



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos

**STUDIJŲ PROGRAMOS „STIKLO, KERAMIKOS, ODOS,
TEKSTILĖS MENAS“**
(valstybinis kodas – 653W10001)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF “GLASS, CERAMICS, LEATHER, TEXTILE ART”
(state code – 653W10001) **STUDY PROGRAMME**

At Kaunas College

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Stiklo, keramikos, odos, tekstilės menas</i>
Valstybinis kodas	653W10001
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3 metai)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis dailės bakalauras
Studijų programos įregistravimo data	2010-05-03, Nr. 634

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Glass, ceramics, leather, textile art</i>
State code	653W10001
Study area	Creative Arts and Design
Study field	Fine Art
Type of the study programme	Collegial
Study cycle	First
Study mode (length in years)	Full-time (3 years)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Fine Art
Date of registration of the study programme	03/05/2010, No. 634

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The Centre for Quality Assessment in Higher Education

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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.	Samples of employers questionnaires
2.	Samples of teachers self-assessment reports

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

Kauno kolegija/ Kaunas College (hereinafter referred to as KK) is a state higher education institution established in 2000, which has the status of a Public Enterprise (PE). The performance of KK is based on the Law on Science and Studies of the Republic of Lithuania, strategic documents

of the Lithuanian higher education, the requirements of the European Higher Education Area (EHEA), and KK Strategy till 2020. In 2014, KK was accredited by international external evaluators. At present, KK is one of the largest higher education institutions in Lithuania, with a community of about 7,000 students, 1,000 employees and 22,000 graduates. (SER p.4)

Justinas Vienozinskis Faculty of Arts (hereinafter referred to as JVFA) consists of 7 departments: the Department of Decorative Plastics, the Department of Conservation and Restoration of Art Works, the Photography Department, the Design Department, the Department of Fashion Design, the Department of Image Design, and the Department of Preschool Education. All the departments implement the study programmes that correspond to the name of the department, with the exception of the Department of Decorative Plastics, which implements the study programme of Glass, Ceramics, Leather, Textile Art.

The mission of the Department of Decorative Plastics is to implement the study programme of GCLTA. The Department and the Study Programme Committee are responsible for the update of the content of the study programme and its study plan; the quality of studies; usage of resources; the achievement of the aims anticipated in the study programme and the action plan of the Department; and the internal assessment and self-assessment of the performance. The aim of the academic staff of the Department is to help students achieve learning outcomes and acquire the competencies necessary for art specialists.

In 2008, the Centre for Quality Assessment in Higher Education carried out the external assessment of the study programme of GCLTA. Taking into account experts' comments and developments in the Lithuanian education policy, amendments to the study programme of GCLTA and its implementation were made, which are briefly overviewed in the self-assessment survey.

1.4. 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 17th of May, 2017.

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. **Radu Pulbere**, University of Art and Design in Cluj-Napoca, Head of Applied Art and Design Department, *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 general aim of the programme of Glass, Ceramics, Wood, Leather, Textile Art (GCLTA) according to the SER, is to train Professional Bachelors in Fine Art, who are able to perform in the area of arts; make innovative decisions; create new ideas; and act in the modern dynamic environment. The main aim of the study programme is specified by 4 sub-aims (SER, p.6) The programme aims and learning outcomes are accessible on the KK website: <http://www.kaunokolegija.lt/wp-content/uploads/2012/09/Glass-Ceramics-Wood-Leather-Textile-Art-EN.pdf> and <http://www.kaunokolegija.lt/stojantiesiems/studiju-programos/menai/dekoratyvine-plastika/> GCLTA study programme is revealed through the analysis of strategic state documents, i.e. the *Strategy of the State Education 2013-2022* and the *Strategic Action Plan of the Ministry of Culture of the Republic of Lithuania*.

