



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos

**STUDIJŲ PROGRAMOS *SCENOGRAFIJA***

*(valstybinis kodas – 621W10013)*

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**

**OF *SCENOGRAPHY***  
*(state code – 621W10013)*

**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. Urmas Puhkan, *academic*,
4. Pawel Kwiatkowski, *academic*,
5. Virginija Januškevičiūtė, *representative of social partners*,
6. Gabrielė Panavaitė, *students' representative*.

Evaluation Coordinator Mrs Kristina Maldonienė

Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Scenografija</i>
Valstybinis kodas	621W10013
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės magistras
Studijų programos įregistravimo data	2013

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Scenography</i>
State code	621W10013
Study area	Creative Arts and Design
Study field	Fine Art
Type of the study programme	University
Study cycle	Second
Study mode (length in years)	Full-time (2 years)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Fine Art
Date of registration of the study programme	2013

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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.	Examples of teachers self-evaluation reports

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

The second cycle programme was designed as part of the monumental art programme at the Monumental and Scenography Department (MASD) in 1997 at the VAA. The programme has undergone structural changes. From 1997-2012 it was one of the three specialisations within the MASD. From 2013 it changed and turned into an individual programme. The programme now functions as an autonomous programme with content related to the scenography field with a focus on the student as an independent artist. The aim of the programme is to develop the talent of the creator/auteur – artist, to experiment and create further opportunities for a mature artist. This is the first international evaluation of the programme.

The department staff are highly appraised teachers with long and extensive careers in film and theatre involved in research activities, project activities and many staff are engaged as professional artists in the theatre and film business.

The management of the department and the VAA has improved the procedures around Quality Assurance during the last 5 years, and solid and continuous effort are now taking place. The feedback from social partners, graduates and students is valid, and proven to be implemented in the programme at subject level.

The general application procedure is well in place throughout VAA. In this evaluation, the review team raised concerns about the low rate of applicants and because of this, the small number of students on the MA programme.

The evaluation regards the programme as a good and sound programme, with an up-to-date emphasis on the scenography field as an increasingly significant multidisciplinary art form.

### ***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 18<sup>th</sup> 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 programme objectives and intended learning outcomes are well defined clear and publicly announced. The programmes intentions, curriculum and learning outcomes are available to the students and the public through handbooks, publications from the VAA and on the VAA website. All criteria, for example, regarding assessments and evaluation, are presented in the study programme. The review team reported a high level of information flow within and around the information needed for students.

The programme objectivities and intended learning outcomes are linked to the labour market needs. The social partners expressed this very clearly during the interviews. There is a clear need for graduates at MA level in the industries in Lithuania. This was evidenced to the review team by the high level of employment of graduates in occupations related to their study fields. Graduates from 2015 were employed at the National Opera and Ballet theatre, Vilnius College – and they engage in their individual careers working in theatre and film, curating exhibitions and work in graphic design (SER 5.5.)

The programme objectives and intended learning outcomes are linked to the mission and strategy of the VAA. The aim is to create individual artists who can engage in the industries of film and theatre, but who also through their research abilities are capable of expanding the field of art and knowledge. This is in line with the overall intention for second cycle studies at the VAA.

The professional requirements are fully supplied by the MA course. The students can work in all areas of the art field from speciality work in the obvious line of scenography, but also through careers in teaching, curating exhibitions, and through individual artistic project work and exhibitions. The department has a good relation to the labour market as such, through informal and formal contact.

The learning outcomes are in line with the expectations and requirements of a second cycle programme (the regulations and the requirements (2015) for the programme – and the recommendations for second cycle works are available on [www.vda.lt](http://www.vda.lt). SER 5.4)

The title of the programme and the intended learning outcomes, the content of the programme and the qualification to be obtained are well in tune. The students also participate in informal study activities – approved by the VAA as an important supplement to the curriculum, and feeding into the competences of the students by adding maturity and reflection to the field. The final theses reflect the programme aims and are evaluated by the review team as very good.

The enhanced efforts – mentioned by the students – to participate in improved teaching regarding critical theoretical writing – are welcomed. On the other hand the programme mentions that the students need improvement in their approach to this area. The students and graduates of the MA programme that the Review team met were very professional and confident and well spoken, reflective and mature.

## ***2.2. Curriculum design***

The programmes structure is in line with legislative requirements. It is formed in accordance with the legal acts of Lithuania (Law on Higher Education and Research, Description of the general requirements for Master Studies, Descriptor of Study cycles, Description of the Lithuanian Framework, and the Descriptor of Study Fields of Fine Art and the requirements of Study Regulations of the VAA.

