



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos (Vilniaus fakulteto)
STUDIJŲ PROGRAMOS „TEKSTILĖ“ (valstybinis kodas - 612W10010)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "TEXTILE" (state code - 612W10010)
STUDY PROGRAMME
at Vilnius Art Academy (Vilnius Faculty)

Review' team:

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Tekstilė
Valstybinis kodas	612W10010
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė, 4 metai
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės bakalauras
Studijų programos įregistravimo data	1997 gegužės 19d., Įsak. Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Textile
State code	612W10010
Study area	Art
Study field	Fine Arts
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Fine Art
Date of registration of the study programme	1997 May 19 th Order No. 565

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	• Strategic Plan
2.	• Diploma Supplement
3.	• Student Handbook
4.	• Organizational Charter
5.	• Minutes of the Study Programme Committee
6.	• Licence and Master Thesis

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

Vilnius Academy of Arts (hereinafter – Academy, VAA) is a state institution of higher education of arts organising university first-cycle, master's, special vocational, integrated, third-cycle, doctoral studies, performing research and developing high-level professional artistic activities. The Academy was established by the Parliament of the Republic of Lithuania and 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 Academy consists of the following structural departments: the Council of VAA, the Rector's Office, the Senate of the Academy (Senate), Faculty of Postgraduate Studies (FPS), Vilnius, Kaunas, Telšiai, Klaipėda Faculties, science and arts departments, administrative units, internship and recreational bases, cultural and sports centres, Open School of Arts, Design and Architecture (OSADA) of VAA, Design Innovation Centre, etc.

Vilnius Faculty is an integral structural part of Vilnius Academy of Arts, thus it uses the Academy's facilities and methodological resources on equal terms with other structural departments. The Vilnius Faculty implements university study programmes in arts: bachelor's and master's.

Previous International accreditation carried out in 2008 and 2011 awarded the Textile BA Programme with 6 years accreditation. The requirements and recommendations of previous visit were taken into account and improvements are visible.

Self-Evaluation Documents claimed that BA Textile study programme also corresponds to the priorities of the State, which define that culture and creativity are the most important resources of Lithuania.

The visit to the Academy and Faculty involved meetings with the following groups:

1. Senior Management
2. SER preparatory team
3. Teaching team
4. Students
5. Graduates group.
6. Employers group

Site visits to the physical resources were conducted during the course of the day and the works and final works of the students were seen.

All the people involved in the accreditation process were very co-operative and engaged fully in the process. The Review Team were provided with a professional and hospitable welcome. The Review Team tried to encourage an open discussion with all concerned, the level of involvement by those they encountered during the visit greatly enhanced the efficiency of the work that was carried out.

The structure, contents and attitude of the Self Evaluation Documents (SER, Annexes 1-7, Descriptions of BA Subjects and BA Thesis), were much more competent and in respect to the requirements for producing such documents that previous one 2008 and 2011.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 27/April/2017.

1. **Robert Baker (team leader)**, Limerick School of Art & Design, Head of Fine Art Ireland. (until 2009) Chair of the Board, EQ-Arts Quality Enhancement Agency, Amsterdam
2. **Prof. Radu Andrei Pulbere**, PhD. Professor in University of Art and Design in Cluj-Napoca, Coordinator of the Master specialization in Textile Design UAD Cluj-Napoca, Romania.
3. **Prof. Lylian Meister**, Freelance artist and designer, Board member of Tori, Jaam MTÜ (Non-profit organization), Estonia.
4. **Jeffrey Dennis**, Senior Lecturer (0.5) Fine Art Programme, Chelsea College of Arts, University of the Arts London, United Kingdom.
5. **Prof. Jelka Geršak**, Professor at University of Maribor, Faculty of Mechanical Engineering, Department of Textile Materials and Design, Slovenia.
6. **Prof. Rimantas Plungė** The Head of Contemporary Art Department Faculty of Arts at Vytautas Magnus university, Lithuania.
7. **Aneta Bačianskaitė**, student of the Šiauliai University study programme *Applied art and business, Lithuania*.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are defined and publicly accessible through the Academy's website http://vda.lt/en/study_programs/undergraduate-ba/textile, social networks and through the materials published by the Academy, providing information to those who intend to study according to the study programme Textile BA. During the site visit the importance and content of the Textile BA programme was well defined by Senior Administration, the team responsible for the Self Evaluation Report (SER), the teaching staff, the students as well as stakeholders, employers and graduates. Everybody was giving emphasis to the strength of its professional contemporary artist training character in Lithuania and in general. Still continuous thought is needed to define and re-define the purpose and unique qualities of the programme and to continuously consider the role of the programme as the definition is Textile BA programme biggest marketing tool. Programme aims and the aspirations of the course (which are also evidenced in the graduate achievements) are confidently set out in the introduction to the wallet of postcards of student work 'Textile Thinking'. This is even much clearer and more concise than the SER where some of the same mission statement is repeated but slightly buried in detailed explanations.

