VILNIAUS DAILĖS AKADEMIJOS (Telšių fakultetas)
**STUDIJŲ PROGRAMOS *DIZAINAS (valstybinis kodas - 612W20001)*
VERTINIMO IŠVADOS**

_____

**EVALUATION REPORT
OF *DESIGN* (*state code - 612W20001*)
STUDY PROGRAMME**
at VILNIUS ACADEMY OF ARTS, Faculty of Telsiai

Experts' team:

1. **Prof. Costas Mantzalos (team leader)** *academic,*

2. **Prof. Lylian Meister,** *academic,*

3. **Ms Kari B. Johnsen,** *academic,*

4. **Ms Pirjo Kääriäinen,** *academic,*

5. **Ms Ieva Ševiakovaitė,** *representative of social partners'*

6. **Ms Ingrida Kaliukevičiūtė,** *students' representative.*

Evaluation coordinator -

Ms Rasa Paurytė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

Studijų programos pavadinimas	*Dizainas (specializacijos baldų ir produkto dizainas)*
Valstybinis kodas	612W20001
Studijų sritis	Menai
Studijų kryptis	Dizainas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dizaino bakalauras
Studijų programos įregistravimo data	**1997-05-19, Nr. 565**

––

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Design (with specialization in furniture and product design)*
State code	612W20001
Study area	Arts
Study field	Design
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Design
Date of registration of the study programme	19-05-1997, No. 565

© Studijų kokybės vertinimo centras

The Centre for Quality Assessment in Higher Education

CONTENTS

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

1.3. About the programme

Vilnius Academy of Arts (VAA) includes a faculty in Telšiai (VAA TF), where the Department of design is one of three departments. The four years first cycle programme with specialisations in furniture design (FD) and product design (PD) is one of two undergraduate programmes offered by the VAA TF Design department. Whereas the FD specialisation, comprising restoration, dates back to 1931, the history of the PD specialisation starts in 1969.

The self-evaluation report (SER), including enclosed documentation material, depicts a distinct and ambitious Design department committed to long term development of its programmes of study. With the SER as its main backdrop the team of experts visited the VAA TF on Monday 11th and Tuesday 12th of May 2015. The feedback in this report draws references from the SER as well as from the responses after the team's meeting with the Senior Administration, the team responsible for the SER, the teaching staff, the students as well as stakeholders, employers and graduates during the site visit.

An external evaluation carried out in 2010 identified strengths and weaknesses of the VAA TF undergraduate programme in design. The evaluation team presented a set of recommendations for further development and pointed out that improvement was required within four areas:

- Programme aims and learning outcomes
- Curriculum design
- Staff
- Programme management

Following the 2010 evaluation dedicated effort has been made to revise and renew the programme, aiming to constitute it as a locally effective, competitive and internationally attractive first cycle study programme. The programme has also been updated according to national descriptors for design education, introduced in 2013. In 2015 the content and structure of the programme reflect that it is situated in a specific regional and national contexts as well as in the context of European higher education in art and design. The programme and the department has come to a point where there is potential, and a real new niche. Everyone involved in the development of the programme needs to make a point of exploiting all possibilities in pushing it further.

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 Monday 11th and Tuesday 12th of May 2015

1. **Prof. Costas Mantzalos (team leader)** *Frederic 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

The aim of the programme is "*to prepare designers who are able to design innovative design objects (products; to organize and manage creative process; work in interdisciplinary teams; participate actively in creative industries; respond to the changes of their study field; work on their professional career; set up their own business*". Historically rooted in the Lithuanian timber and furniture industry, a major sector in the national economy, the programme is now adapted and adaptable to the changing realities and conditions within industry, business and heritage conservation. Preservation of cultural history, tangible and intangible, is strengthened and expanding in Lithuania, allowing also a widened employability of the VAA TF design candidates.