The scope of the programme (120 ECTS) and the scope and proportions of the mandatory subjects (63/no less than 60), optional theoretical subjects and subjects of the study field (18/no more than 30), the preparation of the thesis (39 less than 30) no, the number of credits that are being studied over a single semester (30/no less than 30) is in line with the legislation (SER.2 curriculum design.2.1 Study Plan /table 3).

The topics and the subjects of the study are taught in a consistent and logical manner and are not repetitive. The programme aims and the learning outcomes are well in line – the emphasis on research and individual critical reflection is clear and constructive in the programme. Teachers are particularly aware of the need for critical analysis and knowledge

about not only the specifics of scenography, but also with reference to the contextualization and regard to cultural and philosophical areas (mentioned by the graduates as a strength).

The content of the subjects and the study methods enables students to achieve the intended learning outcomes. The students mentioned the possibility, as individuals, to pursue their research ideas throughout the VAA, and progressing on to other HEI's. They appreciate the open climate and the helpfulness of the teaching staff regarding deepening of the particular artistic research. Various formats of delivering learning are provided but the individual consultations seem to be not only the most common, but also the most appropriate for a second cycle programme. (SER 2.2 Content of Studies). The programme provides a range of workshops, and access to international teachers in a wide range of fields relating to e.g. theatre, film/media, painting, sculpture, puppets and importantly, a renewed focus on the critical theoretical parts of the final thesis. This is evidenced in new areas such as social theory, context in art, art theories, media theories and performance laboratories. New focus has also been given to the writing process through invitations to theatre critics as tutors throughout all 4 semesters of the programme.

The scope of the programme is sufficient to achieve the learning outcomes (SER 2.2). The first semester, with its all-round approach to the modern tendencies in dramaturgy, film and theatre and introduction of academic writing and critical analysis is solid. The aim is to shape the fundamentals, for those students who come from other study directions than scenography and to deepen the work in the contemporary field of scenography generally. During the semester the students shape and define their research projects.

The second semester is dedicated to deepening and refining knowledge to be applied as both theoretical and practical aspects of the creative process. The third semester is dedicated to structure the theoretical and practical parts of the creative project, to critically evaluate the information brought into the research (session with lectures in critical analysis are provided this area has been improved). The fourth semester is dedicated to the final thesis. As mentioned above- the programme comments on the need to improve the final thesis, or rather the need to motivate the students to improve their final thesis, in particular theoretical aspects.

### ***2.3. Teaching staff***

The staff consists of 9 permanent lectures from MASD department and 10-15 lectures from optional theoretical subjects. The teacher's competences are in line with legislative requirements (SER annex No 3 and 4). The teachers are professionals within the field of scientific research and arts (SER 3.2). The group is composed of 3 professors, 5 assoc.



Professors (two dr.) and 1 lecturer. The educational experience is from 7-21 years and the practical experience is from 20-40 years. The teaching staff are permanent, and the teaching team is supplemented by international lectures (SER 3.1). The teaching staff of the VAA are hired through open competition – for a period of 5 years- in accordance with legislation (SER 3.1).

The qualifications and the number of staff are adequate to ensure the learning outcomes. As clearly proven the teaching staff holds a general high level of artistic and scientific research as they have extensive careers inside and outside Lithuania (SER. Annex 4). The teaching staff turnover is sufficient to ensure adequate provision of the programme. Even though the group is rather permanent, the rotation of lecturers provides input and perspective to the qualifications and teaching provided by the team (the main lecturer in film/media is relatively new in the group, and creates a link between LMTA and the programme). This rotation procedure is of great importance in order to recruit new members of staff in the longer term, the review team recommends that the programme continue its efforts to renew the staff.

International teachers are also part of the programme (2015-16; 10 international artists/teachers). The focus on bringing in teachers/artists from outside provides the programme with new knowledge in the field of performing art. 2015-16 presented renowned artists in lighting design, documentary film making, directing and scenography, interdisciplinary art forms, puppet theatre, theatre critics, painting and sculpture, and various lectures on related topics (SER 3.1.) The teaching regarding theoretical issues and contemporary artistic research has been upgraded; the students commented upon this positively. The students on the MA programme are highly individual in their research and artistic intentions. The staff on the programme acknowledge and support the students in the individual search for knowledge and insight. Connections to other parts of VAA and other institutions (professors, departments, students) are frequent and well appreciated by the students.

The teachers provides different learning forms from individual one to one discussion, through group sessions with more students, also in groups consisting of MA students from other programmes (critical theory for instance) to lectures, seminars and workshops.

