



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos
STUDIJŲ PROGRAMOS „GRAFIKA“
(valstybinis kodas – 612W10002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF GRAPHIC ART
(state code – 612W10002)
STUDY PROGRAMME
At Vilnius Academy of Art

1. **Prof. dr. Annie Doona (Chair of the Team)**, *academic*,
2. **Carsten Burke Kristensen**, *academic*,
3. **Prof. dr. Urmaz Puhkan**, *academic*,
4. **Radu Pulbere**, *academic*,
5. **Virginija Januškevičiūtė**, *representative of social partners*,
6. **Gabrielė Panavaitė**, *students' representative*.

Evaluation Coordinator Mrs Kristina Maldonienė

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Grafika</i>
Valstybinis kodas	612W10002
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės
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	19 05 1997

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Graphic Art</i>
State code	612W10002
Study area	Creative Arts and Design
Study field	Fine Art
Type of the study programme	University
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 Art
Date of registration of the study programme	19 05 1997

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of evaluation process

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

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

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

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

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

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

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

1.2. General

The application documentation submitted by the HEI follows the outline recommended by SKVC. Along with the Self-evaluation Report and Annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Student handbook
2.	Thesis sample
3.	Minutes of the Study Programme Committee

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

Vilnius Academy of Arts (VAA) is a state institution of higher art education involved in the intensive art, science and education activities and known for its long-term impeccable reputation. It

works towards improving, creating and spreading the knowledge about artistic creation, artistic and scientific research and produces prominent graduates who make a significant impact on the Lithuanian and the entire world's society.

The Academy was established by the Seimas of the Republic of Lithuania; however, VAA is an autonomous institution carrying out independent academic, administrative, economic and financial management activities based on the principle of self-government, academic freedom, and defined in the Constitution of the Republic of Lithuania, the Law on Higher Education and the Statute of the Academy.

The VAA community sees itself as an educational institution of visual arts, recognised by its programme and value provisions, socially oriented staff of highly skilled artists and pedagogues, seeking to implement cutting-edge art technologies and capable of preparing professional artists, designers, architects who can compete in the art market, as well as humanities and social science experts – art critics, cultural management professionals. The most talented graduates of the Academy comprise a significant part of the Lithuanian cultural elite producing art works that are recognised and appreciated in Europe and around the world.

Vilnius faculty of VAA provides the BA awarding first-cycle university studies and non-degree pedagogical studies. Vilnius faculty comprises the following: The Faculty Board, the Dean, the administrative units (study service, PR, HR and Housekeeping), 16 departments, language and sport teaching centres, library, art and design laboratories and VAA Open School for art, design and architecture. Vilnius faculty is the largest structural part of VAA and therefore its facilities, teaching resources, exhibition spaces and supplies are equally available to the staff and students from all faculties.

1.4. The Review Panel

The Review Panel was composed according to the *Description of the Review Team Member Recruitment*, approved by the Order No 1-01-151, 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The visit to the HEI was conducted by the Panel on 19th of May, 2017.

1. **Prof. dr. Annie Doona** (Chair of the Team), Institute of Art, Design & Technology, president, *Ireland*.
2. **Carsten Burke Kristensen**, *Scenographer*, EQ Arts expert, *Denmark*.
3. **Prof. dr. Urmas Puhkan**, Estonian Art Academy, Head of Ceramics Department, *Estonia*
4. **Radu Pulbere**, University of Art and Design in Cluj-Napoca, t Head of Applied Art and Design Departmen, *Romania*.
5. **Virginija Januškevičiūtė**, Curator and Senior Curator at the Contemporary Art Centre, *Lithuania*
6. **Gabrielė Panavaitė**, student at Vytautas Magnus university, *Lithuania*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The learning outcomes of the programme are divided into 5 descriptor parts: (1) Knowledge and its application, (2) Research skills, (3) Special abilities, (4) Social abilities, (5) Personal abilities.

During the site visit, the review team was informed that the title Graphic Art emphasize the applicability of use of the learning outcomes, competences and skills of the graduates of the programme towards illustration and art but also future developments and challenges related to the professional field. The BA Graphic Art Programme's purposes meet institutional, state and international directives.

The intended learning outcomes meet the requirements for the provision of a BA level education and the mission, operational objectives of the institution and programme. The review team recommends that there is still a need to define and better communicate the uniqueness and consistency of aims of the programme, presented in the SER "The graphic art bachelor study programme aim - to educate an active graphic artist who is able to create independently and in a group with others: foster the best printmaking, illustration, book and drawing traditions and create a new type of quality; boldly experiment within the context of the interdisciplinary artistic activities and generate an innovative and conceptual visual culture; reflect upon the changing field of the graphic art in the contemporary art context and leave an impact by bearing personal responsibility as an artist and participating in it in a distinctive way"(SER p. 9).

