



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Kauno fakulteto
**PROGRAMOS *TAIKOMOJI KERAMIKA* (621W10008)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *APPLIED CERAMICS* (621W10008)
STUDY PROGRAMME**

at the Vilnius Academy of Fine Arts, Kaunas Faculty

Grupės vadovas:
Team leader:

Prof. Dr. Ian Montgomery

Grupės nariai:
Team members:

Prof. Mare Saare
Assoc. Dr. Arvids Endzins
Jovita Navakienė
Jukka Liukkonen

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Taikomoji keramika</i>
Valstybinis kodas	621W10008
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	1997-05-16

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Applied Ceramics</i>
State code	612W10007
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 Art
Date of registration of the study programme	1997-05-16

© Studijų kokybės vertinimo centras
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	10
III. RECOMMENDATIONS	11
IV. SUMMARY	12
V. GENERAL ASSESSMENT	14

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 and Friday 8th 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 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 programme is clearly defined but the particular technologies (high temperature porcelain and stoneware) and the link to the creative industries should also form part of the publicly accessible information.

This is a unique offering at a higher level and has direct relevance to high level professional practice locally, nationally, and internationally. There appears to be a growing development of the creative industries in Lithuania and this type of advanced (aspirational) course equips the students to compete at international level.

The aims and learning outcomes are appropriate for the level of the programme but should be made more explicit within the modular framework and relate more directly to the assessment criteria and the various levels of attainment. For example, the quality of communication and feedback between students and staff is outstanding and the level of student attainment is high. However, the programme team 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. This would assist students to understand more clearly the decision-making process and provide a greater level of institutional transparency. There is also an issue regarding the course ethos and the programme team should consider more clearly a unique selling proposition in order to differentiate it from other programmes (notwithstanding its focus on high temperature ceramics technologies) and create a clearer marketing focus for potential students.

There is compatibility amongst the learning outcomes, content, and the qualification. However, the programme team should review key elements including the high-level development of critical thinking skills and professional business and marketing/presentation skills.

2. Curriculum design

The curriculum meets legal requirements. However, it would be worthwhile introducing elements which tested the students' ability to think critically about their practice – perhaps through a more substantial and challenging dissertation which could also form part of their skills portfolio.

The general spread of subjects/modules is satisfactory but there does not appear to be sufficient opportunity for students to complete a dissertation of sufficient critical depth alongside the development of their practical work. For example, in the final year students appear to be required to undertake three 3 credit elective modules and there is therefore no appropriate place within the course to allow students to critically engage with a substantial written piece in order to challenge and develop their critical analysis and thinking skills culminating in a well-considered and rigorous dissertation. The team was informed that students instead finish theoretical

research work in the 3rd semester. Students are taught research methodology and are given 24 credits to prepare the research written work in total, however it seemed that the appropriate depth is still to be developed.

The team recommends that all students were able to demonstrate skills needed in professional life like the development of digital presentation skills and marketing, business development/ entrepreneurship.

The modules, in the main, concentrate on conceptual and practical skills acquisition. The programme team should consider integrating elements of **international** best practice focusing on professional skills and there should be a clear rise in challenge as students progress to the latter part of their programme. The integration of a challenging piece of theoretical or critical reflective work should be more clearly woven into the student experience.

The applied nature of the teaching is appropriate for the development of skills in ceramics. However, students would benefit from the integration a higher level of professional practice reflecting international best practice towards the conclusion of the programme.

The programme concentrates almost exclusively on the acquisition of high level 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.

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 qualifications meet legal requirements and the needs of the students. The institution should review its professional development framework, opportunities to develop a leadership training programme, and the provision for staff to pursue a higher qualification.

Staff numbers are appropriate. The institution should consider introducing students to a wider experience including business development and business entrepreneurship/marketing skills.

Teaching staff turnover is appropriate. The programme management are encouraged to explore opportunities to diversify the curriculum to afford directed inputs from professional practitioners, visiting professors/scholars, and exchange Erasmus teachers.

The institution should develop a professional development framework designed to promote and extend key staff skills in teaching, research and academic enterprise through higher qualifications, short courses, awards etc. 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.

Staff are involved in professional practice activities but should explore opportunities to develop scholarship, research, and academic enterprise activities that are recorded and promotable to a wider audience locally, nationally, and internationally.

4. Facilities and learning resources

The ceramics facilities barely meet minimum standards for the purposes of higher education teaching. The fabric of the ceramics building and its various facilities require urgent inspection with particular reference to health and safety, extraction, containment etc. For example, there is no effective dust extraction system throughout the working areas, the front doors to the ceramics building are non-laminated narrow gauge single glazed, there appear to be structural deficiencies in the fabric of the building, insufficient storage, separate area for silica-based products, limited/no formal evidence of workplace risk assessments, limited/no evidence of a register of substances hazardous to health, no delineation of eating and working spaces (i.e. a separate room for eating).