The aim of the study programme of GCLTA is to maintain the traditions of glass, ceramics, leather, and textile art practices. The strongest facets of the programme are the ability to respond to the challenges of globalisation whilst at the same time favouring traditional and regional and country relevant craft based skills, aligning these to modern technologies at the same time. Its strengths are also brought out by the general trends in the local region as well as in the world, where classic materials and skills needed to handle those are required and appreciated. The Strategy of the State Education 2013-2022 (SER page 8) emphasised that in the age of globalisation it is important to reconsider national identity and to understand what binds the nation and binds it with the Lithuanian state. Therefore to meet the needs of the state and foster national authenticity it is necessary to keep the glass ceramics leather and textile art traditions and to promote these in the regions and

nationally. The aim of the study programme is intended to guarantee the continuation of regional and national culture as well as preserving the identity of the artistic subjects. The Programme team reviewed the need for art professionals in the Kaunas region (SER page 8) through consultation with industry and by analysing government-produced information. The data provided by the labour exchange for example showed that there is a need for skilled practitioners and artists in the Kaunas area and nationally. The Kaunas Region Development Plan (SER p. 29) talks about the need to improve the small business environment, many of the graduates of this programme will go on to be small business owners or single traders. The programme administration has indicated during the review team visit that in case of the changing public needs and needs of labour market it may reconsider and expand the range of specialities. The review team supports such aspirations taking into account the long-term history of the art school (and later art faculty) that provides a backbone to the programme's identity and plays a key role in formulating the programme's aims.

The curriculum is good and fit for purpose. The review team note the high technical standard of final thesis work. During the site visit review team noted that especially the written part of final thesis is well prepared. This is reflected as well in grades from last two years. The average grade is 9,2 (Annex 5)

The programme objectives and intended learning outcomes are clearly linked to the academic and professional requirements.

The modules and learning outcomes progress from fundamental and theoretical basics first such as Drawing and Painting and Design Basics. They progress onto more specialised areas such as Stained Glass Technologies, Moulding technologies and Design Plastics. Student also learn about the basics of Business. The subjects and learning outcomes culminate in a final practice piece which is practically based and allows the students to display the range of skills achieved in realised pieces.. This linking of academic modules to practical elements is of particular importance to this programme, which is a professional bachelor degree.

The review team heard evidence of industry engagement in the development of the programme to ensure that the aims and learning outcomes relate to professional requirements.

The programme objectives and intended learning outcomes correspond to the type and cycle of studies and the level of qualifications. The programme aims and learning outcomes are consistent with type and level of studies and the level qualifications offered.

The review team noted that the comments of previous international review team (2008) had been taken into account and amendments to the study programme of GCLTA and its implementation were made (Annex 6) there were eight recommendations from the previous evaluation. These included for example: *Continuously develop and refine the internal Quality Assurance system and implement its findings*. Strategic documents, which guarantee quality assurance processes, were prepared and are in use. Self-assessment and performance planning every year starts at teacher level and ends at department level thus ensuring quality of the study programme.

The review team also supports the specialist nature of the programme but note that the title, which refers to the specialisms, may be restrictive in the future, if the college wants to add additional discipline areas. The conclusion of the review team is that this is a very good programme with a unique position within higher education in Lithuania. The programme starts with a broad curriculum but then prepares students for specialisms in one of the four areas; this specialisation and unique approach was commented on very favourably by staff, students, graduates and the social partners (review team visit to HEI on 17.05.17)

2.2. Curriculum design

The programme structure is in line with the legislative requirements. GCLTA includes total 180 credits and is organised in three parts: 1) General subjects of collegial studies, 15 credits, 2) Study field subjects – 135 credits including practices and Graduation (Diploma) Project and 3) Optional subjects – 30 to 60 credits.

The subjects are evenly spread, are relevant to the degree awarded and their themes are not repetitive. The curriculum starts with subjects that are more general and during the 3 years progress to more specific elective courses. The aim of the first part is to ensure that students get the basic knowledge of philosophy and legislation in force. Language is taught as a general, and as a subject-centred language. That ensures students will have the opportunity to replenish their knowledge internationally in the future, and become further acquainted with international subject-oriented literature.

The second part, Courses of the study field, 135 credits provides opportunities for students both theoretically and practically to achieve the anticipated learning outcomes. This part, which has the highest volume of content and which is delivered across all the terms, is the backbone of the curriculum. It contains subjects from painting and drawing to various computer skills. The most significant part is still allocated to subjects that supply skills needed in the future, when working in the specialities such as Decorative Plastic Design and Techniques 1,2, Applied Research and

Achievements Portfolio, Composition and Design. This part also contains the Graduation (Diploma) Project that summarises all the knowledge acquired. The requirements for students' graduation projects (GP) are well explained in SER (p. 13) and the review team found that these were well understood by students. A Qualifying Board with a minimum of 5 members (3 of them from external organisations) is established in order to evaluate the diploma papers. Participation of external evaluators, especially stakeholders/employers, provides invaluable information to students and to the department about the quality of work and any future amendments that may need to be considered.