The previous evaluation noted the need for more clarity on the learning outcomes, and recommended that they should be written in a clear and comprehensive way so that students can understand them. The Review team is of the view that this is still an area that needs further improvement to ensure that Learning Outcomes are comprehensible and transparent. There is a need to define and re-write learning outcomes against their references, some of the learning outcomes are overcomplicated and require further clarification in relation to the programme's aims and objectives. Examples include LO B2 and LO E2 where the language and intent of the learning outcome could be more clearly outlined. The review team notes that there are international experts who can help with this important process.

Assessment strategies are clearly outlined and are understood by the students and the workload across both programmes seems to be fair and manageable for students. Students receive a handbook at the start of the programmes and information is also available on the Internet.

The programme objectives and intended learning outcomes are linked to state, societal and labour market needs. The review team heard from social partners and from graduates that there are clear employment opportunities available for graduates of this programme. The employers from across a range of industries whom the review panel interviewed during the visit agree that the graduates of both programmes show adequate technological knowledge and practical skills pertinent to their jobs and to future employment opportunities. The VAA integrated development strategy for 2012-2020 has been developed and followed up by the programme.

Representatives of social stakeholders are formally involved in the programme committee, semester reviews, final thesis review committees, and give feedback on issues such as student placements. Social partners give workshops, consult students and staff and are in some cases also part of the lecturing staff. Communications with students and social partners have been improved.

The objectives and intended learning outcomes of the programme, its content and qualification are in line and correspondent to the qualification provided by the programme and to European and national frame and policies reflecting the cycle of studies and the level of qualifications. The study programme modules are arranged in a consistent and logical manner and move from more general university subjects to principals of Graphics through to the performance of creative tasks, building on the previous knowledge acquired. The review team also noted the integration of drawing skills throughout the programme. The Review team welcomes the development of more theoretical aspects of the final thesis work. Final thesis guidelines are in place and are clear and accessible.

Programme objectives and intended learning outcomes are linked to academic and professional requirements. The social partners commented on the availability of employment in a range of areas arising for graduates of this programme. The Review team noted that the graduates we met were working in a variety of artistic and design industries, there were many different job titles represented in the room reflecting the ability of the graduates to apply their acquired graphic arts skills in a variety of sectors. The review team suggest that this could be better communicated to prospective students, as it is an important feature of the programme.

Programme objectives and intended learning outcomes correspond to the BA in visual art study cycle of study and the level of qualification. The Review panel note that the title, intended learning outcomes and qualification achieved are well tuned and operate with success, graduates and social partners commended these aspects.

2.2. Curriculum design

The curriculum meets legal requirements, it is clearly defined and fit for purpose and has been modified positively based on recommendations from the last review. The programme delivers 240 ECTS divided into four years of studies, and it consists in 24 credits for general subjects of university studies, 180 credits for study field subjects, 15 credits for Traineeship (practice), 21 credits for the Graduation project and thesis and 36 credits for optional subjects.

Recommendations of the previous evaluation were taken into account and acted upon. Changes happened since the last evaluation bring the introduction of theoretical subjects including Introduction to Visual Culture Studies, Art in Public Space Queer Art and Popular Culture, Theoretical and Institutional Contexts of Contemporary Art. They were added to the study plan also contextual specific subjects as Introduction into Entrepreneurship, Creative Activities- Self-analysis, Project practice and Interactive team Project.

The programme structure was revised and updated since the previous evaluation which resulted in improvements in the design of the curriculum and of partner involvement for example major changes were made regarding the number of credits, standardised to 30 each semester, and a reduced number of credits to 3/ 6 and no more for one discipline. The SER provided useful diagrams and description of the progression along the studies through modules and disciplines.

Senior and lecturing staff of the programme indicate that the more intense involvement of social partners in the design and development and day-to-day activities of the programme is one of the key changes introduced to the programme over the past few years.

The curriculum is good and well developed, and meets the needs of students and industry. The review team notes the good opportunities for student project work, artistic practice and opportunities to exhibit both nationally and internationally.

The review team notes and shares the concerns noted in the SER about the volume of project work and the demands this places on staff and students. The review team is of the view that better integration of projects and project work across curriculum on an annual basis would be helpful.

The study subjects and modules, including the range of elective and optional disciplines are well distributed along the study plan, following logical and consistent development of knowledge and skills in need to be acquired by the students.

