



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Dailės akademijos
DAILĖTYRA PROGRAMOS (612U90001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *FINE ARTS STUDIES (612U90001)*
STUDY PROGRAMME
at Vilnius Academy of Arts

Grupės vadovas:
Team Leader: Atis Kampars

Grupės nariai:
Team members: Wojciech Jan Bałus
Eglė Jaškūniene
Ramunė Balevičiūtė
Justas Bujokas

Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Dailėyra</i>
Valstybinis kodas	612U90001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Menotyra
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Menotyros bakalauras
Studijų programos įregistravimo data	1997-05-19, Įsak. Nr. 565

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Fine Arts Studies</i>
State code	612U90001
Study area	Humanities
Study field	History and Theory of Arts
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of History and Theory of Arts
Date of registration of the study programme	19-05-1997, Decree No. 565

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I. INTRODUCTION

On Friday 12th October 2012 - following analysis of the programme's Self-evaluation Report (SER) and the preparation of Preliminary Reports - the Expert team (Prof. Atis Kampars, Prof. Wojciech Bałus, Dr. Egle Jaškūnienė, Dr. Ramunė Balevičiūtė, Justas Bujokas) visited Vilnius Academy of Arts: the Department of Art History and Theory.

The visit to the University and Department involved meetings with the following groups:

1. The Administrative staff;
2. The staff responsible for preparation of SER;
3. The Teaching staff;
4. The Students;
5. The Alumni;
6. The Employers.

Site visits to the physical resources (lecture-rooms, library, galleries, etc.) were conducted during the course of the day. The Expert team had the opportunity to observe study process, course papers and final theses produced by the students to assess the level and quality of the work.

All the people involved in the accreditation process were very positive, co-operative and engaged fully in the process and the team was fully supported by a competent translator for sessions when it was needed. The Expert team was accorded a professional and very hospitable welcome. The team wished to encourage an open, constructively critical discussion with all concerned, and the level of involvement by those they encountered during the visit greatly enhanced the efficiency of the work that was carried out.

The Expert team has to draw attention that a number of institutionally similar conclusions will be repeated in both final reports on the Bachelor's and Master's programmes.

The Expert team would like to extend its appreciation and warm thanks to everyone involved in organizing the event and those participating in the meetings.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The overall outcome of the Fine Arts Studies programme is "... to help young art historians to become highly individual ... personalities able to fulfill this mission, which involves not only

understanding academic ethics and responsibility for the quality and reliability of research results, but also fostering and creating culture (SER page 7). This objective demonstrates the tendency to provide competences going beyond the basic concept of the first cycle of studies.

Leaders of the Vilnius Academy of Arts (hereinafter VAA) Fine Art Studies programme recognize its unique situation of educating art historians together with artists, designers and architects –establishing professional contacts, collaborating in exhibition work and developing concepts on artistic activities. It is itself a significant concept that the theory, architecture and design are identified as subjects of the field of Fine Arts.

The VAA and the Department of Art History and Theory also understand its central role in serving regions and communicating theory issues to artist's society.

The principles of learning outcomes are developed in the context of the strategy.

The main goals of the Fine Arts Studies programme are formulated as:

1. To foster high level international standards of art and research,
2. To spread knowledge acquired through arts and humanities,
3. To train versatile, educated, ethically mature and responsible, creative and enterprising, highly qualified specialists who will make significant contributions to Lithuanian and global society (SER page 7).

International prospect of the Fine Art Studies programme is clearly stressed.

The definition of the purpose of the programme is directly connected with the following:

- to train widely educated art historians and art critics able to apply their knowledge in a competent and creative way,
- to study and carry out contemporary research independently,
- use historical sources,
- apply the main theories and methods,
- interpret and evaluate works of art and architecture and support their views with argument,
- work in an interdisciplinary team,
- Convey knowledge about artistic phenomena orally and in writing to specialist and non-specialist audiences (SER pages 5-6).

The learning outcomes and the purpose of the programme are publicly accessible on the website of the VAA.

Learning outcome system at the VAA is based on principles of the Dublin descriptors, is comprehensible and has logical accumulative sequence. The fundamental feature of this approach is the relation between the cognizance and its application to the matters of practical

field: knowledge and understanding → applying knowledge and understanding → making judgments → communication → learning skills.