The programme aims resonate well with the VAA mission which states that the academy aims at „*creating, improving and spreading knowledge of art creation, art research and general social and liberal science knowledge; aims at educating high quality specialists who contribute significantly to the Lithuanian and world society*". Aims and learning outcomes are revised in

dialogue and cooperation with the VAA Centre of Design Innovations and relevant external stakeholders in the designers' working life.

A total of 14 programme learning outcomes describe the qualifications acquired by the VAA TF design candidates. The learning outcome categories are:

- Knowledge and its application
- Research skills
- Subject-specific skills
- Social skills
- Personal skills

Specific learning outcomes are defined for all subjects, or modules, included in the programme. The subject descriptions, which are updated every April and presented in advance of the coming academic year, relate the subject learning outcomes to the overall programme learning outcomes.

The study plans for the FD and PD specializations, presenting comprehensive overviews of all subjects and their distribution across the eight semesters, and the subject descriptions reflect a thorough analysis and operationalization of the programme. There is a clear overlap between the two specializations, underlining the common design aproach of the programme. The submitted documentation material exposes the complexity of a contemporary undergraduate design programme which is also clearly anchored in its specific cultural and business context. Aims and learning outcomes are coherent and consistent, aligned with academic and professional requirements.

The programme aims and learning outcomes comply with the evaluation criteria. Substantial effort has been put into determining relevant learning outcomes at programme and subject level. The importance of the Bachelor programme is well defined by everybody, giving emphasis on the regional factor as well as the uniqueness of its character not only in this region but also in Lithuania in general. This is an interesting point, which needs to be explored further. The Academy should look into strategic planning not only to establish a regional centre for design education, but also to attract non-local as well as international candidates.

The shift towards the re-invention of tradition through contemporary design is well appreciated and is to be further encouraged. The issue of the role of the 'centre' and the 'periphery' came up intensively in the meetings and the Academy needs to respond to this issue by enhancing its

regional stance and by establishing further connections to the outside world, not only in the immediate neighboring countries in the Baltic and Scandinavia region but countries which have established a strong design education and practice such as the UK, the Netherlands, France and Italy.

2.2. Curriculum design

Following the 2010 evaluation subjects are now distributed more consistently and evenly to facilitate design specific learning processes and progress. Both specializations include general university subjects, design subjects, practical training, elective subjects and the final BA project. Major weight is put on design subjects (195/193 ECTS) and the final project (24 ECTS). More elective subjects have been introduced, and three practical training/placement periods are placed in the autumn semesters of the second, third and final year of study. The distribution of subjects, the workload of the programme and its teaching and learning forms meet the legal requirements and regulations of Lithuanian higher education.

A number of new subjects have been introduced in both specializations, and quite a few subjects have been updated. New subjects in the FD specialization are: Anthropology of design, Management and marketing of design, Management of culture, Basics of law and authorization law, Basics of research work, Writing of theoretical work, Ecodesign, Basics of interior design; Project of design, Creative project, Experimental design, Visual communications, Basics of video, Experimental materials and technologies, Technologies of furniture prototype production, Polychromy in furniture restoration. Updated subjects in the FD specialization are: Ergonomics and designing of functional connections, Designing and restoration of furniture and interior elements, Design and prototype production, Methods of furniture restoration, Plastics and modelling of materials, Form expression and function.

New subjects in the PD specialization are: Ecodesign, Experimental design, Creative project, Project of design, Management and marketing of design, Anthropology of design, Basics of law and authorization law, Basics of research work, Writing of theoretical work, Management of culture, basics of video, Typography. Updated subjects in the PD specialization are: Packaging design and graphic expression, Capacity design, Designing of toys and packaging, Designing of multifunctional objects, Design of purpose-built equipment.

An experimental and research based approach is core to the programme. Innovative design attitudes are encouraged, unexpected ideas welcome. Professional designers and restorers from

Lithuania and abroad share their experience through creative workshops. Visiting academic staff from other VAA faculties provide lectures that are publicly announced and open to all students at the faculty.

