SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto
STUDIJŲ PROGRAMOS „*DAILĖS PEDAGOGIKA*"
(valstybinis kodas - 612X14011)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF "*FINE ARTS EDUCATION*" (*state code - 612X14011*)
STUDY PROGRAMME
at Lithuanian University of Educational Sciences

Review' team:

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

2. **Michael Fox,** *academic,*

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

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

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

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Dailės pedagogika*
Valstybinis kodas	612X14011
Studijų sritis	Socialinių mokslų
Studijų kryptis	Pedagogika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Ištęstinė, 5,5, Metais Nuolatinė, 4, Metais
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Meno pedagogikos, dailės bakalauras, pedagogo kvalifikacija
Studijų programos įregistravimo data	2012-11-26

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Fine Arts Education*
State code	612X14011
Study area	Social sciences
Study field	Pedagogics
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	5,5 – part-time 4 – full time
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Art Pedagogy, Bachelor of Fine Arts Teacher
Date of registration of the study programme	26-11-2012

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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. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	A list of photography and video hardware and software

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

The Study Programme of Fine Arts Education is implemented in the Department of Fine Arts of the Faculty of Education of Lithuanian University of Educational Sciences) since 2009. The newly approved Study Programme of Fine Arts Education has been implemented since 2013. This Programme is designed to meet European requirements for the quality of higher education, the needs of the national labour market and personal needs of students. These requirements have been

verified to the Review team by both the information contained in the SER and its Annexes and through the panel visit. This is the first 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 *15/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

The main aims of the programme are to prepare competent teachers of fine arts with university education, who can theoretically substantiate and evaluate the present situation of fine arts education, contextualise their educational practice in the contemporary world of education. These aims were verified by the Review Team from information in both in the SER and its Annexes and during their visit. The programme's outline and subjects are announced in several public places, notably the website of LEU, where an overview of the content of the curriculum is given. An outline of publicly announced sites are available on SER p, 10.

1. Learning outcomes are described in the "official website of the open vocational information, counselling, and guidance system AIKOS" (www.aikos.smm.lt) SER p, 10
2. The LEU provides LO's on its own website also in lithiuanian (in shorter form than the website of AIKOS). Identical information is also on the Faculty website:

   https://leu.lt/lt/studijos/leu_studiju_programos/leu_bakalauro_studiju_programos/leu_baksp2017/programs/100481/detaliau.html
3. The website of the Department shows the programme's structure with the titles of courses, number of credits and form of examination:

   https://leu.lt/lt/umf_dailes_katedra/dk_destomieji_dalykai/dk_bakalauro_programos.html

The aims and learning outcomes are well defined; give an articulate description of the course in response to the identified demand as stated. Table 1.1. in the SER (p. 6- 9) graphically maps the learning outcomes to both the study cycle descriptor and the study subjects and these indicate a structure that is both comprehensive and coherent. The learning outcomes correspond to the requirements of the Lithuanian legislation as outlined in the Descriptor of the Study Field of Art.

The objectives appear to respond to local and national needs within the stated educational sectors and had been developed to answer demands, expressed in the Lithuanian Progress Strategy "Lithuania 2030". The review team noted that the structure of this programme is unique in Lithuania, (SER p. 11) with a more integrated approach to Fine Art practice and Pedagogy and its associated subjects. It is felt that this approach will improve the quality of teaching standards, among graduates of the programme, a view which was confirmed by a number of the social partners who were impressed by the quality of the students on the programme.

The outcomes correspond with the core values expressed by the faculty in its commitment to work with artists to provide quality training for future teachers, as outlined in the SER (p. 5) "Introduction". The SER statement acknowledges a responsibility towards sustainable development and to equipping students to work in a way that contributes to society, the economy and the environment. The outcomes reflect these values through their committment to critical analysis, knowledge of Fine Arts didictics, analysis of scientific research, creative expression and a strong professional motivation.

The meeting with the faculty's social partners, which included members involved in both formal and informal education, provided positive affirmation of the learning outcomes and praised the programmes combination of art practice and pedagogy. However, the review team believe that as part of this provision of quality training the learning outcomes should include professional organisational skills, which are essential to equip teachers for future professional challenges.

The outcomes of the study indicate how the education can contribute to the cultural development and the economic well-being of the individual and of society. In both cases, an understanding of the context of the practice is essential. This could be highlighted in more detail for the students. In the former, it enhances their intellect through critical awareness and by locating the individual in both contemporary and historical contexts. In the latter, it provides knowledge of how an individual's practice relates to that of others which informs originality and personal expression. Without such knowledge, an individual would not have any sense of the nature of their own creativity or the cultural context in which it is set. Students need to understand and negotiate the broad vocational,

economic, social and environmental contexts of their study and the range of professional opportunities available to them. These may include: anticipating and responding to change; knowledge and application of business processes; communication (visual, written, oral, personal and digital); distribution and dissemination of work; skills in entrepreneurship; and client/audience negotiation skills.

It was also the opinion of the review team members that the data provided in the SER and the information extracted from the site visit illustrated that the learning outcomes correspond to the academic needs of the degree, as provided Lithuanian legal documentation and the description of the outcomes of a BA degree as outlined in:
- The description of Studies in the Field of Fine Arts (2015),
- The order of Minister of Education and Science of the Republic of Lithuania "On the Approval of General Requirements for First degree and Intergrated study programmes Programmes" (2010).
- The descriptors of Study Cycles (2011),

The review team felt that the level of the implementation and structure of the learning are consistent with the requirements for a BA level qualification. While the Review Team were unable to view the final works of previous graduating students (due to the fact that there have not yet been any graduating groups), the Review Team did view works of current students at various stages in the programme which they felt were of a suitable standard for their respective stages.