The objectives of the Textile BA programme comply with the requirements for the higher education of the European Union and the Republic of Lithuania. The learning outcomes of the programme are compliant with the requirements prescribed for the first – bachelor – study cycle. The defined objectives of the study programme are directly related and brought into line with the content of the principal parts as defined by the study programme, and the requirements for BA studies. The learning outcomes also correspond the European and national qualifications frameworks (6 qualification level). The 4-year Textile BA study programme has been developed having regard to the objectives of the Bologna Declaration. The development and improvement of the Textile BA programme takes into account the present situation of the Lithuania's exhibition sector but is corresponding as well to the international textile scene (ArcInTex). Programme objectives are formulated to emphasise "textile thinking" as a concept of textile that is a wide field of culture, art, craft and design. The study programme Textile BA is in line with the state's priorities where it is specified that culture and creativity are the most important resources of Lithuania. Communication with society and cooperation with the social partners are an important part of Textile BA studies. The shift towards the re-invention of tradition through contemporary textile art is well appreciated and is to be further encouraged. The graduates successfully participate in local and international projects, competitions. Such as

According to SER (p. 6) final project of Motiejūnaitė, L., “Textile and Jewellery. Ferahan Carpet”, was displayed at YTAT (Lodz) in 2016 and won 1st place award. Evaluation Team had the possibility to admire this work, exhibited during our visit in VAA premises and we also met young artist. The same year, the work “Kill for Peace” by teacher Inčirauskaitė-Kriaunevičienė, S., won the best installation award at International Art Fair ArtVilnius’16 and was bought for the collection of the Latvian Centre for Contemporary Art. In 2008, the VAA Textile Department initiated the establishment of Artifex contemporary textile art gallery (workshop), which regularly holds relevant international and local exhibitions, contests and debate in cooperation with art critics and curators. In this gallery, Textile students not only have an opportunity to get familiar with examples of contemporary artistic textile, but also display their own artworks, acquire practical experience in textile art management and organisation of exhibitions. According to SER (p. 15) 3rd-year students won the first place at international eco-friendly design project REED Rejuvenate European Design (the project was implemented in collaboration with international hotel network Best Western). Also work in enterprises and as freelance artists, continue their studies in the study programmes of the second cycle.

Programme objectives and intended learning outcomes correspond to the mission, operational objectives and strategy of the higher education school. The study programme Textile BA is related to the mission and the development strategy of VAA provided for in the documents of academy (The Statute, the Studies Regulation and others). Studies are organized following the legal acts of the Republic of Lithuania currently in effect (Law on Higher Education and Research, The Description of Study Cycles, The Description of the Structure of Lithuania’s Qualifications Framework etc.). The ECTS national conception: harmonization of credits and creation and implementation of methods of study programme is based on learning outcomes (AIMS <http://www.ects.cr.vu.lt>). Most of programme Textile BA documentation, regulation and development strategy is coming centrally from the university. It was evident that there are initiatives started by Textile Department and this must be very gratifying for the programme team to know that many of the things initiated in the department are now spread across the academy and embedded in the academy as a whole. This clearly shows there is also the chance for department to think about their own way of development and that good practice of a smaller unit can be introduced and implemented generally in the academy.

Programme objectives and intended learning outcomes are linked on academic and/or professional requirements. Textile BA programme is implemented in compliance with the provisions of the Descriptor of the Study Field of Art (approved by Order No V-927 of the Minister for Education and Science of the Republic of Lithuania 2015). Programme has connection with the Integrated Development Strategy of VAA for 2012–2020, the Dublin

Descriptors (2004) and the Descriptor of Study Cycles (approved by Order No V-2212 of the Minister for Education and Science of the Republic of Lithuania 2011), discussing the anticipated learning outcomes of each cycle. Professional requirements for textile and applied textile are: conceptual and aesthetic qualities for fibre art and textile artefacts, functionality (for applied textile), creative applying various techniques for producing or decorating natural, artificial, etc. fibres or fabrics (including dyeing, weaving, knitting, sewing, printing, painting, tufting etc).

The VAA's Textile BA programme fosters a coherent development of cultural and technological skills, critical thinking, awareness and autonomy of students in choosing artistic textile contexts for their self-expression. Programme follows the principle that contemporary textile art is a meeting point for applied and visual arts. The relationship between traditional and contemporary practices is of great benefit and a sensible approach.

Programme objectives and intended learning outcomes correspond to the type and cycle of studies and the level of qualifications. Textile BA programme is organised in accordance with the national legislation, Descriptor of Study Cycles, and the Descriptor of the Study Field of Art. Textile BA programme is designed for the training of professional textile artists during the first-cycle university studies. The general descriptors from the national standards, Dublin Descriptors and Tuning Documents could be more closely related to the specialisation with confidence and clarity to enhance the depth of understanding of the aims and purposes of the programme and its content both as an educational, management and marketing tool.

There is good compatibility between the title of the programme, the learning outcomes, content and the qualification that is offered. The aim of Textile BA study programme is to train multidisciplinary contemporary textile artists. So the title 'Textile Art BA' could be considered, but as the programme emphasizes is on the wide field of textile culture its name "Textile BA" is also relevant.

2.2. Curriculum design

The programme structure is in line with the legislative requirements. The General Requirements of the First Degree and Integrated Study Programmes (approved by Order No V-501 of the Minister for Education and Science of the Republic of Lithuania 2010), Descriptor of the Study Field of Art (approved by Order No V-927 of the Minister for Education and Science of the Republic of Lithuania 2015) and the Descriptor of Study Cycles (approved by Order No V-2212 of the Minister for Education and Science of the Republic of Lithuania 2011). According to the Accreditation Teams' best knowledge and understanding provided by SKCV and the SER,

the programme structure complies with national legal acts and regulations. The compliance with the Bologna process and the establishment to the European Credit Transfer System (ECTS) is commended.

Subjects of study (modules) are taught in a consistent manner, subjects or topics are not repeated. There is a very clear spread of modules throughout the 8 semesters/4 years of the Textile BA programme and this is relevant to university basic studies. The length of the programme is four years of full-time studies, 240 ECTS credits. The study programme is based on the correlation of the study subjects and is made up of separate but interrelated subjects: general subjects of university studies, the mandatory subjects of the general art and textile field, traineeships, optional general and study field subjects and the final project. Students are free to choose 21% of study scope from optional subjects and 5 % of interdisciplinary subjects of other study programmes. The total amount of the subjects during a semester is not more than 30 ECTS, and their number does not exceed 7. The length of every subject is at least 3 credits. Studies of each subject are assessed using a 10-point grading scale. Lectures, exercises in class and self-study hours take on average 8 hours a day and 40 hours per week. The ratio of contact and independent work hours in the Textile BA programme structure complies with the principles of the Studies Regulation of VAA: contact hours (lectures, seminars, exercises in class and individual tutorials) are given 75 - 45 % of the length of the BA programme, and about 25 - 55 % is devoted to independent studies.

