and artists from Lithuania and other countries to enlarge the offer of new subjects in line with new needs and developments in the field supporting the student needs. Specialists are also invited in as consultants on the theoretical subjects of the master's thesis and always have a doctoral degree and usually they are teachers of the Department of Humanities.

The teaching staff members are a mix of young staff and experienced staff, with appropriate didactic and professional artistic experience. The review team did note that the head of department changed 3 times during the last 6 years which may not be ideal in ensuring stability of a programme Staff members are very active and also involved into professional specific organizations and turnover of teachers is considered as improving the profile and making the department more attractive to students. There is significant international mobility of staff in academic institutions, including abroad. The SER gave examples of teachers vising a number of foreign institutions including Tartu University in Estonia and Amsterdam Graphics Atelier to share good practice and increase their skills. Artists, art practitioners, and staff from other institutions are invited to give lectures on this programme.

International academic exchange programmes provide opportunities to diversify information and curriculum content, and students and teaching staff mentioned that increasing such collaborations would be of benefit to the programme. This was highlighted by the team in the SER as an area of improvement (SER p. 26). The Review team note that this was also a recommendation for the previous evaluation and whilst some progress has been made there is still need for further improvement in this area.

Due to the flexibility of the programme and also to the range of age and expertise of staff, teaching staff turnover is able to ensure an adequate provision of the programme staff, staff are formally assessed every 5 years.

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

Pedagogical training is provided for staff members. VAA Educational Art Centre (established 2016) is operational, delivering courses and trainings provided by the institution, subject- matter, pedagogical, personal, up-grading of staff with acquisition of skills and expertise, organizing events, conferences, projects and lecturers. The Review team did consider that there is a need for a more formal system for development of staff around pedagogical issues e.g. new developments in assessment methodologies, emerging technologies in teaching and learning. Staff members are active in research projects and practice. The SER outlines the involvement of staff in work with clients, exhibitions, competitions, social initiatives in public spaces as examples of this (SER p. 26) Students and graduates commented on the commitment of staff and stated that communications between staff and students was generally very good and clearly defined.

2.4. Facilities and learning resources

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

As mentioned in the SER (p. 26) "The department currently uses the following premises: Department of Graphics (Room 103 – 24.01 m^2); archives (Room 305A – 5.63 m^2); five classrooms (Room 104 – 28.57 m²; Room 203 – 44.1 m²; Room 203A – 39.32 m²; Room 305 – 33.64 m²; Room 301 – 22.25 m²); a classroom of digital (illustration) technologies (Room 102 – 14.11 m²); a classroom-hall for course lectures (77.73 m^2); IT laboratory (46.29 m^2); a workshop (126.6 m²); a photo laboratory (37.4 m²); a printing office (244 m^2) consisting of: a digital print laboratory (43.6 m^2), a silk-screen laboratory (29.9 m^2), an offset printing and post-press laboratory (42.5 m^2), and a traditional graphics laboratory (128 m^2)." The Review team also welcomes the new accommodation, already functional, ready to use for hosting vising lecturers and artists and international students. The computer laboratory is updated continuously with technology and software packages.

In general access to resources for the programme is very good, including the library, studio spaces and computing facilities, consisting of 14 computers used for the teaching purposes, one A3 format scanner, 2 printers (laser and ink-jet), a digital video camera, a digital video recorder, and 4 projectors (SER. P. 26); however some students did comment that the photography facilities laboratories to be updated.

The software used to carry out tasks is regularly renewed: Adobe Photoshop, Adobe Indesign, Adobe Illustrator, Corel Draw, Adobe Dreamweaver, Adobe Flash, Adobe Premiere Pro, Autodesk 3DS Max, Autodesk AutoCAD ir kt. In 2012, Windows 7 Pro operating system was purchased and installed in the computers of the IT lab; new learning packages of graphics, design and architectural design and modelling released in 2012 were bought and installed: Adobe Design and Web Premium CS6 consisting of: Photoshop® CS6 Extended, Illustrator® CS6, InDesign® CS6, Acrobat® X Pro , Flash Catalyst® CS6 , Flash® Professional CS6 , Dreamweaver® CS6 , Fireworks® CS6 , Bridge CS6; Autodesk Design Suite Building Ultimate Education 2013 needs to be improved.
Some materials are provided for free to students on request.

The student and academic communities have access to the exhibition spaces of the galleries of VAA KF and there are set arrangements and collaborations for exhibition and professional practice with galleries, institutions, fairs, enterprise and some other universities in Kaunas SER information mentioning 48 external partners. The students and faculties have access to Nida Art Colony and Panemunes Castle creative workshop, and the students the review team met commented this on favourably.