VAA provides the VAA plan for lifelong learning for 2016-20 to ensure the competences of the staff in regard to pedagogical and other relevant training. The staff from the programme participate in this , and other relevant activities regarding lifelong learning (SER 3.2). The details of these activities and the general feedback and surveys (self-evaluation from one per year) from the teaching staff is available in the annual report of the departments and the Rector of VAA (specifics on the scenography dep. Annex 3). 3 of 7 staff members present in the

meeting participated in staff development pedagogical training in the past two years. Training for pedagogical skills organized in Rotterdam few years ago had participants from the MA teaching team.

The teachers do take part in mobility and international exchange and other related activities (SER 3.2) – participations in seminars and lectures (Belgium, Denmark, and as professional work abroad). The teaching staff are also active in research and preparing methodological literature, albums and handbooks (SER 4.2). The department wishes to improve the academic grades for their teachers; this process involves competition and is partly based on the annual self-evaluation reports, and the research and artistic activities of the teachers. The teachers are committed and well thought of amongst students, graduates and social partners.

#### ***2.4. Facilities and learning resources***

The premises for the studies are adequate in their size and quality. The review team commended on the difficulties that student/teachers with mobility challenges may face and recommends that this is solved, in line with fair learning principles and ethics. The MA department lists 11 spaces (420 m<sup>2</sup>) of various kinds at their disposal. The review team visited the premises and regards the facilities, apart from the above mentioned, to be sufficient. The programme does mention the improved facilities regarding multifunctional studios (light/sound e.g.), the model making facilities, and the Audio-visual Arts Industries Incubator (film/media). The review team and the students commended these activities. The general standard is good and the facilities are sufficient and in line with technological and artistic requirements in order to ensure the learning outcomes (SER 4.1).

The library and access to methodological resources are well in place. Wifi is available to the students. Educational equipment (e.g. projectors, monitors, sound, computers, video equipment, and software for mapping.) is in place. The review team supports the department wish to renovate and maintain the building and keep it up to date also in regard to heating/thermal insulation.

The library and technical facilities available to this programme are adequate and up to date. The description of the library facilities (SER p. 30) shows an updated facility with updated online research bases (19 research databases), relevant books, monographs, albums, and magazines for the MA scenography programme. Of great relevance to the programme is the stored fund of student work, methodological materials from the teaching staff, and thesis work. This fund is stored digitally within the premises of the programme. The library is reachable

online via proxy tool, for the members of the VAA community. The social partners mentioned the need for updated drawing and lighting software.

The students take part in internships and placements (the students praised the efforts taken by teachers to bring about these placements) the social partners would like students to take part in, and apply for more internships.

Through activities by the VAA provided via the “VAA plan for lifelong learning for 2016-20” to ensure the competences of the staff in regard to pedagogical and scientific and artistic training. This included participation in various activities of associations and unions of the field, professional traineeships, courses and training organized by the Lectures Club under the Educational Art center (SER 3.2).

The department is pointing out the need for the facilities (Jasinskio Str. 16A) to be renovated and the Review team support this aim.

### ***2.5. Study process and students' performance assessment***

Entrance requirements are well founded, consistent and transparent. The admission to the programme is by competition. Persons who completed university first cycle's programmes in the same or similar study field are admitted into the programme. The interview part of the admission is an important element of the complete admission code (SER 5.1 admission); it provides the department with a good opportunity to form a relevant opinion about the applicants' abilities about formulating answers and their ability to demonstrate an appropriate level of capacity. The amount of applicants is low (2012;2/2013;6/2014;4,2015/0 and 2016;6) The review team recommends enhanced efforts to bring the numbers up in order to gain a stronger study community. The students are not worried about the small numbers of students, given the fact that the study is very much individually focused.

The organisation of the study process and its variety of different learning opportunities (group sessions, individual sessions, lectures, seminars, artistic activities) and the overall strong and logic construction of the programme and curriculum ensures the implementation of the programme and the learning outcomes. The students commented on the good opportunities to follow their own path with strong and consistent support from their teachers.

The students are participating in artistic, scientific and applied activities (SER 5.2). The student builds his/her own programme and can collaborate with fellow students- and professionals from all over VAA, other HEI and outside the VAA. Practical sessions, research and specific scenography study methods are mentioned. The students mentioned the continuous communication with professionals as a strength. Opportunities to apply the knowledge gained

are provided through collaborations, for example, in LMTA and the Incubator (Films and light installations were shown to the team).

The students have the opportunity to participate in ERAMUS and NORDPLUS mobility programmes. Due to various personal and study regulations (one placement throughout BA and MA) issues the students from the 2013 intake have not participated in exchanges in their MA programme. One student from the current MA has been involved in mobility (Bologna Acedemia) the review team recommends, as does the programme team itself, the programme to enhance its efforts in this area.

