STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių universiteto
STUDIJŲ PROGRAMOS „*DAILĖ*"
(valstybinis kodas - 612W10011)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF "*FINE ARTS*" (*state code - 612W10011*)
STUDY PROGRAMME
at Šiauliai University

Review' team:

1. **Dr. Atis Kampars (team leader)** *academic,*

2. **Mike Fox,** *academic,*

3. **Prof. dr. Duncan Higgins,** *academic,*

4. **Mr Saulius Valius,** *representative of social partners'*

5. **Ms Anna Lena Bankel,** *students' representative*.

Evaluation coordinator -
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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Dailė*
Valstybinis kodas	612W10011
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės, 4 metai
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės bakalauras
Studijų programos įregistravimo data	1997 gegužės 19 d.

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Fine Arts*
State code	612W10011
Study area	Arts
Study field	Fine Arts
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Fine Arts
Date of registration of the study programme	1997 May 19th

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC.

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

The study programme of the first cycle Fine Arts (further – the Programme) is implemented by Šiauliai University (further – ŠU). The University carries out university study programmes of all three cycles, formal and non-formal, qualifications updating and re-training programmes, as well as research in the sphere of Humanities, Social, Physical, Biomedical sciences, Technologies and Arts. During the analysed period, the structure of the University was optimised. Since February 1st, 2016, the University consists of 3 faculties, 2 institutes, a library, Art Gallery, administrative services and other divisions. The main institutions of government and self-government are the University Council, the Senate, the Rector and Students' Representative Office; all of them have

Faculty student and staff representatives. ŠU Statutes were approved by Decree No. XII-6561 of 10th December 2013 of Seimas of the Republic of Lithuania, while University Strategy for Years 2015-20202 was approved by the Council in 2015. The implementation of the study programme Fine Arts is ensured by the Faculty of Social Sciences, Humanities and Arts (up until 2016-02-01 – Arts Faculty), (further – Faculty), which has 7 departments. The Programme is implemented by the Department of Arts (further – Department), founded by the decision of the Senate in 2016, having reorganised the departments of Fine Arts, Design and Theatre. The review team acknowledge that this is the second external evaluation of the programme.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *14/March/2017*.

1. **Dr. Atis Kampars (team leader)**, *University of Business Art and Technology RISEBA, lecturer, Latvia.*
2. **Michael Fox,** *Limerick Institute of Technology, Head of Design Department, Ireland.*
3. **Prof. dr. Duncan Higgins,** *Nottingham Trent University School of Art and Design and* Bergen Academy of Art and Design, Professor, United Kingdom, Norway.
4. **Mr Saulius Valius,** *Founder and CEO, Ekspobalta LTD, Lithuania.*
5. **Ms Anna Lena Bankel,** *student of University of Applied Arts Vienna, Austria.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

It is clear that SU has made improved developments in integrating the aims and objectives of the programme in relation to regional connections in order to prepare specialists for the local market. The review team wants to acknowledge that the learning outcomes and assessment criteria are comprehensive and transparent and have undergone extensive revision to achieve this since the previous review and subsequent comments. Continued developmental strategies should be further integrated to ensure this is correlated against the phenomenon of contemporary art as an international practice to guarantee the possibility for graduates to continue studies at Master's level. The aims of the programme are clearly formulated for the provision of the Bachelor study in Fine

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Arts and the level of the implementation and structure of the learning outcomes meets the requirements for BA level education.

ŠU are continuing to develop descriptors, competences and learning outcomes of the programme according to the Bologna directives. The review team recognizes that this is a continual reflexive process and recommends an on-going integrated review process on a local, faculty and university level to continue to meet the learning outcomes set out. (SER page 5).

The level of the implementation and structure of the learning outcomes meets good requirements for BA level education. The learning outcomes are clear and publication through the website is positive. The review team want to acknowledge that the learning outcomes and assessment criteria have been significantly developed since the 2011 review and are now written in much clearer language that avoids previous educational and academic jargon and acronyms so that they are more comprehensible and transparent. This was further confirmed during the site visit and consultation with students and alumni.

The method of description of learning outcomes directly follows the main guidelines set by the national Descriptor of the Study Field of Art. The programme objectives and learning outcomes are good and show understanding about the social role and diverse professional functions of an artist, creative practitioner and reflect objectives in light of recent improvements and developments in the general educational strategy of Lithuania. However, the review team welcome on-going review to ensure the course content reflects local, national and international practice.

The mission of the programme looks ambitious and clearly defined; this understanding was confirmed from the evaluation of the SER and site visit. The regional aspect seems to be a permanent part of the mission and objectives, (SER page 7). The objectives correspond to the mission/aim stressing the factor of 'market' in local, national and international level. The attainability of national and international objectives should be evaluated and where appropriate evolved through continual review on all elements of the programme and evidence gathered from the professional field. It was important to note that SU has broad definitions of its objectives including terms such as 'social, economic progress and wellbeing'. (SER page 7) This was felt to reflect the intention of the university to act as an important regional player with diverse responsibilities. This was confirmed during the site visit in consultation with alumni and social partners in how the programme provides an appropriate educational provision. It was also noted by the review team that development is being made to extend this understanding to wider national and international contexts

of specialisation in creative practices arts, in order to realise and develop the unique aspects of the professional and education provision of the programme.

The SER and site visit confirmed that the Programme objectives and learning outcomes are linked and the Programme content reflect local, national and international descriptions of Fine Art practice in a good way. It was noted that this would have considerable impact on requirements that match professional requirements on graduation. The review team would welcome on-going critical review of the professional requirements of the LO's, specifically in relation to the conception and implementation of 'traditional artistic expression', 'tendencies of fine arts' and 'modern art' as set out in the SER (page 5). The review team acknowledge that the LO's were updated according to the Art Study Field descriptor.

The Level of qualifications corresponds appropriately with the intended learning outcomes. The review team would however welcome greater clarity of how the BA learning outcomes are appropriate to the level of study in order to create clear study routes from cycle 1 to cycle 2 (BA to MA). The review team were able to sample final works and found them to be of an appropriate benchmark standard.