Subjects of study are consistent and topics are clear and in line with the level of studies, supportive to build up professional profile of the contemporary art practitioner and relevant for applied graphics professional developments. Subjects and themes are not repetitive along the study plan or process and ensure independent work and some extent of self-directed paths of development for students. The review team noticed the complementary and important range of choices for individual development course of studies, including culture and social issues.

The level, content and objectives of subjects reflect the type and cycle of studies, widening access to interaction and new creative links. The social partners commented favourably on the integration of artistic and practical elements of the programme, as did students and graduates.

The study programme include general subjects of university studies, fundamentals in the field, special subjects of the study field, traineeships, optional general and study field subjects, and the final thesis. Students may also choose from alternative list of optional elective subjects, which may not exceed 5% of the total scope of studies. During the site visit, students express their needs for more contemporary field related context information to be integrated into study process.

In relation to the final theses in the BA programme the review team is of the view that further development of the theoretical element is needed. The student's practical work was strong in the final works but some of the theoretical work needed to be explored in more depth.

Continuous assessment and updating of the process and methods to achieve intended learning outcomes is set up. Courses are periodical analysed and changed or removed depending upon student's needs. New projects are developed and conducted by joint teams of teachers and students are involved.

Teachers consider that a distinctive scope of the programme is its flexibility and openness. The scope, vision and aims of the programme integrate complete range of disciplines appropriate for achieving the projected learning outcomes. A system of benchmarking and comparison is in place with a range of partners. This is mostly done through lecturers being involved in Erasmus and other mobility programmes e.g. in the UK, Estonia, Japan and Latvia (SER p. 21) as well as attending or giving seminars in other countries or attending lifelong learning programmes. Although this informal feedback and learning from other countries is useful, the Review Panel would encourage the further development of benchmarking partners and formal relationships and practices.

The review team noticed that since the last evaluation level of autonomous development of the students increased.

Opportunities for international work for both staff and students appear to be good as are opportunities to exhibit work and to participate in conferences and international events. Actively working artists, designers, art theorists and critics, publishers, curators or owners and heads of companies related to applied graphics as well as teachers from other Lithuanian or foreign institutions were invited to deliver seminars and creativity workshops and participate in discussions organized at the Department (SER p. 21). There are organized meetings and talks with publishing houses, industry representatives and book fairs organisers to keep everybody up to date to new developments and improve communications and connections to professional field.

2.3. Teaching staff

The composition, number and professional profile of staff members meet legal requirements. Based on the Study Regulations of VAA, the procedures associated with organisation and implementation of studies in the subdivision account for an average of 60%, methodological work, creative activities – for 30%, and public services -for 10% of the total volume of workload (SER p.15).

The 9 teaching staff qualifications are adequate to ensure the effective delivery of learning outcomes. The composition is balanced, including young staff and experienced staff, with appropriate didactic and professional artistic experience. The SER p. 20 outlines a range of artistic practices, exhibitions and conference presentation etc. of staff teaching on this programme. This included 27 solo shows and 134 group shows. In the period 2012 to 2016 24 staff were engaged in Erasmus mobility schemes. Staff members are involved in professional specific organizations. Academic qualifications are good and the assistants can communicate in English and other foreign

languages.

Teaching staff are well qualified, enthusiastic and committed. Access to pedagogical training and supports are in place. A centralised system of pedagogical training for staff exists across VAA and almost all the staff the review team met had been involved in one or more of those programmes.

Teaching staff turnover is able to ensure an adequate provision of the programme. Staff turnover is relatively stable. The review team found that since 2013 some older staff had retired and were replaced by staff active in areas needed by the programme, e.g. arts management. The current age of the teachers in 2016 showed that the majority of the staff were in the age group 35 – 44. The review team commented that it would be advisable to open the building of a healthy learning environment with the contribution of some more diverse professional, educational and teaching experienced staff profile, external staff included.

Theoretical and research profiles of staff are fit for purpose, and one staff member holds a doctoral degree. Many staff are also artists, art practitioners, and teaching staff from other institutions are invited to give lectures.

The number of teaching staff is adequate to ensure learning outcomes, with special mention for the openness and mobile way of increasing specialized contributors to enlarge the offer of new subjects in line with new needs and developments in the field supporting the student needs.

