



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Kauno fakulteto

PROGRAMOS *STIKLAS* (621W10005)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *GLASS* (621W10005)

STUDY PROGRAMME

at the Vilnius Academy of Fine Arts, Kaunas Faculty

Grupės vadovas:
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Išvados parengtos anglų kalba
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Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Stiklas</i>
Valstybinis kodas	621W10005
Studijų sritis	menai
Studijų kryptis	dailė
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės magistras
Studijų programos įregistravimo data	

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Glass</i>
State code	621W10005
Study area	Art
Study field	Fine Arts
Kind of the study programme	University studies
Study cycle	second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Fine Arts
Date of registration of the study programme	1997-05-17, Decree No. 565

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The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	3
I. INTRODUCTION	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes	4
2. Curriculum design	5
3. Staff	6
4. Facilities and learning resources	7
5. Study process and student assessment	8
6. Programme management	9
III. RECOMMENDATIONS	10
IV. SUMMARY	12
V. GENERAL ASSESSMENT	13

I. INTRODUCTION

The Evaluation Team received a large volume of carefully prepared documents that included the Lithuanian Higher Education Context, Self Evaluation Report, Programme Specification, and the previous Evaluation Report of 2011. The Evaluation Team visited the Kaunas campus of the Vilnius Academy of Arts on Thursday 7th November 2013. The programme included scheduled meetings with senior management, the self-evaluation review preparatory team, teaching team, students from all levels of the course, and recent graduates and recognised 'social partners'.

The Evaluation Team were given a tour of facilities to include workshops, studios, exhibition spaces, and the library/learning resource area. During the tour there was ample opportunity to ask questions and to view the various technologies, teaching and learning environments, and to understand the operational aspects of the provision. Furthermore, the student and staff work in evidence in the city was of particular interest.

The various stakeholder groups (and individuals) involved were enthusiastic, positive, and fully engaged both in the process and appeared genuinely ambitious for the subject and the development of the discipline. All interactions were courteous and reflected a supportive learning and teaching environment and there appeared to be good levels of communication within teams and between students, staff, and the wider profession.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aims and learning outcomes are generally clearly defined and accessible. However, this is a unique programme in Lithuania and is ranked among only a very few Masters programmes in Northern Europe. This programme should be more international in its outreach and should consider delivery in English.

The traditional skills requirements are addressed through excellent and supportive academic staff support. However, the programme team should consider developing a framework

which enables students to thoroughly develop their critical thinking skills to a higher level and alongside their practical work. The programme team should also regularly review the emerging and developing creative industries markets locally, nationally, and internationally and integrate business awareness/professional practice elements into the curriculum.

This unique provision should identify international best practice in order to benchmark its practices against the very best throughout Europe and beyond. The extended period for the major project is positive and is good preparation for skills development. Business/marketing development are potential areas for enhancing the student experience.

There is compatibility amongst the learning outcomes, content, and the qualification. The programme team are encouraged to consider integrating more explicitly professional and employability skills to include business and marketing/presentation skills.

2. Curriculum design

The curriculum satisfies legal requirements. The utilisation of the final semester for the Major Project is in line with international best practice and affords students an appropriate opportunity to develop high level work.

Study subjects are spread evenly. However, the various electives, and their sequencing should be reviewed in order that students can develop their learning in a more integrated fashion. The Faculty may consider prioritising the elective choices in order that students can develop their critical thinking skills in a concentrated piece of challenging work (the dissertation).

The focused time allocation to the major project is to be applauded. The Faculty should consider developing professional skills to a level which includes the integration of business, marketing, and employability within the course framework.

The content and teaching methods are appropriate. As this is such a unique provision at this level within Lithuania the institution should seek to internationalise the student experience where possible. Similarly, in preparation for professional practice the students should be enabled to develop their business acumen in concert with their major project.

The programme concentrates almost exclusively on the acquisition of high level and very specialised traditional skills. There is evidence of innovative work, but this should be matched by the development of critical thinking skills normally evidenced through an incisive and rigorous written submission. The programme team is encouraged to think holistically about the overall approach to identifying the course learning outcomes.