The concluding part of the curriculum *Alternative and freely elective courses, 30 credits* is intended to deepen the practical skills of the chosen specialisation (*Decorative Glass Plastics; Decorative Ceramic Plastics; Decorative Textile; and Leather Plastics*), and provide supplementary knowledge as well as developing additional skills that enhance the general abilities through the study of freely elective courses. In this part of the programme, the majority of content delivery is assigned to the acknowledged specialists in the particular subject field: ceramics, glass, leather and textile teachers. Their extensive experience as artists and as teachers supports the delivery of the quality needed for graduates. The outcome of this part allows students to focus their studies, offering the option to specialise in certain area or subjects.

The review team supports the aim of the programme to achieve better integration of the programme and stronger cross-disciplinary activity with other arts programmes. The review team note that the curriculum has a strong industry focus. Graduates and social partners commented on the programmes ability to produce graduates, who are flexible, creative and industry ready.

The senior administration acknowledges that a delay between graduation and establishing of individual practice is inherent to the programme due to the high costs of a material base necessary for such practice. The programme however provides students with exceptional knowledge in regards to the management of technical and material resources. The faculty also provides support to the graduates by making its workshops and their equipment available for use or hire after graduation, this access is also available to the wider public.

Students, graduates and teachers all acknowledge that commissions and competitions (carried out in close collaboration with social partners) are extremely useful instruments for learning industry skills, codes of conduct and building the student's professional portfolio. Such commissions appear very well integrated into the programme's curriculum and study process. The review team found evidence of this through student work and through interactions with staff students and social partners.

The review team supports the administration and teaching staff's effort to integrate an increasing amount of contemporary content into the curriculum (such as contemporary professional literature reflecting the specialties taught at the faculty; aspects of contemporary humanities, business management and law; recent history of contemporary practices in visual, applied and decorative arts and manufacturing in Lithuania and internationally). The panel finds this effort not yet sufficient to further theoretical aspects of the student's work, their artistic outlook, as well as their understanding of career opportunities and their fitness for it.

The review team supports the aspiration of the programme to introduce more business related modules and subjects e.g. around copyright law, taxation, intellectual property.

2.3. Teaching staff

Teaching staff turnover is able to ensure an adequate provision of the programme; 18 full-time or part-time teachers deliver the GCLTA study programme: 2 Associate professors, 14 Lectures, 2 junior lecturer. The turnover of the staff is appropriate. All teaching staff members currently working in the GCLTA study programme have Master's level degree or other equivalent qualifications. (Annex 3) This was one of recommendations from the previous assessment to *support more teaching staff to study at MA level to enrich and enhance the quality of programme*. The review team noted the positive response to this recommendation from the programme (annex 6). Staff meeting legal requirements provide the study programme. According the SER 30 per cent of the courses of the study field are taught by acknowledged artists and scientists (the description requires at least 10 per cent). Most members of the academic staff working in the study programme have more than 3-years practical experience in the field of the course taught (the description requires more than half of the staff to have at least 3-year practical experience in the field of the course taught (Annex 3 and 4).

Academic staff of the study programme of GCLTA participated 161 national and international exhibitions in Lithuania and abroad. They organised 65 personal exhibitions in Lithuania and 2 abroad (SER p.16 Table 3.2.1) and many are actively participating in scientific, conferences internships and seminars (SER, p. 16 Table 3.2.2) during the period under assessment average 5 teachers in year are using possibilities academic mobility (SER Table 324). This assures that the qualifications and ongoing professional and artistic development of teaching staff are adequate to ensure the delivery of learning outcomes.

The workload management of teaching staff is optimised as teaching is done in small groups, which enables individual instruction of students. That is crucial when teaching art and other subjects that include the acquisition of manual skills.

Through examination of the study plan (Annex 1) and the list of academic staff (Annex 3), the review team found that four teachers have a substantial role in the curriculum. They coordinate teaching of most the subjects in the GCLTA programme which are connected to certain materials (Glass, Ceramics, Leather, Textile) and therefore they bear the most responsibility for the achievement of the intended learning outcomes in the programme. Out of the four mentioned, as Head of the Department, has the most significant role. The concentration of teaching and responsibility in such a small number of staff may be a potential risk to the programme for example, if a staff member left or became ill.