The Review team remarked on the importance of international mobility of staff in academic institutions. International academic exchange programmes give opportunities to diversify information and curriculum content, and student and teaching staff mentioned that increasing such collaborations would be of benefit to the programme. Access to international mobility and opportunities for lecturer exchanges are in place; the programmes use of increasing international teachers' mobility special grants provided by the national authority was noted by the review team, for example this year two lecturers from abroad were invited. During the last 5 years, 21 lectures from abroad were invited to give lectures in the programme. The review team were informed that an important number of international mobility visits by the programme team for the qualification's improvement were carried out in recent years.

The number of teaching staff is adequate to ensure learning outcomes, with special mention for the openness and mobile way of increasing specialized contributors to enlarge the offer of new subjects in line with new needs and developments in the field supporting the student needs.

The SER mentioned that teachers feel sometimes overload with tasks and do not have enough time for own development and studio practice.

Teaching staff are assessed internally every 5 years. The Implementation Plan for the VAA Lifelong Learning Strategy for 2016–2020 (approved by the Senate in 2016) provides various courses and training modules for faculty. Lecturers Club activity promotes broad list of talks and activities, including staff development.

The VAA Educational Art Centre was established in 2016. Courses and trainings are provided by the institution, attended by teachers on request, but not compulsory. The review team noted that the upgrading of staff is sometimes informal with acquisition of skills and expertise through events, conferences, projects, lecturers and international mobility.

2.4. Facilities and learning resources

The Review team notes and welcomes the physical infrastructural changes that have been made or are in progress within the Graphic Art programme. The premises for studies are situated into the new building of VAA and Malūnų 5 second floor and include student workrooms for theoretical lectures, common use classrooms, workshop and computer rooms providing excellent work conditions and a good health and safety environment. Since 2014, the programme has been using the renovated Doctoral studies space (approx. 60 m²) at Malūnų 3 for various seminars, critique meetings and creative theoretical workshops. Beginning from 2015 the department initiated the setting up of an open common use classroom (approx. 40 m²). The area used by the Department of Graphics, excluding workshops and computer class, is 417 sq. m, approx. 5 sq. m per student, in line with hygiene and health and safety requirements. The converted “Titanic” building opened in 2009, was a single major boost to the conditions of studies, artistic and scientific activity at VAA. The students and lecturers of the Graphic Art department in Vilnius have access to 4 VAA libraries with 68 work places, Meno skaitykla (The Art reading room). The digital laboratory (61.68 sq. m) was renovated in 2013. The results of the student survey showed that the majority owned their own laptops and what was really needed was a clean and quiet workspace. Once it transpired that the programme did not need to provide everyone with a computer, 10 old PCs were decommissioned and the programme purchased 4 new IMacs with software packages. The laboratory is equipped for the delivery of core module lectures with 15-20 students working there at the same time. In response to the needs of the Graphic Art programme, VAA installed Wacom Graphics Tablet at the laboratory in 2016. The VAA IT unit specialists look after the equipment. There is a wi-fi connection available in all Graphic Art department and other VAA areas, with the students, lecturers and each department having their own separate IP addresses.

The graphic and printing laboratory of 433 square meters is well equipped and functional and provides partial financing for student materials and tools (some provided by the Libravitalis company). Students are provided with safety instructions before using the workshops and are assisted by technical staff. Due to new regulations, student of all VAA departments can access and use all VAA laboratories and workshops. Some materials are provided free to students on request.

Students and the academic community can use exhibition space of 9 galleries of VAA and set arrangements and collaborations for exhibition and professional practice with galleries, institutions, art fairs and enterprise. Students and faculty have access to Nida Art Colony, where the visitors can use the latest technology equipped digital sound and video laboratories as well as the workshops (100 m²) with the graphic press and Panemunės Castle creative workshop.

Students and faculties have access to 4 VAA libraries and have access to 19 electronic databases. The stock of VAA Central library contains 81 257 units of publications. In the Academic Institution Electronic Thesis and Dissertations (eLABa ETD) database 639 bibliography entries. All the library services are automated. The students can use the Academy library electronic catalogues that are easily accessible on the internet. The Department's Methodological Office was organized and became functional, including course materials portfolios and graduation thesis.

The facilities are very good and students have good access to them, including evening and weekends with a clear booking system in place. The Review team note and support the VAA's aspiration to improve access for students with disabilities.

2.5. Study process and students' performance assessment

Entrance requirements are well founded consistent and transparent since 2015, the candidates take a full day examination which consists of two parts: drawing of a portrait. (40% of entrance examination grade) and painting of a 3 piece still life (40% of the grade). 4 hours are allocated for each task. In addition to the above tasks, every applicant submits his/her creative work portfolio (up to 30 pieces in A2 size), which makes up 20% of the score. The examination aims to uncover the future student's graphic expression and colour perception skills, while his/her work portfolio allows for the creativity, fields of interest and versatility of expression to unfold. Free elective subjects provided by other programmes are accessible to students.

