



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dizaino kolegijos  
**STUDIJŲ PROGRAMOS *GRAFINIŲ KOMUNIKACIJŲ*  
*DIZAINAS (653W21002)*  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *GRAPHIC DESIGN (653W21002)*  
STUDY PROGRAMME  
at Vilnius College of Design**

Grupės vadovas:  
Team leader: Prof. Costas Mantzalos

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Išvados parengtos anglų kalba  
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2013

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Grafinių komunikacijų dizainas</i>
Valstybinis kodas	653W21002
Studijų sritis	Menų studijų sritis
Studijų kryptis	Dizainas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Grafinio dizaino profesinis bakalauras
Studijų programos įregistravimo data	2011-05-12, 1-01-57

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Graphic Design</i>
State code	653W23006
Study area	Arts
Study field	Design
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3); Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor in graphic design
Date of registration of the study programme	2011-05-12, 1-01-57

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

**Vilnius College of Design** (hereinafter – VCD), **there the study programme of Graphic Communications Design** (hereinafter – GCD Programme) is being implemented, is the only private higher school in the area of arts in Lithuania. The outset of VCD dates back to 1997, the year of the foundation of Giedrė Fledžinskienė higher school of arts. The founder of the school was Giedrė Fledžinskienė, a lecturer at Vilnius Academy of Arts with a 28 years long experience of academic work. On 28.09.2005, the performance of the College community was highly positively evaluated by external experts, and awarded the right to reorganise the school into a public institution VCD, according to an Order of the Minister of Education and Science designating the institution as providing higher college-level education.

**VCD has its established mission and vision:** The **mission** of the College is to implement studies in the area of arts providing higher education by educating socially responsible specialists fostering cultural heritage and able to perform and work under the conditions of a multicultural society. The **vision** of the College is to be a dynamic and modern higher school integrated in the Lithuanian and European higher education area meeting the needs for the education and training of specialists in the area of arts.

**Since May 2012, the VCD is a member of the CUMULUS.** This international association joins 189 higher schools in the areas of arts, design and media studies, located in 46 countries of the world with more than 200,000 students. In Lithuania CUMULUS is represented by two higher education institutions, and one of them is VCD.

**The Department of Graphic Communications Design** at Vilnius College of Design was established on 2.08.2011. The purpose of the **GCD Programme** – to train highly qualified graphic design communications specialists – has been brought in line with the strategic objectives, mission and vision of the College. The GCD Programme belongs to the arts area of the design field studies.

**The Self Evaluation Report** (hereinafter – SER). The group drawing up the self-evaluation report of the GCD Programme (full-time and part-time study forms) Director appointed the leader of the self-evaluation group – Prof. Jonas Gudmonas. In November 2012, a group of lecturers carried out a self-evaluation of the GCD Programme. The self-evaluation exercise concluded that the programme complied with the requirements of the regulations for college-level study programmes, however, some selected aspects of the programme needed to be improved; therefore, the programme was accordingly adjusted having regard to the development of technologies and the needs and demands of the market. Starting with 29.05.2013 (Order No. V/12-44-1) admission to the part-time form of studies was terminated.

**The procedures of the external evaluation for the GCD Programme** were initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external evaluation peer group formed by the head Prof. Costas Mantzalos (Cyprus), Prof. Bernhard E. Burdek (Germany), Dr. Lylian Meister (Estonia), Andrius Ciplijauskas (Lithuania), and Kotryna Stasiukynaitė, student representative (Lithuania).

The Self Evaluation Report (hereinafter – SER) of the Programme was made available to the expert team in January 2014. The head of the expert team distributed the workload according to each expert's discipline and each member of the expert team examined the SER individually, preparing problem questions or discussion points. The experts obtained further information during the site visit in Vilnius on March 28<sup>th</sup> through interviews with Administration Staff, Staff responsible for preparation of SER, the teaching staff, students, employers and stakeholders. After the visit, on March 29<sup>th</sup> the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every area of the evaluation

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The professional BA in GCD Programme comes across with clear aims and learning outcomes and serves the purpose of developing professional visual communicators, oriented towards practical work, who will be employed in the local as well as the international industry. The overall objective of the programme has been brought into line with the strategic objectives, mission and vision of the College. The importance of the programme is well defined in the SER as well as by the staff during on site visit, giving emphasis on the uniqueness of its character as a young, fresh and experimental design programme. This is an interesting point, which needs to be explored further. The college may look into strategic planning not only to establish a regional centre for design education, but also to open up to the rest of the world and also attract international candidates.