As stated previously Table 1.1(SER. p. 6 – 9) shows a clear correlation and tuning between the required subject cycle descriptor, the learning outcomes and the study subjects, taught on the programme. The title of the programme corresponds with the qualification to be obtained and the content of the curriculum is well suited for achieving the learning outcomes necessary for a Bachelor's degree in art teaching. From a European perspective programme content reflects the levels of autonomy, systematic comprehension, enquiry and critical awareness enshrined in the Dublin Descriptors.

It is therefore the conclusion of the review team that the title and intended outcomes correspond appropriately to the necessary qualification for a BA degree.

2.2. Curriculum design

The curriculum is designed in accordance with legislative requirements: it consists of study subjects having 240 ECTS credits, of these general university study subjects are allocated 15 credits, pedagogical studies 60 credits (out of them 30 assigned to teaching practice), study subjects in the study field 90 credits, deeper specialisation in the same study field 54 credits, final theses 12 credits, freely optional study subjects 9 credits. This structure complies with national regulations, as outlined in *On the Approval of General Requirements for First degree and Intergrated study programmes Programmes" (2010)* and is verified in table 2.1 of the SER (p.13-14). The review team also noted the balance between practical and theoretical subjects. As well as practical areas, such as:

- Fundamentals of Fine Arts Studies and Visual Expression,
- Methodologies of teaching drawing, painting, composition which are the main subjects taught in schools

The theoretical subjects include such areas as:

- theoretical and practical conceptions of culture and arts;
- policy on education;
- theoretical and practical knowledge of psychology and pedagogy;
- fundamentals of development of school learner's health, communication, social, cognitive, artistic competences

The review team believe that if the integration of these areas is reinforced the curriculum would adequately equip the graduates to become quality educational practitioners.

There appears to be consistency, in the manner in which subjects are taught however the way in which the tables are laid out show the course in its fragmented form and it would be good to see all these elements (there are a lot of elements) come together to form some sort of homogeneous unit. The programme teaches a range of practical subjects such as colour sciences, drawing, composition, painting, graphics, modelling, spatial plastic arts and visual expression, the review team believe that it is important that these subjects rather than be seen as independent subjects are taught in a manner that shows how they operate in a homogeneous way in the practice of Fine Art. Examples of work seen by the team showed these subjects dealt with as independent exercises. The review team believe that some form of overriding project which brings these elements together would greatly improve the development of independent learning and allow students to pursue their Fine Art practice in a more complex manner. This form of approach would also help students to contextualise the theoretical elements in a more personalised and holistic manner. The review team would strongly advise the department to make every effort to ensure that related curriculum subjects

are integrated into coherent unit across all years. The review team believes that this form of integrated curricular structure would also help to facilitate independent learning.

The subject contents are outlined in Annex 2 and are comprehensive and extensive. They are in line with the cycle and type of studies. Members of the social partners group expresses their satisfaction with students from the programme, with whom they had worked which supports the positive affirmation of the standard for this award. This affirmation, however, could be further enhanced by promoting Student's independent creative and research activities and by continuing to develop homogenous methodologies and approaches throughout the study years.

The literature used on the programme as outlined in SER (p 27-29) are both relevant and comprehensive. There is also a good range of English language journals and periodicals, relevant to contemporary art and educational practices, included, as outlined in SER p 28.

It is still difficult to comment on how the learning outcomes will be ultimately realised, as there has not been a graduating class yet. However, based on successful meetings with both the student groups and the social partners and both a documentation and physical examination of the study practices the review team believe that there is a good probability that the intended learning outcomes can be achieved. The review team have expressed certain reservations around levels of integrated knowledge, organisational abilities and autonomous study and has made recommendations to address all of these issues

The scope of the programme is substantial and ambitious. The SER (p.12) and evidence from the visit indicate good benchmark standards to achieve this:

    the capacity to be creative

    an aesthetic sensibility

    intellectual enquiry

    skills in team working

    an appreciation of diversity

    an appreciation of quality and detail

    the ability to conduct research in a variety of modes

    the quality of critically reflecting on one's own learning and development

    the ability to factor ethical considerations into creative practice

    the capacity to work independently, encouraging resilience and self-determination

    the ability to communicate in a range of formats.

As stated previously ongoing success in fully realizing the scope of this programme lies in how this diverse range of ambitions can be structured and comprehended as a homogenous unit.

The SER indicates learning related to the contextual setting of the discipline and that students also engage with appropriate related theories however following a discussion with the student group the review team felt that the department should consider developing a range of imaginative, inventive and conceptualised approaches in relation to the student's ongoing acquisition of skills. This should include an awareness of contemporary art discourses. The programme needs to continue to develop an engagement with appropriate related theories within global, historical/contemporary and cultural/environmental settings, which inform the context of their studies and add purpose to their activity. To broaden the career scope of the students and to expose students to a wider range of international theoretical sources, the review team believe that the English language should be further promoted and embedded in the curriculum structure. If the course can maintain a flexible, open and responsive dialogue with the aims and outcomes the course can meet the necessary demands of students needs on graduation.

2.3. Teaching staff

Recruitment of staff is in line with legal requirements, as outlined in the SER (p. 18-19) and meets the legal requirements outlined in *On Approval of the Description of General Requirements for the Degree-Awarding First Cycle and Integrated Study Programmes* 2010. The current composition of the teaching staff has ensured a teaching team that is both qualified and competent to deliver the diverse and complex nature of this programme. Of the 16 teachers on the programme 5 have research degrees and 5 are recognised artists. This complies with the General requirements for first cycle programmes that insists that at least 50% of staff should be derived from these categories. The artistic standing of these recognised artists was applauded by an official from the Lithuanian Artist's Association who spoke with the review team, as a member of the Graduates and Employers stakeholder group.