The students and faculties have access to VAA libraries and VAA KF library, functioning in renovated premises and have access to 19 electronic databases. The Kaunas Faculty students have access at the place to 4,898 different titles listed are stored in the library of Kaunas Faculty. Students may use the electronic catalogue of the Academy, freely available online (http://aleph.library.lt/F?func=find-b-0&local_base=vda01).

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

2.5. Study process and students' performance assessment

Entrance requirements are well founded, consistent and transparent for the MA level studies, including study project presentation and professional portfolio development.

The review team noted that the entrance requirements let only one quarter of the admission grade to be defended during such competition the ranking and the rest of grade being already established after the BA graduation. Such interdisciplinary vision claimed by the programme might in such cases, not offer the opportunity for graduates coming from other art and design specialities or fields of studies to join the programme. The study programme attracted an average of six students per year between 2012 and 2016. The study process is adequately organized and ensures a proper implementation of the programme, meeting the intended learning outcomes.

During the site visit, both the interviewed graduates and statistics show that a high number of graduates have entered the labour market in the region before graduation or immediately after, and those who have moved out of the region report on their successful adaptation to the market requirements in Lithuania and abroad. The interviewed graduates represent a wide range of industries (e.g. publishing, advertising, game design) and are holding a wide range of positions (e.g. illustrator, art director, graphic designer), including free-lance and self-employed. Senior and lecturing staff of the programme indicate that the more intense involvement of social partners in the development and day-to-day activities of the programme is one of the key changes introduced to the programme over the past few years.

Stakeholder representative consider that students and graduates of the programme have excellent skills, strong social engaged, flexible and easy adapt to different needs, demands and topics. External academic and art practitioner specialists involved, as long as external entrepreneurial partners.

The study process develops methodology and use of practice based research, exhibition, theory modules and Master Thesis. Excellent guidance and structure of the programme is based on flexible student driven schedules set and the tutors supportive. The students expressed that they feel free to navigate the programme to meet their own needs. The review team noticed significant preoccupation for tutorial activity and coaching of the students.

During the site visit the Review team was given the opportunity to see samples of work produced along the programme by students and graduates. The Quality of works was very strong and commendable. Public attendance is welcomed during examinations and assessment. Continuous, semester and final assessment are set upon rational timetables for ensuring the achievement of the intended learning outcomes.

Support for students is generally good. Most of the students hold state funded places. The student association is active and supportive for communication and feedback in the study process. Students have good opportunities to participate in artistic projects, exhibitions and industry projects. Students commented on the one to one support they get from staff. The review team did note from student comments that VAA provides counselling and psychological supports to students in Vilnius but not Kaunas. Students and graduates confirm that there are in place if needed opportunities and procedures to make complaints and lodge appeals and take re-sits.

Students are provided with the conditions and encouraged to take part in mobility programmes such as Erasmus, Erasmus +, Nord plus, and participate in conferences, events and exhibitions in Lithuania and abroad. Students the review team met had availed of the opportunity to study abroad in their time at VAA. Students from other countries also come to study on this programme, in 2016 4 students, 2 from Latvia and 2 from Portugal studied on the programme, although the Review team noted and supported the SER's comment that the numbers of incoming students need to be increased.

The programme has very good visibility and international connections and collaborations. The programme has formal co-operation links with Latvia, Estonia and Amsterdam.

The programme has developed an ambitious range of professional opportunities, exhibitions, workshops and collaborations, projected and supported by teaching staff and at the end of the studies a final MA catalogue with projects of MA graduates is published every year. The students are highly encouraged and supported to activate in the professional (other than academic) environment, stressed as positive factor of study success. The recreation bases of VAA Nida and Mizarai are opened for student use.

Students and graduates demonstrate good teamwork and collaboration skills and perform well in some sectors as illustration and the computer game industry. Most of the graduates of the programme are well integrated into professional field. Students and graduates confirm that fair learning environment is ensured and the review team had no complaints on this matter during the visit. Students commented that due to the individual nature of the programme they are able to access detailed verbal individual feedback from lecturers although the review team felt that this rather informal approach might need to be reviewed if programme numbers grow. The external partners collaborate and give positive feedback to the programme and they are involved into curriculum development.

Students are happy and feel confident and navigate easy along the programme and all students present the review team met said that they would recommend the programme to a friend

2.6. Programme management

The review team note the positive changes that have been implemented since the last evaluation review, carried out in 2010, and commend the VAA for responding well to the recommendations of the previous panel and comment that the Self Evaluation Report is regarded as a new tool for improving the programme. Improvements are visible in the elaboration and translation of the SER and annexed documentation; improvements generated by the effort to create a learning as opposed to a teaching paradigm; increasing of international mobility of students and teachers and also the further enhancement and integration of project management, business, teamwork, communication, entrepreneurial skills and design as elements within the programme.