The content of the subjects as well the modules is consistent with the type and level of the university studies on BA (first cycle) level. The aim of university studies of the first cycle is to deepen general education of the students, to impart knowledge and skills enabling them to work in the sphere of a chosen activity, to develop the students' skills enabling them to carry out their individual creative and professional activity quite independently, to teach them to analyse and apply knowledge acquired while studying in their professional activity.

The content of subjects (modules) and study methods enable to achieve the intended learning outcomes. The content and methods of the subjects are appropriate for the achievement of the learning outcomes and are formed on the basis of the aims of the programme and learning outcomes. The subjects in the programme are arranged consistently and are interrelated by logical ties. Sequence and arrangement of the study subjects in I-VII semesters are based on the order of complexity of the aims of the subjects and the learning outcomes. The field of optional studies and themes of general university study subjects are related to the specialty being studied and help the students to form and clarify their individual creative position. Traineeships are spread out evenly in the programme. From 2016, students are free to choose the place (textile enterprises, art galleries, art schools or professional art events) and type of traineeship/practice

(creative, on-the-job training or managerial) according to their individual needs. The study programme is completed in the 8th semester by preparing and defending the final thesis demonstrating the knowledge, abilities and skills acquired by the student over the studies, as well as the student's readiness to work independently as a textile artist or in the fields related to artistic textile.

The scope of the programme is sufficient to achieve the learning outcomes. The option for the various 'electives' gives the student centred approach and accomplishes further students' development.

The content of the programme corresponds to the latest academic, artistic or technological achievements. The content of studies is reviewed and updated annually on the basis of pedagogical and creative experience of the teachers, comments of the social partners and data of the students' surveys. The choice of writing modes, both creative writing and academic writing, of BA final works is a constructive methodology. Still there is a need to devote more attention to the subjects, which impart knowledge of the latest technologies and materials. As well business, marketing, self-marketing and management skills are essential. Selling what you make, presentation skills, self-management skills all need to be integrated into the programme not only as an additional subject. The creative development of programme content will be a continuous requirement. Research should be done about developing an incubation centre to develop intellectual property and product knowledge and innovation to add more value to the work of the students, researchers and professors.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements. The teaching staff implementing the study Programme is compiled according to Description of General Requirements for The Degree-awarding First-cycle and Integrated Study Programmes (approved by the Minister of Education and Science of the Republic of Lithuania 2010), the Description of Qualification Requirements for the Positions of Teaching Scientists and Artists and the Procedure of Organising the Certification and Competitions to Hold the Positions as well as the Procedure of Awarding Pedagogical Titles at VAA (approved by the Senate of VAA on 26 May 2010). The academic staff is hired through open competition.

The qualifications of the teaching staff are adequate to ensure learning outcomes. The teachers who work in the study programme have acquired Master or at least Equivalent to Master Degree and good working skills in their field. They have significant experience in creative and organisational work. All members of staff hold postgraduate degrees in relevant areas of the content of the programme. According to the SER (p. 20) the main criteria for

teachers are professional competence, teaching and individual creative experience, sociability, and tolerance towards different opinions. Competence and practical professional activities are assessed during the certification procedures. During the site visit teaching staff for the Textile BA programme came across as very devoted and committed towards teaching and learning, bringing their own good contemporary textile art and design practice into the programme. There is a clear understanding of the structure of the department which works like a community in a collective as well as in a diverse but complimentary mode. In order to keep up with contemporary trends and technologies there are workshops of international visiting artists every year. Students valued highly the personal approach between students and teachers, friendly and supportive atmosphere in textile department.

The number of the teaching staff is adequate to ensure learning outcomes. According to the SER (p. 20) there are 36 teachers involved in the study programme of Textile BA: 8 professors (including 5 doctors of science), 16 associate professors (including 11 doctors of science), and 13 lecturers. 61,1% of the teachers have a degree of a doctor of science, 22,2% have a pedagogical title of a professor, 41,6% have a pedagogical title of an associate professor, and 36,1% – of a lecturer. 100% of teachers giving lectures of mandatory study field subjects are scientists and/or established artists. The teaching staff of the Textile Department is composed of 11 teachers: 2 professors, 6 associate professors and 1 external lecturer. As the programme requires professionals from different areas, most of them work part time (half-day or less) and combine teaching work with other positions at the VAA or other individual activities. In last five years 6 Lithuanian and 17 foreign teachers were partially engaged in the Textile BA programme.

Teaching staff turnover is able to ensure an adequate provision of the programme. According to SER (p. 21) the implemented turnover of the teaching staff has a positive impact on the programme by targeted updating of the programme content and promoting competition among teachers. One teacher ended permanent employment and one new teacher was admitted on a permanent basis in 2016. As for visiting (external) teachers, 3 teachers left and 1 joined the VAA. During the period at issue, the titles of professor and associate professor were conferred to 2 teachers and 4 teachers respectively, and 2 teachers were awarded doctoral degrees. There is good age diversity among teachers of the Textile BA (SER Table 6), ranging from young, actively creating VAA PhD students with professional artistic experience to teachers with 40 years of teaching and artistic experience.

