



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS DAILĖS AKADEMIJOS  
STUDIJŲ PROGRAMOS *DIZAINAS* (*valstybinis kodas -*  
*621W20001*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *DESIGN*  
(*state code - 621W20001*)  
STUDY PROGRAMME  
at VILNIUS ACADEMY OF ARTS

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

|  |                            |
|--|----------------------------|
| Studijų programos pavadinimas                        | <i>Dizainas</i>            |
| Valstybinis kodas                                    | 621W20001                  |
| Studijų sritis                                       | Menai                      |
| Studijų kryptis                                      | Dizainas                   |
| Studijų programos rūšis                              | Universitetinės studijos   |
| Studijų pakopa                                       | Antroji                    |
| Studijų forma (trukmė metais)                        | Nuolatinės (2)             |
| Studijų programos apimtis kreditais                  | 120                        |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Dizaino magistras          |
| Studijų programos įregistravimo data                 | <b>1997-05-19, Nr. 565</b> |

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## INFORMATION ON EVALUATED STUDY PROGRAMME

|   |                                |
|---|--------------------------------|
| Title of the study programme                        | <i>Design (product design)</i> |
| State code  | 621W20001                      |
| Study area  | Arts                           |
| Study field   | Design                         |
| Type of the study programme                         | University studies             |
| Study cycle   | Second                         |
| Study mode (length in years)                        | Full-time (2)                  |
| Volume of the study programme in credits            | 120                            |
| Degree and (or) professional qualifications awarded | Master of Design               |
| Date of registration of the study programme         | 19-05-1997, No. 565            |

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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   | List of Names of all participants from the Senior Management team, SER team, Teaching Staff team, Graduates and Partners teams |
| 2   | Catalogues of End of the Year Students’ works  |
| 3   | Annual Report Book of the Academy  |
| 4   | Catalogue of Awarded Works of Students’ Design Projects  |

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

The MA Design Study Programme (hereinafter Programme) is carried out at Vilnius Academy (hereinafter the VAA), in the Faculty of Vilnius (hereinafter the Faculty). Vilnius Academy of Arts is a state higher education institution of the Republic of Lithuania, a public legal person functioning as a public establishment. Its official address is 6 Maironio St., LT-01124 Vilnius, Lithuania. The self-governing bodies of VAA consist of the Council, Senate and Rector.

The main activity areas of the Academy are education, artistic creation, artistic and scientific research, and dissemination of culture. The main activity types include the implementation of university study programmes of all cycles, artistic and scientific research, experimental (social, cultural) and technological development.

VAA community perceives itself as an educational institution of visual art and design which is recognised by the fostered values, has a socially-oriented highly qualified artistic pedagogical staff, aims to implement modern art technologies and is able to prepare professional artists who can compete in the arts market. The most talented graduates of the Academy constitute a considerable part of Lithuania's cultural elite whose creative work is known and appreciated in the European and world context.

VAA consists of the following divisions: the Council, the Rector's Office, the Senate, the Faculty of Graduate and Postgraduate Studies, Faculties of Vilnius, Kaunas, Klaipeda and Telšiai, administrative, science and art divisions, practice and leisure centres, culture and sports centres etc.

The Self Evaluation Report (hereinafter – SER) of the Programme was made available to the expert team in February 2015. The experts obtained further information during the site visit in Vilnius on May 13-15<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 Saturday May 16<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.

### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *Wednesday 13<sup>th</sup> of May until Friday 15<sup>th</sup> of May 2015*.

- 1. Prof. Costas Mantzalos (team leader)** *Frederick University, Dean of the School of Architecture, Fine and Applied Arts, Cyprus.*
- 2. Prof. Lylian Meister**, *Estonian Academy of Arts, Dean of the Faculty of Design, Estonia.*
- 3. Ms Pirjo Kääriäinen**, *Aalto University, Designer in Residence, Finland.*
- 4. Ms Kari B. Johnsen**, *Bergen Academy of Art and Design, Director of Quality Assurance and Enhancement, Norway.*
- 5. Ms Ieva Ševiakovaitė**, *Public Institution "LT-Identity", Partner and Designer, Lithuania.*
- 6. Ms Ingrida Kaliukevičiūtė**, *student of Vilnius College of Technologies and Design study programme Interior Design.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

There is a thorough definition and clear outline of the programme's aims and learning outcomes, which were also matched and correlated with the teaching areas/modules. The aims and learning outcomes are readily available and publicly accessible through the Academy's website as well as through the publicity material published by the Academy. The Master study programme in Design educates professional designers who have creative, analytical and critical thinking, broad views, good communication skills, who are able to combine most modern elements of science and art, take an active part in the processes of social and cultural life and critically evaluate the established practices and on-going processes in the community, who already during the process of their studies are able to re-evaluate the existing standards and constantly seek for new creative concepts.