The review team would welcome on-going review to clarify the programme title description, learning outcomes and content to avoid unnecessary confusion of terms e.g. 'Fine Arts' when placed in international contexts. There are potential difficulties in the title of the programme described as a Fine Arts programme, yet a considerable portion of the programme is devoted to Design. While the staff see this as an advantage (interdisciplinarity) the concerns of Fine Art and Design in a current contemporary climate are quite distinct and this leads to a confusion as to what exactly this programme is promoting and what skillset the graduates will possess for their future careers. Although the previous review suggested a level of interdisciplinarity the review team felt this was meant within the field of Fine Art rather than the direct incorporation of Design elements. The subject structure of the programme appears to give students more general, non-specialist training; this may be designed to address specific local needs but graduates from this type of programme would find difficulty gaining employment or entry to M.A. programmes in a broader European context.

2.2. Curriculum design

The SER Table 5 (Page 10) shows the compliance with the standard requirements. The curriculum is composed in accordance with the legal acts and the subject groups (field studies: 160 ECTS for general + 62 ECTS for specialism, 18 ECTS for general university studies, 15 ECTS for practices,

22 ECTS for 'alternatives', and 15 ECTS for BA final work) principally meet or exceed the required norms.

The scope is sufficient and meets the intended LOs. The proportion of speciality block is significant – around 25% of the programme and together with the 'Field studies' shapes the dominating element (222 credits of 240) of the programme. The question about the relative weight of the 'university subjects' is reasonable (Foreign language of the speciality – 6 credits, The management of information in art studies – 3 credits, Lithuanian language of the speciality – 4 credits, Philosophy – 5 credits; 18 ECTS total). There are no field-related courses in the university block – 'language for speciality' cannot be accounted as a special subject.

'History of Art' (20 credits) is a field-study course and it starts from the second semester. Together with 'Copyright and cultural management' (3 credits) and the 'university block' (18 credits) it makes the total amount of theory (41 credits or 1/6 part) in the programme. The review team would welcome continual review of the relationship between optional courses and the mandatory parts 'university studies' (18credits) and 'field studies' (222 credits) that together make a total of 240 ECTS. This is to ensure students have a clear understanding of their learning pathways.

The subjects are grouped in an appropriate manner and topics provide the fundamental insights appropriate to the study level and subject requirements.

The SER adequately describes how the content of subjects takes place and there are good divisions of assessment criteria appropriate to the cycle of study and the review team notes significant developments in the content since the previous review, in particular the relationship between and in theory and practice. The modular (or integral) organisation of study content is not clearly presented by the curriculum mainly showing the sequence of courses but not the simultaneous interaction of their content. The construction of the curriculum meets the national requirements of the BA cycle, however the relations between the theoretical content and the practical content are shown rather indefinitely. The latter aspect relates to the theoretical fundamentals of the field of art (subjects of the study field) apparently integrated within the different practical subject content. This approach can produce appropriate knowledge and understanding (SER p14) yet there is a certain risk to subordinate the theoretical concepts to the degree of a secondary content. The review team would welcome the elaboration of study plan that would explicitly show both theoretical and practical volumes of knowledge and skills. The programme would benefit from the introduction of a positive culture of critical discourse of the individuals relationship to others (ethical studies).

Methods used to implement the learning outcomes seem stable and show attested processes and attitudes provided by the teaching staff. On the other hand, the interaction between the 'old' courses and 'new' courses involved in the Programme in relation with the recommendations of the previous external evaluation of 2011 seems not yet fully embedded – the content of the study field courses show rather the prospect to the application of the technique or means of expression than the contextualization with the contemporary approach indicated in the learning outcomes (page 5, A1). The same comment is relevant to the content of Art History courses that mainly follows the chronological approach to the subject. The review team would welcome continual developmental review to ensure progressive and relevant study methods and subject content in order to meet the shifting creative demands and language of contemporary art practices. The understanding of the nature, design and use of learning outcomes has been improved since the previous review. A stronger and more meaningful link between assessment criteria and learning outcomes has been established.

The review team acknowledges that the student experience is rightly described to embrace both subject-specific and generic knowledge and also understanding, attributes and skills. The team would welcome further clarity in articulating this in the programme descriptions, though acknowledge this is clear in individual staff presentations to students at the start of courses. This would help ensure how learning is stimulated in the development of an enquiring, analytical and creative approach, and develops entrepreneurial capabilities. In particular how students are encouraged in the acquisition of independent judgment and critical self-awareness. With this in mind the review team suggests exploring opportunities for students to keep tutorial records and/or written self-evaluation reports throughout their study to ensure and develop independent learning. This would further ensure that students should also develop verbal and written communication skills as a result of interaction with their peers, tutors, professionals and practitioners both formally and informally. Commencing with the acquisition of an understanding of underlying principles and appropriate knowledge and skills in verbal and written forms, this would also enable students pursuing a programme of staged development progression to increasingly independent learning.

The study plan offers a good range of both traditional and contemporary techniques and technologies relevant to the programme aims and outcomes. The review team appreciates the positive transformations the Department has made to the Programme since the last external review – a number of new study subjects were introduced into the Programme: Representative Systems and Digital Visualisation, Virtual Internet Project, Applied Photography, The Art of the Book, Basics of Graphics. (SER p.11) This demonstrates a strong desire to implement the recommendations given during the previous accreditation. These courses require use of actual technologies and also develop

creative attitudes towards the artistic expression however the complete integration of these competences remains the task of the Programme leaders in the coming period of accreditation.

2.3. Teaching staff

Staff have been recruited in line with national guidelines and the staff are all specialists in their fields and subsequently are adequately qualified to teach their specialisms in line with the regulations. The actual composition of the teaching staff is sufficient to ensure the provision of the objectives and learning outcomes. The review team has some concerns in regard with the proportion of the influence over the Programme's prospect – the apparently dominant role of the fine art teachers over the theory and speciality teachers. Although this hierarchy directly reflects the distribution of academic titles, it may not support the academically open and student-centred discussion in the coming period of Programme's accreditation.