Objective and specific information on the study programmes implemented at VCD, including the GCD Programme, as well as the qualifications awarded by the programmes is posted at the website of the VCD ([www.dizainokolegija.lt](http://www.dizainokolegija.lt)). The information on all programmes implemented by the VCD is also presented in the internet website of the Open vocational information, counselling, and guidance system (AIKOS) (<http://www.aikos.smm.lt/aikos/index.htm>), annual national publications "Kur stoti", "Kur mokytis ir persikvalifikuoti". Kaip įsidarbinti", "Kur mokytis". Information publication of the College is available both in Lithuanian and English languages. Information is also offered at the annual higher schools fair "Education. Studies. Career" in Vilnius and Kaunas. VCD provides the opportunity to receive information as well directly in the College, having the "open door days" all year round.

Both the aims of the VGD Programme as well as the learning outcomes are based on both the academic and professional requirements of the professional BA. During our visit to the VCD the strong support to the programme was expressed by social partners and stakeholders. According to the SER the needs of the society and the labour market prompted the establishment of the programme and defined its content and the nature. The College carried out a survey to identify the need and demand for specialists of graphic communications design among a range of companies working in the area of graphic communications design, i.e., advertising agencies, design studios etc. The responding companies confirmed the demand in the market for specialists in the area and replied to questions concerning the relevance of the competences and abilities developed by the GCD study programme for a specialist of graphic communications design. A summary of the overall results shows that the competences and abilities of a graduate of the GCD study programme will be relevant or very relevant for all social partners that participated in the survey.

Still we have to mention, that there has not been yet a single graduation class, as the programme was launched on 1.09.2011, therefore graduates of the programme are difficult to define.

The objectives of the professional BA GCD Programme comply with the requirements for the higher education of the European Union and the Republic of Lithuania (6 qualification level). The GCD Programme has been developed having regard to the objectives of the Bologna Declaration. The learning outcomes of the GCD Programme are compliant with the requirements prescribed for the first – professional bachelor – study cycle at the college. As the programme has no graduates yet, our team couldn't see the diploma works. The student works we saw (year 1.-3.) we found to be creative and experimental matching the real scope of GCD.

There is good and clear compatibility between the name of the programme and the learning outcomes, content and the qualification that is offered. The title reflects the content of the programme, the qualification degree awarded and defines the field of study. This study programme can be characterized as professional BA curricula offering students skills and knowledge needed to become graphic communication designer in industry (advertising agencies, media, press, advertising, individual project activities).

## ***2. Curriculum design***

According to the Accreditation Teams' best knowledge and understanding provided by SKCV and the Self Evaluation Report, the programme 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.

The study programme of GCD has been compiled following the Orders of the Minister of Education and Science of the Republic of Lithuania, which govern the process of science and studies. The volume of the study programme is 180 ECTS credits that are covered during 3 years of studies, 30 credits per semester. Since 2013, VCD has terminated the part-time studies of the GCD Programme; however those admitted in previous years continue studying according to the study programme approved in 2011.

In terms of content subjects of the programme design are classified into three groups. All groups of subjects of the graphic communication design are interrelated: 1) General college study subjects (15 ECTS); 2) Study field subjects (135 ECTS); Elective and freely-elected subjects (30 ECTS).

According to the descriptor of the general requirements for the programmes of degree first cycle and integrated studies: practicum placements (30 ECTS); total subjects in a semester – 7; total credits in a semester – 30 ECTS; graduation paper (projects) – 12 ECTS.