It became evident after the visit that students of the MA programme in Design are equipped with all possibilities to deepen their knowledge and develop their skills to investigate complex socio-cultural, socio-economic, technological problems of the product and spatial design and to offer innovative ways of solving them.

The aim the programme matches the profile of students in being educated designers, researchers, design experts, and creative and responsible personalities.

Both the aims of the programme as well as the learning outcomes are based on both the academic and professional requirements. The divisions of VAA carried out self-assessment oriented towards the content of the demand for postgraduate design studies. The distribution and extent of creative activities of the students and graduates of in the city and generally the country and region testified to the necessity of design studies and significance for further development. The need for the programme is supported by the following indicators: a considerable experience accumulated by VAA Faculty in organising Master studies, experienced academic staff, including renowned scientists and artists, a wide network of cultural institutions and business enterprises, experience of design and product firms in the area showing the need for professional designers.

The learning outcomes meet the requirements for the provision of a MA level education. This needs to be substantiated in the future years so that the programmes own dynamics and specific qualities can be realised. The Master study programme of Design is a direct response to the socio-cultural infrastructure development prospects in Lithuania and the demand for design creators, because it is oriented towards the education of product design specialists, i.e. those who use different artistic and technical means to solve the problems of the presentation of design content. No similar Master study programme is implemented in Lithuania.

There is generally good compatibility between the name of the programme and the learning outcomes, content and the qualification that is offered. The key word in the title reflects the content of the Programme, the qualification degree awarded and defines the field of study. This is a programme that can be characterized as quite interdisciplinary offering students knowledge about modern design technologies, management, sociology, design theory and history, findings of artistic and scientific research and integrating that knowledge in their creative endeavours. Students are taught to analyse and critically evaluate a certain situation and related social processes and their interpretations in literature, expand their understanding

of European social and cultural history and current developments, be aware of cultural and creative similarities and differences of various countries.

## **2.2. 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 plan of the Master study programme of Design was compiled in accordance with the requirements of VAA Study Regulation and legal acts of the Republic of Lithuania (Law on Higher Education and Research, General Requirements for Master Degree Study Programmes, Descriptor of Study Cycles, Description of the Lithuanian Qualifications Framework, etc.) and taking into account the Description of Study Programmes in the Field of Design.

There is a very clear spread of modules throughout the 4 semesters/2 years of the programme which follows academic patterns of most postgraduate programmes internationally. Each semester consists of not more than 5 modules and students start with bigger number of contact hours in the start developing to bigger number of self study towards the end of the 2-year cycle.

The content of modules is consistent and follow a rational flow, starting with an introductory period of research methodologies, followed by a period for building a research and practical proposal and followed by the final implementation (the dissertation). A very student centered approach. Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

Additionally the option for the various 'electives' enhances further teaching and learning and accomplishes further students' development. The introduction of courses in design theory and criticism since the previous accreditation is to be commended.

The breadth of curriculum, strongly supported by opportunities offered through optional studies and the freedom to participate in a range of extra curriculum activities – including presentations by visiting professors and art practitioners – allowing students to develop both a strong and appropriate integration between theory and practise in their work and to develop interdisciplinary practises.

It seems that since the last report in 2012 the MA programme has developed themes, forms and methods that reflect international practise in postgraduate education. Nevertheless further enhancement of these initiatives and the creative development of programme content utilising new initiatives will greatly enhance the value of the MA programme. For example the Study content was shaped with the learning outcomes in mind, and has now resulted with adequate sufficiency for the building of the intended competencies. The curriculum now

promotes students' self-study and the life-long learning through teaching and learning that tends to accommodate inter-disciplinary, inter-field and inter-area collaboration through joint higher education projects, cycles of lectures. Additional subjects in the areas of Service Design, Design Management and Design Theory and Research were introduced ensuring that the learning outcomes of the programme are fully met.

The creative development of programme content will be a continuous requirement.