Entrance requirements continuously changed due to national legal regulations. It was mentioned in the SER that the inclusion in the entrance examination of the final grades from the leaving certificate, including Lithuanian language and literature, are not very relevant for admission in the

BA programme. In 2014 14 students were admitted to the programme with two subsequent dropouts and in 2016, 16 were admitted with one drop out recorded. The dropouts were mainly due to requests for academic leave. Persistence rates appear in general to be good.

In 2015, 50 targeted funding places were allocated to all VAA faculties (in 2014 – 48, in 2013 - 57, in 2012 – 30). The Graphic Art department has not applied for the target funding as it maintains a constant number of applicants and students in the context of all other VAA programmes (SER p.22). The SER complaints about the low amount and the number of scholarships granted by the state, not covering the needs of the students and the number of requests. Most of the students hold state funded places.

The study process is adequately organized and ensures a proper implementation of the programme, meeting the projected learning outcomes; .Art conceptual, technical/ and practical and theoretical aspects are well balanced and supervision assured by supervisors/ tutors and other specialized staff. External academic and art practitioner specialists are involved, as are external entrepreneurial partners. There is also time and place for independent study, e learning and internet communication practices are ongoing.

Tutorial activity and individual tutorials as part of the study process for the students provides opportunities for the collection of formal and informal information, which is used to make changes into the programme.

Assessment processes are clear and public, based on criteria for assessment regulated by national recommendation and regulation. Final project assessment is based on guidelines of VAA Study Regulations. Subject/ discipline descriptors mirrored the expected learning outcomes targeted. During the site visit, the review team was provided with the opportunity to see samples of work produced along the programme by students and graduates. The quality of student works was appreciated and commendable.

There is set continuous, semester and final assessment and assessment meets the intended learning outcomes. Public attendance is welcomed during examinations and assessment. Students are coached and supported in preparing for, and accessing, opportunities to take part in exhibitions and public shows.

The Review team noted the important range of professional opportunities offered to the students, international included, exhibitions in all the VAA galleries, workshops and collaborations are projected and supported by teaching staff. Students are also provided with the opportunity and

conditions and encouraged to take part in mobility programmes such as Erasmus, Erasmus +, Nord plus, participate to conferences, events and exhibitions in Lithuania and abroad. Between 2012 and 2016, 21 students had participated in Erasmus exchanges including Germany, Poland, the UK and France.

The programme has a very good visibility and good international connections and collaborations. There were significant number of incoming students from abroad during last years. In the period 2012 to 2016 14 foreign students studied on this programme (SER p.29).

Stakeholder representative consider that students and graduates of the programme have excellent skills, strong social engagement, and are flexible and easily adapt to different needs, demands and topics. The Curriculum is driven towards mobility and an interdisciplinary perspective.

Extended and update information is published in the notice board, department website and Student Handbook. Information is available on the institution site and on the department internet page, and updated newsletter posted. Consultation and individual advising schedule programme is set and clear timetables are set and acted upon along workshops and studios.

The Review panel noted that a range of student supports and activities are in place. The recreation bases of VAA Nida and Panemunė castle Mizarai are available for student use. State and social support scholarships were granted. Students were satisfied with staff and the supports they receive. Student and faculties get a 30% discount at the VAA canteen. The Institution provides a good range of sports facilities. Students were also aware of the supports provided by VAA both academic and for students with personal difficulties, for example psychological difficulties. Students commented on the accessibility of all range of workshops of the Academy for all the programmes and excellent support from the staff and technical staff.

The student association is active and supportive for student needs and there is good interaction with the department board and the Study Programme Committee. Student survey questionnaires are in place and operating twice a year, giving feedback for the programme and the Academy. Students are highly encouraged and supported to take part in the professional (other than academic) environment, stressed as a positive factor of study success.

Students and graduates confirm that fair learning environment is ensured and PR had no complaints on this matter during the visit. Students and graduates confirm that there are in place if needed opportunities and procedures to make complaints and lodge appeals and re-sit if necessary.

External partners collaborate and give positive feedback to the programme and they are involved into curriculum development. Social partners were supportive of the programme and of the skills of graduates. They valued the mix of artistic and practical skills of the graduates. The review team is of the view that the introduction of the Laboratory of Experience will further develop the employment, managerial and project management skills of students and welcomes this. Some of the Social Partners were included in the ongoing development and review of the programme but all the Social Partners stated that they would welcome the introduction of more formal and regular communication channels. Almost 100% of graduates of the programme are integrated into professional field, and the Review team commended this.