Teaching and learning forms are varied, the programme has a sound balance between teaching and independent work. Both specializations are structured according to a progression model comprising an introductory stage, an intermediate stage and a concluding stage, allowing a gradual progression from acquiring basic knowledge and skills to conducting complex design projects. Each specialization, however, has its distinctive profile and features. The three practice periods included in the FD specialization are oriented towards heritage research (second year), technology (third year) and furniture industry projects (fourth year). Within the PD specialization the practice periods are targeted at experimentation (second year), technology (third year) and production (fourth year).

The curriculum design meets the criteria. The scope of the programme is sufficient to ensure its learning outcomes, its content and methods appropriate for the achievement of the intended learning outcomes. In a design learning perspective the curriculum design starts from the stage of Art and Design foundation introducing students to fundamentals of drawing, visualization and expression and progresses with advanced level of design problem solving, embracing both on the contextual as well as technical skills. However the team of experts believes that the curriculum design needs further enhancement by emphasizing design thinking and introducing a stronger creative input. To match the real scope of Design, there needs to be additional input and provision of education about contemporary designers who work with products, site specific installations, interventions and general design projects. The introduction of social service design also needs to be considered. Additionally site specific visits to design professional industries in Lithuania as well as internationally need to be encouraged and introduced.

2.3. Teaching staff

The staff providing teaching and tutoring in the programme represent a relevant range of qualifications, experience and specialist knowledge. Most of them are also practicing designers, restorers, architects and artists, which means that they work part time at the VAA TF design department. In principle, the work load of an academic staff member is distributed across teaching (60%), artistic research (30%) and other activities (10%) All staff members submit annual reports on their research and artistic activities. Professional development is encouraged and required.

The staff turnover is low enough to secure continuity and high enough to facilitate renewal and required diversity. Since 2010 the programme seems to be more open to the outside world, also in the sense that more guest teachers, national and international, are invited to share their specialist knowledge and experience. Guest teachers are also important as role models for the designers of tomorrow. Their contribution is beneficial both to the programme content and to the students' learning processes. Two new, experienced design professionals are employed to strengthen the PD specialization.

Academic staff mobility outside Lithuania remains a challenge. Cooperation and staff exchange with sister institutions in the neighbouring countries, Latvia, Estonia, Finland and Poland is established. Hence the staff is also engaged in more international design and restoration projects. Staff mobility is important both in a professional development perspective and because it contributes to enhancing the quality of teaching and learning. It was commented by the students that their professors should go abroad more. The students also wish to have more international guest teachers. Based on feedback from the students the programme management should rethink its model of distributing teaching responsibilities among the staff and provide more „rotation", as the students put it.

Regionally and nationally the staff work dedicatedly to maintain and renew their extensive and long lasting collaborations with industry, business and cultural heritage institutions. Teaching staff are employed according to national and VAA regulations and requirements. Their performance and results are evaluated regularly, they are certified periodically. The staff and the collegiate community hold the qualifications required to consolidate and develop the undergraduate design programme. They come across as devoted and committed towards teaching and learning, bringing their own good practice into the department. There is a clear understanding of the structure of the faculty who works like a community in a collective mode. In order to keep up with current technologies and contemporary trends the programme will benefit from an addition of visiting designers who are practicing new technologies and who are involved in the international contemporary design scene.

2.4. Facilities and learning resources

Both programme specializations are located in the same building, which is well equipped with workshops for wood and restoration, metal, rock, sewing and knitting. The learning environment also includes digital laboratories, auditoriums, design studios and a library. Students may use

workshops and laboratories at other VAA locations, including the Art Colony in Nida. The recently established Telsiai Art Incubator is part of the extended learning environment, and the faculty has initiated the establishment of the Applied Cultural Heritage Research and Conservation Centre. The centre is expected to play a significant role in both research and education.