There is a very clear spread of subjects throughout the 6 semesters through 3 years of the programme. The workload per semester is 30 ECTS. The design of the curricula follows academic patterns of most professional BA programmes internationally. Each semester consist of not more than 7 subjects. It starts from the stage of Art and Design foundation introducing students to fundamentals of drawing, visualization and expression, basic typography and composition and progresses with visual communication problem solving, focusing both on the theoretical as well as practical skills and to bigger number of self study towards the end of the 3-year cycle.

The curriculum design follows a sequence, which matches other design programmes both locally as well as internationally. Specialists of graphic communications design are trained according to the learning outcomes defined in the programme and peculiarities of the future areas of professional activities (advertising agencies, media, press, advertising, individual project activities). The learning outcomes of the GCD Programme are compliant with the requirements prescribed for the first – professional bachelor – study cycle at the college.

Although this is a professional BA, which is practical based, the curriculum through its existing structure should accommodate additional input and provision of art and design theory with greater reference to semiological theories ranging from Barthes to Eco to Baudrillard as well as design criticism. This input should also be reflected in bibliographical terms with some more books in the library.

The aim of the curriculum is to provide students with the theoretical basis and develop practical skills of the specialty striving to achieve the anticipated learning outcomes necessary for a Professional Bachelor in GCD, i.e. to acquire general, professional and special competences. The curriculum is supported by opportunities offered through optional studies and the freedom to participate in a range of extra curriculum activities, often together with the social and industrial partners – projects, exhibitions etc. This allows students to develop a strong and appropriate integration between theory and practise in their work.

The study programme is compiled to train a graphic communication design specialist. The compulsory subjects provide the general basis for the specialty of a graphic communication designer. The subjects are distributed in logical way from general knowledge to more professional skills. During our visit we found students works to be very creative and experimental matching the real scope of GCD.

Generally the programme reflects the latest achievements in science, art and technology. The summary of the overall results of the survey, the College carried out among a range of companies working in area of graphic communication design, shows that the

competences and abilities of a graduate of the GCD study programme will be relevant or very relevant for a specialist of graphic communications design. The GCD Programme was updated consistently, based on the internal expertise of the College, taking into account the experience of other Lithuanian and foreign schools training specialists in the area, and the needs of the market. The subjects of each semester were analysed on a case-by-case basis and then methodically interconnected by composing a system of interrelated and mutually complimenting subjects. Significant attention in the course of the studies was dedicated to the subject of publishing and electronic publishing area. The digital technologies subject is dedicated to introduce students to digital computer technologies, image digitalisation, editing, archiving, image manipulation possibilities and the creation of special image effects using a video assembly programme, transfer from the static 2D graphics into the dynamic 3D graphics that seems indispensable in the modern art world. At the same time, although this is professional bachelor programme the theory part of programme could be enhanced according the suggestions made above in this analysis.

### *3. Staff*

The teaching staff implementing the study Programme is compiled according to Description of General Requirements of The Degree-awarding First Study Cycle and Integrated Studies approved by the Minister of Education and Science of the Republic of Lithuania.

The lecturers who work in the study programme have acquired at least Master or Equivalent to Master Degree in relevant areas of the content of the programme. Teachers at the College are practitioners, professionals working in the area of graphic design, publishing, photography etc., having significant experience in creative and organisational work. The composition of the academic staff of different age groups creates adequate conditions for the teachers to exchange and take over the most diverse expertise. A sufficiently young age of most teachers is conducive to their immediate communication with the students. Since the GCD Programme has been implemented for two years only, some teachers are still only in the process of accumulating their methodological expertise, naturally this takes time. During our visit teaching staff came across as devoted and committed towards teaching and learning, bringing their own good practice into the programme. There was clear understanding on the structure of the faculty who works like a community in a collective as well as in a diverse mode.