There is an insufficient number of in-coming lecturers, usually one teacher per year. The review team supported the conclusion of GCLTA articulated through the SER that more possibilities should be found to invite more educators from outside. Suggested examples might include the introduction of an international workshop on a theme that the programme team feels needs to be further developed in the curriculum and to include speciality-connected research efficiently into the learning programme.

The higher education institution ensure conditions for professional (subject matter, pedagogical, personal) upgrading of staff necessary to implement the programme. Further pedagogical training of lecturing staff was identified by the senior management as a key priority for further development and the review team support this aim. The review team was informed that staff are provided with opportunities to participate in conferences, internships and seminars, and around 70 % of staff the review team met had participated in this kind of training, but the focus may need to be on more pedagogical development.

2.4. Facilities and learning resources

The study programme is being delivered in a unique location, the Justinas Vienožinskis Faculty of Arts, which is situated in the picturesque place in Zaliakalnis (*a green hill*), which is known as Owl Hill. The complex of the premises is included in the Register of Lithuanian Real Property Cultural Heritage as well as the List of Historical, Archaeological and Cultural Objects of State Significance. (SER p.9) The facilities including the study rooms of the study programme of GCLTA are good. All lecture rooms are fully equipped with computers, multimedia projectors and with wireless Internet connection (SER, p.18 Table 4.1.1.), so it can be stated that Ceramics, Glass, Leather and Textile Studios are adequate both in their size and in quality. The review team note the considerable

investment that has been made in the programme by the College to support this programme (Site visit HEI 17. 05. 17)

The higher education institution has adequate arrangements for students' practice. There is a good relationship between this programme Kaunas and the surrounding professional environment. The students are given many opportunities to exhibit, and to collaborate in projects with galleries and employers. The senior administration acknowledges that a delay between graduation and establishing of individual practice is inherent to the programme due to the high costs of a material base necessary for such practice. The programme however provides students with exceptional knowledge in regards to the management of technical and material resources. The faculty also provides support to the graduates by making its workshops and their equipment available for use or hire after graduation, also to wider public.

All necessary teaching materials (textbooks, books, periodical publications, databases) are listed on the descriptions of study courses (Annex 2) and are accessible in the KK Library catalogue <<http://college.library.lt/kk>> or the Virtual Library < <http://ebiblioteka.kaunokolegija.lt>> Its funds store 127,000 copies of publications of 32,000 titles and are constantly supplemented with new ones. The Library purchases new books of about 1,500 titles and about 200 printed periodicals a year. The review team noted as a positive development the fact that the library is continuously replenished and cooperates with the educators when ordering up to date additional literature. Both students and teachers have access to both hard copies and extensive online resources of the library, and are directly involved in the library's acquisition practice. The review team supports the continuous effort of the administration to find the best method of distribution of library resources between the faculties' building and the college's new library.

2.5. Study process and students' performance assessment

The admission requirements are well-founded and transparent: <http://www.kaunokolegija.lt> <http://www.kaunokolegija.lt/en/english-studies/english-study-programmes/>. The conditions and order of students' admission to the study programme of GCLTA is defined by the Association of Lithuanian Higher Schools for General Admission (LAMA BPO). The administrative staff did comment that with the current admission system they do not have prior contact with the student, this is a factor outside of the programmes control. The applicants of the study programme of GCLTA should have acquired at least secondary education. The competitive score of the study programme of GCLTA is comprised of the assessments of state school-leaving and entrance examinations.

The study programme GCLTA ensures adequate provision of the programme and the achievement of learning outcomes that supports the conclusions in the SER (p. 22 Table 5.1.2). The comparison of the results of the admission to other KK study programmes also reveals that the competitive score of the enrolled in the study programme of GCLTA is one of the highest. The analysis of the ratio between the number of the enrolled and the successful graduates of the study programme of GCLTA (SER Table 5.1.3) reveals that during the period under assessment the general ratio between the number of the enrolled and graduates was 90.14 per cent.

At the beginning of the year the students are informed about the study process, and are given a Student handbook. There are also midterm reviews when students are reminded about the learning outcomes.

Students are encouraged to take part in scientific, artistic or applied science activities. For example during the period 2012 to 2016 students of this programme exhibited in 74 exhibitions, 11 of which were international and held 12 personal exhibitions. Since 2003, the faculty has organised annual conferences of the Student Creative Society at which students present their artistic works and their theoretical work (through poster presentations).