The higher education school shall ensure (offer) conditions for professional (subject-matter, pedagogical, personal) upgrading of staff necessary to implement the programme. According to the SER (p. 23) and notes from the meeting with teachers the scope of the professional development first of all depends on the teacher's personal motivation. The most

common ways of the professional development are as follows: exhibitions, conferences, professional traineeship, courses and training organised by VAA (including licenses of Lynda.com and activities of the Lecturers' Club under the Educational Art Center established in 2016). This provides opportunities for teaching staff to expand their knowledge improve their competences and update the courses taught. Teachers are actively using ERASMUS international mobility grants. 6 teachers went abroad 23 times under academic exchange programmes and other initiatives in 2011–2016. Entire data is given in SER page 23 Table 7. For example Prof. E. G. Bogdaniene visited Art Academy of Latvia (LV), Aalto University (FI), Chalmers Gothenburg (SE), TUE Eindhoven (NL), Nottingham Trent University (UK), University of Art & Design BTK (DE), Royal College of Art (UK), University of Borås, (SE), Strzeminski Academy of Art Lodz (PL).

The teaching staff is actively involved in research and practise related to the study programme and there is evidence of strong participation in various local and international exhibitions and other events. The staff of the Textile BA study programme is very active and achieved significant results.

2.4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. Facilities of Textile programme correspond to the needs of students. The premises are equipped with good lighting, heating and ventilation systems, wireless Internet connections. There are separate classrooms for each year group. Each student has his/her individual workstation. Students can use a shared Art and Design Laboratory with priority access to the Textile Lab section and classroom for visual expression of the Textile Department, two multifunctional classrooms for theoretical classes. Workshops and equipment are interdisciplinary available for all students and this is to be commended. The students can work in laboratories after they have completed a course on workplace safety requirements and having become acquainted with laboratory equipment. Through cooperation with various exhibition galleries, schools of higher education and other social partners, Textile Department of VAA has the opportunity to exhibit its works of art in various spaces and exhibition halls. The engagement of Textile BA students across all the academies facilities and labs is very good practice and the open attitude to the use of media and materials by textile students are enlightened. Students may use all premises of the Textile Department in flexible hours having informed staff.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. All premises used for the programme of Textile BA are adequate both size and quality and arranged in a convenient manner. Computer classes are organised in the special classroom sufficiently equipped. Interuniversity lectures are also held in specialised classrooms. VAA has an Art and interdisciplinary Design Laboratory well equipped. For specialised practical assignments there is a Textile Lab with rooms for dyeing, weaving, sewing and knitting, fully equipped with machinery. During the site visit the Accreditation Team were informed that there are continuous improvements in the agenda. Equipment available in the classrooms of the Textile Department for programme purposes is updated every year as needed within the limits of available financial resources. Students acknowledged that every year there is some new machinery and technology turned up. The Textile Department provides basic equipment and tools for the process of studies, but other materials necessary for creative implementation of projects and tasks are to be purchased by the students.

The higher education institution has adequate arrangements for students' practice. Traineeships (practice) and creative workshops are organised in the premises of the VAA, workshop/practice bases in Mizarai Village (Druskininkai district), and Nida Art Colony, village of Pilis, Jurbarkas region (in Panemunė Castle). Textile Department of VAA organises practice also in various textile undertakings and plants using their industrial potential: digital jacquard technique at AB Audėjas (using EAT Designscope Jacquard software and PIKANOS jacquard loom), pigment dyeing of fabrics at AB Linas (using the screen printing technique), etc. Locations chosen for practice and creative workshops correspond to the aims of the studies and offer sufficient space for the students.

Teaching materials are adequate and accessible. Specialised books and periodical publications are collected in the Library of VAA and its subdivisions. According to the 2016 data of general stocktaking of the Library, there are 81257 pieces of publications in its stocks. The stock of the Library is formed taking into consideration the needs of the Textile BA study programme. Database of electronic theses and dissertations of academic institutions (eLABa ETD) contains 639 bibliographic entries of the VAA. Students have free access to the e-catalogues of the library and free Internet (<http://www.library.lt/> and https://aleph.library.lt/F?func=find-b-0&local_base=vda01). These catalogues are part of the Lithuanian academic e-library (eLABa) information system which also contains necessary publications from the libraries of other Lithuanian higher education institutions. The Library of VAA, which belongs to the Association of Lithuanian Scientific Libraries. In 2015-2016, the VAA library subscribed to 19 academic e-databases: EBSCO Publishing, Emerald Management

eJournals Collection, LITLEX, Springer LINK E-Books, Taylor & Francis, e-books of VGTU publ. house Technika, and Naxos Music Library. At the beginning of 2017, licence agreements will be signed for a five-year period to access the following databases: Grove Art Online, JSTOR, Princeton Index of Christian Art, Berg Fashion Library.

2.5. Study process and students' performance assessment

Entrance requirements in Lithuania are clear, but complicated for art field students.

The individuals who have completed secondary education are admitted to the Bachelor's study programme Textile BA. Admission is competitive and the number of students to be admitted is defined by the Ministry of Education and Science of the Republic of Lithuania. The problematic issue is the low number of students in Textile BA courses. Since 2009, students to the programs in the study area of art, study field of fine art, are admitted in the general procedure in accordance with the higher education reform of the Republic of Lithuania. There is a clear but quite complicated statement on students' admission. Within the context of the higher education reform, the competition conditions for the applicants when entering art and music studies, as well as studies in other areas are made equal without sound reason and senior administration of VAA found it very inconvenient for arts education. They report that general admission procedure to art programmes leads to a situation that not only students who choose Textile BA on a motivated basis are admitted, but also those who are enrolled on the principle of rotation of specialities. And this is a frequent reason for student dropping out.