2.6. Programme management

The SER process appears good with the involvement of staff, students, graduates and Social Partners, and identified clearly a number of areas for improvement. Improvements are visible in the elaboration of the SER Self Evaluation Report and annexed documentation; improvements generated by the effort to create a learning as opposed to a teaching paradigm; increasing of international mobility of students and teachers and also the further enhancement and integration of project management, business, teamwork, communication, entrepreneurial skills and design as an element within the programme.

The review team note the considerable improvements that have been made since the last evaluation in 2011, and note the actions taken by VAA, Management, administration and staff to implement the recommendations.

Such improvements include progress on quality assurance policy devolved and embedded in faculties and programme and more efficient transparent process and decision making and progress on clearer and effective mechanisms to check and test if this is happening; more rigorous implementation of principles of learning outcomes to study modules and courses. Also progresses were made towards the achievement of a clearer and more focused vision of the profile and characteristics of the graduates that the programme is trying to produce; theoretical subjects better integrated to the core of the programme and range of practical studies more diverse; improvements in establishing regular business- like consultation process with external stakeholders; significant developments of regular system of visiting lecturers from abroad and use of exchange lecturers. Extra-curricular courses provided by the department are also better adapted to the programme and the review team noted more interrelation of the department and other programmes in the Academy, including access and collaboration opened in all range of workshops of the VAA and

joint exhibitions organized together with other programmes.

During the site visit, the review team also reviewed the theses of students of this programme and is of the view that further development of the theoretical element, in particular for final thesis is needed.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Students and external professional stakeholders were involved into the process.

The Study Quality Division is in operation in VAA. In 2013, the Description of the Procedure of Internal Quality Assessment of the Study Programmes of VAA was approved and monitoring the implementation of QA issues.

The Programme Study Committee is in charge of the current programme's management and students and external professional stakeholders are involved into the process. The students are represented in the Study Programme Committee, they take part give feedback and are informed about new developments. Data and other information regarding programme implementation are collected and periodically assessed by the study programme committee, department council and faculty council. The outcomes of internal and external evaluation are used for the improvement of the programme using guidelines, regulations and procedures (national, sectorial and institutional). The Code of Ethics was adopted in 2015, drawing responsibilities and facilitating control and task distribution.

The Study Programme Committee coordinates the collection of information such as statistics of student mobility, data of student advancement and drop-out; contact data of graduates; graduate placement statistics; student and teacher mobility statistics; data of teachers' creative and research activity and qualification improvement; data of surveys; data of cooperation with social partners; list of students' works and names of those who participate in exhibitions; visual-digital material of students' course papers as well as final theses and exhibited works of art; photo and video material of the Department's activities and the study process; contact data of students and graduates, and other important information necessary for the study process assurance and study quality analysis and enhancement.

The Review team had the opportunity to meet during the site visit an important number of stakeholders, including students and graduates, and found out that they are involved in the continuous evaluation and improvement process, both in formal and informal ways.

Students are involved in the quality review of the programme in a number of ways, both formal

and informal. Student surveys are used and students are involved in programme committees. Feedback from students is given (the Academic Feedback System of VAA) and student questionnaires are operational. The review team notes the improvement in response rates for surveys – may need to be in place. Students and graduates were very supportive of the programme and recognize recent changes and improvements that had taken place. Students were satisfied with staff and the supports they receive. Questionnaires, surveys and informal feedback mechanisms are in place and carried out by programme management with a range of academic and different social partners. The review team remarked on the continuous improvement of QA measures and their efficiency in the activities of the programme.

III. RECOMMENDATIONS

1. Employers and graduates would like to see more self-presentation and formal business skills included in the programmes particularly those related to self-employment and being a sole trader and the review team would support this development.
2. The review team recommend that revision is needed on the learning outcomes and assessment criteria so that they are written in a clear form that students can understand, so they are comprehensive and transparent.
3. The review team is of the view that further development of the theoretical element, in particular for final thesis is needed. A brief summary of the thesis in English language would be also welcomed.
4. Further attention is needed regarding the translation in English of the Self Evaluation Reports to give a more accurate form and understanding to the information and content provided by the programme.
5. The review team recommends that there is still a need to define and better communicate the uniqueness and consistency of aims of the programme, as presented in the SER and reinforced in the sessions held as part of the review.

IV. EXAMPLES OF EXCELLENCE

The facilities are very good and student have good access to them, including evening and weekends with a clear booking system in place. Student access and technical support available in the whole range of workshops of the Academy is an excellent practice.