Students have opportunities to participate in student mobility programmes, in Erasmus programmes of academic mobility and internships. The percentage participating in mobility opportunities from the total number students is high for example 2015/2016 14,8% and 2014/2015 19,23% (SER p.25 Table 5.2.6). The review team noted however, that the number of in-coming students GCLTA programme is low for example 2015/2016 – 0 and 2014/2015 just one student. Amending the English language version of Home Page could be helpful, also more active use of Facebook or any other social media channels. General data about the curriculum are easily found on the Internet, but there is not enough visual material for example about current activities of the department in real time. The introduction of such material could be an important marketing tool. Further cooperation with Justinas Vienozinskis Faculty of Arts could be beneficial to the programme.

According to the SER, the higher educational institution ensures an adequate level of academic and social support. Students are informed about possibilities during Introductory Week and additional information is available on the KK website, notice boards or verbally from staff. There is an impressive list on the SER (p.26–27) about academic support and social support. Good examples noted in this area by the review team include the granting of scholarships for students from low-income families and foundations established in the Faculty: J. Zikaras's, E. Lašiene's, and Vaitys's, which allocate graduates rewards for the most significant graduation projects. Students appeared not to have information about psychological support provided in college. Some said that they can

always go to teaching staff or admin staff but did not appear to be aware of any centralised support system.

The system of assessing student achievements is clear, public and appropriate to assess the learning outcomes. KK has developed and applies a students' learning outcome assessment system, which is defined in the *Order of Studies at KK* and recommendations regarding composing course/module descriptions. All assessment details are available in the descriptions of the courses of study programme of GCLTA (Annex 2) Cumulative assessment with 10 score criteria ensures the objective assessment. A students final score may consist of several components collected during the study process. In order to ensure the study quality, having finished the assessment of the learning outcomes of a study course, the lecturer or the Head of the Department conduct students' survey following the methodology approved in KK SER (p.23-24). Progression rates and drop out of students is thoroughly analysed in SER (p.23-24). Conclusions have been drawn based on outcomes and as can be seen in tables (SER p.23 Table 5.2.2 and p.24 Table 5.2.3) the outcomes are impressive. The analysis of the data of students' learning outcomes reveals that the percentage of the progressiveness during the period under assessment was 97.45 per cent, with the average score. In the Academic year 2014-2015 and 2015-2016, the progression rate was 100%. There have been 13 occasions of dropouts during the last five years. Every single occasion has been individually analysed and there have been fewer dropouts in recent years. The review team noted that the reasons given for drop out appeared to be financial or personal.

Professional activities of the majority of programme graduates correspond to the expectations of programme operators and employers. The review team note that the curriculum has a strong industry focus; graduates and social partners commented on the programmes ability to produce graduates who are flexible, creative and industry ready. Students, graduates and teachers all acknowledge that commissions and competitions (carried out in close collaboration with social partners) are extremely useful instruments for learning industry skills, codes of conduct and building the student's professional portfolio. Such commissions appear very well integrated into the programme's curriculum and study process.

GCLTA is taking into account data about the number of graduates and specialists demand. Information based on several strategic plans nationally and regionally ensures that the programme meets labour market needs (SER p. 29 Table 5.5.1). During the period under assessment (2012 – 2016), 59 graduates completed the study programme of GCLTA. 56 per cent of graduates are employed according to their specialism and 10.2 per cent were continuing their academic-studies.

Some students did note that the textiles curriculum was in need of some updating. The students in general did say that the curriculum was innovative and relevant for the current professional world.

Students and graduates confirm that fair learning environment is ensured and the review team had no complaints in relation to this area during the site visit. The students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures. The students appeared aware of their rights to discuss feedback and complain if necessary about their assessment results. Every semester students have the opportunity to complete surveys where they can complain about the programme and make suggestions for improvements. Students also have the opportunity to lodge appeals about grades, they were all aware of this.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated at 3 different levels: KK level, Faculty level and Department level (SER p. 30). Responsibility is clearly fixed between all three levels and regulated by relevant laws and regulations. The department has the main responsibility and appears as the driving force of the programme. Responsibility inside the department is shared between the, head of department academic staff and students. The exact responsibility areas are outlined in the self-assessment records. The activities of the department are monitored by Study Programme Committee. The Committee consists of 7 members and includes scientists, acknowledged artists, representatives of employers, lecturers and students' representatives. The Study Programme Committee submits proposals regarding the implementation of the ongoing study programme (SER p.31).