The number of academic staff (13 teacher altogether) seem sufficient for implementation of the Programme and corresponds to Šiauliai University regulations (SER paragraph 3.1., 3.3.). The Programme is provided by 3 professors, 6 associate professors and 4 lecturers and this composition show clear dominance of the highest academic ranks – 69% of the staff members have professor's or associate professor's position. 31% of the staff members are awarded with scientific degrees and 54% of them are recognized artists. Both the academic and professional experience of the staff members is fully compatible with the objectives and intended outcomes of the BA programme.

As the SER informs, the staff's composition providing the content of field studies comprises of recognized artists up to 88.88%. (SER paragraph 3.2., Annex 4). The specialism part of the programme is provided by 9 teachers from which 3 have professor's position, 5 associate professor's position (one associate professor with PhD) and 1 lecturer. Since 2010 the number of staff has declined from 20 to 9. Only 1 staff member is under 35, 1 under 50 and 7 over 50. While the experience of the older staff is commendable, the introduction of digital subjects and the investment in new technologies (hardware and software) necessitates the introduction of staff who are fully up to speed with these rapidly changing technologies. The review team would welcome specific investment from the university in staff development, training and where appropriate new staff employed to teach across the range of contemporary creative process's and critical contexts to maintain the most up to date and relevant programme delivery.

The university has established regulations and financial resources on the staff's development and the direct implementation of these norms are part of the duties of the Head of Department. (SER paragraph 3.2.) The regulations oblige the staff members to improve their research, academic and

professional qualifications at least once in 5year period, which is also teacher's election period. The review team considers this as a minimum of the necessary qualification improvement activities and active managerial support from the university would be highly welcome. During the site visit review team learned that the graduates and students support the necessity to involve incoming professionals and/or teachers from Lithuanian HEI and abroad in the process of studies. The review team want to acknowledge and ensure future staff engagement with national and International artistic practices, both educational and research based is supported through the university: 46 staff engaged in international projects outgoing and 44 incoming between 2011 – 2016 (SER p. 17) continues to expand and be accommodated into the programmes cultural environment.

2.4. Facilities and learning resources

The review team were able to conclude from all presented information in the SER and during the site visit that the premises for studies are adequate to the needs of programme. The BA Programme students can use reasonable area for their specialization studies – an average $14,6m^2$ are allocated for one student. The area for specialism studies occupies $254m^2$; BA students can use 4 spaces with the range from 38 to $65m^2$. There are 2 media studios ($93m^2$ altogether) and 2 computer classes ($63m^2$ altogether). The Department has its own exhibition space of $62m^2$ but students can use the University's gallery space of $175m^2$. (SER, p.21) Whilst additions are always valuable the suitability and accessibility to learning materials seems at present to be adequate to meet the needs of the bachelor programme students. The review team wishes to add that regular reviews of health and safety requirements in all facilities are kept up to date, relevant and where appropriate facilities receive the necessary financial investments from the university to upgrade the provision. As the review team learned that the Art Department's building is open from 7am till 7pm (SER, p.21; site-visit interviews) it should be suggested to reconsider the accessibility of the studios for longer hours per day to provide students with more time and space for their individual studies and/or creative projects. The recommendation 3.12. from the previous accreditation shall be repeated here once again.

The special equipment for media and computer studies seem appropriate and meet the needs designated by the curriculum. The amount of digital technology (hardware and software) is also "suitable and sufficient" (SER, p.21) and can fulfil different study tasks imposed by the Programme (p.21-22). A challenge the review team identified is how independent, active and peer group learning is integrated and resourced, as this is considered to be valuable components of the student experience. This is identified in response to the developments that have been driven by the changing

nature of the disciplines and new technologies that are creating alternative synergies and modes of practice.

Another challenge the review team identified was how new approaches to learning and the form of the learning environment can be developed, with increasing numbers of students working in environments that potentially require support by a wide range of technical workshops in particular IT and other specialist facilities. There are 3 forms of practices during the Programme's period: Natural Forms and Heritage (4 cr), Creative-technological practice (5cr) and Pre-diploma practice (6 cr); the complete volume of allocated for practices comprises of 15 credits. (SER p.12) This division clearly shows the purpose of the activity – acquisition of artistic skills of expression, or introduction to technological processes of the industry, and academically self-reflective learning while the BA final work is developed. For the review team it seem important to point out that all of the practices can be realized by involvement of external supervisors – a truly positive aspect of interaction between the University and the cultural and industrial environment. This is evidenced through the multiple activities students both self initiate and are invited to participate in that demonstrates technical, professional and socially engaged practices (SER p.18, 19) outside the university. The review team acknowledge that this plays an important element in enriching and expanding all aspects of the creative and professional environment of the programme.

The review team's visit affirmed the SER's description of the library facilities as excellent, modern and professional. The review team want to acknowledge the recommendation from the previous review and understand the need to keep an on-going review wherever appropriate of the periodicals available to staff and students needs to be enhanced.

2.5. Study process and students' performance assessment

A central national office that allocates students on the basis of national test scores and a centralised artistic exam grants admission to the programme. While this is a consistent and mostly transparent procedure, the review team feels that this process is not ideal for assessing artistic ability as it is not able to consider a lot of important aspects, e.g. the previous artistic development of a student. Personal interviews as well as the assessment of a portfolio could provide a more holistic impression of students' abilities. The review team would advise the HEI to contact other Art-HEIs in order to lobby unitedly for an entrance procedure that is better able to find and measure the artistic potential of its applicants. In 2016, Šiauliai University Fine Arts study programme was not allocated any target state financing places, in 2013 it was 1. Since 2017, target financing places are not allocated. (SER p24) . Between 2011 and 2015, 22 students were admitted on the programme

with 7 graduating, 6 withdrawing often economic hardships are hidden behind these reasons and 9 still studying as of 2016 (SER p. 26)

The course takes eight semesters containing 30 ECTS Credits each. The curriculum is delivered in up to 7 subjects per semester. The relation between study subjects and intended learning outcomes is presented in Annex 8 of the SER. The course starts by covering general University subjects; as students progress through the curriculum, they can focus on various specialisations. It ends with a final bachelor's thesis worth 15 ECTS-Credits preceded by a Pre-Diploma-Practise worth 6 ECTS-Points during the final semester. This organisation seems proper and efficient to the review team, although it would encourage the HEI to allow for a certain degree of subject choice from the beginning of the course in order to educate students towards independent study and critical thinking (please refer to Recommendation 5).