The configuration of the studios and workshop equipment do not appear to have sufficient risk assessment nor health and safety procedures in place to ensure students are working in a safe environment. Whilst it is acknowledged that all students receive health and

safety briefings the elements under discussion here relate to the fabric and configuration of the building and the systems and procedures in place regarding the storage and use of materials.

Whilst there is clear evidence that the institution has a vision for the development of the campus, the physical teaching environment in ceramics is below minimum standards and should be addressed as a matter of urgency. The studio spaces currently in use in the former hospital require urgent investment in order to meet expected minimum standards. Studio space has also been raised by previous evaluation teams and there appears to have been limited progress.

The library provision and student access is appropriate in breadth and depth. There appeared to be on-going investment in journals, books, and online databases. Access is satisfactory. It is not entirely clear what arrangements are in place for students to gain access to the broader spectrum of text-based and visual material (outside the immediacy of art and design texts/images) that might be required for the purposes of research or contextual information. A statement relating to arrangements for students requiring access to national libraries and databases would suffice.

5. Study process and student assessment

The admissions requirements are clear. However the admissions system needs to be reviewed to make it simpler for motivated students to gain a place on MA Applied Ceramics at Vilnius Academy of Arts (Kaunas campus). This programme has displayed excellence in terms of traditional and contemporary design/craft skills and has strong economic potential as the creative industries increase in 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 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 programme 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. The quality of final practical projects is good and there is clear

evidence that they meet the intended learning outcomes. However, the current modular structure does not provide students with sufficient opportunity to develop a thorough and rigorous written submission commensurate with that required to demonstrate they have developed their written analytical and critical thinking skills with the expected depth.

There are a number of opportunities for students to engage in public-facing applied research projects, for example the ceramics railings project facing the church and the civic building basement floor creative tile project. In this respect the students are well-catered for at a local level. The institution should investigate opportunities to expose students 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 ample 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 them 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. A number had located their studios within Kaunas and Vilnius in order to develop further their practice. Graduates were enthusiastic about developing their practice as professional ceramic artists and retained strong links with the institution. 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 course.

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, 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 programme 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 more focused strategy for the discipline beyond the confines of the institution in order to enhance the intellectual/critical thinking environment, more than existing within the current curricula.

2. The Faculty should integrate more 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. 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 Applied Ceramics at Vilnius Academy of Arts (Kaunas campus). This programme has displayed excellence in terms of traditional and contemporary design/craft skills and has strong economic potential as the creative industries increase in 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. Although it is recognised there has been recent investment in kilns the Faculty should also include resourcing of appropriate ventilation and a review of appropriate workspace for students.

7. The institution must urgently review health and safety and working conditions in the ceramics buildings. There appear to be minimal protocols in place to ensure students and staff are not exposed to substances hazardous to health. The physical environment also requires urgent review to ensure it meets minimum health and safety requirements.

8. 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.

9. 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.

IV. SUMMARY

The programme is unique in the area, staff are dedicated and knowledgeable with many practicing as artists, students are enthusiastic and ambitious, and good collegial bonds exist between staff, students and alumni. The written coursework elements reflect good understanding of the practice and in the main, programme aims and learning outcomes correspond to professional needs. The workshop equipment, although quite aged, is well maintained by the staff and provide the necessary technologies and there is appropriate resourcing of kilns and

provision of consumable materials. The curriculum enables students to build progressive know-how on strong basic knowledge and they 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 and the promised innovations in the building have been prolonged. The admission system is not transparent enough and allows no planning of the number of incoming students. There are limited internationalization opportunities - too few grants for the students and staff exchange due to the distribution of grants from the central management of the academy. There is a need for entrepreneurship/business awareness/professional practice content to be integrated into the course as these do not appear to be explained sufficiently to the students. Similarly, there is a narrow focus in developing students' critical thinking skills.

V. GENERAL ASSESSMENT

The study programme *Applied Ceramics* (state code – 621W10008) at the Vilnius Academy of 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	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	17

*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.