Generally the programme reflects the latest achievements in science, design and technology. There may be some room for improvement especially in relation to the area of new technologies and design entrepreneurship, not in terms of curriculum structure, but in terms of curriculum enhancement and diversity. There is a greater need towards design entrepreneurship through the context of design management and marketing. Doing so, students may have an option to develop expertise in these areas and may have the chance to research and provide solutions towards this direction

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

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

All faculty's credential were found adequate to ensure the learning outcomes. All members of staff hold postgraduate degrees in relevant areas of the content of the programme. According to academic degrees the distribution of academic staff is as follows: 4 professors, 6 associate professors and 4 lecturers. In order to ensure that the learning outcomes are supported by teaching staff, there is also a greater diversity of qualifications from a variety of visiting staff which have increased and complemented the existing teaching population.

The Master study programme is implemented by 8 full-time members of staff of VAA Faculty. According to the SER and the general feedback from comments during the visit, on the basis of need, more lecturers can be invited (in recent years 10 lecturers were invited). This situation complies with the general requirements for study programme, which provide that not less than half of the courses in the field of studies must be taught by recognised artists or scientists. The description of general requirements for study programmes does not regulate the number of full-time and invited lecturers. Compared to the number of students on the MA programme the number of the teaching staff is satisfactory. The additional input of teaching from visiting staff both national as well as international, as well as the cross-disciplined teaching from other departments of the Academy needs to be further enhanced so that it can contribute further to the achieving of the learning outcomes.

The turnover of the teachers was found to be of a satisfactory level. As mentioned, because of the fact that staff salaries are quite low, there is always the risk for academics to seek employment in their creative fields, resulting negatively towards commitment to teaching. Although this is not in the jurisdiction of the Accreditation Team, measures towards alleviating the financial situation will improve the quality of teaching and learning. Furthermore in order to fully embrace the aims of design and adequately support the learning outcomes of the MA programme the turnover of staff needs to be retained.



Special attention is paid to the improvement of qualifications of academic staff, because in their work with students it is important to keep up-to-date with technological achievements and rapidly changing socio-cultural situation. Therefore, members of teaching staff are involved in artistic creative as well as academic research activities. They attend research conferences, go on study trips, arrange arts projects, organise and participate in national and international exhibitions. Members of teaching staff regularly participate in the defence of Master theses/projects and the work of Admission Committees. All this provides opportunities for teaching staff to expand their knowledge, improve their competences and update the courses taught. The Academy through its development of practice-based PhD programmes contributes to the further development of the teaching staff, where a number of current staff (2) are pursuing a higher research degree.

All teaching staff is actively involved in research and practise and there is evidence of strong participation in various local and international exhibitions and other events. According to the SER during the last 4 years, the staff of the MA in Design study programme created significant design expositions (including participation in Saloni di Mobile in Milan), were organising international festivals, exhibitions and conventions, conducted educational creative workshops for children and youth, organised and participated in seminars and research conferences in Lithuania and abroad

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

Studio spaces and labs were found to be satisfactory, providing students with an environment where they can work efficiently and comfortably.

The Art Academy has embarked on an ambitious programme of physical renewal and development of its infrastructure – the former publishing house building (Titania building) has been redeveloped into a first class facility comparable to the best in Europe.

The workshops, laboratories, IT facilities and exhibiting spaces in the Academy provide good working conditions with a high level of technical and hygienic standard. All teaching and learning equipment across departments are readily available for all students and this is to be commended.

The curriculum demands an internship through an addition of the subject ‘Design Internship’ (9 ECTS), allowing students to have first hand experience with the industry.

There is a strong link with the industry and a very good relationship with stakeholders where students can apply practical experience.

The restructuring of the subjects’ structure, which includes optional subjects (electives) of interdisciplinary nature, have reinforced links with all creative industries.

Also, the establishment of the VAA Art and Design Laboratory (the Innovation Centre) will prove to be of great value both for students as well as staff.

The Academy has a Library, which stocks a big variety of the latest books, periodicals and journals in contemporary art and design. Furthermore the library provides access to bibliographical databases to which students have direct access both within the Academy as well as through their personal environment. These databases are EBSCO Publishing, Oxford Reference, 24 Online Premium Collection, Grove Art Online, Springer LINK, Emerald Management eJournals Collection. The Library of VVA also provides the students with the possibility to make use of the portal of the virtual library of Lithuania, the consolidated catalogue of the Lithuanian Integral Library Information System (LIBIS). All the lecturers and students of the Academy have the right to use the databases subscribed by the Library of

VVA.

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

There is a clear statement on students' admission, which follows an open period for applications and portfolio reviewing by a committee from the department. The portfolio reviewing consists of a personal interview and a presentation of a project proposal. An activity, which is widely practiced in most countries.