Annex 10 of the SER provides a list of exhibitions and activities that BA students took part in. During the site visit the review team was able to confirm with social partners and graduates that students as well as graduates play an active role in the local community. The HEI owns a generous exhibition space, which is ideal for students' needs and open to the public almost every day. The review team considers this an important investment into the artistic activities of its students. The SER does not inform about the research activities of the Programme students. The review team holds a view that the link of the Bachelor's studies and the research is not a mandatory element. However the prospect of further studies at the MA level and also equipping students for BA graduation and professional development the review team would welcome the introduction of an appropriate research methodologies basic skills component.

The SER provides evidence that the HEI has bilateral agreements with other HEIs all over the world that students can visit via the Erasmus mobility programme. The SER particularly informs about five Programme students who joined international mobility programmes in 2014 and 2015; the number of incoming students increases from 7 in 2012 to 11 in 2015 (SER p.29). Students confirmed to the review team that this opportunity is appreciated and taken advantage of. In addition to the adequate offers already in place, the review team would encourage the HEI and the department to negotiate more co-operations with HEIs that specify in arts.

The intimate community of students and staff at the department left the review team with the impression that students are provided with the appropriate amount of personal academic support. Many MA students at the department stated the good relationship with the teaching staff of the BA programme as their main reason to continue their studies at the same HEI. The social support

provided by the HEI seems to be adequate; a limited number of state-funded scholarships is available. It is notable that students can leave their child at a kindergarten for several hours when visiting the library. Students have confirmed that in the case of a personal or social crisis, they are able to find appropriate counselling offers inside and outside of the HEI.

The previous review team report identified assessment criteria, assessment methods and the embedding of learning outcomes as areas for improvement. The HEI addressed this by publishing detailed course descriptions for each study subject (Annex 2 of the SER). They clearly outline assessment criteria, explain cumulative grading procedures and refer to the respective intended learning outcomes of the programme. According to students, the course descriptions are published on the HEI's online academic platform and explained to students during the first sessions in the beginning of the semester. The BA final work is publicly defended and the defence committee is democratically structured and (in general terms) reflects the requirements of the Fine Arts Descriptor.

The SER presents general information collected by the HEI on the graduates' employment situation; however, since a good amount of students leave the country, work as freelance artists or continue to study and are therefore not represented in this research, the informative value of the data remains limited. Šiauliai University has established the strategy for 2015–2020 which focuses on the Graduates' Career Monitoring indicators. The numbers of employability are fluctuating in an amplitude from 18.18% in 2011 to 57.14% in 2013. The latest data (2015) show 33.33% of contracted employment. The SER specifically comments this aspect explaining that graduates' creative activities as a free lance artists are "indicated in statistics as unemployed, jobless". (SER p.32) During the conversation with graduates and social partners, the review team was able to witness a general confidence concerning the employability of graduates. In order to increase graduates' abilities to connect to an international as well as a local context, the review team would recommend the inclusion of wider socio-cultural contexts into all aspects of curriculum design, content and delivery (please refer to Recommendation 1).

When talking to students, staff, graduates and social partners, the review team could convince itself that the Art Department and its graduates play an important part in creating a local art and design scene. Social partners are regularly contacting the department and asking for contributions to local projects in the field of interior and urban design. The review team was able to visit a public exhibition of some students' local project proposals; such public displays guarantee that the results of academic projects are being re-fed to the local community in a purposeful manner. The review team considers it important that local art scenes in smaller towns are promoted and feels that the

HEI plays a key role in ensuring this in Siauliai. The review team feel that this aspect of socially engaged practice could be further developed by integrating wider socio-cultural contexts into aspects of curriculum design, content and delivery (please refer to Recommendation 1).

The SER refers to several documents that define the academic standards and codes of conduct at the HEI: the "Regulation of Studies" provide the HEIs legal framework on all matters related to examinations; the "Students' Code of Ethics" published by the Students' Representative Office of the HEI provides guidelines that also include the use of proper academic standards. However, fair learning environment is not just ensured by implementing academic standards but also by granting equal opportunities to students of all genders, ages, financial means, ethnic backgrounds, sexual orientations etc. Since the SER does not address the any issues of possible discrimination, the review team feels that awareness of various societal exclusion mechanisms could be further enhanced. Although the HEI management stated during the site visit that there were no reported complaints of discrimination, the review team would advise the HEI and the department to encourage sensitivity amongst all stakeholders towards issues relating discrimination (please refer to Recommendation 5).

Students are provided opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures. The SER states that disputes are usually resolved through constructive dialogue rather than official complaints procedures; should discussions not provide solutions, the HEI has regulated procedures for complaints and appeals in several documents referred to in the SER (p.33). Students are also represented in the various committees of the HEI's academic self-government. According to the SER, there are no records of official complaints since the last evaluation. The information gained by the review team during the interview sessions generally supports the HEIs notion that conflicts can be resolved on a personal basis: the familiar atmosphere at the department and the high satisfaction of students with their teachers seems to create a climate in which conflicts can be resolved efficiently through a personal discussion. However, the review team believes that in some cases an intimate atmosphere could also pose an obstacle for efficient complaints procedures. During interview sessions with students, it became evident that the Students' Representative Office seems not to play a very important role in their day-to-day student life. Students of the department seem to be mostly unaware that they have representatives in the HEI's committees or the SER group. The review team would advise that the HEI and the department improve the integration of the students' voice better into the processes of academic self-government (please refer to Recommendation 5, 6 and 7).

2.6. Programme management

The Internal Quality Management System Design and Implementation of the Šiauliai University was implemented in 2011-2012 and has been developed since providing the academic commune with guidelines (2015) on how the system works. There are three subdivisions of monitoring: the institutional, the managerial and the University external impact on the society. The latter direction of the quality monitoring system is also to study the socio-cultural environment as an "all embracing group of interested parties" – students, staff, employers, researchers, social partners, politicians. (SER p.35)

The division of duties is clearly described in Table 21 and demonstrates strong presence managerial hierarchy of the University (p.36). The University and the Faculty acted decisively and timely regarding the recommendation given during the previous external review. The QA systems were implemented and the Programmes content was improved; changes were made to the composition of the groups of programmes and premises of studies were improved as well. The review team recognizes the willingness of the University not only to maintain the Art Programmes but reform them into more coherent and effective units of education.