The programmes social partners stated that the programme delivers graduates who fit and even exceed the expectations and needs of the employers. (SER 5.5: 3 of 4 from the 2015 mentioned as institutionally employed in National Radio and TV, The National Opera and Ballet theatre, Vilnius College (University of Applied Science) ,apart from these engagement they are working as independent artists (no data))

The overall impression of the review team and supported by statements from students, is that VAA provides an adequate level of formalised academic and social support. The students are aware of the implemented formal opportunities available e.g. to receive psychological aid in case of need. The department also has a strong tradition of good contact between staff and students. As commended by the students, the teachers and head of department are busy, but the doors are always open.

The system of assessment is also clear and understandable. Information and guidelines about assessment are publicly available and delivered on time. The students appear well informed about the content of their courses, the learning outcomes of the subjects and their assessments. The students are aware of their rights to discuss feedback and ultimately complain regarding the assessment results if needed. The feedback from the department during interim and final assessments is in line with learning outcomes and curriculum. The feedback is based on examples of the student work completed by the students.

## ***2.6. Programme management***

The responsibility for the overall monitoring of the implementation of the programme is clearly allocated. The management (the senior administration of VAA, The Head of Department, and scenography) have formalised and frequent discussions about the status and further development of the programme. The contact is formal through the Study Programme committee – the feedback from social partners, feedback from students and teachers – which all is formalized through surveys. These results are collected by the senior management and are included into the

yearly status report. The review team was presented a layout of a dynamic chart system to discover areas of development (divided into three categories each given a colour code; red, yellow or green – for the need of action). From conversations with the programme management the review team noted that this system appears to be implemented fully. Every year the overall status report of the VAA is published – and all collected statistic material is publicly available.

The outcomes of internal evaluation of the programme are used for the improvement of the programme. Examples about the use and implementation of feedback from reviews, social partners, graduates and student were given by the Senior Management. The surveys have resulted in improvements to the programme (e.g. 3d mapping, laser cutting, and improvement of facilities to work in 1:1)

The review team commends the strong Quality Assurance systems in place – both in the department and as in the VAA generally.

The VAA has a strong focus on QA and Enhancement. A long series of workshop, seminars and lectures with participation from the majority of teachers were carried out 3 years ago. The VAA has a study quality centre that makes recommendations to the various faculties and departments throughout the academy. The results are collected and analysed along with other data (e.g. teacher's performance). The study group on QA meets on a monthly basis.

The department ensures feedback regarding the professional quality of the programme through surveys/questionnaires (SER p. 39) and through meetings of the Committee of the Scenography study programme, once per Semester. The surveys are distributed to the social partners, graduates and students. This is carried out along with intense informal communication at e.g. exhibitions, reviews, and performances. The department mentions this area as an area for further development and the review team would support this. The department mentions feedback received by the stakeholders being utilised to upgrade the study content in technological areas (3d mapping, modelling, laser cutting). The general feedback from programme and social partners is that the professional requirements are met by the quality of the graduating students. The students are commended for their abilities to adapt, collaborate and inspire in the professional world.

All information about the programme; aims subjects, teachers, information about exams, assessments is publicly available. The VAA website provides information about the above mainly in Lithuanian. The department Facebook (Lithuanian) page is updated and clearly is active in the day-to-day information between the programme and its users. The VAA website lacks visual updates on recent student works in the presentation of the BA scenography. The VAA website also is an area for further development in its English version. This is especially

important in the light of the need to attract international English speaking students for both the BA and the MA scenography programme.

As a part of the ongoing quality assurance the study programme committee holds meetings at least twice a semester, usually once per month (after interim reviews and examinations) to discuss the achieved results. Students, lecturers, graduates and social partners are invited to participate in the meetings. A QA group for BA and MA students meets twice a year. Teachers from outside the department are also invited. The teachers club organises thematic workshops on aims and outcomes.

The review team noted from the social partners, a wish to continuously work with the relation to the LMTA on the administrative level to improve the possibilities for enhanced cooperation (e.g. funding system, clearer allocation of funds).

. The feedback about the graduates from the social partners are very positive and encouraging for the programme. The social partners recommends a stronger attention upon spreading the general knowledge about the MA study- and the quality of the programme. Not only within the VAA and other HEI from Lithuania , but most certainly also within the international sphere (ERASMUS, general information, the VAA website in particular, Facebook and other social medias, enhanced activity on PQ and other international platforms)

The programme collects feedback from students, teachers, graduates and social partners – and sees this area as to be improved by refining the questionnaires (SER 6.3). The social partners stress the need for and relevance of the MA programme. The MA students can provide stimulation of ideas and artistic skills as well as a rise in the development of constructive professional language.