According to the SER there were 1 professor, 4 associated professors, 12 lecturers and 1 assistant at the College 2012/13. In Graphic communication design total number of lecturers in full-time studies was 13 in 2012/13 and in part-time studies 9. The ratio of full-time and part-time students and lecturers in Graphic communication design program was 7:1 (full time) and 2:1 (part-time). During our visit we were explained, there are 120 teaching staff members in VDC (both full time and part time) 2013/14. The description of general requirements for study programmes does not regulate the number of full-time and invited lecturers. We found the number of the teaching staff very good to ensure learning outcomes. During our visit to the VCD we found the proportion of young and experienced lecturers in good balance.

The VCD was a partner in implementing the project "Improvement of general and special competences of teachers seeking to promote the use of innovative learning methods in the teaching process" No.VP1-2.2.ŠMM-07-K-01-123 that was coordinated by Kolding College (2011-2012). The purpose of the project was to enhance the general and special competences of teachers, improve their abilities to adapt to the ever changing knowledge society and promote life-long learning activities. The implementation of the project included different training activities for teachers. There is the plan to apply and practically implement more diversified forms of professional development of the academic staff of the College, promote the lecturers to seek academic degrees, academic titles by allocating financial support from the College resources. As well mobility of the teachers still needs to be further developed both in terms of

numbers, as well as ensuring the proximity of the themes related to the mobility to the objectives of the activities of the College.

According to the CV-s attached to the SER, all teaching staff is actively involved in research and practise and there is evidence of active participation in various local and international conferences, exhibitions, fairs, contests and other events.

#### ***4. Facilities and learning resources***

VCD facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. The premises are well suited for delivering lectures, practical classes and for independent work of students. VCD has created for students of GCD Programme appropriate conditions for work and use special purpose premises. Full-time and part-time students use the same premises and facilities. Theory lectures are delivered in three rooms each accommodating from 60 to 80 persons. The lecture rooms are equipped with the full-set of required equipment (multimedia projectors, projector screens, DVD player, writing boards), also desk computers. Also, if necessary, portable grapho-projectors, multimedia projectors or a lap top computer may be brought into the rooms. At the time no lectures are taking place in the rooms, they may be used by students for independent work. Students may also at any time use the scanners.

To perform their learning assignments students of GCD Programme may use two specialised computer rooms each with 21 Apple iMac computers with the required software package and also two more rooms, each having 15 computers. Also photography studio is available in good size and quality.

Still we suggest that continuous enhancement and improvements must always be on the agenda of the college matching the development of new technologies and the industrial evolution. We would also like to recommend that the addition of an in house printing facility would contribute more to the educational experience of the students.

After the IV semester of the second year students of the GCD Programme are assigned to speciality practise placement. The practise placement is ordinarily arranged at media companies, advertising agencies, publishing houses, production graphic design companies, etc. The College creates favourable conditions for active and initiative students to acquire some practical skills at companies also outside the placement time. Students are encouraged to get more actively engaged in creative-project activities right from the II semester of the 1st year.

The number of places for the placement of students of the GCD Programme is sufficient. For their practise training students are assigned at different companies (UAB Arfix, UAB Diekou, T. Danilevičiaus dizaino studija, UAB ALT reklama, UAB COWI Lietuva, children' journal Tipu Tapu, UAB Topforma, UAB Juicy Square). Students may also complete their practise placement abroad. In 2012–2013, F. Miežytė was appointed for her practise in Spain, and G. Elmonas in Great Britain.

VCD has a library-reading room providing students and the academic staff with academic reference sources. The library accumulates reference sources and information publications related to the subjects relevant for the study programme. Since 2011, the VCD is a member of the information infrastructure to support research and studies of the Lithuanian research library consortium. This membership authorises the VCD to post the descriptors of the books held at the VCD library in the electronic catalogue of Lithuanian colleges Aleph. The library-reading room has 26 working places arranged, of which four working places have internet access. In the library-reading books students are provided with a possibility to print (scan) documents, or make copies of any material using the printer available in the premises. Most students use in the College their personal lap top computers, as the premises provide wifi internet access. The Information Department of the library has accumulated a collection of new and valuable publications, required for the quality implementation of the GCD Programme.