As the SER informs (page 7) the social partners play significant role which is demonstrated by the changes to the Programme content – inclusion of professionally important courses such as Applied Photography, Virtual Internet Project, Visual Technologies, Experimental Graphic Arts, Representative Systems, Digital Visualization. The review team fully supports this pragmatic dialogue between the University and the stakeholder representatives. Active exchange of information on the needs or plans of the market is of utmost importance for the local HEI to react timely and adequately prepare study programmes for forthcoming transformations.

There were important structural transformations at the SU in 2016. The review team was able to establish a clear understanding of the structural changes, rationale and their implications during the site visit. The changes also meet the recommendations from the previous review in both the institutional changes and programme descriptions. The review team also was able to confirm that the management structures are robust and effective in order to maintain the necessary short and long-term aims. This was evidenced through changes made in 2014, Further Activities Development Plan for 2014-2016 was made (see Annex 7). The plan is reviewed annually and supplemented with regard to the achieved outcomes. The SER preparatory group was established by the Rector in September 29, 2016; its composition was made by the Department of Arts in June 16, 2016. This was further endorsed by the site visit and confirmation of quality assurance with

feedback and evidence given to the review team throughout all the academic, management, student and social partner meetings. The review team strongly recommends that the student's integrated role in any future reviews and planning needs to be more clearly defined and implemented. The review team arrived at this conclusion when meeting the student representatives during the site visit and were able to conclude that the student role in review processes needs to be more integrated and form a more implicit part of the process and content. The review team recommends that the faculty/department ensures collegiate participation in all academic discussions to guarantee that all voices are heard throughout all future review and planning processes. The review team encourage this future process to enable the future SER does the programme justice and reflect the obvious rich and dynamic nature of the programme. This should be considered for the production of future documents, and where appropriate, training should be encouraged. The review team arrived at this conclusion through the evidence gained from the information gained during the site visit and consultation with staff, student, alumni and social partner meetings.

The review team acknowledge and fully endorse that The Department is the main founder, developer and implementer of the Programme, responsible for its quality, analysis and evaluation, also preparation of its graduates for practical activities. The review team also acknowledge how concrete issues are dealt with, such as organisation, material and methodological provision of the department, quality of studies, implementation of progressive forms and methods of teaching, distribution of working load among the staff, changes of the subjects in the programme, changes in the descriptions of the subject syllabuses and their approval, setting stages and deadlines for preparation and defence of final works, appointing supervisors, etc. The review team acknowledge that this complies with good quality assurance standards. The review team support how the Study Programme Committee (SPC) for the study programme is responsible for internal quality assurance, monitoring, and developing of the Programme. SPC consists of 10 members (SER P34) comprised of associate professors, professors, lecturers, social partners, students and alumni: On the site visit the review team were able to confirm that the committee reports directly to the Head of the Department of Arts. The review team would recommend continual support for how changes in the Programme are coordinated with the head of an academic division responsible for the Programme, which is Faculty Study Programmes Assessment Committee, and approved by the Faculty Council, while major changes have to be approved by the Senate. The review team support how twice a year, SPC performs a review and assessment of the subjects/modules of the Programme, when together with employers and students discusses and coordinates LO, subject LO, ways of their achievement, the correspondence between the developed competences and the demands and tendencies of the market. SPC suggestions are discussed and approved by the departmental meetings, while the most

important ones (dealing with changes in the Programme) are discussed and approved by the Faculty Dean's Office, Humanities and Arts Study Programmes Assessment Committee and Faculty Council. On the basis of Regulations of ŠU Study Programme Committee3the aim of the group is to ensure internal supervision, monitoring and development of the quality of the study programme.

The review team are confident and support how all formation about the study programme is public, relevant and easily accessible in the public domain in the relevant forms.

2.7. Examples of excellence

It is clear that the programme produces committed and highly motivated creative practitioners in wide range of individually negotiated practices. There is a real sense of creative community established through the student and staff learning environment. That the particular content of the programme meets both local and national needs along with the characteristics of the resources. These students achieve their study aims in a highly inclusive and supportive creative environment, this is a point highlighted by the members of the employers and graduates group.

III. RECOMMENDATIONS

1. The review team recommends that there is engagement with wider socio-cultural contexts in all aspects of curriculum design, content and delivery.

2. The review team recommends that student accessibility to the department's resources continues to be expanded to meet student creative activity and independent learning.

3. The university should invest in the provision of relevant physical and financial resources to maintain and offer the most up to date and relevant provisions to support the learning environment.

4. A full health and safety assessment of the workshop should be carried out.

5. The programme would benefit from the introduction of a positive culture of critical discourse of the individuals' relationship to others (ethical studies).

6. The programme would benefit from the introduction of a more integrated connection between the BA and MA cycles into all aspects of the critical teaching/learning environment.

7. The review team actively welcomes the potential change in enrolment procedure policy which has clearly had a previous impact on the stability of the programme.

8. The review team recommends that the faculty/department ensure collegiate participation in all academic discussions to guarantee that all voices are heard.

9. The review team does not feel that the SER does the programme justice and reflect the obvious rich and dynamic nature of the programme. This should be considered for the production of future documents that the student's integrated role in any future reviews and planning needs to be more clearly defined and implemented, and where appropriate, training of all the participants should be encouraged.

IV. SUMMARY

As is consistent with the MA programme of study at SU the review team recommend that the title of the BA programme is reviewed to ensure that it is consistent with the content it delivers. Fine Arts being an American academic term for applied arts to include design and Fine Art being the widely acknowledged academic description within national and international education contexts. It is understood within international contexts that Fine Art – not Fine Arts - is described as addressing practical and theoretical concerns through a broad spectrum of two-dimensional, three-dimensional and time-based media, materials and processes. This is an activity of creative reasoning that is dependent upon flexibility of ideas and methodologies informed by an awareness of current critical debates. The review team feel this needs to be clarified to avoid any confusion within the subject field and professional contexts.