The review team recommends the management to consolidate the programme with reference to the numbers of students attending the programme. The social partners also stressed the importance of spreading the message about the high quality and relevance of the programme in order to attract more students; and they expressed their willingness to provide their knowledge about PR and publicity to help market the programme. The review team recommends that the VAA and the programme explore the possible involvement of social partners in the efforts to enhance the awareness of the programme nationally and internationally.

### **III. RECOMMENDATIONS**

1. The review team recommends enhanced efforts to bring the intake numbers up – in order to gain a stronger study community and ensure the future sustainability of the programme.
2. The review team recommends to the VAA and the programme that they explore the possible involvement of social partners in the efforts to enhance the awareness of the programme nationally and internationally.
3. The review team recommends the programme and VAA takes steps to ensure that all e-platforms are updated regarding general information about the programme; including updated visual material of students work.
4. Mobility and exchange: the review team recommends, as does the programme itself, the programme enhance its efforts in this area. This applies to students and teachers. For the students the experience of other cultures and standards could enhance the perspective and challenge the quality of the given curriculum and the learning experience.
5. The rotation procedure for lectures is of great importance in order to recruit new members of staff in the longer term; the review team recommends that the programme continues its efforts to renew the permanent teaching staff.
6. The review team commented on the difficulties that student/teachers with mobility challenges may face and recommends that this is solved, in line with fair learning principles and ethics.
7. The review team recommends the programme takes steps to enhance the quality of specific programming software in areas mentioned (lighting design software, drawing software) - and to ensure that the teaching is of highest standard.
8. The review team supports the programmes wish and recommends that the facilities (Jasinskio Str. 16A) are renovated.

#### **IV. EXAMPLES OF EXCELLENCE**

The student's relationship to the surrounding professional field, through formalised and informal contact is good practice. The social partners were positive and supportive of the students and the graduating students and to the programme as a whole. The students' communication skills, and ability to engage in collaborations, produce new ideas and inspiration was praised.

The aim to create individual artists who can engage in the industries of film and theatre, but who also through their research abilities are capable of expanding the field of art and science is in line with recent development in art and industry. The broad focus on the MA student both as a potential worker in the industries but also as a teacher and an independent self-managing artist shows that recent challenges of the labour market are taken seriously.



#### **IV. SUMMARY**

The programme aims and learning outcomes are in line with the overall mission of the VAA – in place and clear. Information on all relevant issues regarding programme, study plan, mobility, feedback and assessment and thesis requirements are publicly available in handbooks and on the VAA website and other portals. The communication and feedback system within the department and with external partners is both formally and informally good. The programme sees the area as an area for further development. The review team support this.

The department offers a good programme with a contemporary take on modern scenography within film and theatre. The areas for employment have been expanded to include other related fields as curating exhibitions, graphic design and teaching. This demonstrates an ability to adapt to the working market. The general feedback to the review team from all social partners was very good, and the relevance – and need for the MA students was emphasized. The final thesis reflects the programme aims and is in line with the subject areas. The final works are evaluated by the review team as good. The students and graduates of the MA programme are rated as professional, confident and well spoken, reflective and mature, as confirmed by the social partners. The curriculum is sound and well structured. The programme ensures that applicants who enter into the programme from other areas of the VAA receive basic learning in the core fields. The four semester layout of the programme (120 ECTS) reflects the programme aim to deliver students who are capable of formulating their own ideas and projects. Through research and critical discussion and knowledge exchange with fellow students from the programme and other programmes inside the VAA and other HEI- an independent responsible approach to own learning is established. Improvements in student mobility are recommended in order to give the student a wider perspective not only on his/hers own learning, but also as a feedback mechanism to the programme and the curriculum.

The teaching staff consists of a permanent group of teachers, and lecturers from the university /theoretical subjects, lectures e.g.) the turnover is regarded as sufficient. It is important that the aforementioned rotating principle regarding lecturers be maintained in focus. Obviously, the strong permanent group of teachers with long experience is a quality, but turnover must be regarded as needed in the longer perspective. The working conditions and competition to be hired are in line with legislation. The MA department staff covers the intended field of programme outcomes and delivers a competent effort. The teachers participate in relevant pedagogical and artistic/scientific training through the VAA lifelong Learning Strategy (2016-2020), through the Teachers Club and through participation in national and international events, some of them through the Erasmus and Nordplus programmes. The teachers deliver feedback to

the programme and the VAA through annual self-evaluation. The self-evaluation is regarded as an important tool to enhance the quality of the teachers, and helps to make decisions on higher academic grades for the qualified.