Still we would like to recommend to provide more reading of art and design theory with greater reference to semiological theories ranging from Barthes to Eco to Baudrillard as well as design criticism.

During our visit we heard that students would appreciate having the sports facilities in VCD. Although this is not a strategic or curricula issue for a design college we still think that some help could be provided for GCD Programme and VCD students to find resources and possibilities in Vilnius city to practice sport activities.

## ***5. Study process and student assessment***

The GCD Programme admits students that have successfully graduated and acquired secondary education. The admission score is structured according to the criteria for the formation of the general admission score set forth by the Ministry of Education and Science of the Republic of Lithuania. The procedure for the selection for the fee-paying studies is established by the Rules of the admission to the College drawn up in accordance with the legal acts and regulations of the Ministry of Education and Science.

Starting from 2011, when the GCD Programme was included into the LAMA BPO general admission system, the admission score is structured according to the following criteria: 1) Examination score of the Lithuanian language (accounts for 20% of the weighted coefficient); 2) Annual score of the foreign language (10% of the weighted coefficient); 3) Annual score of information technologies (10% of the weighted coefficient); 4) The entrance examination (60% of the weighted coefficient).

There is a good structure and organization of the study process, similar to the other professional bachelor programmes internationally and a strong student-centred approach to learning and participating in projects. Study process starts from the basics of Art and Design and progresses to the visual communication problem solving, focusing both on the theoretical as well as practical skills.

According to the SER, within the framework of the studies efforts are taken, next to the study subjects and assignments, to involve students in creative-project activities at the College and beyond it. This provides to the students conditions to acquire factual experience of their future activities. In 2011-2013, students of the GCD Programme were participating in 7 different activities: cultural events, exhibitions, visual advertisements, projects, competitions. 1st and 2nd year students of the GCD Programme are active participants of the independent professional activities. Current students were found to be very enthusiastic and motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting and visually articulated, both in making as well as in concept. From interview with them became clear, that they are active in various activities.

The VCD promotes its students to join the ERASMUS mobility programme by choosing partial studies or a foreign institution for practical placement, participate in different Erasmus projects and activities. During our visit it was noted that a big number of students of the GCD Programme have participated or wish to participate in the Erasmus mobility scheme.

VCD has signed 41 bilateral cooperation agreements on student, teacher and administration staff mobility (8 for GCD). We would encourage even more agreements, with as many countries as possible, as we strongly feel that mobility is very essential and it will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

Upon a request and a submission of a written reasoned application VCD may arrange for the applicant to study according to an individual schedule. This possibility to attend lectures according to an individual time-table is specifically relevant for working students or those raising little children. When compiling such plan in individual cases the duration of the studies may be accordingly extended. The study fee in such cases is computed according to the number of selected study credits.

The Career Centre of VCD was established in 2012, and it provides the students the career counselling and information services. Since April 2012, VCD has been participating in the project "Ensuring study access for students with special needs" supported by the European Social Fund. Students at VCD have a possibilities to receive financial support: they are paid incentive and social scholarships, may be awarded loans, support is available to the disabled, children of emigrants and of foreigners of Lithuanian origin, also to grandchildren, and grand-grand children.

The purpose of the evaluation of student performance the College applies an accumulative evaluation system that consists of interim review reporting, activity at lectures and the final accounting at a review. Individual parts of an accumulated score may vary according to proportions as defined in the description of a course unit. Review is levelled up to an examination, testing, portfolio, examination or a differentiated credit. The criteria for assessment of the study subject are clear and adequate, tied up with the learning outcomes. They are written down in course units descriptors. Students are always informed about methods of assessment of their achievements, criteria for assessment, the strategy of assessment, requirements for attendance.

## **6. Programme management**

According to the SER the College implemented the Quality Management System (QMS) based on the requirements of the ISO 9001:2008 standards. The VCD operates as a formed and regularly improved management system embracing all units of the academic and administrative staff. All most important academic issues are dealt with by the supreme body of meetings – the Academic Council of the VCD.