Grupēs vadovas:
Team leader:

Prof. Dr. Ian Montgomery

Grupēs nariai:
Team members:

Prof. Mare Saare
Assoc. Dr. Arvids Endzins
Jovita Navakienē
Jukka Liukkonen

**VILNIAUS DAILĖS AKADEMIJOS ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
 TAIKOMOJI KERAMIKA (VALSTYBINIS KODAS – 621W10008) 2014-01-24
 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-57 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Taikomoji keramika* (valstybinis kodas – 621W10008), 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	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

* 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 ir dėstytojai yra atsidavę ir kompetentingi, daugelis jų patys yra praktikuojantys menininkai, studentai yra entuziastingi ir ambicingi, o tarp dėstytojų, studentų ir absolventų yra geras koleginiis ryšys. Kursinių rašto darbų elementai rodo, kad studentai gerai supranta praktiką ir pagrindinius programos tikslus, o studijų rezultatai atitinka

profesinius poreikius. Dirbtuvių įrangą, nors ir gana seną, personalas prižiūri gerai, aprūpinama reikiamomis technologijomis, taip pat suteikiama pakankamai degimo krosnių ir naudojamų medžiagų. Programos turinys leidžia studentams sukaupti pažangią praktinę patirtį, pagrįstą stipriomis bazinėmis žiniomis, ir jie yra skatinami dalyvauti nacionaliniuose ir tarptautiniuose meno ir dizaino renginiuose.

Tačiau šioje aplinkoje nepakankamai užtikrinama sveikata ir sauga, taip pat nepatenkinama yra tai, kad patogumai yra minimalūs, o žadėtos pastato inovacijos užsitęsė. Studentų priėmimo sistema nėra pakankamai skaidri ir nesudaro sąlygų priimamų studentų skaičiaus planavimui. Tarptautiškumo galimybės yra ribotos – skiriama per mažai stipendijų studentų ir dėstytojų mainams centrinės akademijos vadovybės sprendimu. Į programą reikia įtraukti su verslumu, verslo supratimu ar profesine praktika susijusių dalykų, nes atrodo, kad šie klausimai nėra pakankamai išaiškinami studentams. Programos turinyje mažai dėmesio skiriama verslumui ir per mažai lavinami profesiniai ir kritinio mąstymo įgūdžiai. Taip pat mažai dėmesio skiriama studentų kritinio mąstymo įgūdžiams lavinti.

III. REKOMENDACIJOS

1. Fakultetas turėtų parengti strategiją peržengti akademijos studijų ribas, siekiant tobulinti intelektualinius arba kritinio mąstymo gebėjimus.
2. Fakultetas turėtų įtraukti šiuolaikiškesnius meno ir dizaino, rinkodaros, tarptautiškumo bei verslumo klausimus, 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 mokymosi patirtį. Dabartinė skaitmeninė sistema nesudaro sąlygų nei aiškiai nurodyti konkrečių studijų rezultatų pasiekimo lygio, nei apžvelgti stiprybių, silpnųjų

pusių ir aptartinų klausimų. Tai padėtų studentams geriau suprasti sprendimų priėmimo procesą ir padidintų institucijos skaidrumą.

5. Priėmimo sistemą reikia peržiūrėti, siekiant ją supaprastinti, kad motyvuoti studentai gautų vietą Vilniaus dailės akademijos (Kauno fakulteto) taikomosios keramikos magistro studijų programoje. Ši programa padeda įgyti puikius tradicinio ir šiuolaikinio dizaino arba amato įgūdžius bei turi stiprų ekonominį potencialą, nes kūrybinės industrijos tampa vis aktualesnės. Būtinybei planuoti kasmetinį studentų priėmimą neturėtų pakankti dabartinių studentų vietų skyrimo pasikeitimai. Centralizuotas valstybės studentų vietų skyrimas turėtų būti nuoseklesnis, galbūt reikėtų sėkmingesnio dialogo tarp nacionalinių valdžios institucijų ir akademijos, 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. Nors matome, kad pastaruoju metu buvo investuota į degimo krosnis, fakultetas taip pat turėtų ištekliuose numatyta tinkamą ventiliaciją ir pertvarkyti darbo vietas taip, kad jos būtų tinkamos studentams.

7. Akademija privalo skubiai peržiūrėti sveikatos ir saugos bei darbo sąlygas keramikai skirtuose pastatuose. Atrodo, kad nėra minimalių protokolų, užtikrinančių, kad studentų ir darbuotojų nepaveiktų sveikatai kenksmingos medžiagos. Taip pat reikia skubiai peržiūrėti fizinę aplinką, siekiant užtikrinti, kad ji atitiktų minimalius sveikatos ir saugos reikalavimus.

8. Paprastai magistro studijų programos apima tyrimus, kuriuose dalyvauja tarptautinius tyrimus atliekantys dėstytojai ir studentai. Yra įrodymų, kad dėstytojai nuolat 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.

9. Akademija turėtų apsvarstyti 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 kylant karjeros laiptais akademijoje.

<...>