It is the view of the review team that as they stand the aims and learning outcomes are well defined, however a continued on going process's of review is maintained to reflect the necessary changing and evolving requirements of contemporary creative practices into all aspects of the aims and outcomes. The objectives articulate well to local and national needs, within the stated educational sectors. The objectives also correspond with the faculty values expressed in the SER and its commitment to provide the most appropriate education for creative practitioners across a broad spectrum of provision. It was very evident to the review team that the faculty's social partners, students and graduates were extremely positive in their praise for the learning outcomes, the inclusive learning environment and how the programme structure articulates learning. Overall the review team felt that the aims and outcomes correspond appropriately to the necessary qualification for a BA degree and benchmark standards for the subject area. In particular the review team would welcome further closer integration between theory and practice, in particular how practice is integrated into theory, to develop self negotiated independent learning. As a result the review team would welcome on-going discussion and where appropriate an annual review process to address the aims and learning outcomes in relation to both national and international understanding, employability and recognition in the shifting field of contemporary creative practices.

The review team acknowledges that teaching staff will need to continually work closely with the students in the future to help them fully understand the function and value of learning outcomes together in the learning process, in particular the element of staged independent learning across the programme. The review team felt discussion and possible introduction of student's own tutorial records and/or written self evaluation reports throughout their study would aid and ensure

independent learning, develop verbal and written communication skills as a result of interaction with their peers, tutors, professionals and practitioners both formally and informally.

In particular the review team recognises a need to develop independent critical learners through staged development across the years, to meet the needs of BA graduation or further study integrated into 2nd cycle learning at MA level. In particular the review team felt there was room for development with the ability to develop students' ability to be more self-critical, to articulate and present their own learning, critical position, research skills and contextual awareness through verbal and written means in the most appropriate forms. All aspects of the curriculum appear to be designed in accordance with legislative requirements and comply with national regulations. The review team are mindful that it is necessary to permit interpretation within the programme at the local level of the specific discipline, thus allowing staff to update and innovate in terms of programme design, content, learning and assessment to reflect holistic learning. The review team want to ensure that this can continue to generate a positive, inclusive educational culture where students are able to articulate how this enhances their intellect through critical awareness and by locating the individual in both contemporary and historical contexts. To also focus future developments within the programme in order to be able to be reflexive and responsive to how students also understand the broad vocational, economic, social and environmental contexts of their study and the range of professional opportunities available to them. This would also to ensure students are equipped with sound knowledge of professional skills appropriate to their learning.

In keeping with the developmental approach to the programme the review team felt that the university are able to maintain and provide through staff development support for staff's own personal development where appropriate. This would include advancing knowledge and approaches to learning, subject knowledge and professional development. This might could include for example increased levels of participation in higher education forums and networks in Europe, to foster developments in teaching, learning and assessment in higher education. Continual participation in exchange programmes, seminars, research and professional artistic development support are also examples the review team felt would benefit staff development supported by the university in the future.

The review team observed that the facilities were consistent with those outlined in the SER and these spaces appear adequate to achieve the learning outcomes. The review team wishes to add that regular reviews of health and safety requirements in all facilities are kept up to date, relevant and where appropriate facilities receive the necessary financial investments from the university to upgrade the provision. The review team's visit affirmed the SER's description of the library facilities as modern and professional and currently fully supports the provision for BA study. One

challenge the review team identified was how new approaches to learning and the form of the learning environment for the BA programme can be developed, in particular IT and other specialist facilities up graded where appropriate. This is identified in response to the developments that have been driven by the changing nature of the disciplines and new technologies that are creating alternative synergies and modes of practice.

Student admission is controlled by a national procedure and places are allocated on the basis of national test scores and a centralised artistic exam. The review team feels that this procedure is less than ideal and that through consultation with other HEIs proposals could be put forward at a national level to reconsider this procedure. Assessment procedures are outlined in the SER and the cumulative process described appears to be appropriate to the subject areas. Consistent with the MA programme at SU The Academic Code of Ethics provides for an assessment system that is fair and unbiased. However, fair learning environment is not just ensured by implementing academic standards but also by granting equal opportunities to students of all genders, ages, financial means, ethnic backgrounds, sexual orientations etc. Since the SER does not address issues of possible discrimination, the review team feels that awareness of various societal exclusion mechanisms could be further enhanced. Student indicated to the review team that in the area of receiving academic advice was being adequately met through online resources and personal consultations. Consistent with the MA programme at SU on personal matters the review team would like to see the HEI exploring various avenues of providing financial, learning and counselling support to students, particularly those experiencing financial difficulties.

The review team also would welcome that the programme team acknowledges and builds the external activities, professional engagement and off site activities into the curriculum and accredits them. That the programme continues to build wherever possible international contacts and develops exchange programmes. The review team fully endorses that the staff continues to look closely at the work of some of their higher arts education national and international competitors to ensure relevance, vitality and creative ambition. In both cases, an understanding of the context of the varied practices are being integrated through professional development/studies/placements - that meet the needs, demands and contexts locally, nationally and internationally within the subject field if Fine Arts.

It was acknowledged by the review team that there were important structural transformations at the SU in 2016. The review team was able to establish a clear understanding of the structural changes, rationale and their implications during the site visit. The review team also was able to confirm that

the management structures are robust and effective in order to maintain the necessary short and long-term aims.

V. GENERAL ASSESSMENT

The study programme *Fine Arts* (state code – 612W10011) at Šiauliai University 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	3
5.	Study process and students' performance assessment	3
6.	Programme management	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.

Grupės vadovas: Team leader:	Atis Kampars
Grupės nariai: Team members:	Michael Fox
	Duncan Higgins
	Saulius Valius
	Anna Lena Bankel

ŠIAULIŲ UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *DAILĖ* (VALSTYBINIS KODAS - 612W10011) 2017-05-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-89 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Dailė* (valstybinis kodas – 612W10011) 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

Kadangi bakalauro programos pavadinimas atitinka ŠU magistrantūros studijų programos pavadinimą, vertinimo grupė rekomenduoja jį persvarstyti ir užtikrinti jo atitikimą dėstomam turiniui. Amerikiečių akademinis terminas „dailė", reiškiantis taikomąją dailę ir apimantis dizainą bei vaizduojamąjį meną, yra nacionalinėje ir tarptautinėje švietimo aplinkoje plačiai pripažintas akademinis apibrėžimas. Tarptautiniame kontekste suprantama, kad vaizduojamasis menas (ne dailė) yra apibūdinamas kaip praktinių ir teorinių klausimų sprendimas panaudojant platų dvimačių, trimačių ir laiku grindžiamų medijų, medžiagų ir procesų spektrą. Tai kūrybinio mąstymo veikla, priklausanti nuo idėjų lankstumo ir metodikų, parengtų atsižvelgiant į vykstančias kritines diskusijas. Vertinimo grupė mano, kad šį aspektą reikia patikslinti siekiant išvengti painiavos dalyko srityje ir profesinėje aplinkoje.