The teaching staff, in the opinion of the review team, are adequately and appropriately qualified to teach their specific subjects and the visit verified the relevance of the qualifications and research subjects of the teaching staff as outlined in Annexes 3 and 4 of the SER document as the programme developed from the merger of two divisions "the Faculty of Pedagogy and Psychology" and the "Institute of Culture and Arts Education" the qualifications of staff are appropriate and relevant to the outcomes of both the practical and academic subjects. Annex 4 provides evidence of foreign language skills among certain teaching staff members. These proficiencies generally apply

to Russian and English. During the review teams visit a number of the teaching staff were able to conduct area specific conversations in English but generally the use of an interpreter was necessary for group meetings. In the interest of improving the quality of students' English it would be also desirable to provide optional training, for teaching staff, in English language studies.

The programme appears to be adequately staffed (as outlined in SER p.23) both from within the department and from other departments within the faculty. There is a total of 22 staff; 1 Professor, 8 Associate Professors, 6 Lecturers and 7 Assistant Lecturers. The student – teacher ratio is good at 10:1. This ratio is also consistent with the allocation of state funds for Higher Education programmes. In relation to staffing the review team had a, generally, positive response however they felt that the introduction of some more practitioners with additional and varied skills could introduce some new experimental approaches to teaching and learning, During the meeting with the current students the student representatives expressed satisfaction with the performance of staff. They stated that the staff were obliging and caring and were attentive to the needs of the students.

Despite a slight decline in staff from 24 to 22 between 2013 and 2016, the age profile of staff appears to be healthy with a good combination of experienced staff and younger members of the faculty. Of the 22 staff 7 are under 40 and 6 over 50. While indications are that there is poor recruitment of new staff this is, in part, compensated for through various mobility and exchange activities (SER p. 23). As outlined in SER p.20 there has not been a significant natural turnover of staff, over the past three years, as this is a new programme and adequate provision of staff was provided during the initial setting up of the programme. The programme is still in a pre-graduation phase and so staff regeneration has not yet become an issue.

Importance is placed on professional development by the management of the LEU and both support and funding are provided in these areas. The SER table 6.1, p. 42-4 indicates that the Directorate of Academic Affairs organises:

- professional development courses for staff;
- finances training, conferences etc.;
- provides information on various aspects of mobility

The SER (p.21) outlines the involvement of staff in applied research activities which the review team felt was very positive. The SER in Annex 4 describes how the institution supports staff development by providing training programmes such as *Discursive Ethnographical Research 2016.* It hosts conferences, which provide teachers with up to date information in current educational developments, such as *Good Experience and Innovations of Psychologists Working in the System of*

Education 2014. It assists staff to access funds from International support institutions such as ESF, Nordplus and Erasmus+. Teachers exhibit nationally and internationally and become involved in projects which are supported by EU structural funding, such as the "Creative Road to Entrepreneurship" and "Higher Culture Impulses for Schools"

There is also good evidence in SER (p. 22) Table 3.4 of activity in relation to scientific publications by the teaching staff. These publications span the range of national and international scientific publications, popularisation publications and methodological textbooks. Over the past 4 years 10 staff have presented at national conferences, 20 at international conferences, of which 8 were held abroad. 11 teachers have partaken in international exchanges to countries such as Spain, Armenia, Latvia, Turkey and Greece. Staff mobility programmes are in evidence SER p. 24 Table 3.7, although outgoing teachers exceed those of incoming teachers. Because of the use made of exchanges to compensate for a lack of staff turnover, encouraging visiting / incoming exchange teachers should be prioritised in the programme's mobility strategy. The activities outlined insure that staffs are engaged with both artistic and pedagogical activities in a contemporary context which is necessary when engaged in such a fluid and fast-changing area as Art Education.

2.4. Facilities and learning resources

During the review team visit the review team were given a tour of the premises and facilities available for teaching and learning purposes on the programme. The premises were consistent with those outlined in SER (p. 25) and the available spaces appear to the review team more than adequate to meet the requirements achieving the learning outcomes, both in size and quality. The variety of available spaces consists of 2 classrooms, 5 activity related studios (for drawing, painting, modelling, large format plastic compositions and creative projects and final works) and an Information Resource Centre for independent work. The programme also shares a variety of spaces, in which theoretical lectures are delivered. The review team were particularly impressed with a space which is available for observed teaching practice, where children from local schools can be taught by the programme students and observed by the professors.

The programme is, digitally serviced with the use of one room (326) which has 29 workstations with 21 desktop computers all computers have Microsoft Office 2010, Acrobat Reader, Macromedia Flash, Smart Notebook and a number of statistical packages for Social Sciences. There are 4 rooms with a desktop computer and projection facilities, two of which have loud speakers and one 58 workplace room with an interactive whiteboard. Software is adequate but the addition of the Adobe Suite would allow for Photo, video and basic animation, which in the current climate of

developing interest in digital media would be desirable. The addition of these areas would also assist young teachers to prepare for future developments in the field.

The one area of concern expressed by the review team around Facilities and Learning Resources, however, lies in the general provision of facilities and materials that would allow for a broader range of practical activities, which the review team felt would enrich the student experience and prepare them better for engagement with their professional teaching environments. At present, there the provision of easels for drawing, printing (graphic) presses, a kiln (for working in clay to produce ceramic objects and the facilities to work on basic plaster models. There were examples on display of works produced from these facilities. There is also photographic equipment and desktop and laptop computers accompanied by projection facilities although there was little evidence of where these are used by the programme as teaching and learning tools or how these facilities are used by the students as part of their own teaching practice (there was a lack of photographic / video work or possibly short stop motion / animation pieces, which the current facilities could accommodate). In general, the review team felt that there could be improvements made in the provision of materials and facilities to expand the practical activities of the course both for the students themselves and as part of their teaching delivery. To facilitate this improvement, it is important that the provision of these materials and facilities are by the programme and covered by departmental budgets.