Teaching staff are well qualified, enthusiastic and committed, with special mention for the openness and mobile way of increasing specialized contributors to enlarge the offer of new subjects, in line with new needs and developments in the field supporting the student needs.

IV. SUMMARY

The review team found that the BA in Graphic Art is a very good programme, fit for purpose and meeting a clear need within Lithuanian Higher Education and industry. The review team note the considerable improvements that have been made since the last evaluation and the actions taken by VAA, Management, administration and staff to implement the recommendations. The SER process appears good with the involvement of staff, students, graduates and social partners, and identified clearly a number of areas for improvement.

The previous evaluation noted the need for more clarity on the Learning outcomes, and that they should be written in a clear and comprehensive way so that students can understand them. The review team is of the view that this is still an area that needs further improvement to ensure that Learning Outcomes are comprehensible and transparent. The review team notes that there are international experts who can help with this important process.

The curriculum is good and well developed, and meets the needs of students and industry. The review team notes the good opportunities for student project work, artistic practice and opportunities to exhibit both nationally and internationally. The review team notes and shares the concerns noted in the SER about the volume of project work and the demands this places on staff and students. The review team is of the view that better integration of projects and project work across curriculum on an annual basis would be helpful. The social partners commented favourably on the integration of artistic and practical elements of the programme, as did students and graduates. The review team welcomes the development of more theoretical aspects of the final thesis work. Final thesis guidelines are in place and are clear and accessible.

Teaching staff are well qualified, enthusiastic and committed. Access to pedagogical training and supports are in place, access to international mobility and opportunities for lecturer exchanges are in place.

The facilities are very good and student have good access to them, including evening and weekends with a clear booking system in place. The review team note and support the VAA aspiration to improve access for students with disabilities.

There are strong Quality Assurance systems in place both within the Department and across the AA. Students are provided with opportunities for feedback through a variety of informal and formal means. The review team notes the improvement in response rates for surveys – may need to be in place. Students and graduates were very supportive of the programme and acknowledged the

recent changes and improvements that had taken place.

A system of benchmarking and comparison is in place with a range of partners. Opportunities for international work for both staff and students are good as are opportunities to exhibit work and to participate in conferences and international events. The review team would encourage the further development of benchmarking partners and formal practices.

Students were satisfied with staff and the supports they receive. Students were also aware of the supports provided by VAA both academic and for students with personal difficulties, for example psychological difficulties.

Social partners were supportive of the programme and of the skills of graduates. They valued the mix of artistic and practical skills of the graduates. The review team is of the view that the introduction of the Laboratory of Experience will further develop the employment, managerial and project management skills of students and welcomes this.

Some of the social partners were included in the ongoing development and review of the programme but all the social partners would welcome the introduction of more formal and regular communication channels.

This is a very good programme and the review team supports its continued development and plans for improvement.

V. GENERAL ASSESSMENT

The study programme *Graphic Art* (state code – 612W10002) at Vilnius Academy of Arts 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	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	20

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas:

Team leader:

Annie Doona

Grupės nariai:

Team members:

Carsten Burke Kristensen

Urmās Puhkan

Radu Pulbere

Virginija Januškevičiūtė

Gabrielė Panavaitė

**VILNIAUS DAILĖS AKADEMIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
GRAFIKA (VALSTYBINIS KODAS – 612W10002) 2017-06-16 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-133 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Grafika* (valstybinis kodas – 612W10002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ekspertų grupė nustatė, kad bakalauro studijų programa *Grafika* yra labai gera, atitinka tikslą ir akivaizdžiai reikalinga Lietuvos aukštojo mokslo ir pramonės sritims. Ekspertų grupė atkreipia dėmesį į esminius pagerinimus, kurie buvo atlikti po paskutinio vertinimo, ir į VDA, programos vadovybės, administracijos ir dėstytojų veiksmus rekomendacijoms įgyvendinti. Savianalizės

suvestinės procesas yra tinkamas, jame dalyvauja dėstytojai, studentai, absolventai ir socialiniai partneriai, joje aiškiai nurodytos sritys, kurias reikia tobulinti.

Ankstesniame vertinime pažymėta, kad reikia aiškiau apibrėžti studijų rezultatus, kad jie būtų aiškiai ir suprantamai suformuluoti. Ekspertų grupė mano, kad šią sritį vis dar reikia tobulinti. Ekspertų grupė pažymi, kad yra tarptautinių ekspertų, kurie gali padėti atlikti šį svarbų darbą.