VAA has an institutional system where “the anticipated learning outcomes are formulated, regularly reviewed, updated and approved by the Study Committee of the Programme that consists of members of the Department, social partners, alumni and students” (SER page 7) allowing to conclude that academic, professional and public needs are accounted.

The aims and structure of planned competences of the Fine Art Study programme are consistent with the characteristics of first cycle of studies.

The offered qualification Bachelor of History and Theory of Arts consequently reflects the specifics of the field and the level of studies.

The name of the programme Fine Arts Studies seems slightly too general because may give misleading information for incoming students or future employers that the programme is about practical fine art specialties.

The qualification’s name - Bachelor of History and Theory of Arts – perfectly mirrors the content of the programme and its aim&objective system.

2. Curriculum design

The size of the programme is 240 ECTS credits in four years, 30 credits per semester. Students study 7 modules per semester.

- 195 compulsory credits in the field of studies (the requirement demand to earn at least 165 credits),
- 3 compulsory,
- Up to 30 optional credits from general university education modules (no less than 15 credits as defined by the decree).
- Students can choose up to 30 optional credits in the field of studies and up to 30 credits in other fields for deeper specialization (42 in total, which is not more than 60 credits defined in the decree);
- 15 of the 195 compulsory credits for practices in the field of studies (no less than 15 credits in the decree).

This structure fully complies with the legal requirements for programme of the first cycle of studies.

The study plan shows a strong structure of basic theoretical studies of the field of art; the programme also offers wide proposal of languages (obligatory and optional) and fine art subjects (SER page 10). The themes of the modules (courses) are selected in accordance with particular

sub-field (for example, architecture) and have chronological, historical or stylistic indicators; they do not have repetitive character.

Though this structure reflects the traditional concept of art theory studies it has also a specific features characteristic to the strengths of the VAA – a merger of humanitarian subjects of art theory, fine arts, philosophy and languages.

The content of modules and subjects corresponds to the requirements of the bachelor studies – the curriculum is designed to guarantee the provision of broad and fundamental knowledge thus opening diverse possibilities for students to select a professional field of interests.

The themes and volume of the courses (modules) are appropriate for provision of the intended learning outcomes; the content reflects the main outcome „to train widely educated art historians and art critics able to apply their knowledge in a competent and creative way”.

During the visit the questions about the use of fine art subjects were asked quite often. The Expert team was informed that the courses in fine arts were modified since last year, but the academic approach depends on the teacher and his/her competence. So the question to what extent fine art courses support or how deeply they are interconnected with theory studies is still open.

The Department has to consider the selection of these subjects in direct connection with the learning outcomes of the programme.

The scope for the Fine Art Studies programme is broad and specified enough to ensure that learning outcomes can be accessed in the four year period of studies. The content is evenly disseminated and offers gradual accumulation of knowledge and skills that, at the end, will shape a “versatile, educated, ethically mature and responsible, creative and enterprising, highly qualified specialist” (SER page 7).

The topmost aims of the Fine Arts Study bachelor’s programme is to “foster standards of art and research, to spread knowledge and educate highly qualified specialists (SER page 7), so the reflections of the latest achievements in science and arts to the first cycle programme can be regarded as positive yet minor characteristic. Nonetheless, there are a number of subjects in the curriculum (both obligatory and optional) that clearly reflect the latest developments of intellectual achievements, for example, to name a few: Contemporary Processes and Tendencies – 6 ECTS, Theoretical and Institutional Contexts of Contemporary Art – 3 ECTS, Informatics for Artists – 3 ECTS, Contemporary Philosophy – 3 ECTS.

The overall design of curriculum is understood as division in the groups of obligatory or optional courses (modules) but not thematically joined units of study courses. Holistic connections between the courses creating thematically joined modular units are the future academic task of the Department to enhance efficiency of the programme.

3. *Staff*

The teaching staffs of the programme are appointed via open competition; candidates also must have qualifications required by the Academy.

17 permanent staff members (14 with the doctor's degree) work in the programme: 6 of them are professors, 7 – associate professors, 4 – lecturers.

The general university education subjects of humanities, social sciences and arts are taught by 21 temporary lecturers: 2 professors, 2 associate professors, 9 lecturers with the doctor's degree and 8 lecturers (SER page 13).

This staff composition and methods of selection complies with both legal requirements and academic conditions.