Provision and availability of places for teaching practice is sufficient to meet the needs of the programme. Various progymnasiums, gymnasiums, general education and art schools are available both locally and regionally and tripartite agreements are made between the student, the LEU and the institution in relation to the student's placement. This seems to be a very satisfactory arrangement and based on discussion with social partners, several whom have worked with participating students it is working very well. Students also seemed satisfied with this arrangement and appreciated the opportunity of working under the guidance of professional teaching practitioners.

The SER describes the University Library as professional and modern. This description was confirmed during the review team visit. The review team experienced library facilities that provide a research-friendly environment with good service provided by the library staff. A large choice of art and education periodicals are available. There is an extensive range of textbooks, books, periodical publications and online resources available to the students. There is an extensive list of both online and physical publications available to students outlined in SER (p. 27-28). The review team were given a guided tour of the library facilities during their visit and found them to be of good quality. The library provides facilities for special needs students, with a variety of disability appropriate hardware and software packages available. In terms of physical resources there is a

reading room for periodicals and the Centre of Learning Resources, with 11 computer workstations. There are also a number of group work zones available to both staff and students, the review team found these to be a positive resource for academic research development.

There is also a database of Master's theses and Doctoral dissertations which contains 3634 works. It was surprising to read that the HEI cannot convince all students to publish their final theses on the University database. A publication of all theses written at the HEI would provide academic transparency and possibly help create a more research-friendly mindset.

2.5. Study process and student's performance assessment

Admission to the programme is granted by a central national office, which allocates students on the basis of national test scores and a centralised artistic exam. 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 does not give consideration to the student's previous artistic development. Personal interviews and / or the assessment of a portfolio could provide a more holistic impression of students' abilities. The review team would advise the HEI in conjunction with Art-HEIs should make a united effort to lobby for an entrance procedure that is more suitable for measuring the artistic potential of its applicants.

Numbers of applicants have fallen from 35 state funded places and 15 non-funded places in 2013 to 17 state funded and 11 non-funded place in 2016. Enrolled student numbers have also fallen, over the same period form 16 in 2013 to 8 in 2016. On a positive note drop-out rates have decreased from 25% in 2013 to 0% in 2016

The curriculum (Annex 1 and 5) is organised into eight semesters containing up to seven subjects worth 30 ECTS-Credits. After the second semester, the curriculum allows for specialisation in preferred artistic techniques and styles. The course ends with the production of a final art project (12 ECTS-Credits) and the production of a short pedagogical paper (3 ECTS-Credits). Table 1.1 (p. 6–9) in the SER explains how the subjects taught in the curriculum link to the intended learning outcomes in a coherent manner.

During the site visit, the review team was able to confirm that students find the organisation of the study process appropriate and that social partners find students well-equipped and highly motivated to teach. However, the review team would advise to evaluate whether the curriculum (especially the first two semesters containing seven subjects) each is not too fragmented (please refer to Recommendation 3).

Annex 6 of the SER contains a list with numerous activities that students took an active part in; various excursions took place, many students participated in both national and international exhibitions and contests, some even organised exhibitions themselves. This list did not include any scientific pedagogical activities. However, during the site visit, staff confirmed the integration of students into research projects and scientific pedagogical conferences. The review team noted positively that the HEI offers the possibility to work in educational laboratory situations: it is equipped with spaces that are especially designed for teaching and observing children's workshops, which regularly take place at the institution. However, the review team also feels that the HEI could promote and acknowledge independent creative and research activities of its students further (please refer to Recommendation 1).

Students are provided with conditions to take part in mobility programmes. The SER Annex 6 provides data which outlines the various artistic activities, which students have been involved in since 2013. SER Table 5.4 (SER p. 38) outlines students' academic mobility and shows that 7 students have taken part in international mobility activities since 2013. 6 incoming students have also participated over the same period. Outgoing students have gone to destinations such as Portugal, Turkey and Slovenia. Incoming students have come primarily from Turkey.

The SER (p. 35) indicates a number of possible ways of obtaining advice on academic matters including information on the website and the HEI's virtual learning platform and personal consultations with staff. During the site visit, the review team confirmed with students that their needs were met. The SER (p. 35) lists several ways of gaining state financial support for students that seem appropriate. If not in place already, the review team would advise the HEI explore ways of providing free confidential counselling to students experiencing personal crises or financial hardship; if the HEI is not able to provide this, it could also refer students to institutions, where such counselling is offered, by collecting the relevant contacts and making them available publicly.

The SER (Annex 2) provides very detailed course module descriptions that explain transparently how each subject is marked through cumulative assessment. The review team finds the cumulative form of assessment appropriate for art studies. Students are able to view their process within a subject on the virtual learning and information platform of the HEI; this is also where all relevant information about the subjects can be found (content, literature, assessment criteria).

The programme has not produced any graduates so far, but the SER (p. 31-32) provides data which shows that over 60% of the graduates of the preceding Art Education programme found employment. According to the SER, the majority of graduates are working in the field of education,

others are working in the field of art, advertising or design. In 2015, almost 20% continued studying. The percentage of students who are unemployed or have not provided data is low (less than 20%). During the site visit, the review team noted that social partners pointed out a high motivation to teach amongst the students who visited institutions for educational practise. It is worth noting that during the meeting with the students a number of them indicated that students were working in institutions where they had previously been, during their internship.