There is a good structure and organization of the study process, similar to other postgraduate programmes internationally. There is a strong student-centred approach to teaching at postgraduate level, one may say, a collegiate approach to facilitating student learning that takes particular account of individual learning needs and artistic career aspirations of the student.

Students are engaged into research, artistic and applied research activities by default through their curriculum. Additionally the introduction of projects from the industry and/or other local as well as international projects and events also enhanced this activity. This is quite evident in the activity of students' work and projects.

According to the SER, postgraduate students are less keen in mobility programmes mainly because of the involvement and commitment to other activities – mainly professional-. However there are opportunities for them through the EU Life Long Learning programme.(Erasmus and NordPlus). Nevertheless the Academy has established a great number of bilateral agreements throughout Europe where students can choose to go. From the current postgraduate student population there was a healthy number of students' mobility in previous years while studying on the undergraduate cycle.

There is adequate level of support through the allocation of personal academic advisors for each student and through a scholarship scheme - at an academic level. Students are also supported socially through various facilities and services provided by the VAA such as gym, dormitory etc

Student grants and allowances are regulated by the Ministry of Education and Science of the Republic of Lithuania. The procedure for grant allocation is described in VAA Provisions for Student Grants approved by the Senate. VAA students are eligible for social and incentive grants and one-off social allowances. Students who are eligible for a social allowance in accordance with the Law on Social Support in Cash for Badly-off Families can get a social grant. Incentive grants are allocated to students of all programmes for the best academic achievement (on average one Master student per semester). In case of difficult financial situation, a student can apply for a one-off social allowance. The number of student grants depends on the amount of allocated funding. Priority is given to students in need of social support. Students (from families in need of social support who have shown good academic and creative results) can apply for financial support to publish funds.

The criteria for student achievement assessment are tied up with the learning outcomes. 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 and is publicly available to students online as well as through printed publications of the Academy.

It seems that MA students in Design and the alumni of the programme are active and successful players of the Lithuanian and international design scene. This is evident from the facts presented in the SER as well as the graduates' profile information supplied by the department as well as evidence by graduates themselves as documented during the visit. For example the work of designers, which was featured at International Fairs such as "100% Design", Olympia London in 2014, "Lithuanian Design Drops" in Dome of Visions, Coenhagen in 2014, "Salone Sattelite", Salone del Mobile.Milano, Milan in 2011

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

The instigation of Programme Study Group is a good initiative that needs to be constantly developed. There is a satisfactory level of staff and student engagement in discussions about change and development that can be fruitfully extended. The programme is lead by an enthusiastic professional, who is well supported by faculty and students as well as the social and professional partners.

There seems to be an on-going and continuing effort towards the implementation of the programme through a regular collation data and analysis. This is carried out formally through the various committees of the Department and the Academy as well as informally from the daily staff and student activity as well as external and alumni feedback.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme and this is quite evident, taking in consideration the improvements and further development of the programme since the recommendations of the last evaluation team in 2012. It is positive to note the enhancement of the programme context with the structure development and the addition of courses, which cover the field of design theory and criticism.

Stakeholders seem to have an open access to the Department and the MA programme through formal and informal representation. This is a very healthy relationship, which needs to be encouraged and continued. Additionally a Stakeholder is officially represented and is a member of the Committee of the Design Study Programme.

Given the changes made since the previous evaluation in 2012 and the commitment from both the Academy and the Department it is obvious that the internal quality assurance activity is effective and efficient. It is believed that the internal quality assurance provides a firm basis for developing a formal enhancement agenda that will help the Academy not only to address any areas of weakness but to also continually improve all aspects of its provision.

### **III. RECOMMENDATIONS**

1. The programme may benefit even further by opening up to the rest of the world to attract international candidates, making it an International player in the provision of Art and Design education.
2. Further enhancement of mobility will open up new directions as well as potential for the development of the programme to acquire an even further international character and outlook.
3. Continuous enhancement and improvements of physical resources must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution.
4. An ongoing enrichment of visiting creative practitioners who are currently involved in new technologies and who are practicing in the international contemporary design scene will add further to the development of the programme
5. Introduction to the mind set of the programme's staff and students the notion of teaching students to teach themselves. (life long learning process)

#### **IV. SUMMARY**

The MA in Design came across with clear aims and learning outcomes, which serve the purpose of developing professional designers who will be employed in the local as well as the international creative industries. The importance of the programme is well defined both in the SER as well as by the faculty, giving emphasis on the uniqueness of their character as a newly-revised, fresh and experimental design programme. This is an interesting point, which needs to be explored further maintaining a stance for innovation in education. The Academy may look into strategic planning not only to be established as a national centre for design education, but also to open up to the rest of the world and also attract international candidates, making it an International player in the provision of Art and Design education.