Studijų turinys yra geras ir tinkamai parengtas, atitinka studentų ir pramonės poreikius. Ekspertų grupė atkreipia dėmesį į geras galimybes studentams atlikti projektus, meninę praktiką, organizuoti parodas tiek nacionaliniu, tiek tarptautiniu mastu. Ekspertų grupė pritaria savianalizės suvestinėje išsakytam nerimui dėl projektinių darbų apimties ir reikalavimų dėstytojams bei studentams. Ekspertų grupė mano, kad būtų naudingiau projektus ir projektinius darbus kasmet įtraukti į studijų turinį. Socialiniai partneriai palankiai vertina studijų programos meninių ir praktinių elementų integraciją, tam pritaria studentai ir absolventai. Ekspertų grupė mano, kad reikėtų išplėsti teorinę baigiamųjų darbų dalį. Baigiamųjų darbų gairės yra aiškios ir prieinamos.

Dėstytojai yra tinkamos kvalifikacijos, energingi ir pasišventę savo darbui. Užtikrinama prieiga prie pedagoginio ugdymo mokymo ir paramos; dėstytojai gali dalyvauti tarptautinio judumo ir dėstytojų mainų programose.

Materialioji bazė yra labai gera, studentams sudaromos geros galimybės ja naudotis, įskaitant vakarus ir savaitgalius, sukurta aiški užsakymų sistema. Ekspertų grupė pritaria VDA siekiui pagerinti sąlygas studentams su negalia.

Tiek katedroje, tiek visoje VDA veikia labai gera kokybės užtikrinimo sistema. Studentai turi galimybę pateikti grįžtamąjį ryšį įvairiomis neformaliomis ir formaliomis priemonėmis. Ekspertų grupė atkreipia dėmesį, kad reikia gerinti apklausų vykdymą. Studentai ir absolventai labai teigiamai atsiliepią apie studijų programą, pritaria neseniai atliktiems pakeitimams ir patobulinimams.

Veikia lyginamosios analizės ir palyginimo sistema su daugybe partnerių. Galimybės tiek dėstytojams, tiek studentams dirbti tarptautiniu mastu yra geros, taip pat suteikiamos galimybės eksponuoti darbus ir dalyvauti konferencijose bei tarptautiniuose renginiuose. Ekspertų grupė skatina toliau atlikti partnerių ir formaliosios praktikos lyginamąją analizę.

Studentai yra patenkinti dėstytojais, taip pat jų teikiama parama. Studentai žino apie VDA teikiamą akademinę ir individualią paramą sunkumų patiriantiems studentams, pvz., išgyvenantiems psichologinę krizę.

Socialiniai partneriai palankiai vertina studijų programą ir absolventų įgūdžius. Jie vertina absolventų meninių ir praktinių įgūdžių derinimą. Ekspertų grupė pritaria, kad Patirčių laboratorijos įdiegimas toliau leis ugdyti studentų užimtumo, vadovavimo ir projektų valdymo įgūdžius.

Kai kurie socialiniai partneriai dalyvavo šiuo metu atliekamame studijų programos tobulinimo ir vertinimo procese, tačiau visi socialiniai partneriai pageidų sukurti daugiau formalius ir reguliarius komunikacijos kanalus.

Tai labai gera studijų programa. Ekspertų grupė pritaria jos tolesniam plėtojimui ir tobulinimui.

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III. REKOMENDACIJOS

1. Ekspertų grupė pritaria darbdavių ir absolventų pageidavimui į studijų programas įtraukti daugiau pristatymo ir formaliojo verslo įgūdžių, ypač susijusių su savisamda ir pavienio prekiautojo darbu, mokymo.
2. Ekspertų grupė rekomenduoja peržiūrėti studijų rezultatus ir vertinimo kriterijus, kad jie būtų aiškiai suformuluoti, išsamūs, skaidrūs ir juos galėtų suprasti studentai.
3. Ekspertų grupė laikosi nuomonės, kad reikia toliau plėtoti teorinę programos dalį, ypač baigiamųjų darbų. Taip pat būtų gerai, jei būtų įtraukta baigiamojo darbo santrauka anglų kalba.
4. Reikėtų atkreipti dėmesį į savianalizės suvestinių vertimą į anglų kalbą, kad jis būtų tikslesnis ir leistų geriau suprasti studijų programos informaciją ir turinį.
5. Ekspertų grupė rekomenduoja apibrėžti ir geriau reklamuoti studijų programos tikslų unikalumą ir nuoseklumą, kaip nurodoma savianalizės suvestinėje ir akcentuota per vykstant vertinimui rengtas sesijas.

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)