Vertinimo grupė mano, kad patys studijų tikslai ir rezultatai yra gerai apibrėžti, tačiau vykstantys procesai yra nuolat peržiūrimi visais studijų tikslų ir rezultatų aspektais, atsižvelgiant į būtinus

šiuolaikinės kūrybinės praktikos pokyčius ir atsirandančius poreikius. Tikslai visiškai atitinka vietos ir nacionalinius reikalavimus nurodytuose švietimo sektoriuose. Tikslai taip pat atitinka savianalizės suvestinėje nurodytas fakulteto vertybes bei įsipareigojimą užtikrinti tinkamiausią plataus spektro kūrybinių praktikų švietimą. Vertinimo grupei labai akivaizdu, kad fakulteto socialiniai partneriai, studentai ir absolventai labai teigiamai vertina studijų rezultatus, integracinę mokymosi aplinką ir tai, kaip programos struktūra atspindi studijų procesą. Apskritai vertinimo grupė mano, kad tikslai ir rezultatai visiškai atitinka bakalauro laipsniui gauti būtiną kvalifikaciją ir dalyko srities lyginamuosius standartus. Visų pirma vertinimo grupė rekomenduotų labiau integruoti teoriją ir praktiką, ypač skiriant dėmesio tam, kaip praktika integruojama į teoriją, siekiant užtikrinti savarankišką mokymąsi. Todėl vertinimo grupė pageidautų, kad nuolat vyktų diskusija ir, kur tinkama, metinio vertinimo procesas, kurių metu būtų aptariami studijų tikslai ir rezultatai, susiję su nacionaliniu ir tarptautiniu supratimu, panaudojamumu ir pripažinimu kintančioje šiuolaikinės kūrybinės praktikos srityje.

Vertinimo grupė patvirtina, kad dėstytojai ateityje turės nuolat glaudžiai bendradarbiauti su studentais, kad padėtų jiems studijų procese visiškai perprasti studijų rezultatų, ypač laipsniško savarankiško mokymosi dalies visos programos metu, funkciją ir vertę. Vertinimo grupė mano, kad plėtojant diskusiją ir galbūt studijų procese panaudojant pačių studentų mokomuosius užrašus ir (arba) rašytines įsivertinimo ataskaitas būtų galima suteikti pagalbą ir užtikrinti savarankišką mokymąsi, ugdyti studentų bendravimo žodžiu ir raštu įgūdžius jiems formaliai ir neformaliai bendraujant su bendraamžiais, darbo vadovais, profesionalais ir praktikais. Visų pirma vertinimo grupė pripažįsta, kad yra būtina palaipsniui studijų procese ugdyti savarankiškus kritiškus studentus, kurie galėtų baigti bakalauro studijų programą arba tęsti į antrą pakopą integruotas studijas magistrantūroje. Ypač vertinimo grupė mano, kad dar neišnaudotos visos galimybės ugdyti studentų gebėjimą būti savikritišku, tinkamiausiu būdu žodžiu ir raštu suformuluoti ir pristatyti savo pačių kritinę nuomonę mokymosi klausimu, įgūdžius mokslinių tyrimų srityje ir konteksto supratimą. Studijų turinys yra parengtas remiantis teisės aktų reikalavimais ir atitinka nacionalinius teisės aktus. Vertinimo grupė supranta, kad reikia leisti programą interpretuoti konkretaus dalyko lygmeniu ir sudaryti sąlygas personalui atnaujinti programos sandarą, turinį, mokymosi ir vertinimo procesus ir diegti naujoves, siekiant perteikti holistinį požiūrį į mokymąsi. Vertinimo grupė nori šiuo požiūriu užtikrinti tęstinumą siekiant teigiamos ir integracinės švietimo kultūros, kurioje studentai galėtų aiškiai nurodyti, kaip kritinio sąmoningumo ugdymas ir šiuolaikinės bei istorinės aplinkos supratimas padeda stiprinti jų intelektinius gebėjimus. Taip pat dėmesį reikėtų skirti būsimiems programos pokyčiams, kad būtų galima apsvarstyti ir reaguoti į tai, kaip studentai supranta studijų platųjį profesinio rengimo, ekonominį, socialinį ir aplinkos kontekstą ir įvairias

atsiveriančias profesines galimybes. Taip būtų užtikrinta, kad studentams yra suteikiamos išsamios žinios apie jų studijoms tinkamus profesinius įgūdžius.

Programos plėtros požiūriu vertinimo grupė mano, kad universitetas gali užtikrinti reikiamą personalo kvalifikacijos kėlimą teikdamas su tuo susijusią paramą. Tai būtų skatinimas gilinti žinias ir taikyti metodus, susijusius su mokymusi, dalyko žiniomis ir profesiniu tobulėjimu. Tai, pvz., galėtų būti aktyvesnis dalyvavimas Europos aukštojo mokslo forumuose ir tinkluose, skatinant pokyčius mokymo aukštosiose mokyklose, studijų ir vertinimo srityse. Nuolatinis dalyvavimas mainų programose, seminaruose, moksliniuose tyrimuose ir profesinį kūrybinį tobulinimąsi skatinančioje veikloje yra taip pat pavyzdys to, kas, vertinimo grupės nuomone, būtų naudinga universitetui ateityje remiant personalo kvalifikacijos kėlimą.