Improvements are visible in the elaboration and translation of the SER and annexed documentation; improvements generated by the effort to create a learning as opposed to a teaching paradigm; increasing of international mobility of students and teachers and also the further enhancement and integration of project management, business, teamwork, communication, entrepreneurial skills and design as elements within the programme.

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

The review team commented on another improvement made since the last evaluation , in relation to improvements in the quality of the master theses of students of this programme .During the evaluation, the review team reviewed the master theses of students of this programme. The PR commends that learning outcomes in master theses are achieved. The abstracts are well written, the topics are actual and important. A good level of use of foreign literature was also noticed in the final theses.

The review team noted during the site visit that the programme pays attention to society developments and needs, interacting in a very successful manner with external partners and industry, and was strongly commended for this. The programme aims and learning outcomes

improved in a substantial manner and are related to the academic requirements and the needs of the labour market. This was evidenced by a strong employment rate of the graduates at almost 100% for the last 5 years.

In relation to the need for advertising for the programme, open days are organised twice a year and the community is invited to visit the facilities, exhibition and meet the students and the teaching staff. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated., Formally, representatives of social stakeholders are involved in the programme committee, semester reviews, final thesis review committees, student placements, tours, give workshops, consult students and staff and are in some cases also part of the lecturing staff.

The Programme Study Committee is in charge of the current programmes management and students and external professional stakeholders are involved into the process. The continuous monitoring of the process assured. The Study Programme Committee coordinates the collection of information such as statistics of student mobility, data of student advancement and drop-out; contact data of graduates; graduate placement statistics; student and teacher mobility statistics; data of teachers' creative and research activity and qualification improvement; data of surveys; data of cooperation with social partners; list of students' works and names of those who participate in exhibitions; visual-digital material of students' course papers as well as final theses and exhibited works of art; photo and video material of the Department's activities and the study process; contact data of students and graduates, and other important information necessary for the study process assurance and study quality analysis and enhancement. Data and other information regarding programme implementation are collected and periodically assessed by the study programme committee, department council and faculty council.

There is a formal internal programme assessment carried out every 5 years. The Study Quality Division is operating in VAA. In 2013, the Description of the Procedure of Internal Quality Assessment of the Study Programmes of VAA was approved and monitoring the implementation of QA issues. The outcomes of internal and external evaluation are used for the improvement of the programme using guidelines, regulations and procedures (national, sectorial and institutional). The Code of Ethics was adopted in 2015, drawing responsibilities and facilitating control and task distribution along the programme.

The review team had the opportunity to meet during the site visit an important number of stakeholders (including students and graduates) and find out that they are involved in the continuous evaluation and improvement process, both in formal and informal ways. Questionnaires, surveys

and informal feedback is carried out by programme management with feedback gathered from a range of academic and different social partners.

The information about the study programme and external evaluation is published on the VAA site and programme management ensure that stakeholders are informed and have access to it. The need for further development of relationships with alumni across both programmes was noted in the SER as an area for improvement and the Review team supports this, as did the graduates the team met.

The Review team remarked positively on the continuous improvement of QA measures and their efficiency in the activities of the programme.

III. RECOMMENDATIONS

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

2. The Review team considers that more formal development of staff around pedagogical issues e.g. new developments in assessment methodologies, emerging technologies in teaching and learning is needed.

3. The review team recommends further formal development of relationships with alumni on the programme.

4. The Review team did note from student comments that VAA provides counselling and psychological supports to students in Vilnius but not Kaunas and recommends that steps are taken to rectify this.

5. The review team recommends that the uniqueness and comparability to international educational practices and standards claimed by the programme needs more to be defined, extended and clearly communicated.

6. The review team recommend that the photography facilities be reviewed and improved.

IV. EXAMPLES OF EXCELLENCE

The programme displays an excellent level of craftsmanship and a great focus on technical expertise, new technologies included.

Flexibility of the programme allows its graduates to operate between art media technologies and industry and to contribute both culturally and commercially.

The programme demonstrate high employment rate of graduates, with almost 100% rate of employment and their ability to find a worthwhile role professionally and in society.

Stakeholder representative consider that students and graduates of the programme have excellent skills, strong social engagement, and flexibility and easily adapt to different needs, demands and topics.