The facilities connected to the programme are sufficient in size and in equipment. The department has about 450 m<sup>2</sup> – at its disposal. Some of the buildings are quite worn and well used and the department is concerned about this, and wishes to improve and renovate certain areas of their spaces. The library is up to date, modern and accessible to the research student – either physically or via online access. The spaces devoted to actual artistic/production work are available in collaboration with LMTA and The Incubator. The present work of especially the film students shows that equipment is sufficient to realize the intended learning outcomes. The social partners mentions the need to keep updated and recent software in light- and drawing programmes, and to ensure that the learning is on the highest level. Facilities to ensure a fair learning experience for students and teachers with mobility challenges must be improved.

The entrance requirements are clear. The entry procedures are based on competition; a grading system involves earlier grading from the BA and other elements, the personal interview is an important method for the programme to ensure the actual readiness and level of artistic and intellectual potential to secure a good learning experience for the student. The amount of applicants to the programme are low, as are the intake and the graduation rates. The students themselves did not regard this necessarily as a problem, the programme being primarily focused on individual study. The students commented favourably on the opportunity to engage with students and professors from other parts of VAA and other HEI. The students participate in artistic research and study relevant activities e.g. critical writing and the study process covers a wide span from individual tutoring to groups, through lectures, projects and artistic work with students or professionals. The students participate in internships and placements and are assisted by the teachers to find appropriate and relevant practices. The academic and social support is well disseminated within the VAA. All relevant information about assessment dates, procedures, requirements and dates are clear to the students. The students are aware of the possibilities to discuss and ultimately make complaints about grades –if they wish to do that.

The overall responsibility for implementing the programme is clearly allocated. The management (the senior administration and the Head of Department) have a formalised and frequent debate about the quality and aim of the programme. Feedback from social partners, graduates, students and teachers are collected and used as valuable material to monitor the programme. These external and internal evaluations are used to develop and apply new and relevant subjects and elements. The organisation of the study process ensures an adequate

provision of the programme and its learning outcomes .The review team commends the strong Quality Assurance system in place, and the strong focus on QA from the VAA generally. All information about the programme is publicly available on the VAA website- where the information is provided mainly and more substantial in Lithuanian .The department Facebook page in Lithuanian,-is updated and clearly active. The review team recommends the programme to consider a more updated English version of the Facebook site and to update the VAA website particularly in regards to the presentation of visual work by students. The review team commends the effort carried out throughout the VAA in order to improve the pedagogical training of all incoming as well as permanent teaching staff. This was a recommendation from the 2014 review. The rates for employment are high as are the general comments on the student's qualifications. The numbers of applicants has dropped from 2013 to 2016 as have the number on intake. The review team is concerned about this development. The review team recommends the programme and the VAA to enhance the strategy to attract more students from Lithuania or elsewhere.

## V. GENERAL ASSESSMENT

The study programme *Scenography* (state code – 621W10013) 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	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	3
	<b>Total:</b>	<b>20</b>

\*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 ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
SCENOGRAFIJA (VALSTYBINIS KODAS – 621W10013)  
2017-06-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-119 IŠRAŠAS**

<...>

**IV. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus dailės akademijos studijų programa *Scenografija* (valstybinis kodas – 621W10013) vertinama **teigiamai**.

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

\* 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**

Programos tikslai ir studijų rezultatai atitinka VDA bendrąją misiją, jie yra parengti ir aiškūs. Informacija apie visus su studijų programa susijusius klausimus, studijų planą, judumą, grįžtamąjį ryšį ir vertinimą bei reikalavimus baigiamajam darbui yra viešai prieinama vadovuose, VDA interneto svetainėje ir kituose ištekliuose. Komunikacijos ir grįžtamojo ryšio

sistema katedros viduje ir su išorės partneriais yra tiek oficiali, tiek neoficiali. Šią studijų programos sritį reikia tobulinti, tam pritaria ir ekspertų grupė.

Katedra siūlo gerą studijų programą su šiuolaikišku požiūriu į moderniąją scenografiją kino ir teatro srityje. Išsiplėtė studentų įsidarbinimo galimybės, jos apima kitas susijusias sritis, pavyzdžiui, parodų kuravimą, grafinį dizainą ir mokymą. Tai rodo gebėjimą prisitaikyti prie darbo rinkos. Grįžtamasis ryšys iš visų socialinių partnerių, kurį gavo ekspertų grupė, buvo labai geras, svarbiausia, akcentuojamas poreikis ruošti magistrantus. Baigiamieji darbai atspindi studijų programos tikslus ir atitinka dalyko sritis. Ekspertų grupė baigiamuosius darbus vertina gerai. Magistro studijų programos studentai ir absolventai yra vertinami kaip profesionalūs, pasitikintys ir pasižymintys gera kalba, mąstantys ir subrendę, tai patvirtino ir socialiniai partneriai. Studijų turinys yra geras, jo struktūra gera. Studijų programa užtikrina, kad pareiškėjai, kurie stoja į šią studijų programą iš kitų VDA sričių, gaus bazinį pagrindinių kryptių mokymą. Studijų programa suskirstyta į keturis semestrus (120 ECTS), kas atspindi studijų programos tikslą parengti studentus, gebančius formuluoti savo idėjas ir rengti projektus. Per mokslinius tyrimus ir kritines diskusijas bei keitimąsi žiniomis su kitais šios studijų programos ir kitų studijų programų studentais pačioje VDA ir kitose aukštojo mokslo institucijose sukuriamas atsakingas požiūris į savarankišką mokymąsi. Rekomenduojama gerinti studentų judumą, kas leistų išplėsti studentų suvokimą ne tik apie mokymąsi, bet ir būtų gautas grįžtamasis ryšys apie studijų programą ir studijų turinį.