The GCD Programme is implemented following the general principles and requirements of the VCD management system. In its activities the management of the programme adheres to the following principles: 1) publicity and transparency; 2) reconciliation of collegiality and personal responsibility. All members of the programme management are invited to participate in taking important decisions on amendments and improvement of the programme. Those processes are public, transparent and providing opportunities to all teachers of the programme to be engaged in the decision making process. The management of the programme maintains close relations with the Director of the College, Director for Academic Affairs and other administrative divisions.

During our visit to VCD we found administration and programme management to be well structured. There is a strong management plan in the whole college, which has a strong vision for the future of the educational experience that wishes to offer to its students. The professional BA in GCD Programme is lead by an enthusiastic and lively professional, and it is well supported by faculty as well as the whole college.

The performance of the College is subject to an on-going internal monitoring (e.g., reviews of the works of the students, observation of the lectures delivered by the College teachers). College regularly launches a survey among the students on the qualification and the working methods of the College teachers. The College collects and systematises the information obtained from replies to questionnaires. Efforts are made to obtain a clear picture about the institution, individual programmes, and the qualification of its teachers.

Self-evaluation process with systemic recording of feedback brings to regular updating of subjects and professional development of lecturers. The realisation of the programme is related to the views of the teachers towards the learning performance of the students, and the view of the students towards quality and the competences of the teachers. We saw that the GCD department makes improvements very quickly and even in this short period when programme is existing some changes were done to improve the programme.

Stakeholders seem to be involved to GCD Programme improvement both in formal and informal way. Informal feedback reflects from the internships and projects, there the stakeholders are involved. The Quality model is made up of 8 areas of the study quality with the respective set of indicators for each area: mission of the College; objectives (appropriateness);

studies administration (efficiency); support to students (efficiency); performance of students (academic, professional and personal development); qualification of the academic staff (appropriateness and further improvement), material resources (appropriateness, adequacy and accessibility); external relations (usefulness and development); assurance of the study quality (efficiency). This approach is consistent with the composition of the external self-evaluation methodology.

VCD has implemented and improved its internal study quality system and we found it outstanding. On the basis of the quality assurance model implemented at the VCD, all the programmes there are subjected to self-evaluation every three years. VCD acts in accordance with the studies quality assurance system of the European Higher Education Area, has adopted its quality improvement strategy, and the Quality Manual that is publicly accessible for members of the community. With a view to enhancing the quality of studies and improving the administrative performance VCD prepared Project No. VP1-2.1-ŠMM-04-K-02-007 "Enhancement of the study efficiency at Vilnius College of Design", and on the basis of the project, implemented the quality management system according to the requirements of ISO 9001 standard, the principles of the Total Quality Management (TQM), and of the European Foundation for Quality Management excellence model based on the EU Member States practice. For the purpose of an efficient measurement, consolidation and monitoring of the indicators, the College operates an IP system developed specifically for the needs of the College, and able to ensure an efficient management of the indicators.

### III. RECOMMENDATIONS

1. Further development, continues enhancement and improvements of physical resources is always needed. We would like to recommend that the addition of an in house printing facility would contribute more to the educational experience of the students.
2. It was noted that a big number of students of GCD Programme have participated or wish to participate in the Erasmus mobility scheme. There are a number of Erasmus bilateral agreements, but we would encourage to have even more, specially in GCD Programme, with as many countries as possible. The team of experts strongly feels that mobility is very essential and it will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.
3. Although GCD Programme is a professional BA, which is practical based, the curriculum through its existing structure may accommodate additional input and provision of art and design theory with greater reference to semiological theories ranging from Barthes to Eco to Baudrillard as well as design criticism. This input should also be reflected in bibliographical terms with some more books in the library.

### IV. SUMMARY

The professional BA in GCD Programme comes across with clear aims and learning outcomes and serves the purpose of developing professional visual communicators who will be employed in the local as well as the international industry. The importance of the programme is well defined in the SER as well as the staff, giving emphasis on the uniqueness of its character as a young, fresh and experimental design programme. This is an interesting point, which needs to be explored further. The College may look into strategic planning not only to establish a regional

centre for design education, but also to open up to the rest of the world and also attract international candidates.