According to the SER (p. 32) information and data on the implementation of programme are regularly collected and analysed. Every year, the self-assessment and planning of the performance is carried out at each level of the KK structure: the academic staff, departments, faculties develop action plans and self-assessment surveys. Particular attention in the Quality Assurance System is paid to the quality of study programmes. The publicly presented annual self-assessment of the performance of the Faculty covers the following areas: management, studies and lifelong learning, applied artistic and scientific research, and the impact on regional and national development. Changes are made in the programme as an outcome of the analysis, if needed.

The outcomes of internal and external evaluations of programme are used for improvement of the programme (Annex 6), SER p.33). There is list of changes that are made to the Programme since the last accreditation, which the review team regarded as good practice. There were eight

recommendations from previous evaluation that taken into account connected Quality Assurance system, benchmarking, assessment criteria, teaching staff and international experience.

The evaluation and improvement processes involves stakeholders including the Lithuanian Artists Association, UAB “Glasremis”, UAB Kauno Jiesia, UAB Rūta. Several surveys were conducted. One of most important was an employer’s survey conducted in February - May 2014, to find out their opinion about the demand for the specialists in glass, ceramics, leather, textile arts, and their theoretical and practical training in the JVFA of KK. All respondents stated that the specialists trained meet the labour market needs, and 70 per cent claimed that within the next 5 years the industry will need more of the specialists in this field.

The graduates and staff indicate that the programme benefits from regular formal and informal contacts with its graduates. Concerted efforts are made to integrate the collected feedback from the graduate and social partners into the programme. The staff indicated also that the programme benefits from attempts to expand the range of social partners (e.g. as visiting lecturers, in reviews of students work and in collaborative project activity) for it to represent a wide scope of competences and interests.

Students are involved in the programme and give feedback by means of student surveys and by membership of study programme committees, as well as by way of a possibility to formally participate in the regular sessions of direct exchange with the Dean. The review team supports the panel’s intention to introduce more informal feedback processes including round table discussions. Students were clear on learning outcomes assessment methodologies and teaching requirements. Students and graduates were strongly enthusiastic about, and supportive of, the programme and of the commitment of staff and management.

Trends analysis evidence provided to the review team show that student numbers on the programme are low. The review team note that this is, in part, due to external admissions processes, which are not within the control of the programme, but are of the view that a clearer marketing strategy and publicity campaign is needed to promote the programme nationally and internationally. This view was strongly supported by the social partners.

The review team note that benchmarking with other institutions and programmes needs to be better developed and support the development of a strategy to identify institutions that the programme could benchmark against both in Lithuania and internationally. The current practice of benchmarking based on the study process, curriculum and learning outcomes would benefit from

additional criteria [such as statistics, pedagogical methods, methods of teaching self-management skills, staff mobility and continuous improvement of qualification methods.

The information about the study programme is public, relevant and easily accessible. The GCLTA study programme is accessible on the KK website: <http://www.kaunokolegija.lt/en/>

III. RECOMMENDATIONS

1. Student numbers on the programme are low. The review team note that this is, in part, due to external admissions processes, but are of the view that a clearer marketing strategy and publicity campaign is needed to promote the programme nationally and internationally.
2. Consideration also needs to be given to better usage of the website and social media platforms to show students work and achievements and to give a live sense of the programme and its activities.
3. The development of a strategy for visiting lecturers and methods of funding this initiative needs to be developed. Consideration needs to be given to stronger more formal involvement in Erasmus and Erasmus Plus for this programme.
4. The review team supports the aim of the programme to achieve better integration of the programme and stronger cross-disciplinary activity with other arts programmes.
5. The review team supports the administration and teaching staff's effort to integrate an increasing amount of contemporary content into the curriculum (such as contemporary professional literature reflecting the specialties taught at the faculty; aspects of contemporary humanities, business management and law; recent history of contemporary practices in visual, applied and decorative arts and manufacturing in Lithuania and internationally). The panel finds this effort not yet sufficient to further theoretical aspects of the student's work, their artistic outlook, as well as their understanding of career opportunities and their fitness for it.
6. Further pedagogical training of lecturing staff was identified by the senior management as a key priority for further development and the review team support this aim.

IV. EXAMPLES OF EXCELLENCE

1. The review team note the high standard of the theoretical elements of the final thesis work.
2. The review team note that the facilities are excellent including the library, studios, and workspaces.