The SER p. 11 provides convincing data including research by the Lithuanian Ministry of Education that there is a broad demand for art teachers in the public-school sector in Lithuania, due to a demographic change amongst current school teachers. During the site visit, social partners confirmed this demand and pointed out that they notice a high motivation to become school teachers among the students.

The SER (p. 37) refers to an Academic Code of Ethics approved by the Senate of the University and assures that cheating is not tolerated. 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.

The SER (p.37-38) states that due to the friendly climate at the department official complaints are rare. Opportunities for lodging complaints are given on an informal basis during the consultation hours of staff or more formally at the meetings of the Study Programme Committee. Evaluation questionnaires offer an opportunity to provide feedback anonymously. In the opinion of the review team, complaints and appeals procedures could be developed further in order to provide clear, public and transparent processes that create a friendly yet self-critical learning and teaching environment (please refer to Recommendation 5).

2.6. Programme management

The Faculty of Education was established 7 October 2011, to optimize "*the structure of the University (enlargement) and better quality of management*." The Faculty of Pedagogy and Psychology and the Institute of Culture and Arts Education merged into the Faculty of Education correspondingly. This appears to work well and communication between what was separate faculties seems to have merged seamlessly.

The decision-making process and quality assurance measures are clearly outlined at University, Faculty and Departmental level in the SER (p.39–41). This programme falls into the broader University structure, which is well established.

Both the members of the senior administration group and the members of teachers group confirmed at their respective meetings with the review team that the decision-making structures outlined in SER 6.2 are an accurate account of the operating management structures applied in the day to day running of the programme. There are structures in place that allow for ongoing reflection and relevant responses on the programmes which include student surveys after each term and requested feedback from social partners once a year. At the core of this process is the Study Programme Committee which acts as the intermediary between the programme and higher management structures. The Study Committee is responsible for gathering information at programme level and requesting responses at Departmental and Faculty levels. It is also the responsibility of the Study Committee to ensure that the teaching staff are familiar with European, National and Institutional policies and procedures. It carries out surveys, including those on teacher's performance, and analyses the data collected.

As this is the still a relatively new programme, still without a graduating cohort, this is the first formal external evaluation of the programme. However, the LEU has a mature quality policy in place which permeates to all Faculties, Departments and Programmes. The Study Committee ensures that policy is informed by current European and National policy. A survey of external stakeholders is conducted each year and student surveys after each term.

The Study Committee is the main vehicle for transmitting the results of the various quality assurance measures to the upper management strata. The reports from the Study Committee forms the basis for programme improvements once they have been passed by the Council of the Faculty.
SER p.37-38 indicates that one official application made by the students concerning the provision of more spacious learning spaces was dealt with using formal processes. The students made the application to the Dean of the Faculty, the issue was solved, pursuant to the order of LEU Rector, and some spaces were replaced by more spacious rooms and other activities were moved to the central building where conditions were more favourable. For major decisions, this appears to be working well but for more granular decision making at day to day level greater programme autonomy would be preferable.

As stakeholders, through the placement framework, forms an integral part of the programme, stakeholders are an essential part of the evaluation and improvement process. It was obvious from

the review team visit that not only are stakeholders involved at formal junctures, such as programme reviews and evaluations but they are involved at functioning level and so are, in essence, part of the programme team. They are also invited to participate in mid-term reviews of students' works and defence meetings of bachelor theses. They are familiar with the programme, the teaching staff and the students and so are perfectly situated to suggest changes and improvement to the programme. According to SER p.44 the evaluation results and suggestions received from employers are used for improvement of the Programme, revision of the study quality plan and informs the research/artistic activities and professional development, for improvement of facilities of the Programme.

While programme changes and development proposals are discussed and collated at programme level, through The Study Committee, during the review team meeting with the Teachers Group the teachers expressed a desire to have a greater autonomy in the decision process relating to programme changes. The review team felt that as the teachers were central to the day to day activities that they should be able to implement certain changes without always having to refer to a higher authority. This, it was felt by the review team, would also create an environment where student opinion would be heard and more efficiently acted upon, as the students felt extremely confident about discussing issues with the programme teachers, in whom they place a lot of trust. While the current measures are effective more autonomy, in the decision process devolved to the programme would make it more efficient.

Information on the study programme is made available through a number of means. School visits are organised to promote the programme to prospective applicants this generally happens during career day events in various regional gymnasiums. Meetings and exhibitions are also organised for students and teachers such as one in Anykščiai Art Incubator and in 2015 a meeting with learners and teachers from Vilnius Justinas Vienožinskis Art School was held. Online information is on the AIKOS website of the Ministry of Education and Science and updated descriptions of study subjects, are announced on the LEU website (Academic Information System).

2.7. Examples of excellence

It is clear that the programme produces committed and highly motivated educators. These students are interested in becoming educators rather than practicing artists and are not reverting to teaching, as a career, out of economical / financial need. This is a point that was emphasized by the members of the employers and graduates group.

The facilities allow for laboratory situations where teaching practise can be observed and analysed by teaching staff, in whom the students place a lot of trust. This prepares students and builds their confidence before having to gain experience in real school situations

The practical training system in place seems to prepare students well for the challenges of teaching life. Work practice, in schools observed and assessed by practicing teachers, in situ is of great benefit to the students.