The curriculum design follows a sequence, which matches other design programmes internationally. There is a clear distinction on the role, philosophy and outlook of the MA programme. Teaching and learning starts from the stage of the research proposal, research methodologies and concludes into a self-negotiated study period (independent).

Teaching staff came across as very devoted and committed towards teaching and learning, bringing their own good contemporary practice into the programme. There was a clear understanding on the structure of the faculty who works like a community in a collective as well as in a diverse but complimentary mode. In order to keep up with current technologies and contemporary trends an ongoing enrichment of visiting creative practitioners who are currently involved in new technologies and who are practicing in the international contemporary design scene will add further to the development of the programme.

Current students were found to be very enthusiastic, energetic and highly motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be very interesting, highly professional and visually articulated, both in making as well as in concept. Some of students' projects have received international recognition through competitions and this is to be commended. It was noted that 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 believes, 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 even further international character and outlook.

Administration and programme management were found to be well structured. There is a strong management plan in the whole Academy, which has a strong vision for the future of the educational experience that wishes to offer to its students. The MA programme in Design is lead by an enthusiastic professional, who is well supported by faculty and students as well as the social and professional partners.

Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. There seems to be a great improvement in the last 3 years with the acquisition of the new building for the Design Department as well as all the equipment and the reorganization of the workshops that have been added to the benefit of all students across all departments. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution.

Generally speaking the MA programme in Design is at a very favourable stage; a stage where there is great potential, and real new niche to turn the department into a centre of excellence in

Design education. The Academy through its senior management, the teaching faculty as well as everyone involved in these programmes, need to make a point of exploiting all possibilities in pushing towards this goal.

## V. GENERAL ASSESSMENT

The study programme Design (state code – 621W20001) at Vilnius Academy of Arts is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

| No. | Evaluation Area                                    | Evaluation of an area in points* |
|-----|--|----------------------------------|
| 1.  | Programme aims and learning outcomes               | 3                                |
| 2.  | Curriculum design                                  | 3                                |
| 3.  | Teaching staff                                     | 4                                |
| 4.  | Facilities and learning resources                  | 4                                |
| 5.  | Study process and students' performance assessment | 4                                |
| 6.  | Programme management                               | 3                                |
|     | <b>Total:</b>                                      | <b>21</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:<br>Team leader: | Prof. Costas Mantzalos    |
| Grupės nariai:<br>Team members: | Prof. Lylian Meister      |
|                                 | Ms Kari B. Johnsen        |
|                                 | Ms Pirjo Kääriäinen       |
|                                 | Ms Ieva Ševiakovaitė      |
|                                 | Ms Ingrida Kaliukevičiūtė |

**VILNIAUS DAILĖS AKADEMIJOS ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS  
DIZAINAS (VALSTYBINIS KODAS – 621W20001)  
2015-07-01 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-193 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus dailės akademijos studijų programa *Dizainas* (valstybinis kodas – 621W20001) vertinama **teigiamai**.

| <b>Eil.<br/>Nr.</b> | <b>Vertinimo sritis</b>                          | <b>Srities<br/>įvertinimas,<br/>balais*</b> |
|---------------------|--|---|
| 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                   | 4   |
| 6.                  | Programos vadyba                                 | 3   |
|                     | <b>Iš viso:</b>                                  | <b>21</b>                                   |

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

**IV. SANTRAUKA**

Vilniaus dailės akademijos magistrantūros studijų programos *Dizainas* tikslai ir studijų rezultatai yra aiškūs ir padeda siekti tikslo – rengti profesionalius dizainerius, kurie galėtų dirbti vietos ir tarptautinėse kūrybinėse industrijose. Programos svarba gerai apibrėžta savianalizės suvestinėje (toliau – SS) ir fakulteto apraše, akcentuojant jos, kaip persvarstytos, atnaujintos ir eksperimentinės dizaino programos, unikalumą. Tai įdomus akcentas, kurį reikia plėtoti, siekiant



išlaikyti inovacijų ugdymo srityje svarbą. Į strateginį planą akademija turėtų įtraukti ne tik nacionalinio dizaino edukacijos centro steigimą, bet ir programos atvėrimą pasauliui, kad galėtų pritraukti studentų iš užsienio. Programa turėtų suteikti mokymo įstaigai tarptautinį statusą teikiant dizaino srities išsilavinimą.