IV. SUMMARY

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

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

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

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

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

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

Students have good opportunities to participate in artistic projects, exhibitions and industry projects Students also have opportunities to participate in international mobility and exchanges through Erasmus, although the review team noted the SER 's comment that numbers of incoming students need to be increased.

Supports for students are generally good, students commented on the one to one support they get from staff. The Review team did note from student comments that VAA provides counselling and psychological supports to students in Vilnius but not Kaunas.

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

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

The review team noted that the programme supports students in accessing skills needed for employment. This was supported by the social partners who were complementary about the skills of the graduates of the MA programme. Some graduates would like to see more formal business skills included in the programmes particularly those related to self-employment and being a sole trader and the Review team would support this development.

V. GENERAL ASSESSMENT

The study programme *Applied Graphics* (state code – 621W10007) at Kaunas faculty, Vilnius Academy of Arts is given positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**19**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Annie Doona
Grupės nariai: Team members:	Carsten Burke Kristensen
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	Gabrielė Panavaitė

VILNIAUS DAILĖS AKADEMIJOS KAUNO FAKULTETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *TAIKOMOJI GRAFIKA* (VALSTYBINIS KODAS – 621W10007) 2017-06-21 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-136 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos Kauno fakultete studijų programa *Taikomoji grafika* (valstybinis kodas – 621W10007) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

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

Ekspertų grupė nori atkreipti dėmesį į teigiamus pokyčius, kurie buvo atlikti po paskutiniojo vertinimo, ir pagirti VDA už reagavimą į ankstesnės ekspertų grupės rekomendacijas. Pokyčius

teigiamai vertina studentai, dėstytojai ir vadovybė. Ekspertų grupė taip pat pastebėjo ir sveikina fizinius įgyvendintus arba šiuo metu įgyvendinamus infrastruktūros pokyčius, tarp jų – naujos studijų erdvės ir kitų patalpų įrengimą. Ekspertų grupė taip pat nori atkreipti dėmesį į naujas kviestiniams dėstytojams, menininkams ir užsienio studentams skirtas gyvenamąsias patalpas.

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

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

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

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

Studentams sudarytos geros galimybės dalyvauti meno projektuose, parodose ir industrijos projektuose. Studentai taip pat gali dalyvauti tarptautinio judumo veikloje ir mainų programose pagal *Erasmus* programą, nors savianalizės suvestinės komentaruose ekspertų grupė pažymėjo, kad atvykstančių studentų skaičių reikia didinti.

Studentams teikiama parama iš esmės vertinama gerai, studentai teigiamai atsiliepė apie personalo teikiamą pagalbą „vienas prie vieno". Ekspertų grupė, remdamasi studentų komentarais, suprato, kad VDA teikia konsultacijas ir psichologinę pagalbą studentams Vilniuje, bet ne Kaune.

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

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

Ekspertų grupė pastebėjo, kad studijų programa padeda studentams įgyti įgūdžių, kurių reikia norint įsidarbinti. Tai remia socialiniai partneriai, kurie teigiamai atsiliepė apie šios magistro studijų programos absolventų įgūdžius. Kai kurie absolventai pageidauja, kad į studijų programą būtų įtraukta daugiau formalių verslo įgūdžių, ypač susijusių su savisamda ir pavienio prekiautojo darbu, mokymo. Šiam pageidavimui ekspertų grupė pritaria.

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III. REKOMENDACIJOS

1. Šios studijų programos studentai ir kai kurie absolventai norėtų, kad į studijų programą būtų įtraukta daugiau formalių verslo įgūdžių, ypač susijusių su savisamda ir pavienio prekiautojo darbu, mokymo. Ekspertų grupė pritaria šiam pageidavimui.
2. Ekspertų grupė mano, kad reikia daugiau formalių mokymų dėstytojams pedagoginiais klausimais, pavyzdžiui, sukurti naujas vertinimo metodikas, taikyti naujas dėstymo ir mokymosi technologijas.
3. Ekspertai rekomenduoja toliau gerinti formalius ryšius su šios studijų programos alumnais.
4. Remdamasi studentų komentarais ekspertų grupė suprato, kad VDA teikia konsultacijas ir psichologinę paramą studentams, kurie studijuoja Vilniuje, bet ne Kaune, todėl rekomenduoja šią situaciją ištaisyti.
5. Ekspertų grupė rekomenduoja apibrėžti, išplėsti šios studijų programos unikalumą ir palyginamumą su tarptautine ugdymo praktika bei standartais ir apie tai aiškiau informuoti.
6. Ekspertų grupė rekomenduoja peržiūrėti ir pagerinti fotografijos materialiąją bazę.

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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)