There is strong evidence of engagement in entrepreneurial partnerships with the public and private sectors. However, the students should be given opportunities to encounter international best practice and the institution should look at ways of exposing students to the latest manufacturing, gallery/exhibition, and creative industries cross-disciplinary practices in order that students are well equipped to operate as individual artists/craftspeople/designers in a professional practice context.

3. Staff

The staff team meet legal requirements. Opportunities for staff to engage in continuing professional development leading to a higher qualifications either in teaching or research would enhance the existing framework.

The institution should review its support to enable staff to engage in professional development opportunities including leadership development. Higher level degrees as MA should operate within a research context and culture, beyond what is understood as professional practice. This research culture should be strengthened and developed.

The current staff structure is satisfactory to ensure the existing curriculum is delivered. The programme team should consider integrating progressive new technologies and business/professional skills development into the curriculum which would have implications in relation to enhancing/extending the current staff complement.

The staff complement satisfactorily covers the key aspects of the curriculum. The institution should consider extending academic inputs in order to encompass professional teacher development aspects to include contemporary critical theory and business awareness/business development either through employing further inputs from expert staff or by providing staff development opportunities for existing staff.

The institution provides support funding for staff to develop their practice. However, the institution should look at succession planning and the need to equip their staff with the requisite skills to operate as academic leaders on a world stage. This is a very unique programme that should be recognised as a national/international leader in the subject. The institution should use this unique selling proposition to encourage staff to develop their research at international level.

The staff team exhibit and continue to practice locally and nationally. The institution should investigate international research benchmarks in the applied arts in order to establish a research framework which would support and enhance the intellectual and practice-oriented research environment.

4. Facilities and learning resources

The workshop spaces are well equipped and resourced. The exhibition spaces provide an excellent facility for students to present their work to the community, the industry, and key stakeholders. However, the studio spaces require urgent upgrading in order that students are provided with appropriate working environments commensurate with an applied arts degree. The former hospital, which is in the very early stages of redevelopment, provides a makeshift and inappropriate short-term solution for these students.

The laboratory, consumables and learning resources are appropriate in terms of size, quality, and support. Although there is an ambitious plan in place regarding the redevelopment of the old hospital, the current students needs in relation to studio space should be reviewed in order that they are given the best possible opportunities to develop their practice. Previous teams did recognise the potential for the redevelopment of the site but the remedial works should now be considered urgent and requiring immediate attention.

There is an appropriate spread of activities and access to workshops and studios but the student studio environments do require significant and urgent investment. At present, it is questionable if they are fit for purpose or whether the studio spaces conform to acceptable health and safety standards.

The library and learning resources are appropriate for both the depth and spread of study. The institution should consider investing in a more focused way in online learning

resources in order to enhance the student learning environment. For example, students should have ready access to a broad range of international library resources which should incorporate both text-based and visual materials within and outside the fields of art and design in order that students have sufficient access to materials for developing their ideas.

5. Study process and student assessment

The admissions requirements comply with national legislation and were applied for many years, which could make them clear to the perspective students. However, the evaluation team recommend to review the requirements and search ways to make it simpler for motivated students to gain a place on MA Glass at Vilnius Academy of Arts (Kaunas campus). This is a unique high-level provision for Lithuania both in terms of traditional and contemporary design/craft skills as the creative industries increase in economic relevance. The necessity to plan student intakes year on year should not be compromised by the vagaries of the current allocation of student places. The central allocation of student places by government requires a better level of consistency and perhaps a more successful dialogue by the national authorities and the academy in order to assist the institution to strategically plan for the future. The institution should also seek opportunities for co-learning activities with other disciplines in order to develop new learning models which offer opportunities for multi-disciplinary learning.

The study process is appropriate for the acquisition of practical skills and the development of ideas. The course team should investigate opportunities to develop critical thinking skills in students as well as professional practice and promotion skills in preparation for high-level professional practice.

There are a number of opportunities for students to engage in public-facing applied research projects. In this respect the students are well-catered for at a local level. The institution should investigate opportunities to expose student to first hand knowledge of international best practice through field trips and visits by a broader range of international artists/craftspeople.