III. RECOMMENDATIONS

1. Student's independent creative and research activities should be promoted and acknowledged.
2. The programme should continue developing approaches, which insure more homogenous methodologies throughout the study years
3. The institution should make sure that related curriculum subjects are integrated into coherent unit across all years.
4. The department should look into developing a range of imaginative, inventive and conceptualised approaches in relation to the student's ongoing acquisition of skills. This includes an awareness of contemporary art discourses.
5. The university management should trust the programme team by granting more autonomy on academic decision-making.
6. The programme should create an environment where student opinion would be heard and properly reflected.
7. The department should review the learning outcomes to include professional organisational skills.
8. The programme staff and management should keep reviewing an appropriate range of technical workshops and other specialist facilities in response to the demands to contemporary cultural creative practises.
9. Basic art materials are considered an essential teaching and learning resource by the expert team and therefore need to be covered by departmental budgets.
10. The programme should continue to embed English language throughout the curriculum.

IV. SUMMARY

The accreditation team would like to extend its appreciation and warm thanks to everyone involved the various sessions. Throughout the entire process all the participants were extremely co-operative and professional and their positive attitude to the process contributed, to what the review team agreed, was a very successful and informative site visit.

It is the view of the review team that the aims and learning outcomes are well defined and the programme outline and subjects are well announced in several places, notably the website of LEU. The objectives appear to respond well to local and national needs, within the stated educational sectors. The objectives also correspond with the faculty values expressed in the SER (p. 5) and its commitment to provide quality training for future teachers. The faculty's social partners were positive in their praise for the learning outcomes and the way in which the programme structure combines aspects of art practice and pedagogy. However, it was the opinion of the review team that for the course to execute the provision of quality training the outcomes should be further developed to include professional organisational skills; which the review team deemed to be essential to equip for their professional careers. Overall the review team felt that the title and outcomes correspond appropriately to the necessary qualification for a B.A. degree.

The curriculum is designed in accordance with legislative requirements and its structure complies with national regulations. Subjects appear to be taught in a consistent manner however there are a lot of elements, which when viewed in the SER tables (Annex 1) appear fragmented. It is the view of the review team that every effort must be made to ensure that related curriculum subjects are taught in a manner that helps students to relate to these subjects as a homogeneous unit which is both integrated and coherent across all years. The review team fell that this integrated, coherent structure is necessary to facilitate independent learning among the students. The subjects, outlined in Annex 2 are comprehensive and are consistent with the cycle and type of studies. This standard was affirmed by the social partners, having had experience of working with students. However, the review team felt that this positive affirmation could be enhanced by further developing student's independent creative and research activities. This development of the student's independent creative potential could be heightened by promoting a range of imaginative, inventive and conceptualised approaches to students ongoing acquisition of skills, which should include a n awareness of contemporary art discourses. In general, based on, what the review team perceived as successful meetings with teacher and student groups and the social partners, the review team are confident that the intended outcomes can be achieved through the current curricular structures.

Staff recruitment procedures comply with legal requirement. These procedures are outlined in SER (p. 18-19) and they have ensured a programme team that that is both qualified and competent to deliver the diverse and complex nature of the programme. Regulations require that at least 50% of the subjects, in the study field must be taught by researchers with a degree of by acknowledged artists. These requirements are met by the current staff profiles, where of the 16 teachers 5 have research degrees and 5 are recognised artists. As the programme developed form the merger of the *Faculty of Pedagogy and Psychology* and the *Institute of Culture and Arts Education* the staff profile is appropriate to delivering both the practical and scientific elements of the programme. There is good evidence of the staff being involved in applied research activities, which the review team felt was very positive. During the meeting with the students the current student representatives expressed their satisfaction with the staff whom they believed were very supportive. While indications are that there is poor recruitment of new staff this is offset, in part by various mobility and exchange activities (SER p. 23-24) However, the review team felt that the introduction of some new practitioners, possessing additional skillsets could introduce some more experimental approaches to teaching and learning.

During their visit, the review team were given an extensive tour of the teaching and learning facilities. The review team observed that the facilities were consistent with those outlined in SER (p. 25) and these spaces appear more than adequate to achieve the learning outcomes. The review team were particularly impressed with a space used to facilitate observed teaching practice. The review team visit affirmed the SER's description of the library facilities as modern and professional. The review team observed a good choice of art and education periodicals and a range of books, texts, and online resources to meet the student's requirements. One area of concern expressed by the review team lies in the provision of facilities and materials, which would allow for a broader range of practical activities. Improvements made in the provision of materials and facilities would expand the practical activities of the course both for the students themselves and as part of their teaching delivery. To facilitate this improvement, it is important that the provision of these materials and facilities are by the programme and covered by departmental budgets.

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. Through discussions with the social partners the review team were made aware that this programme produces students / potential graduates, who are well equipped and highly motivated to work as professional teachers. Assessment procedures are outlined in the SER and the cumulative process described appears to be appropriate to the subject

areas. 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. SER Annex 6 outlines various mobility and external activities in which students engaged. Despite the apparent lack of scientific, pedagogical activities outlined in the document the review team discovered, during their visit, that in fact students were active in this area through research projects and participation in scientific pedagogical conferences. Mobility both in and out of the university is both encouraged and practiced. Student indicated to the review team that in the area of receiving academic advice was being adequately met through online resources and personal consultations. On personal matters the review team would like to see the HEI in exploring various avenues of providing financial and counselling support to students, particularly those experiencing financial difficulties.

Following the merging of the *Faculty of Pedagogy and Psychology* and the *Institute of Cultural and Arts Education* communication between these separate areas appears to have merged seamlessly. The decision-making processes and quality assurance measures outlined in SER (p. 38-41) fall under the broader well established University structure. The accuracy of the structures, outlined in the SER were confirmed by both the Senior Administration and the Teacher's group, as the operating management structures applied to the day to day running of the programme. The teacher's group suggested that a more autonomous decision making process applied at programme level would improve the efficiency of programme changes and developments. The Review team are in agreement with this suggestion and recommend that more autonomy should be devolved to the programme teams.