The curriculum design follows a sequence, which matches other design programmes both locally as well as internationally. It starts from the stage of Art and Design foundation introducing students to fundamentals of drawing, visualization and expression, basic typography and composition and progresses with visual communication problem solving, focusing both on the theoretical as well as practical skills. The work was found to be very creative and experimental matching the real scope of GCD. Although this is a professional BA, which is practical based, the curriculum through its existing structure may accommodate additional input and provision of art and design theory with greater reference to semiological theories ranging from Barthes to Eco to Baudrillard as well as design criticism. This input should also be reflected in bibliographical terms with some more books in the library.

Teaching staff came across as devoted and committed towards teaching and learning, bringing their own good practice into the programme. There was clear understanding on the structure of the faculty who works like a community in a collective as well as in a diverse mode.

Current students were found to be very enthusiastic and motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting and visually articulated, both in making as well as in concept. It was noted that a big number of students have participated or wish to participate in the Erasmus mobility scheme. There are a number of bilateral agreements and we would encourage even more, with as many countries as possible. The team of experts strongly feels that mobility is very essential and it will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

Administration and programme management were found to be well structured. There is a strong management plan in the whole college, which has a strong vision for the future of the educational experience that wishes to offer to its students. The professional BA in GCD is lead by an enthusiastic and lively professional, and it is well supported by faculty as well as the whole college.

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 always be on the agenda of the college matching the development of new technologies and the industrial evolution. We would also like to recommend that the addition of an in house printing facility would contribute more to the educational experience of the students.

Generally speaking the programme although only in its third year of operation, is at a positive point where there is great potential, and real new niche, and everyone involved in this, needs to make a point of exploiting all possibilities in pushing the programme further.

## V. GENERAL ASSESSMENT

The study programme *Graphic Design* (state code 653W21002) at Vilnius College of Design is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	<b>Total:</b>	<b>22</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:

Prof. Costas Mantzalos

Grupės nariai:

Team members:

Prof. Bernhard E. Burdek

Prof. Lylian Meister

Andrius Ciplijauskas

Kotryna Stasiukynaitė

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus dizaino kolegijos studijų programa *Grafinių komunikacijų dizainas* (valstybinis kodas – 653W21002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>22</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)

&lt;...&gt;

**IV. SANTRAUKA**

GKD profesinio bakalauro studijų programoje nustatyti aiškūs tikslai ir studijų rezultatai. Jos paskirtis – rengti vizualinės komunikacijos profesionalus, dirbsiančius vietas ir tarptautinėje pramonėje. Savianalizės suvestinėje studijų programos svarba ir dėstytojų kompetencija tinkamai apibrėžti, pabrėžiant jos, kaip naujos, naujoviškos ir eksperimentinės dizaino programos, pobūdžio unikalumą. Tai įdomus dalykas, kurį reikėtų panagrinėti išsamiau. Kolegija galėtų daugiau dėmesio skirti strateginiam planavimui ne tik tam, kad taptų regioniniu dizaino mokymo centru, bet ir atsivertų visam pasauliui ir pritrauktų tarptautinius kandidatus.

Studijų programa sudaryta tokia pat seka, kaip kitos vietos ir tarptautinės dizaino studijų programos. Ji pradama nuo meno ir dizaino pagrindų, supažindinant studentus su piešimo, vizualizacijos ir raiškos, tipografijos ir kompozicijos pagrindais ir pereinant prie vizualinės komunikacijos problemų sprendimo, dėmesį sutelkiant tiek į teorinius, tiek į praktinius gebėjimus. Nustatyta, kad veikla yra labai kūrybiška ir eksperimentinė, atitinka realią GKD aprėptį. Nors tai profesinės bakalauro studijos, kurių pagrindas – praktika, į dabartinę studijų programos struktūrą galima papildomai įtraukti meno ir dizaino teorijos dalykų, daugiau dėmesio skiriant semiologijos teorijoms nuo Rolando Bartheso iki Umberto Eco ir Jeano Baudrillardo. Tai taip pat turėtų atsispindėti bibliografijoje, plečiant bibliotekos knygų fondus.