Vertinimo grupė atkreipė dėmesį į tai, kad patalpos atitinka aprašymus, pateiktus savianalizės suvestinėje, šios erdvės yra tinkamos studijų rezultatams pasiekti. Vertinimo grupė norėtų pridurti, kad visų patalpų atitiktis darbuotojų sveikatos ir saugos reikalavimams yra reguliariai tikrinama ir užtikrinama, prireikus universitetas skiria patalpoms atnaujinti reikalingas lėšas. Vertinimo grupės vizito metu įsitikinta, kad bibliotekos patalpos, kaip aprašyta savianalizės suvestinėje, iš tiesų yra modernios, profesionalios ir visiškai tenkina bakalauro studijų programos poreikius. Viena iš vertinimo grupės nustatytų problemų yra klausimas, kaip sukurti naujus mokymosi metodus ir mokymosi pagal bakalauro studijų programą aplinką, visų pirma kaip atnaujinti IT ir kitą specializuotą materialinę bazę, kur tai yra tinkama. Ši problema nustatyta analizuojant pokyčius, atsiradusius dėl kintančio dalykų pobūdžio ir naujų technologijų, kuriančių alternatyvias sinergijas ir praktikos formas.

Studentų priėmimas vyksta nacionaliniu mastu nustatyta tvarka, o vietos studijų programoje skiriamos atsižvelgiant į nacionalinius konkursinius balus ir centralizuoto meno egzamino rezultatą. Vertinimo grupė mano, kad ši tvarka nėra ideali, todėl surengus konsultacijas su kitomis aukštosiomis mokyklomis būtų galima nacionaliniu mastu teikti pasiūlymus dėl šios tvarkos persvarstymo. Vertinimo procedūros nurodytos savianalizės suvestinėje, o joje aprašytas balų kaupimo procesas atitinka dalyko sritis. ŠU akademinės etikos kodekse numatyta magistrantūros studijų programos vertinimo sistema yra sąžininga ir objektyvi. Tačiau sąžiningo mokymosi aplinka užtikrinama ne tik įgyvendinant akademinius standartus, bet ir suteikiant vienodas galimybes visiems studentams, neatsižvelgiant į jų lytį, amžių, finansinę padėtį, etninę kilmę, seksualinę orientaciją ir pan. Kadangi savianalizės suvestinėje neaptariami galimos diskriminacijos klausimai, vertinimo grupė mano, kad būtų galima labiau didinti informuotumą įvairių socialinės atskirties mechanizmų klausimais. Studentai vertinimo grupei nurodė, kad akademinės konsultacijos yra

teikiamos tinkamai pasitelkiant interneto išteklius ir asmeninių konsultacijų metu. Kaip ir ŠU magistrantūros studijų programoje, sprendžiant asmeninius klausimus, vertinimo grupė pageidautų, kad aukštoji mokykla apsvarstytų įvairias finansinės ir konsultacinės pagalbos teikimo studentams, ypač patiriantiems finansinių sunkumų, galimybes.

Vertinimo grupė taip pat palankiai vertintų, jeigu programos vykdytojai pripažintų, į studijų turinį įtrauktų ir akredituotų išorės veiklą, profesionalų dalyvavimą veikloje ir veiklą ne universitete. Taip pat skatintina, kad pagal programą ir toliau būtų mezgami visi galimi tarptautiniai ryšiai ir kuriamos mainų programos. Vertinimo grupė labai pritaria tam, kad personalas toliau atidžiai stebėtų kai kurių konkuruojančių nacionalinių ir tarptautinių aukštųjų mokyklų, teikiančių meninį švietimą, darbą, kad užtikrintų universiteto vykdomų studijų aktualumą, gyvybingumą ir kūrybinius užmojus. Abiem atvejais supratimas apie įvairių praktikos rūšių aplinkybes yra integruojamas organizuojant kvalifikacijos kėlimą, studijas ir stažuotes, atitinkančias dailės studijų krypties vietos, nacionalinius ir tarptautinius poreikius, reikalavimus ir aplinkybes.

Vertinimo grupė patvirtino, kad 2016 m. ŠU įvyko svarbūs struktūriniai pokyčiai. Vertinimo grupė vizito metu nustatė, kad struktūriniai, prasminiai pokyčiai ir jų pasekmės yra aiškiai suvokiami. Vertinimo grupė taip pat patvirtino, kad valdymo struktūros yra patikimos ir veiksmingos, o tai leidžia toliau siekti trumpalaikių ir ilgalaikių tikslų.

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III. REKOMENDACIJOS

1. Vertinimo grupė rekomenduoja, kad visais programos sandaros, turinio ir programos dėstymo aspektais būtų apimamas platesnis socialinis ir kultūrinis kontekstas.
2. Vertinimo grupė rekomenduoja ir toliau plėsti studentams prieinamus katedros išteklius, atitinkančius studentų kūrybinės veiklos ir savarankiško mokymosi poreikius.
3. Universitetas turėtų investuoti į aprūpinimą tinkamais fiziniais ir finansiniais ištekliais, užtikrinant galimybę turėti ir pasiūlyti naujas ir mokymosi aplinkai aktualias priemones.
4. Reikėtų atlikti dirbtuvių sveikatos apsaugos ir saugos vertinimą.
5. Programai būtų naudinga įdiegti pozityvią asmenų santykio su kitais individais kritinio diskurso kultūrą (etikos studijos).
6. Programai būtų naudinga nustatyti daugiau integruotą bakalauro ir magistrantūros studijų pakopų ryšį visais kritinio mokymo(si) aplinkos aspektais.

7. Vertinimo grupė aktyviai skatina galimus stojimo procedūrų politikos, akivaizdžiai anksčiau dariusios įtaką programos stabilumui, pokyčius.

8. Vertinimo grupė rekomenduoja fakultetui ir (arba) katedrai užtikrinti kolegialumą visose akademinėse diskusijose, kad būtų išgirsti visi balsai.

9. Vertinimo grupė nemano, kad savianalizės suvestinėje programa apibūdinta teisingai, nes nėra atskleistas akivaizdžiai įvairialypis ir dinamiškas programos pobūdis. Į tai reikėtų atsižvelgti ateityje rengiant dokumentus: reikėtų aiškiai apibrėžti ir užtikrinti integruotą studentų vaidmenį būsimoje vertinimo ir planavimo veikloje, taip pat, kur tinkama, paskatinti visų dalyvių mokymą.

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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)