Dėstytojų komandą sudaro nuolatinė dėstytojų grupė, universiteto dėstytojai, pvz., dėstantys teorijos dalykus. Jų kaita yra pakankama. Svarbu, kad minėtas dėstytojų kaitos principas būtų išlaikytas ir toliau. Akivaizdu, kad stipri nuolat dėstančių dėstytojų komanda, turinti ilgametę patirtį, yra privalumas, tačiau ilguoju laikotarpiu reikalinga kaita. Darbo sąlygos ir priėmimo į darbą konkursas atitinka įstatymų nustatytus reikalavimus. Magistro studijų programos katedros dėstytojai apima numatytą studijų programos rezultatų kryptį ir ją vykdo kompetentingai. Dėstytojai dalyvauja atitinkamuose pedagoginiuose ir meniniuose bei moksliniuose mokymuose pagal VDA visą gyvenimą trunkančio mokymosi strategiją (2016–2020 m.), dalyvauja Dėstytojų klube bei šalies ir tarptautiniuose renginiuose, kai kurie pagal Erasmus ir Nordplus programas. Dėstytojai grįžtamąjį ryšį apie studijų programą teikia VDA kasmet vykdomos savianalizės metu. Savianalizė laikoma svarbia priemone dėstytojų darbo kokybei gerinti ir padeda priimti sprendimus dėl aukštesnių akademinų kategorijų atsižvelgiant į kvalifikaciją.

Su studijų programa susijusi materialioji bazė yra pakankamo dydžio, įrangos pakanka. Katedra gali naudotis apie 450 m<sup>2</sup> plotu. Kai kurie pastatai yra gana nusidėvėję ir daug naudojami, todėl katedra dėl to nerimauja ir nori tam tikras erdves pagerinti ir atnaujinti. Biblioteka yra atnaujinta, šiuolaikiška ir prieinama studentams fiziškai arba per internetinę prieigą. Meniniam ir gamybiniam darbui skirtos erdvės yra prieinamos bendradarbiaujant su LMTA ir Inkubatoriumi. Dabartinis, ypač kino, studentų darbas rodo, kad įrangos pakanka numatytiems studijų rezultatams pasiekti. Socialiniai partneriai nurodė, kad reikia atnaujinti apšvietimo ir piešimo programinę įrangą ir naudoti naujausią, siekiant užtikrinti aukščiausią mokymosi lygį. Reikia tobulinti materialiąją bazę, kad būtų užtikrintos sąžiningos studijų sąlygos studentams ir dėstytojams, turintiems judėjimo negalią.

Priėmimo reikalavimai yra aiškūs. Priėmimas vykdomas organizuojant konkursą. Vertinimo sistemą sudaro ankstesnis bakalauro studijų ir kitų elementų įvertinimas; asmeninis pokalbis yra svarbus studijų programos metodas, užtikrinantis faktinį pasirengimą ir meninio bei intelektualio potencialo lygį, kuris leidžia garantuoti, kad studentai gebės įgyti tinkamą mokymosi patirtį. Pareiškėjų, norinčių stoti į šią studijų programą, skaičius yra mažas, taip pat mažas priimtųjų ir baigusiuju skaičius. Patys studentai to nelaiko problema, nes studijų programa pirmiausia skirta individualiam mokymuisi. Studentai palankiai vertina galimybę bendradarbiauti su kitais VDA ir kitų aukštojo mokslo institucijų studentais ir dėstytojais. Studentai dalyvauja meniniuose moksliniuose tyrimuose ir studijuoja atitinkamas sritis, pvz., kritinį rašymą, o studijų procesas apima platų veiklų spektrą nuo individualių tutorių grupėms, paskaitas, projektus ir meninį darbą su studentais ar specialistais. Studentai dalyvauja stažuotėse ir atlieka praktiką, dėstytojai jiems padeda rasti tinkamą ir reikiamą vietą praktikai atlikti. Akademinė ir socialinė parama pačioje VDA teikiama gerai. Visa svarbi informacija apie vertinimo terminus, procedūras, reikalavimus ir terminus studentams yra aiški. Studentai žino apie galimybes aptarti ir galiausiai pateikti apeliacijas dėl balų, jei jie to nori.