It appeared that limited opportunities existed for the entire student cohort to visit other places via the Erasmus exchange programme. This is very competitive and the institution should review its international engagement strategy in order to grow this area.

The students appeared to have excellent academic support through on-going interactions with a range of academic staff. The students were well aware of the various social, cultural, and sporting activities and events available to the both in Kaunas and Vilnius.

The assessment system appears to be fair and accessible but is highly reliant upon on-going and frequent verbal interactions between students and staff. The numerical system does serve a purpose but is limited in allowing students to understand how they have met specific learning outcomes and for the purposes of benchmarking across a cohort and indeed for recordkeeping. This area requires detailed analysis and review in order to develop a transparent system of assessment which is fit for purpose and reflects levels of performance against individual assessment criteria which are mapped to specific learning outcomes. The assessment criterion should have a range of assigned detailed descriptors which reflect various levels of attainment.

Graduates and social partners were highly articulate and supportive of the programme and its ethos and there was clear evidence of the embryonic development of a creative industries community in Kaunas. Graduates were enthusiastic about developing their practice as professional glass artists and designers and retained strong links with the institution including some use of the equipment and facilities. There are opportunities for the graduates to look further afield for exhibition and resident artist opportunities – and it would be helpful for these types of outward-facing activities to be covered more explicitly in the programme.

6. Programme management

There is a clear structure in place for information to be fed down to the student body and for their learning activities to be designed and organised with efficiency. There are student representatives in place, and the institution operates a system of annual course review.

Student feedback is received mainly through informal discussion and it appears that any concerns are acted upon quickly and efficiently. There is also a system of annual course review which is designed to address larger scale challenges, and this system also appears to operate efficiently.

The programme has integrated some recommendations from the previous visit in 2011. The key recommendations of business development skills, focused research, developing

communications, quality enhancement, library and learning resources, staff development, and physical resources development all remain. There appears to have been little progress in respect of any of these areas – and it is important to prioritise in order for the internal and external communities to understand the strategic vision of the Faculty and the institution.

The social partners and external stakeholders were well-engaged and indeed very supportive of the institution. It will be important to continue to develop these partnerships throughout the transition and redevelopment of the campus in order that the creative community takes on an ambassadorial role in support of the international-level work currently being undertaken by the Faculty.

The course revolves around a single unit of management (the programme team) and while this satisfies the day to day running and indeed the planning and management of the provision it may be helpful to initiate cross-cutting focus groups or teams to look at issues like, for example, performance against national benchmarks, graduate employment, employer engagement statistics, longitudinal studies of student experience, and developing an internationalisation strategy. The institution should also set up a formal health and safety committee which operates according to a set agenda and includes key personnel from the academic community, health and safety services, and ancillary staff. Beyond this the course should formalise its arrangements for staff/student consultative committees and course committees and develop a diagram of how the administrative system works through to the senior institutional management.

III. RECOMMENDATIONS

1. The Faculty should develop a strategy for the discipline beyond the confines of the institution in order to enhance the intellectual/critical thinking environment.
2. The Faculty should integrate contemporary issues in art and design, marketing, internationalisation, and business entrepreneurship in order to develop student employability skills for the creative industries.
3. The Faculty should explore opportunities for students to interact more frequently within creative environments across disciplines.

4. From observation, the level and quality of communication and feedback between students and staff is outstanding and the level of student attainment is high. However, there is minimal evidence of formal disaggregation of, and assessment against, individual learning outcomes within each module of study. The programme should review opportunities to integrate formalised assessment forms into the assessment regime in order to develop and enhance the student learning experience. The current numerical system does not afford the opportunity to make explicit levels of attainment in relation to specific learning outcomes nor an overview of strengths, weaknesses, and points for discussion. For the purposes of providing clear guidance to students and for accurate and effective record-keeping staff should give written feedback to all students following assessment at the end of a module. This would assist students to understand more clearly the decision-making process and provide a greater level of institutional transparency.