A particular feature of the learning environment is the high valuation of workshop facilities and their place in the design education. A new wood and restoration workshop is set up, the faculty has introduced a new drawing auditorium, the equipment of the metal and rock workshops has been renewed. At the same time new media and technology is also prioritized.

Facilities and premises are upgraded and renewed over the last years. Together with VAA the faculty has worked out a feasibility study for the development of facilities and learning resources. All facilities of the faculty are equipped with wireless internet access. The library is equipped with new software and work places, its learning resources are renewed.

The VAA TF design department provides adequate and facilities and learning resources for its undergraduate programme in design. Designated work spaces and special rooms provide an up to date learning environment for higher design education. Another important arena for the students' design practice is the three practice periods where they conduct assignments and projects in businesses and/or public institutions. The department has established cooperation agreements with regional museums and relevant businesses, and undertake various develement projects in close cooperation with municipalities in the region.

Facilities and learning resources are offered in compliance with the criteria. There is a major improvement since the last evaluation in 2010. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution. The introduction to digital technologies such as CNC laser cutters and 3D printers will add greater advantages to both the faculty as well as the students.

2.5. Study process and students' performance assessment
Admission to the programme is based on entrance examinations, applicants must have completed secondary education. Admission procedures are the same for all design programmes in Lithuania. It may however be questioned whether the national admission criteria are relevant to higher education in art and design.

Information about the programme is distributed and organized systematically in Lithuanian, whereas only very limited information is available in English. The faculty has employed a communication officer, and the VAA FA website is a major communication channel along with social media. Word of mouth is another important source of information for applicants.

The programme schedule, including overview of teaching activities, mid-semester reviews, exams and training periods, is approved by the VAA TF vice dean and published not later than one week prior to the start of the academic year. Students are given sufficient time for individual work, and are encouraged to take part in competitions and exhibitions outside the academy. The international mobility among students is low, but growing. Internationalization at home is considered important, and projects are carried out in collaboration with international partner institutions.

Assessments takes place midway and at the end of each semester. The assessment system is based on validity and reliability, impartiality, objectivity and clearness. At the beginning of each semester the assessment structure and criteria are presented and discussed with the students along with the subject aims and learning outcomes. Assessments of the final BA projects are carried out by commissions with minimum seven members. The appointed members are professors, independent designers and social stakeholders. The defence of the projects are public so that representatives of professional organizations and institutions may attend along with employers and former graduates.

During studies academic feedback plays an important role for students' learning and progress. Structured feedback is provided systematically throughout the programme. Academic and social support include career services. The professional careers of the VAA TF design graduates are monitored. 80% work in line with their acquired qualifications. New agreements with social and business stakeholders have been signed. Social and business partners are perceived as the best advisers on the issues related to employers' expectations, labour market and new technologies.

There is a very small population of students and this issue needs to be seriously addressed by the Academy in the future so that a greater design community can be established. The total number of students in each year of the programme is very low. This is very discouraging in terms of educational practice since it does not allow a healthy and vibrant teaching and learning activity nor a peer reviewing experience. Current students were found to be quite enthusiastic and motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting and

quite professional, both in making as well as in concept. Some of the students' projects have received international recognition through competitions and this is to be commended.

It was felt that the students do not show much enthusiasm in participating in the Erasmus mobility scheme. From the current students that the team had met, there was a small number who actually took part in this scheme. The department should look into this issue and try to encourage further participation as well as more bilateral agreements with more countries. If language is a barrier to these participations, maybe the department can look into ways for alleviating this obstacle. The team of experts strongly believe that mobility will open up new directions as well as potential for the development of the programmes to acquire an international character and outlook.

2.6. Programme management

The VAA TF design department is the organizational framework for the undergraduate programme in design. The head of department is appointed by the Rector after the Dean's proposal for the position. He or she is responsible for the implementation of decisions, management and results and the administration of properties.