V. GENERAL ASSESSMENT

The study programme *Fine Arts Education* (state code – 612X14011) at Lithuanian University of Educational Sciences 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

LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *DAILĖS PEDAGOGIKA* (VALSTYBINIS KODAS – 612X14011) 2017-04-26 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-71 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Dailės pedagogika* (valstybinis kodas – 612X14011) 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

Akreditavimo grupė norėtų išreikšti dėkingumą visiems, dalyvavusiems įvairiose sesijose. Viso proceso metu visi dalyviai labai noriai bendradarbiavo, elgėsi profesionaliai ir savo teigiamu požiūriu į procesą prisidėjo prie, vertinimo grupės nuomone, labai sėkmingo ir informatyvaus patikrinimo vietoje.

Vertinimo grupė mano, kad studijų tikslai ir rezultatai yra tiksliai apibrėžti, o apie programos planą ir dalykus yra aiškiai skelbiama keliose vietose, visų pirma LEU interneto svetainėje. Nustatyta, kad tikslai visiškai atitinka vietos ir nacionalinius reikalavimus nurodytuose švietimo sektoriuose. Tikslai taip pat atitinka savianalizės suvestinėje (5 p.) nurodytas fakulteto vertybes bei įsipareigojimą teikti kokybišką būsimų mokytojų rengimą. Fakulteto socialiniai partneriai teigiamai vertino studijų rezultatus ir tai, kaip programos struktūra apima meno praktikos ir pedagogikos

aspektus. Tačiau, vertinimo grupės nuomone, tam, kad vykdant programą būtų užtikrintas kokybiškas mokymas, studijų rezultatai turėtų būti toliau plėtojami į juos įtraukiant profesinius organizacinius įgūdžius; vertinimo grupė mano, kad jie yra labai svarbūs rengiantis profesinei karjerai. Apskritai vertinimo grupė nustatė, kad pavadinimas ir studijų rezultatai visiškai atitinka bakalauro laipsniui gauti būtiną kvalifikaciją.

Studijų turinys sudarytas remiantis teisės aktų reikalavimais, o jo struktūra atitinka nacionalinius teisės aktus. Nustatyta, kad dalykai mokomi nuosekliai, tačiau yra nemažai elementų, kurie, į juos pažvelgus savianalizės suvestinės lentelėse (1 priedas), atrodo fragmentiški. Vertinimo grupė mano, kad reikia dėti visas pastangas siekiant užtikrinti, kad susiję studijų turinį sudarantys dalykai būtų dėstomi taip, kad tai padėtų studentams juos matyti kaip vieną dalyką, integruotą ir nuosekliai dėstomą visais studijų metais. Vertinimo grupė nustatė, kad šios integruotos ir nuoseklios struktūros reikia siekiant sudaryti studentams palankesnes sąlygas mokytis savarankiškai. 2 priede išvardyti dalykai yra išsamūs ir atitinkantys studijų pakopą bei tipą. Tai patvirtino ir socialiniai partneriai, kurie dirbo su studentais. Tačiau vertinimo grupė mano, kad dar geresnio vertinimo galima sulaukti toliau plėtojant savarankišką kūrybinę ir mokslo tiriamąją studentų veiklą. Savarankiško kūrybinio studentų potencialo plėtojimą galima sustiprinti skatinant įvairius kūrybingus, išradingus ir konceptualius metodus, susijusius su nuolatiniu studento įgūdžių įgijimu; jie turėtų apimti ir šiuolaikinio meno diskursų išmanymą. Apskritai atsižvelgdama į, jos nuomone, sėkmingus susitikimus su dėstytojų ir studentų grupėmis bei socialiniais partneriais, vertinimo grupė yra įsitikinusi, kad numatomų studijų rezultatų galima pasiekti esant dabartinėms studijų turinio struktūroms.

Personalo įdarbinimo procedūros atitinka teisės aktų reikalavimus. Šiomis procedūromis, nurodytomis savianalizės suvestinėje (18–19 p.), užtikrinama kvalifikuota programos grupė, kompetentinga vykdyti įvairialypę ir sudėtingą programą. Remiantis teisės aktų reikalavimais, ne mažiau kaip 50 proc. studijų krypties dalykų turi dėstyti mokslinį laipsnį turintys tyrėjai ar pripažinti menininkai. Šiuos reikalavimus vykdo šiuo metu dirbantis personalas: 5 iš 16 dėstytojų turi mokslinį laipsnį, o 5 yra pripažinti menininkai. Kadangi programa buvo parengta sujungus Pedagogikos ir psichologijos fakultetą ir Kultūros ir meno edukologijos institutą, darbuotojų kompetencija yra tinkama vykdyti ir praktinę, ir mokslinę programos dalis. Yra tvirtų įrodymų, kad darbuotojai dalyvauja taikomųjų mokslinių tyrimų veikloje; tai, vertinimo grupės nuomone, yra labai pozityvus dalykas. Susitikimo su studentais metu dabartinių studentų atstovai išreiškė pasitenkinimą personalu, kuris, jų vertinimu, yra labai palaikantis. Nors yra požymių, kad priimama labai mažai naujų darbuotojų, tai iš dalies kompensuoja įvairi su personalo judumu ir mainais

susijusi veikla (savianalizės suvestinės 23–24 p.) Tačiau vertinimo grupė mano, kad pritraukus keletą naujų praktikų, turinčių papildomų įgūdžių, būtų galima įdiegti daugiau eksperimentinių mokymo(si) metodų.