IV. SUMMARY

The review team found that the Glass Ceramics Leather and Textile Art (GCLTA) is a very good programme with a unique position within higher education in Lithuania and abroad. The programme starts with broad curriculum but then prepares students for specialisms in one of four areas. A very thorough self-assessment has been carried out and the shortcomings of study programme have already been identified. The solutions and the time frame for overcoming those shortcomings have been suggested.

The curriculum is good and well developed, and meets the needs students and industry. The review team supports the administration and teaching staff's effort to integrate an increasing amount of contemporary content into the curriculum (such as contemporary professional literature reflecting the specialties taught at the faculty; aspects of contemporary humanities, business management and law; recent history of contemporary practices in visual, applied and decorative arts and manufacturing in Lithuania and internationally

The student numbers on the programme are low. The review panel note that this is, in part, due to external admissions processes, but are of the view that a clearer marketing strategy and publicity campaign is needed to promote the programme nationally and internationally. The review panel supports the aim of the programme to achieve better integration of the programme and stronger cross-disciplinary activity with others arts programmes.

The number and qualifications of teaching staff are adequate to ensure learning outcomes. The members of academic staff are highly qualified specialists in their relevant fields. The review team suggested that opportunities should be found to bring in more educators from outside. The review team suggested that a plan for the mentoring of new staff should be developed and implemented. Further pedagogical training of lecturing staff was identified by the senior management as a key priority for further development.

The GCLTA has excellent facilities including the library, studios and workspaces. The review panel note the considerable investment that has been made in the programme. Students have good access to them and faculty provides support to graduates by making its workshops and their equipment available for use or hire after graduation.

The admission requirements are well founded. GCLTA programme also gives its students good academic support. The Erasmus student mobility programme is active but mobility of incoming students needs some complement. The review panel also noted that not all students were aware of

range of supports available to them; this may need to be better communicated to students more regularly.

The review team note that benchmarking with other institutions and programmes needs to be better developed and support the development of a strategy to identify institutions that the programme could benchmark against both in Lithuania and internationally.

The review team saw excellent student work across all disciplines and years. Students on the programme are very happy with their experience. Graduates and social partners are strongly supportive of the continued development of this programme.

V. GENERAL ASSESSMENT

The study programme *Glass, ceramics, leather, textile art* (state code – 653W10001) 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	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

Urmās Puhkan

Radu Pulbere

Virginija Januškevičiūtė

Gabrielė Panavaitė

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *STIKLO
KERAMIKOS, ODOS, TEKSTILĖS MENAS* (VALSTYBINIS KODAS – 653W10001)**

2017-06-14 EKSPERTINIO VERTINIMO IŠVADŲ

NR. SV4-126 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Stiklo, keramikos, odos, tekstilės menas* (valstybinis kodas – 653W10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
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 studijų programa *Stiklo, keramikos, odos ir tekstilės menas* (SKOTM) yra labai gera, užima unikalią vietą tarp kitų aukštojo mokslo įstaigų Lietuvoje ir užsienyje. Studijų programa prasideda plačiu studijų turiniu, vėliau studentai rengiami vienai iš keturių sričių. Savianalizės suvestinė parengta labai kruopščiai ir joje jau nustatyti studijų programos trūkumai. Siūlomi sprendimai ir terminai šiems trūkumams pašalinti.

Studijų turinys yra geras ir tinkamai parengtas, atitinka studentų ir pramonės poreikius. Ekspertų grupė pritaria administracijos ir dėstytojų pastangoms į studijų turinį įtraukti daugiau šiuolaikinio turinio (pvz., šiuolaikinės profesinės literatūros, atspindinčios fakultete dėstomas specializacijas, šiuolaikinius humanitarinių mokslų, verslo valdymo ir teisės aspektus, šiuolaikinę vaizduojamojo, taikomojo ir dekoratyvinio meno bei gamybos istoriją Lietuvoje ir tarptautiniu mastu).

Studentų, pasirinkusių šią studijų programą, yra nedaug. Ekspertų grupė mano, kad tai iš dalies priklauso nuo išorinių priėmimo procesų, tačiau nurodo, kad yra būtina aiškesnė rinkodaros strategija ir viešinimo kampanija, skirta reklamuoti studijų programą nacionaliniu ir tarptautiniu mastu. Ekspertai pritaria studijų programos tikslui siekti geresnės studijų programos integracijos ir stipresnės tarpdalykinės veiklos drauge su kitomis meno studijų programomis.