The entrance examination to this programme is carried out together with other educational institutions, which prepare study programmes in the area of art according to the procedure for organizing and assessing entrance examinations approved by the Minister of Education and Science. The entrance examination consists of drawing, painting and interpretation of creative idea through visual expression. When entering the VAA the applicants are rated according to the point criteria. The marks of competition subjects of school leaving examinations and entrance examination are recalculated.

The organisation and structure of the study process in Textile BA programme ensures an adequate provision of the programme and the achievement of the intended learning outcomes. Motivation of the students is strengthened by a favourable timetable of studies. The students have the possibility to choose the study subjects, to use the premises, the library, the workshops, and information technologies. There is flexibility of study. However, standard formats for written work including abstracts in English and references in English should be established. As well consultation times for students with staff (particularly staff from other disciplines) should be regularised and publicised.

Students are encouraged to take part in scientific, artistic or applied science activities. Information about the exhibitions, projects, competitions and creative workshops is available. The students have the possibility to take part in projects together with the social partners. There is the possibility for students to participate in Lithuanian and international exhibitions. VAA has a gallery Artifex where students can have their solo or group exhibitions. Some of students' projects have received international recognition through competitions and this is to be commended. Current students from the Textile BA programme are very enthusiastic and highly motivated.

Students are provided conditions to take part in mobility programmes. It is noticeable that many students have participated or wish to participate in the Erasmus mobility scheme. There are 162 Erasmus+ bilateral agreements and other bilateral agreements with schools abroad. Exchanges with as many countries as possible are recommended. Mobility is essential and it will open up new directions as well as potential for the development of the programme to acquire an even further international character and outlook.

The higher education institution ensures proper academic and social support.

Students find information about the academic support on the website of VAA. The content of the information presented on the website of VAA (www.vda.lt) consists of the following formal information: the study programme, its content and results, assessments of the subjects, elective subjects, timetables, the description of the assessment criteria, the possibilities of studying at universities abroad, etc. News relevant to the students, including changes to the schedule, are communicated to the students by e-mail or orally and by posting the information on the notice-board. The department's notice board and website, social networks accounts of the department are used to inform the students about possibilities to participate in exhibitions, contests, workshops etc. Since 2016 there is the Programme for the Promotion of Mental Health in VAA. If there is a need for a qualified psychological help, the students are advised to contact psychological support institutions in Vilnius city. In case of general health problems, the students can contact the physician assigned to them at the primary health care center. VAA has its own sports centre where students have opportunities to develop physical activities free of charge. The students of VAA receive discounts on museum, exhibition, transportation fees. Students who are not Vilnius residents may choose hostel accommodations located in the Old Town of Vilnius. Students are entitled to social and incentive scholarships as well as one-time social scholarship.

The system of assessing student achievements is clear, public and appropriate to assess the learning outcomes. The assessment criteria of the students' results are related to the learning outcomes of the Textile BA programme. The system and procedure of student assessment is

based on the principles of reliability, clarity and objectivity. The knowledge and skills of all the students of the programme are assessed by ten-point criteria-based system. (The system is based on the recommendations from the Ministry of Education and Science and the Study Regulations of the Academy). The Assessment system is clearly outlined in the SER (Page 34-35, including Table 13) and is publicly available to students online as well as through printed publications of the Academy. The ten point grading scale is applied: 10 (excellent); 9 (very good); 8 (good); 7 (highly satisfactory); 6 (satisfactory); 5 (sufficient). 4, 3, 2, 1 (unsatisfactory). The students are acquainted with the assessment criteria at the beginning of semester when discussing the assignments. Description of all the subjects and assessment criteria are available in the VAA information system. Feedback is regularly given to the students during the classes, practice sessions and individual consultations. During interim and final reviews feedback is based on the examples of works completed by the students. The reviews are open, with the students participating in them: course works are discussed, the projects presented are analysed.

Professional activities of the majority of programme graduates correspond to the expectations of programme operators and employers.

During the site-visit there was clear evidence of professional and outstanding creative work by the students. The employers gave extensive support for programme outcomes and the students abilities. They were satisfied with the graduates' professional textile artistic skills, but thought there could be some improvement in their marketing, business understanding and communication skills. The engagement with stakeholders, employers, graduates and social partners and the extended textile family that has been created by Textile Department of VAA is very valuable and supportive. The programme is recommended to establish links with international companies in the immediate regions, based nationally and further abroad to garner sponsorship, placement opportunities and employment opportunities.

The programme corresponds to the state economic, social and cultural and future development needs. Some study projects of the Textile BA programme directly respond to the needs of organisations in public and private sectors. According to the SER (p. 36, including table 14) on the basis of the data of the 2016 survey, on average 79% of the surveyed graduates (77%) of the programme Textile BA find jobs according to their specialty. Some of them set up small-sized individual business, but the majority works in textile companies in Lithuania. Some graduates are employed in the area of art and art curating or continue on MA studies in Textile. Participation in national and international exhibitions and competitions allow the students to introduce themselves to the future employers and society. The Programme is recommended to collect data and detailed knowledge going back at least five years of graduates destinations and career developments as an aid for programme development and an aid to future graduates.

Fair learning environment is ensured. Disabled students are participating in the programme at present. All premises used for the programme of Textile BA are adequate both size and quality and arranged in a convenient manner. There is a good library and open access to the labs and workshops. There is Moodle open-source learning platform and course management system in use. The ad-hoc adoption of Moodle means that it is not being used to its full potential by students or staff. More systematic use may decrease the need for time-consuming email messages for communicating information to students.