Monthly department meetings provide an important arena for dialogue and development. Common issues such as the quality of study programmes and the assessment of students' abilities and skills are analyzed and reviewed. Social support for students, integration of subjects, human and material resources, and examination are also discussed on a regular basis.

The Committee for Studies is one of the most important constituents in the system for insurance of high quality studies in VAA. The study programme committees monitor and analyze implementation of study programmes, submit recommendations on their improvement, discuss the learning outcomes, carry out surveys and accumulate information on study programme implementation, assess the quality of programmes and expose them to external assessment and accreditation, engage social stakeholders in the process of enhancing study programmes, analyze career readiness of students.

The VAA Section for Quality of Studies provides information and methodological support. During periodical meetings of the Committees for Studies, the processes and quality of carrying out study programmes and future prospects are discussed and evaluated. Staff, students and external stakeholders are represented in the committee. The following data are accumulated by the faculty administration:

- student enrolment - number of students applying for the study programmes, competitiveness of applicants, place of residence;
- student mobility - study programmes and modes, course repetition, termination of studies, drop-outs, academic leaves;
- information on individual student achievements in learning outcomes, summary reports of student academic performance;
- information on surveys and questionnaires of social partners: students, lecturers, graduates, employers (according to each study programme);
- employment of graduates;
- contacts of graduates.

The internal quality assurance system also secure that the analyses, assessments and recommendations of the committee is forwarded to the faculty council and finally to the Academic Senate.

The final BA projects are considered the most important indicator of the quality of the programme. Quality of education is analysed and assessed according to procedures decided by the Academic Senate. This applies to research as well. Students and staff are active participants in the monitoring and improvement of educational quality. So are stakeholders in business, working life and organisations.

The programme management and quality assurance is in accordance with established practice and procedures. Information about the programme is generated, analysed and provide the basis for adjustments and improvements. Administration and programme management were found to be well structured. The programme has a good leadership and it is well supported by faculty, the whole Academy as well as social and professional partners in the region. The institutional VAA leadership must support the Telsiai faculty further not only in providing general guidelines but also by promoting this faculty as a unique location.

III. RECOMMENDATIONS

1. *Programme aims and learning outcomes:*
   a) The Academy should look into strategic planning not only to establish a regional centre for design education, but also to attract non-local as well as international candidates.
   b) The academy should address centre/periphery-issues by enhancing its regional stance and by establishing connections to the outside world, not only in the immediate neighboring countries in the Baltic and Scandinavia region but countries which have established a strong design education and practice such as the UK, the Netherlands, France and Italy.

2. *Curriculum design:*

   a) The curriculum design needs further enhancement by emphasizing design thinking and introducing a stronger creative input.

   b) To match the real scope of Design, there needs to be additional input and provision of education about contemporary designers who work with products, site specific installations, interventions and general design projects. The introduction of social service design also needs to be considered.

   c) Site specific visits to design professional industries in Lithuania as well as internationally need to be encouraged and introduced.

3. *Teaching staff:*

   a) Based on feedback from the students the programme management should rethink its model of distributing teaching responsibilities among the staff and provide more „rotation", as the students put it.

   b) In order to keep up with current technologies and contemporary trends the programme will benefit from an addition of visiting designers who are practicing new technologies and who are involved in the international contemporary design scene

4. *Facilities and learning resources:*

   Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution. The introduction to digital technologies such as CNC laser cutters and 3D printers will add greater advantages to both the faculty as well as the students.

5. *Study process and students' performance assessment:*

   a) There is a very small population of students and this issue needs to be seriously addressed by the Academy in the future so that a greater design community can be established. This is very discouraging in terms of educational practice since it does not allow a healthy and vibrant teaching and learning activity.

   b) The department should encourage further participation in the Erasmus mobility scheme

6. *Programme management:*

   The institutional VAA leadership must support the Telsiai faculty further not only in providing general guidelines but also by promoting this faculty as a unique location.