Bendra atsakomybė už studijų programos vykdymą paskirstyta aiškiai. Vadovybė (vyresnysis administracijos personalas ir katedros vedėjas) oficialiai ir dažnai diskutuoja apie studijų programos kokybę ir tikslą. Renkamas socialinių partnerių, absolventų, studentų ir dėstytojų grįžtamasis ryšys, kuris yra vertinga medžiaga studijų programai stebėti. Šie išoriniai ir vidiniai vertinimai naudojami naujų ir atitinkamų dalykų bei elementų kūrimui, įtraukimui bei įgyvendinimui. Studijų eigos organizavimas užtikrina tinkamą studijų programos ir studijų rezultatų aprėptį. Ekspertų grupė teigiamai vertina esamą kokybės užtikrinimo sistemą ir

apskritai visos VDA didelį dėmesį kokybei. Visa informacija apie studijų programą yra viešai prieinama VDA tinklalapyje. Informacija jame daugiausiai pateikiama lietuvių kalba. Katedros Facebook paskyra taip pat veikia lietuvių kalba, paskyra yra atnaujinta ir aiškiai aktyviai naudojama. Ekspertų grupė rekomenduoja sukurti atnaujintą Facebook svetainės versiją anglų kalba, taip pat atnaujinti VDA svetainę, ypač studentų vizualiųjų darbų pristatymą. Ekspertų grupė teigiamai vertina visos VDA pastangas pagerinti visų kviestinių ir nuolatinių dėstytojų pedagoginį mokymą. Ši rekomendacija buvo pateikta ir 2014 m. vertinimo išvadose. Studentų įsidarbinimo lygis yra aukštas. Bendra studentų kvalifikacija taip pat vertinama teigiamai. Pareiškėjų skaičius nuo 2013 m. iki 2016 m. sumažėjo, taip pat sumažėjo ir įstojusiųjų skaičius, o tai kelia nerimą ekspertų grupės nariams. Ekspertų grupė rekomenduoja studijų programos rengėjams ir VDA stiprinti strategiją, kaip pritraukti daugiau studentų iš Lietuvos ir kitų šalių.

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### III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja imtis visų priemonių priimamų studentų skaičiui didinti, siekiant sukurti stipresnę studijų bendruomenę ir užtikrinti studijų programos tvarumą ateityje.
2. Ekspertų grupė rekomenduoja VDA ir studijų programos rengėjams išnagrinėti galimą socialinių partnerių įtraukimą, siekiant pagerinti studijų programos žinomumą nacionaliniu ir tarptautiniu lygiu.
3. Ekspertų grupė rekomenduoja studijų programos rengėjams ir VDA imtis priemonių, kad visos elektroninės platformos, kuriose pateikiama bendra informacija apie studijų programą, būtų atnaujintos, taip pat atnaujinti studentų darbų vizualinę medžiagą.
4. Judumas ir mainai: ekspertų grupė, kaip ir patys studijų programos rengėjai, rekomenduoja aktyviau plėtoti šią sritį. Tai taikoma studentams ir dėstytojams. Kitų kultūrų ir pavyzdžių patirtis galėtų pagerinti studentų perspektyvą, esamo studijų turinio ir mokymosi patirties kokybę.
5. Dėstytojų rotacijos tvarka yra labai svarbi norint įdarbinti naujus darbuotojus ilgesniam laikotarpiui. Ekspertų grupė rekomenduoja ir toliau stengtis atnaujinti visu etatu dirbančių dėstytojų skaičių, kurie vykdo programą.
6. Ekspertų grupė pritaria, kad studentai ir dėstytojai, turintys judėjimo negalią, susiduria su sunkumais, todėl rekomenduoja šį klausimą spręsti paisant sąžiningo mokymosi principų ir etikos.
7. Ekspertų grupė rekomenduoja studijų programos rengėjams imtis veiksmų konkrečios programinės įrangos kokybei pagerinti (apšvietimo projektavimo programinės įrangos, piešimo programinės įrangos) ir užtikrinti aukščiausio lygio dėstymą.
8. Ekspertų grupė pritaria studijų programos rengėjų norui ir rekomenduoja atnaujinti patalpas, esančias J. Jasinskio g. 16A, Vilnius.



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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)