Students are provided opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures. This was evidenced during the meeting with students of the Textile BA programme, that they all knew about the possibility to complain. The procedure for re-taking subjects and examinations is defined in the Study Regulations of VAA. According to SER (p. 35) over the past 5 years, not a single complaint was received from students at the Textile Department. Student representatives met during the visit reported that they are provided with verbal feedback directly after evaluation and there are sometimes non-formal discussions about the criteria.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Administration and programme management were found to be well structured. There is a clear management plan and general regulations in the whole Academy, which has a strong vision for the future of the educational experience that wishes to offer to its students. The Textile BA programme has good leadership and is well supported by VAA, graduates, social and professional partners. The Head and the Coordinator of the Textile Department fulfil the administration functions. The Rector appoints the Head of the Department on the recommendation of the Dean for a five-year term of office. The Head of the Department manages the Department's activities and is responsible for the results, coordinates the activities of the Study Programme Committee, manages the department's property, distributes pedagogical workload, reports to the Academy in accordance with the procedure prescribed by the Senate and is a member of the Council of the Faculty. The meeting of the Department in which all its members who work as lecturers and who are engaged in scientific research work take part is the highest decision-making institution of the Department. Students elect chairpersons who manage decision-making within the groups, receive and forward information to the study programme committee, Students' Representative Council, administration, and organise various activities. Study Programme Committee has an important role in the system of quality assurance of studies in VAA.

Data and other information regarding programme implementation are collected and analysed periodically. The study quality is ensured by using constant feedback from the students, graduates, lecturers and the employers. Surveys of the students and graduates are mainly conducted in writing by filling in questionnaires. Surveys of the stakeholders and employers are conducted verbally. The lecturers of the programme also conduct individual surveys and discussions with the students upon completing the course in the subject being taught. The written feedback sheet for students could be redrafted to allow students a clearer indication of achievement in specific areas, such as experimentation, process, research, final outcome etc.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. The Study Programme Committee discusses learning outcomes, analyses feedback surveys and information on the program gathered in other forms, complaints of the students and teachers, and makes proposals for the elimination of weaknesses and renewal of the programme. Frequency of the Committee's meetings depends on the need to make changes to the programmes, but meetings are held at least twice a semester. Committee presents draft plan for the renewal of the programme at the Textile Department's meetings, and initiates joint decision-making regarding the amendment of the programme. The implementation of the plan is supervised by the Head of Department and the appointed member of the Committee. The achieved results are constantly verified and discussed at the Textile Department's meetings.

The evaluation and improvement processes involve stakeholders. The assessment of the external stakeholders has an impact on the study quality, on the changes in the study programme and on the programme management. The feedback from the stakeholders is received when inviting them to propose themes for the study programme that are relevant to the enterprises or organisations that they represent, and later when they express comments about the relevancy of the studies both orally and in writing about the final projects. Additionally, stakeholders are officially represented and are members of the Study Programme Committee.

The internal quality assurance measures are effective and efficient. The internal quality assurance system has been developed in accordance with the international and national quality requirements and agreements. Process of study programme administration and quality assurance is regulated by the Study Regulations of VAA, establishing the order of decision-making: the Department – the Study Programme Committee – the Methodological Commission of the Faculty – the Council of the Faculty – the group for studies of VAA – approval by the Rector's Office of VAA. In 2011 the Study Quality Division was established. In 2013 the Description of the Procedure of Internal Quality Assessment of the Study Programmes of VAA was approved. There is Ethics Committee functioning within the Senate of the VAA and Code of

Academic Ethics is approved by VAA in 2015. Since 2015 VAA has been a member of several international study quality networks of higher schools of arts, e.g., EDDA Norden.

The information about the study programme is public, relevant and easily accessible. Students confirm that they are well informed and information is sufficient to successfully complete their studies.

2.7. Examples of excellence

Students from the VAA textile BA programme were found to be very enthusiastic, energetic and highly motivated. They show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting, experimental and visually articulated, both in making as well as in concept. Some of students' projects and creative work have received international recognition through competitions and this is to be commended. Students and their work are very much supported by active teachers and the general creative atmosphere in Textile Department of VAA. Staff facilitates access to exhibitions, exchanges, foreign travel and conferences to support students' development. Furthermore more, the Department has initiated many good practices which are now integrated to the daily life and regulations of the VAA. For example 'Teachers club', where teachers talk about their methodology of teaching and discuss pedagogical problems. As well socially oriented projects (in cooperation with hospitals, prisons). Working with gymnasiums and secondary schools to promote student applications to the programme (there were 11 events reported during our visit, when Evaluation Team met senior administration of the Textile Department). Textile Department was initiator of opening the speciality studies and introduce inter- and cross-disciplinary studies in VAA.

The engagement with stakeholders, employers, graduates and social partners and the extended textile family that has been created is very valuable and supportive. Hosting international artists to lead workshops and projects for the students is very good practice in the Textile BA programme.

III. RECOMMENDATIONS

1. There is a need in the Textile BA programme to devote more attention to the subjects, which impart knowledge of the basics of business, marketing and management skills, entrepreneurship.

2. Consultation times for students with staff, particularly staff from other disciplines, should be regularised and publicised.

3. Establish a clear system for staff pedagogic development to enable teachers to gain insight and abilities in the latest developments in learning and teaching.

4. General descriptors from the national standards, Dublin Descriptors and Tuning Documents should be more closely related to the specialisation with confidence and clarity to enhance the depth of understanding of the aims and purposes of the programme and its content both as an educational, management and marketing tool.