IV. SUMMARY

Following the 2010 evaluation dedicated effort has been made to revise and renew the programme, aiming to constitute it as a locally effective, competitive and internationally attractive first cycle study programme. The programme and the department has come to a point where there is potential, and a real new niche. Everyone involved in the development of the programme needs to make a point of exploiting all possibilities in pushing it further.

The shift towards the re-invention of tradition through contemporary design is well appreciated and is to be further encouraged. Teaching and learning forms are varied, the programme has a sound balance between teaching and independent work. Each specialisation has its distinctive profile and features. The staff and the collegiate community hold the qualifications required to consolidate and develop the undergraduate design programme. They come across as devoted and committed towards teaching and learning, bringing their own good practice into the department.

A particular feature of the learning environment is the high valuation of workshop facilities and their place in the design education. Current students were found to be quite enthusiastic and motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be interesting and quite professional, both in making as well as in concept. Some of the students' projects have received international recognition through competitions and this is to be commended.

The total number of students in each year of the programme is very low. This may partly relate to the national admissions procedure with its emphasis on theoretical qualifications. Attracting motivated and qualified students should, however, be high on the agenda of the programme management in the years to come. Information about the programme is distributed and organised systematically in Lithuanian, whereas only very limited information is available in English. A more international outreach is required. If language is a barrier to international collaboration, maybe the department can look into ways of alleviating this obstacle. The team of experts strongly believe that mobility will open up new directions as well as potential for the development of the programmes to acquire an international character and outlook.

V. GENERAL ASSESSMENT

The study programme Design (state code – 612W20001) at Vilnius Academy of Arts, Faculty of Telsiai 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	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**18**

*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. Lylian Meister
	Ms Kari B. Johnsen
	Ms Pirjo Kääriäinen
	Ms Ieva Ševiakovaitė
	Ms Ingrida Kaliukevičiūtė

VILNIAUS DAILĖS AKADEMIJOS (TELŠIŲ FAKULTETO) PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *DIZAINAS* (VALSTYBINIS KODAS – 612W20001) 2015-07-01 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-195 IŠRAŠAS

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos Telšių fakulteto studijų programa *Dizainas* (valstybinis kodas – 612W20001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**18**

* 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

Po 2010 m. atlikto vertinimo buvo skirta daug pastangų programai peržiūrėti ir atnaujinti, kad ji taptų vietos mastu veiksminga, konkurencinga ir tarptautiniu mastu patraukli pirmosios pakopos studijų programa. Programa ir katedra pasiekė tokį tašką, kur galimybių yra ir atsirado reali nauja veiklos niša. Dalyvaujantieji kuriant programą turi išnaudoti visas galimybes ją plėtoti.

Tradicinių dalykų atradimas per šiuolaikinio dizaino prizmę yra labai vertinamas ir turi būti toliau skatinamas. Dėstymo ir mokymosi formos yra įvairios, programos dėstymo ir savarankiško darbo balansas tinkamas. Kiekviena specializacija turi skiriamąjį pobūdį ir savybes. Personalas ir kolegiali bendruomenė turi būtinas kvalifikacijas, kurių reikia bakalauro dizaino programai konsoliduoti ir plėtoti. Dėstytojai yra atsidavę, įsipareigoję dėstyti, mokyti ir padėti katedrai savo gerąja patirtimi.

Ypač svarbus mokymosi aplinkos bruožas – gerai vertinama dirbtuvių infrastruktūra ir jų vieta dizaino edukacijoje. Dabartiniai studentai yra gana entuziastingi ir motyvuoti. Jie domisi naujų žinių įgijimu, eksponuoja projektus, kurie yra įdomūs ir gana profesionalūs tiek pagaminimo, tiek koncepcijos prasme. Kai kurie studentų projektai gavo tarptautinį pripažinimą konkursuose ir tai sveikintina.