Dėstytojai yra pasiaukoję ir atsidavę mokymui ir mokymuisi, programoje dalijasi geriausia savo profesine patirtimi. Dėstytojų, kurie kolektyviai dirba kaip bendruomenė, taip pat kitais būdais, struktūra buvo labai aiškiai suprasta.

Nustatyta, kad dabartiniai studentai yra labai entuziastingi ir motyvuoti. Atrodo, kad nori įgyti naujų žinių. Jie demonstravo projektus, kurie buvo įdomūs ir vizualiai išraiškingi tiek gamybos, tiek koncepcijos prasme. Pastebėta, kad daug studentų dalyvavo arba nori dalyvauti *Erasmus* mobilumo programoje. Sudaryta daug dvišalių susitarimų, tačiau ragintume jų sudaryti dar daugiau su kuo daugiau šalių. Ekspertų grupė laikosi tvirtos nuomonės, kad mobilumas yra

būtinai ir kad jis sudarys sąlygas naujoms studijų programos plėtojimo kryptims ir atskleis jos potencialą, kad ji įgytų tarptautinį pobūdį ir perspektyvą.

Nustatyta, kad administracijos ir studijų programos vadybos struktūra yra gera. Parengtas geras visos Kolegijos valdymo planas, kuriame numatyta tvirta ateities vizija, susijusi su studijų patirtimi, kurią norima pasiūlyti studentams. GKD profesinio bakalauro studijų programai vadovauja entuziastinga ir energinga profesionalė, ją taip pat palaiko dėstytojai ir visa Kolegija.

Patalpos ir materialieji ištekliai apskritai, įskaitant studijas, laboratorijas, seminarų patalpas ir biblioteką, yra labai geros būklės. Kolegijos darbų sąrašė turėtų būti numatyta, kad šie ištekliai ir toliau turėtų būti plėtojami, gerinami, siekiant prisitaikyti prie naujų technologijų ir pramonės raidos. Taip pat norėtume rekomenduoti Kolegijai įsigyti spausdinimo įrangos, kuri pagerintų studentų studijų patirtį.

Apskritai, nors studijų programa teikiama tik trečius metus, ji pasiekusi tokį etapą, kai jos potencialas yra didelis ir ji turi realią naują nišą, o visiems programoje dalyvaujantiems reikia išnaudoti visas galimybes ją toliau plėtoti.

### III. REKOMENDACIJOS

1. Materialiuosius išteklius visada reikia toliau plėtoti, nuolat tobulinti ir gerinti. Norėtume rekomenduoti Kolegijai įsigyti spausdinimo įrangos, kuri pagerintų studentų studijų patirtį.
2. Atkreiptas dėmesys, kad daug GKD studijų programos studentų dalyvavo arba nori dalyvauti *Erasmus* mobilumo programoje. Sudaryta daug dvišalių *Erasmus* susitarimų, tačiau ragintume jų sudaryti dar daugiau, ypač skirtų GKD studijų programai, su kuo daugiau šalių. Ekspertų grupė laikosi tvirtos nuomonės, kad mobilumas yra būtinas ir kad jis sudarys sąlygas naujoms studijų programos plėtojimo kryptims ir atskleis jos potencialą, kad ji įgytų tarptautinį pobūdį ir perspektyvą.
3. Nors GKD studijų programa suteikia profesinį bakalauro laipsnį, kurio pagrindas – praktika, į dabartinę studijų programos struktūrą galima papildomai įtraukti meno ir dizaino teorijos dalykų, daugiau dėmesio skiriant semiologijos teorijoms nuo Rolando Bartheso iki Umberto Eco ir Jeano Baudrillardo. Tai taip pat turėtų atsispindėti bibliografijoje, plečiant bibliotekos knygų fondus.

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