5. Standard formats for written work including abstracts in English and references in English should be established.

IV. SUMMARY

The Textile BA programme has developed greatly over the last six years and many worthwhile innovations have been made and embedded. During the site visit the importance and content of the Textile BA programme was well defined by Senior Administration, the team responsible for the Self Evaluation Report (SER), the teaching staff, the students as well as stakeholders, employers and graduates. All those encountered emphasised the strength and character of the programmes professional contemporary artistic training in Lithuania and in general. Continuous thought is needed to define and re-define the purpose and unique qualities of the programme and to continuously consider the role of the programme as the definition is Textile BA programme biggest marketing tool. There are initiatives started by Textile Department and this must be very gratifying for the Programme Team to know that many of the things initiated in the department are now spread across the academy and embedded in the academy as a whole. This clearly shows there is also the chance for department to think about their own way of development and good practice of smaller unit will be introduced and implemented generally in the academy.

There was an understanding by the senior management of the need to market Textile BA programme and other programmes in the Academy more thoroughly in the Northern European region in neighbouring countries and nationally. The general descriptors from the national standards, Dublin Descriptors and Tuning Documents should be more closely related to the specialisation with confidence and clarity to enhance the depth of understanding of the aims and purposes of the programme and its content both as an educational, management and marketing tool.

There is a need to devote more attention to the subjects, which impart knowledge of the basics of business, self-marketing and management skills, entrepreneurship and presentation skills. This knowledge and the skills are essential and need to be integrated into the programmes not only as an additional subject. Research should be done about developing an incubation centre to develop intellectual property and product knowledge and innovation to add more value to the work of the students, researchers and professors.

Students from the VAA Textile BA programme were found to be very enthusiastic, energetic and highly motivated. They show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting, experimental and visually articulated, both in making as well as in concept. Some of students' projects and creative work have received international recognition through competitions and this is to be commended. Students and

graduates are very articulate about their support of the department and express great loyalty and a desire to contribute.

Students and their work are very much supported by active teachers and the general creative atmosphere in Textile Department of VAA. Staff facilitate access to exhibitions, exchanges, foreign travel and conferences to support students' development. The engagement with stakeholders, employers, graduates and social partners and the extended textile family that has been created is very valuable and supportive. The immense international activities which have always been a feature of the department is growing and reaping great benefits and increased skills and awareness. Hosting international artists to lead workshops and projects for the students is a very good practice in Textile BA programme.

The development of the Study Programme Committees has been fully realised and they have become an indispensable tool to manage the programmes more efficiently.

Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. Continuous enhancement and improvements must still be on the agenda of the Academy matching the development of new technologies and the industrial evolution. Students have some financial support to buy materials and the department seems to be able to purchase one new piece of equipment each year. The engagement of textile students across all the Academies facilities and labs is very good practice and the open attitude to the use of media and materials by textile students is enlightened. The relationship between traditional and contemporary practices is of great benefit and a sensible approach. The choice of writing modes, both creative writing and academic writing, of BA final works is a constructive methodology.

Data and detailed knowledge should be acquired going back at least five years of graduates' destinations and career developments as an aid for programme development and an aid to future graduates. The written feedback sheet could be redrafted to allow students a clearer indication of achievement in specific areas, such as experimentation, process, research, final outcome etc.

More systematic use of Moodle may decrease the need for time-consuming email messages for communicating information to students.

Establishing links with international companies in the immediate regions, based nationally and further abroad to garner sponsorship, placement opportunities and employment opportunities is strongly recommended.

V. GENERAL ASSESSMENT

The study programme *Textile* (state code – 612W10010) at Vilnius Art Academy 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	4
	Total:	21

*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:	Robert Baker
Grupės nariai: Team members:	Radu Andrei Pulbere
	Lylia Meister
	Jeffrey Dennis
	Jelka Geršak
	Rimantas Plungė
	Aneta Bačianskaitė

**VILNIAUS DAILĖS AKADEMIJOS, VILNIAUS FAKULTETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *TEKSTILĖ* (VALSTYBINIS KODAS – 612W10010) 2017-08-17
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-178 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos (Vilniaus fakulteto) studijų programa *Tekstilė* (valstybinis kodas – 612W10010) 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	4
	Iš viso:	21

* 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

Tekstilės bakalauro studijų programa per pastaruosius šešerius metus labai patobulėjo. Ją vykdant, buvo numatyta ir įdiegta daug įvairių vertingų naujovių. Apsilankymo metu vadovybė, savianalizės suvestinės rengėjų grupė, dėstytojai, studentai ir socialiniai dalininkai, darbdaviai bei absolventai gerai apibūdino tekstilės bakalauro studijų programos svarbą ir turinį. Visi, su

kuriais bendravo ekspertų grupė, pabrėžė programos profesinio mokymo šiuolaikinio meno srityje stiprumą bei išskirtinumą Lietuvoje, ir apskritai. Būtina nuolat galvoti, kaip apibūdinti ir iš naujo įvertinti programos tikslą bei unikalias ypatybes, nuolat vertinti programos vaidmenį, nes tikslo ir unikalios ypatybių apibrėžimas yra didžiausia tekstilės bakalauro studijų programos rinkodaros priemonė. Tekstilės katedra pradėjo įgyvendinti kelias iniciatyvas, ir programos sudarytojų grupei tikriausiai labai malonu, kad nemažai katedros inicijuotų naujovių paplito ir yra taikomos visoje akademijoje. Tai aiškiai parodo, kad katedra gali ieškoti savo būdų, kaip tobulėti, kad mažesnio jos vieneto geroji praktika gali būti įdiegta ir įgyvendinta apskritai visoje akademijoje.

Vadovybė supranta, kad tekstilės bakalauro studijų programą ir kitas Dailės akademijos programas reikia aktyviau reklamuoti Šiaurės Europos regione, kaimyninėse šalyse ir Lietuvoje. Bendrieji aprašai iš nacionalinių standartų, Dublino aprašai ir „Tuning“ dokumentai turėtų būti glaudžiau susieti su specializacija bei aiškiai ir užtikrintai padėti geriau suprasti programos tikslus, uždavinius bei jos turinį, kaip švietimo, vadybos ir rinkodaros priemonę.