Vizito metu vertinimo grupei buvo surengta išsami ekskursija po mokymui ir mokymuisi skirtas patalpas. Vertinimo grupė pastebėjo, kad patalpos atitinka aprašymus, pateiktus savianalizės suvestinėje (p. 25), šios erdvės yra labiau nei tinkamos studijų rezultatams pasiekti. Ypač vertinimo grupei paliko įspūdį erdvė, kurioje sudarytos palankios sąlygos stebėti mokymo praktiką. Vertinimo grupės vizito metu įsitikinta, kad biblioteka iš tiesų yra moderni ir profesionali, kaip aprašyta savianalizės suvestinėje. Vertinimo grupė pastebėjo, kad joje yra geras meno ir pedagogikos periodinių leidinių, taip pat įvairių knygų, tekstų ir interneto šaltinių pasirinkimas, tenkinantis studentų poreikius. Vienas iš vertinimo grupės susirūpinimą keliančių dalykų yra materialiosios bazės ir medžiagų, reikalingų platesniam praktinės veiklos spektrui, užtikrinimas. Pagerinus aprūpinimą medžiagomis ir materialiąją bazę, būtų galima išplėsti ir pačių studentų, ir jų mokymo kurso praktinę dalį. Siekiant sudaryti palankias sąlygas šiam patobulinimui, svarbu, kad šios medžiagos ir materialioji bazė būtų užtikrinamos pagal programą ir finansuojamos iš katedros biudžeto.

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. Diskusijų su socialiniais partneriais metu vertinimo grupė sužinojo, kad pagal šią programą rengiami studentai (potencialūs absolventai), kurie įgyja puikų išsilavinimą ir yra labai motyvuoti dirbti profesionaliais mokytojais. Vertinimo procedūros nurodytos savianalizės suvestinėje, o joje aprašytas balų kaupimo procesas atitinka dalyko sritis. Akademinės etikos kodekse numatyta 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. Savianalizės suvestinės 6 priede nurodyta įvairi studentų judumo ir išorės veikla. Nepaisant akivaizdaus dokumente paminėtos mokslinės, pedagoginės veiklos trūkumo, vizito metu vertinimo grupė nustatė, kad studentai šioje srityje iš tiesų aktyviai veikia dalyvaudami mokslinių tyrimų projektuose ir mokslinėse pedagoginėse konferencijose. Atvykstančių ir išvykstančių studentų judumas universitete yra skatinamas ir vyksta praktiškai. Studentai vertinimo

grupei nurodė, kad akademinės konsultacijos yra teikiamos tinkamai pasitelkiant interneto išteklius ir asmeninių konsultacijų metu. Sprendžiant asmeninius klausimus, vertinimo grupė pageidautų, kad aukštoji mokykla apsvarstytų įvairias finansinės ir konsultacinės pagalbos teikimo studentams, ypač patiriantiems finansinių sunkumų, galimybes.

Nustatyta, kad sujungus Pedagogikos ir psichologijos fakultetą ir Kultūros ir meno edukologijos institutą, bendravimas šiose atskirose srityse vyksta sklandžiai. Sprendimų priėmimo procesai ir kokybės užtikrinimo priemonės, nurodytos savianalizės suvestinėje (38–41 p.) sudaro platesnės nusistovėjusios universiteto struktūros dalį. Kad veiklos valdymo struktūros, taikomos kasdien įgyvendinant programą, savianalizės suvestinėje nurodytos tiksliai, patvirtino ir vyresnieji administracijos darbuotojai, ir dėstytojų grupė. Dėstytojų grupė pasiūlė programos lygmeniu taikyti autonomiškesnį sprendimų priėmimo procesą, kuris padidintų programos pokyčių ir raidos efektyvumą. Vertinimo grupė sutinka su šiuo pasiūlymu ir rekomenduoja programą įgyvendinančioms grupėms suteikti didesnę autonomiją.

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III. REKOMENDACIJOS

1. Reikėtų skatinti ir pripažinti savarankišką kūrybinę ir mokslo tiriamąją studento veiklą.
2. Pagal programą reikėtų ir toliau plėtoti metodus, kuriais vienodesnės metodikos užtikrinamos visais studijų metais.
3. Institucija turėtų užtikrinti, kad susiję studijų turinį sudarantys dalykai būtų integruoti į nuoseklų visus studijų metus apimantį dalyką.
4. Katedra turėtų apsvarstyti galimybę sukurti įvairius kūrybingus, išradingus ir konceptualius metodus, susijusius su nuolatiniu studento įgūdžių įgijimu. Jie apima ir šiuolaikinio meno diskursų išmanymą.
5. Universiteto vadovai turėtų parodyti pasitikėjimą programos įgyvendintojais, suteikdami jiems daugiau autonomiškumo priimant akademinius sprendimus.
6. Įgyvendinant programą turėtų būti sukurta aplinka, kurioje būtų išgirsta ir tinkamai įvertinta studento nuomonė.
7. Katedra turėtų peržiūrėti studijų rezultatus ir į juos įtraukti profesinius organizacinius įgūdžius.
8. Programą vykdantis personalas ir vadovai turėtų nuolat peržiūrėti, kurie techniniai praktiniai seminarai ir kitos specialistams skirtos priemonės yra tinkami atsižvelgiant į šiuolaikinės kultūrinės kūrybinės praktikos poreikius.

9. Ekspertų grupės nuomone, pagrindinės menui skirtos medžiagos yra esminis mokymo(si) šaltinis, todėl turėtų būti finansuojamos iš katedros biudžeto.

10. Anglų kalba ir toliau turėtų būti įtraukta į programos studijų turinį.

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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)