Programos sandara yra nuosekli ir atitinka kitas dizaino ir mados dizaino programas tarptautiniu mastu. Magistrantūros studijų programa aiškiai išsiskiria vaidmeniu, filosofija ir požiūriu. Dėstymas ir mokymasis prasideda nuo tiriamojo darbo, tyrimų metodologijų pasiūlymo ir baigiasi savarankišku (nepriklausomu) studijavimu.

Dėstytojai labai atsidavę darbui, pasiryžę dėstyti ir mokyti pasitelkdami savo šiuolaikišką gerąją patirtį. Fakulteto struktūra aiškiai suprantama. Jį sudaro kolegiali bendruomenė, kurios nariai yra įvairūs, tačiau papildo vieni kitus. Siekiant neatsilikti nuo naujausių technologijų ir šiuolaikinių tendencijų, programą galėtų sustiprinti kviestiniai kūrybingi praktikuojantys profesionalai, taikantys naujas technologijas ir dirbantys tarptautinėje šiuolaikinio dizaino arenoje.

Dabartiniai studentai pasirodė esantys labai entuziastingi, energingi ir motyvuoti. Jie stengiasi įgyti naujų žinių, pristato labai įdomius, profesionalius ir vizualiai aiškiai tiek gamybos, tiek koncepcijos prasme išreikštus projektus. Kai kurių studentų projektai gavo tarptautinį pripažinimą konkursuose ir tai labai sveikintina. Būtina pažymėti, kad daug studentų dalyvavo arba nori dalyvauti *Erasmus* judumo programoje. Pasirašyta nemažai dvišalių susitarimų ir mes skatiname pasirašyti dar daugiau su kuo daugiau šalių. Ekspertų grupė mano, kad judumas yra labai svarbus ir leidžia atverti naujų krypčių ir galimybių plėtoti programą, siekiant įgyti tarptautinį pobūdį ir perspektyvą.

Administracijos ir programos vadovybės struktūra gera. Parengtas stiprus visos akademijos valdymo planas, akademija turi tvirtą ugdymo patirties viziją ir ją ketina pasiūlyti savo studentams. Magistrantūros studijų programą *Dizainas* vykdo entuziastingi specialistai, kuriuos palaiko fakultetas ir studentai, taip pat socialiniai ir profesiniai partneriai.

Patalpos ir apskritai fiziniai ištekliai, tarp jų studijos, laboratorijos, dirbtuvės ir biblioteka, yra labai geros būklės. Per pastaruosius 3 metus pasiekta didelė pažanga: įgytas naujas pastatas Dizaino katedrai, visa įranga, pertvarkytos dirbtuvės, kuriomis gali naudotis visi visų katedrų studentai. Akademija turi nuolat gerinti ir tobulinti materialiąją bazę, siekdama neatsilikti nuo

naujausių technologijų ir veiklos srities raidos.

Apskritai šis metas – magistrantūros studijų programai *Dizainas* labai palankus etapas, nes yra didelis potencialas ir reali nauja niša katedrai sukurti dizaino išsilavinimo kompetencijos centrą. Akademijos vadovybė, dėstytojai ir visi programos dalyviai turi išnaudoti visas galimybes, kad pasiektų šį tikslą.

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### III. REKOMENDACIJOS

1. Būtų naudinga programą plačiau atverti pasauliui, siekiant pritraukti studentų iš užsienio ir tapti tarptautine mokymo įstaiga, teikiančia meno ir dizaino srities išsilavinimą.
2. Tolesnis judumo stiprinimas atvertų naujų krypčių ir suteiktų galimybių plėtoti programą, kad ji įgytų tarptautinį aspektą ir perspektyvą.
3. Akademija turi nuolat stiprinti ir gerinti fizinius išteklius, kad neatsiliktų nuo naujausių technologijų plėtros ir veiklos srities raidos.
4. Programą padėtų tobulinti vis dažniau kviečiami kūrybiški praktikuojantys profesionalai, kurie taiko naujas technologijas ir dirba tarptautinėje šiuolaikinio dizaino arenoje.
5. Programos personalui ir studentams reikia įdiegti supratimą, jog studentus reikia mokyti taip, kad jie mokytųsi patys (mokymosi visą gyvenimą procesas).

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)