Reikia skirti daugiau dėmesio dalykams, kurie suteikia žinių apie verslo pagrindus, verslumą, savireklamos ir vadybos bei pristatymų rengimo įgūdžius. Tokios žinios ir įgūdžiai yra labai svarbūs, ir juos būtina įtraukti į programas ne tik kaip papildomą dalyką. Reikia atlikti tyrimus dėl Inkubacinio centro sukūrimo, siekiant suteikti daugiau žinių apie intelektinę nuosavybę, produktą ir inovacijas, taip suteikiant studentų, tyrėjų ir profesorių darbui didesnę vertę.

VDA tekstilės bakalauro studijų programos studentai pasirodė labai entuziastingi, energingi ir ypač motyvuoti. Jie domisi galimybe įgyti naujų žinių ir demonstruoja projektus, kurie pripažinti įdomiais, eksperimentiniais ir vizualiai artikuliuotais tiek išpildymo, tiek idėjos prasme. Kai kurie studentų projektai ir kūrybiniai darbai pelnė tarptautinį pripažinimą konkursuose, ir tai tikrai pagirtina. Studentai ir absolventai aiškiai demonstruoja paramą katedrai, yra jai labai lojalūs ir trokšta prisidėti.

Studentus ir jų darbus labai remia aktyvūs dėstytojai ir bendra kūrybinė atmosfera VDA Tekstilės katedroje. Skatindamas studentus tobulėti personalas sudaro sąlygas jiems dalyvauti parodose, vykti į užsienio šalis ir konferencijas. Labai svarbūs yra ryšiai su socialiniais dalininkais, darbdaviais, absolventais ir socialiniais partneriais. Sukurta išplėstinė tekstilės šeima, kuri teikia daug paramos. Plati tarptautinė veikla, kuri visuomet buvo išskirtinė šios katedros ypatybė, toliau plečiama ir duoda puikių vaisių, stiprina įgūdžius ir sąmoningumą. Puiki tekstilės bakalauro studijų programos praktika yra kviečiamas menininkus iš užsienio vesti studentams seminarų ir vadovauti projektams.

Buvo įgyvendinta Studijų programos komitetų sukūrimo iniciatyva, ir komitetai tapo nepakeičiama priemone, siekiant efektyviau valdyti programas.

Materialioji bazė ir apskritai fiziniai ištekliai, įskaitant studijas, laboratorijas, dirbtuves ir biblioteką, atitinka labai aukštus standartus. Tačiau akademijos darbotvarkėje vis tiek turi būti numatytas nuolatinis gerinimas ir tobulinimas, atsižvelgiant į naujų technologijų vystymąsi ir pramonės evoliuciją. Studentai gauna tam tikrą finansinę paramą medžiagoms įsigyti. Atrodo, kad katedra kasmet pajėgia nusipirkti po vieną naują įrenginį. Galimybė tekstilės studentams naudotis visa akademijos materialiąja baze ir laboratorijomis yra labai gera praktika, o atviras požiūris į tekstilės studentų naudojamas žiniasklaidos priemones ir medžiagas yra pažangus. Labai naudingas ir praktiškas yra tradicinių ir modernių praktikų ryšys. Galimybė pasirinkti bakalauro baigiamojo darbo rašymo modulį – tiek kūrybinį rašymą, tiek akademinį rašymą – yra konstruktyvi metodika.

Siekiant labiau patobulinti programą ir padėti būsimiems absolventams, reikia ne mažiau kaip penkerius metus po studijų baigimo rinkti duomenis ir išsamią informaciją apie tai, kur absolventai dirba, kaip jiems sekasi darbe. Reikia pakeisti rašytinio grįžtamojo ryšio anketą, kad studentai galėtų aiškiau nurodyti savo konkrečios srities pasiekimus, kaip antai: eksperimentavimas, procesas, tyrimai, galutinis rezultatas ir kt.

Sistemiškiau naudojant virtualaus mokymosi aplinką „Moodle“, būtų galima sumažinti daug laiko užimančių elektroninių žinučių rašymo poreikį perduodant informaciją studentams. Labai rekomenduojama užmegzti ryšius su tarptautinėmis įmonėmis kaimyniniuose regionuose, veikiančiomis Lietuvoje ir užsienyje. Tai padėtų užsitikrinti finansinę paramą, suteiktų galimybę atlikti praktiką ir įsidarbinti.

<...>

III. REKOMENDACIJOS

1. Vykdamas tekstilės bakalauro studijų programą, reikia daugiau dėmesio skirti dalykams, suteikiantiems žinių apie verslo pradmenis, rinkodaros ir vadybos įgūdžius, verslumą.

2. Reikia suderinti ir paskelbti studentų konsultacijų su dėstytojais laiką, ypač su kitų dalykų dėstytojais.

3. Įdiegti aiškią personalo pedagoginio tobulėjimo sistemą, kad dėstytojai gautų įžvalgų ir gebėjimų, susijusių su naujausiais mokymosi bei mokymo srities pokyčiais.

4. Bendrieji aprašai iš nacionalinių standartų, Dublino aprašai ir „Tuning“ dokumentai turėtų būti glaudžiau susieti su specializacija ir aiškiai bei užtikrintai padėti geriau suprasti programos tikslus ir uždavinius bei jos turinį, kaip švietimo, vadybos ir rinkodaros priemonę.

5. Reikia nustatyti standartinius rašto darbų formatus, kuriuose būtų santrauka ir nuorodos anglų kalba.

<...>

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)