5. The admissions system needs to be reviewed to make it simpler for motivated students to gain a place on MA Glass at Vilnius Academy of Arts (Kaunas campus). This is a unique high-level provision for Lithuania both in terms of traditional and contemporary design/craft skills as the creative industries increase in economic relevance. The necessity to plan student intakes year on year should not be compromised by the vagaries of the current allocation of student places. The central allocation of student places by government requires a better level of consistency and perhaps a more successful dialogue by the national authorities and the academy in order to assist the institution to strategically plan for the future.

6. The institution must seriously review its resource allocation model for the discipline. While it is accepted that an ambitious campus redevelopment programme is planned, the current studio working conditions require substantial investment in order that they conform to acceptable health and safety standards.

7. Normally, Masters level degrees operate within a research culture that includes staff and students working in international research contexts. There is evidence of on-going staff art practice, but there should be a clear research strategy and focus in the Faculty which should be drawn down from the institutional research strategy. The institution should look at international best practice in applied research in order to develop a stronger research culture which would develop student understanding and skills enhance the student experience.

8. The institution should consider developing a professional development framework to nurture and develop aspiring staff leaders and equip them more fully to deal with the various challenges of various posts as they progress through the organisation. Courses in areas like, for example: leadership development, integrating research into the teaching environment, e-learning methods, enhancing the student experience, etc. could all be introduced in order to ensure staff are being developed in line with current international best practice models.

IV. SUMMARY

The programme is unique in the area and its aims and learning outcomes correspond to professional needs. Staff are dedicated and knowledgeable and the student body is enthusiastic and ambitious in their goals. The workshop equipment, although quite aged, is well maintained by the staff and provides the necessary technologies. The curriculum enables students to build progressive know-how on strong basic knowledge and it is clear that good collegial bonds exist between staff, students and alumni.. The students are encouraged to participate in the art and design events both nationally and internationally.

However, the environment is deficient in relation to health and safety and dissatisfactory in terms of there being minimal conveniences for students. The promised innovations in the building have been prolonged. There are limited internationalization opportunities - too few grants for the students and staff exchange due to the distribution of funding from the central management of the academy. The need for entrepreneurship and innovation and the development of business awareness is not explained to the students sufficiently.

V. GENERAL ASSESSMENT

The study programme *Glass* (state code – 621W10005) at the Vilnius Academy of Fine Arts, Kaunas Faculty is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*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.

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**VILNIAUS DAILĖS AKADEMIJOS ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
STIKLAS (VALSTYBINIS KODAS – 621W10005) 2014-01-24 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-58 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Stiklas* (valstybinis kodas – 621W10005), vykdoma Kaune, 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	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Programa yra unikali šioje srityje, o jos tikslai ir studijų rezultatai atitinka profesinius poreikius. Dėstytojai yra atsidadę ir kompetentingi, studentai yra entuziastingi ir siekia plataus užmojo tikslų. Dirbtuvių įrangą, nors ir gana seną, personalas prižiūri gerai, aprūpinama reikiamomis technologijomis. Programos turinys leidžia studentams sukaupti pažangią praktinę patirtį, pagrįstą stipriomis bazinėmis žiniomis, taip pat aišku, kad tarp dėstytojų, studentų ir Studijų kokybės vertinimo centras

absolventų yra geras koleginiis ryšys. Studentai yra skatinami dalyvauti nacionaliniuose ir tarptautiniuose meno ir dizaino renginiuose.

Tačiau šioje aplinkoje nepakankamai užtikrinama sveikata ir sauga, taip pat nepatenkinama yra tai, kad studentų patogumai yra minimalūs. Žadėtos pastato inovacijos užsitęsė. Tarptautiškumo galimybės yra ribotos – centrinės akademijos vadovybės sprendimu skiriama per mažai stipendijų studentų ir dėstytojų mainams. Studentams nepakankamai gerai paaiškinamas verslumo ir inovacijų, verslo supratimo poreikis.

III. REKOMENDACIJOS

1. Fakultetas turėtų parengti strategiją peržengti akademijos studijų ribas, siekiant tobulinti intelektinius arba kritinio mąstymo gebėjimus.