Bendras studentų skaičius kiekvienais programos metais yra labai mažas. Tai gali būti iš dalies susiję su šalyje egzistuojančia priėmimo tvarka, pagal kurią akcentuojamos teorinės kvalifikacijos. Ateinančiais metais programos vadovybė turėtų pasirūpinti, kad būtų priimami motyvuoti ir kvalifikuoti studentai. Informacija apie programą platinama ir sistemingai rengiama lietuvių kalba, o informacijos anglų kalba pateikiama labai nedaug. Būtina stiprinti tarptautinę veiklą. Jei tarptautiniam bendradarbiavimui trukdo kalbos barjeras, katedra turėtų ieškoti būdų pašalinti šią kliūtį. Ekspertų grupė tvirtai tiki, kad judumas atvers naujų krypčių ir galimybių plėtoti programą ir padės programai įgyti tarptautinį pobūdį ir perspektyvą.

<...>

III. REKOMENDACIJOS

7. *Programos tikslai ir studijų rezultatai:*
   a) Akademijos strateginiame plane turėtų būti numatytas ne tik regioninio dizaino edukacijos centro steigimas, bet ir būdas pritraukti nevietinių ir tarptautinių studentų.
   b) Akademija turėtų spręsti centro ir (arba) periferijos klausimus stiprindama savo regioninę padėtį ir užmegzdama platesnius ryšius su pasauliu – ne tik su kaimyninėmis Baltijos ir Skandinavijos šalimis, bet ir su tomis valstybėmis, kurios pasižymi stipriu dizaino mokymu ir praktika, pavyzdžiui, Jungtine Karalyste, Nyderlandais, Prancūzija ir Italija.
8. *Programos sandara:*
   a) Reikia toliau tobulinti programos sandarą pabrėžiant dizaino mąstyseną ir stiprinant kūrybinį indėlį.

b) Norint apimti visas dizaino temas, reikia papildomai įtraukti mokymą apie šiuolaikinius dizainerius, kurie dirba su produktais, specialiomis instaliacijomis, intervencijomis ir bendrojo dizaino projektais. Taip pat reikėtų apsvarstyti socialinių paslaugų dizaino įtraukimą.

c) Reikia skatinti ir įtraukti konkrečius aplinkos vizitus į profesinės veiklos srities įmones Lietuvoje ir kitose šalyse.

9. *Personalas:*

a) Atsižvelgdama į studentų grįžtamąjį ryšį, programos vadovybė turėtų persvarstyti dėstymo paskirstymo dėstytojams modelį ir numatyti dažnesnę rotaciją, kaip tai įvardijo studentai.

b) Siekiant neatsilikti nuo šiuolaikinių technologijų ir tendencijų, programą sustiprintų kviestiniai dizaineriai, kurie taiko naująsias technologijas ir dalyvauja tarptautinėje šiuolaikinio dizaino arenoje.

10. *Materialieji ištekliai:*

Akademija į savo darbotvarkę turi įtraukti nuolatinį materialiosios bazės gerinimą ir tobulinimą, siekdama neatsilikti nuo naujausių technologijų plėtros ir veiklos srities raidos. Būtų labai naudingas įvadas apie skaitmenines technologijas, pvz., CNC lazerinio pjovimo stakles ir 3D spausdintuvus, jis suteiktų naujų galimybių fakultetui ir studentams.

11. *Studijų eiga ir jos vertinimas:*

a) Studentų yra labai mažai ir akademija turėtų rimtai spręsti šį klausimą ateityje, kad būtų sukurta didesnė dizaino bendruomenė. Tai labai aktualus klausimas mokomosios praktikos prasme, nes esant tokiai situacijai negalima užtikrinti tinkamo ir gero dėstymo ir mokymosi veiklos.

b) Katedra turėtų skatinti tolesnį dalyvavimą *Erasmus* judumo programoje.

12. *Programos vadyba:*

VDA vadovybė turi toliau remti Telšių fakultetą ne tik numatydama bendrąsias gaires, bet reklamuodama šį fakultetą kaip unikalią vietą.

<...>

_____

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)