Dėstytojų skaičius ir kvalifikacija yra tinkami studijų rezultatams pasiekti. Akademinio personalo nariai yra atitinkamų sričių aukštos kvalifikacijos specialistai. Ekspertų grupė siūlo ieškoti galimybių, kaip pritraukti daugiau pedagogų iš išorės. Ekspertai siūlo parengti ir įgyvendinti naujų darbuotojų globos ir mentorystės planą. Vadovybė nurodė tolesnį dėstytojų pedagoginį rengimą, kuris yra svarbus plėtros prioritetas.

SKOTM turi puikią materialiąją bazę, įskaitant biblioteką, studijas ir dirbtuves. Ekspertų grupė atkreipia dėmesį į dideles investicijas, padarytas į šią studijų programą. Studentams užtikrinamos puikios galimybės ja naudotis, dėstytojai teikia paramą absolventams ir leidžia jiems naudotis savo dirbtuvėmis ir įranga, ją studijas baigę absolventai gali išsinuomoti.

Priėmimo reikalavimai yra pagrįsti. SKOTM studijų programa teikia akademinę paramą studentams. *Erasmus* studentų judumo programa yra aktyvi, tačiau reikėtų gerinti atvykstančių studentų judumą. Ekspertų grupė taip pat pastebėjo, kad ne visi studentai žino apie jiems prieinamą paramą, todėl juos reikia geriau ir sistemingiau apie tai informuoti.

Ekspertų grupė atkreipia dėmesį, kad reikia geriau išplėtoti palyginimo su kitomis institucijomis ir studijų programomis analizę, taip pat parengti strategiją, kuri leistų nustatyti institucijas, su kuriomis ši studijų programa galėtų būti įvertinta tiek Lietuvoje, tiek tarptautiniu mastu.

Ekspertų grupė pamatė puikų visų disciplinų ir įvairių mokslo metų studentų darbą. Šios studijų programos studentai labai džiaugiasi įgyjama patirtimi. Absolventai ir socialiniai partneriai tvirtai pritaria tolesnei šios studijų programos plėtrai.

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III. REKOMENDACIJOS

1. Šią studijų programą studijuoja mažai studentų. Ekspertų grupė mano, kad iš dalies tokią situaciją lemia išoriniai priėmimo procesai, tačiau nurodo, kad būtina aiškesnė rinkodaros strategija ir viešinimo kampanija, kuri reklamuotų šią studijų programą nacionaliniu ir tarptautiniu mastu.
2. Daugiau dėmesio reikia skirti aktyvesniam interneto svetainės ir socialinės žiniasklaidos platformų naudojimui, kad būtų informuojama apie studentų darbus ir pasiekimus, būtų galima tiesiogiai pajusti studijų programos dvasią ir studentų veiklą.
3. Būtina parengti kviestinių dėstytojų pritraukimo strategiją ir šios iniciatyvos finansavimo metodus. Reikia apvarstyti šios studijų programos studentų aktyvesnį formalų dalyvavimą *Erasmus* ir *Erasmus Plus* programose.
4. Ekspertų grupė pritaria studijų programos tikslui siekti geresnės studijų programos integracijos ir stipresnės tarpdalykinės veiklos drauge su kitomis meno studijų programomis.
5. Ekspertų grupė pritaria administracijos ir dėstytojų pastangoms į studijų turinį įtraukti vis daugiau šiuolaikinio turinio (pvz., šiuolaikinės profesinės literatūros, atspindinčios fakultete dėstomus dalykus, šiuolaikinių humanitarinių mokslų, verslo valdymo ir teisės aspektus, naujausią šiuolaikinės vaizdo, taikomųjų ir dekoratyvinių menų ir gamybos veiklą Lietuvoje ir tarptautiniu mastu). Ekspertai mano, kad šių pastangų nepakanka teoriniams studentų darbo aspektams užtikrinti, jų meninei perspektyvai pagerinti, taip pat jų supratimui apie karjeros galimybes ir jų tinkamumą gilinti.
6. Vadovybė nurodė, kad vienas pagrindinių prioritetų – tolesnis dėstytojų tobulinimasis pedagogikos srityje. Ekspertų grupė pritaria šiam siekiui.

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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)