2. Fakultetas turėtų įtraukti daugiau šiuolaikiškų meno ir dizaino, rinkodaros, tarptautiškumo bei verslumo klausimų, siekiant tobulinti studentų įsidarbinimo kūrybinėse industrijose įgūdžius.

3. Fakultetas turėtų išnagrinėti galimybes studentams dažniau bendrauti įvairių disciplinų kūrybinėje aplinkoje.

4. Iš pažiūros studentų ir dėstytojų bendravimo ir grįžtamojo ryšio lygis ir kokybė yra puikūs, o studentų pasiekimai – aukšti. Tačiau turima minimaliai įrodymų apie formalų individualių studijų rezultatų atskyrimą ir vertinimą kiekviename studijų modulyje. Programoje reikėtų peržiūrėti galimybes į vertinimo sistemą įtraukti formalizuoto vertinimo formas, siekiant plėtoti ir tobulinti studentų studijų patirtį. Dabartinė skaitmeninė sistema nesudaro sąlygų nei aiškiai nurodyti konkrečių studijų rezultatų pasiekimo lygio, nei apžvelgti stiprybių, silpnųjų pusių ir aptartinių klausimų. Siekiant studentams pateikti aiškias gaires ir tiksliai bei veiksmingai registruoti rezultatus, dėstytojais turėtų visiems studentams pateikti įvertinimą raštu po vertinimo modulio pabaigoje. Tai padėtų studentams geriau suprasti sprendimų priėmimo procesą ir padidintų institucijos skaidrumą.

5. Studentų priėmimo sistemą reikėtų peržiūrėti, siekiant ją supaprastinti, kad motyvuoti studentai gautų vietą Vilniaus dailės akademijos (Kauno fakulteto) stiklo magistro

studijų programoje. Tai unikali aukšto lygio tradicinio ir šiuolaikinio dizaino arba amato įgūdžių lavinimo programa Lietuvoje, nes kūrybinės industrijos tampa vis aktualesnės ekonominiu požiūriu. Būtinybei planuoti kasmetinį studentų priėmimą neturėtų pakenkti dabartinių studentų vietų skyrimo pasikeitimai. Centralizuotas valstybės studentų vietų skyrimas turi būti nuoseklesnis, kad akademija galėtų strategiškai planuoti ateitį.

6. Akademija turi rimtai peržiūrėti savo studijų išteklių paskirstymo modelį. Nors pritariame planuojamai plataus užmojo įstaigos pertvarkymo programai, dabartinėms darbo sąlygoms studijose reikia didelių investicijų, kad jos atitiktų priimtinius sveikatos ir saugos standartus.

7. Dažniausiai magistro studijų programos apima tyrimus, kuriuose dalyvauja tarptautinius tyrimus atliekantys dėstytojai ir studentai. Yra įrodymų, kad dėstytojai yra praktikuojantys menininkai, tačiau fakultete turėtų būti aiški tyrimų strategija ir sutelktis, kylanti iš akademijos tyrimų strategijos. Akademija turėtų nagrinėti geriausią tarptautinę patirtį taikomųjų tyrimų srityje, kad išplėtotų stipresnę tyrimų kultūrą, kuri savo ruožtu didintų studentų supratimą ir tobulintų įgūdžius bei gerintų jų patirtį.

8. Akademija turėtų apvarstyti galimybę sukurti profesinio tobulėjimo sistemą, kuri padėtų brandinti ir ugdyti karjeros siekiančius personalo vadovus ir labiau parengtų juos priimti įvairius iššūkius, su kuriais susiduriama įvairiose pareigose kopiant karjeros laiptais akademijoje. Būtų galima įtraukti tokių sričių kursus kaip lyderystės plėtra, tyrimų įtraukimas į dėstyimą, elektroninio mokymosi metodai, studentų patirties tobulinimas ir pan., siekiant užtikrinti, kad dėstytojai tobulėtų pagal šiuolaikiškus tarptautinės gerosios patirties modelius.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341