The qualification of the staff is indisputably high – 82% of the staff members have scientific degree. This fact allows concluding that there is enough of intellectual and professional capacity at the Department to ensure learning outcomes of the Fine Arts Studies programme.

The total number of the teachers involved in the process of studies is 38 but there are 10,75 full time positions in the Department. Taking into account the actual number of students in the programme, the student/teacher ratio 10,75 / 69 is positive – 6,4 students to one permanent staff member. This statistic proportion can guarantee not only the provision of qualitative teaching duties but is also sufficient for individual tutoring.

The SER text indicates that “the turnover of academic staff is not very intensive” (page 13). The reason (besides the possibility to work at the central national art institution) seems to be loyal relations with the former alma mater - most of the teachers have graduated from Vilnius Academy of Arts themselves.

The average age of a permanent staff member is 52,8 years: six are 55 to 65, five – 45 to 55, six – 35 to 45 years of age.

Most of the permanent members of staff work in the Department for ten or more years; 19 in average, that points at the presence of experienced academic specialists at the Department.

The VAA has necessary system and conditions to support staff's development – there are local in international partner institutions to perform studies or research and possibility to take a leave “for up to a year in order to pursue research or raise qualification while getting paid an average salary” (SER page 15).

This approach corresponds with the standards of academic procedures and is assessed as good.

Staff improves its scientific qualification in local art institutions and partner universities as well. Conducting research projects, participation in artistic events, assisting in gallery work and expertise is a regular activity of the teaching staff of the Department.

4. Facilities and learning resources

The Department has one classroom (24 places) exclusively for the Department's students and can use six more classrooms for classes of the field of arts studies and general university education subjects.

The SER informs that "all classrooms meet the requirements of hygienic norms and are equipped with stationary computers or laptops, projectors and boards. The Department also has portable sound amplification equipment, books and methodical material". Although the amount of auditoriums seems to serve the basic needs of art theory studies the accreditation team should point at the fact that the quality of classrooms being at the disposal of the Department is relatively low – the study environment needs improvements to provide necessary comfort that theory studies require.

The central library of the VAA is an excellent example how to create a decent learning environment thus inviting students to do their research at the Academy.

The presence of teaching and learning equipment is sufficient but does not exceed the standard requirements. The problem how to provide a well-equipped space where theory students could concentrate on their study projects or themes and be able to mutually communicate has to be discussed at the Department and with the leaders of the Academy.

The Academy has variety of premises to arrange practical study courses for art theory students – there are 2 art galleries and a publishing house where students can explore their curator's or writer's skills. Also 'art days' are creative events where art students collaborate with theory students in making common artistic projects.

Study practices are managed at the museums, archives and private art collections. Students also make some 'field exercises' making visual surveys of cultural heritage objects. There are also study trips abroad (Northern Poland) provided by the VAA in connection with the courses on cultural heritage and history.

VAA library has fundamental resource of books and periodicals - at the end of 2011 there were 76,433 items in the VAA central library in Vilnius. The library subscribes to periodicals of 75 titles, 24 of them published in Lithuania and 51 – abroad. (SER page 18)

Library is well-equipped and exists as a warrant for meaningful research studies.

5. Study process and student assessment

Planned number of annually admitted students is 35. Since 2002 there is a general admission system that follows the 'Rules of General Admission to Lithuanian Schools of Higher Education First Cycle and Continuous Studies'. Individuals with secondary education are admitted to the first cycle of studies with regard to their:

1. Final maturity examinations,
2. Annual study results,
3. Chosen priorities (SER page 20).

This system provides good results for theory studies and satisfies the VAA and the Department. Organizational principles of the curriculum can be described as traditional and guarantee stable and consistent process of learning. This aspect positively reflects the system of learning outcomes where the main stress is put on the acquisition of the fundamental information, knowledge and methods of research.

Though the concept on study work in an interdisciplinary team is stated, the presence of true interdisciplinary study process is not implemented yet – the plan of the bachelor studies is arranged so that optional subjects are listed thus limiting students' possibilities to compose cross-disciplinary studies themselves.

The Department involves its best students in the projects managed by the teachers; the obligatory practical study module of the curriculum is permanently existing form of research practice. The Department strives to activate diverse forms of research activities to improve students' professional skills and ability to work in a team. The objective is arranging environment where students can learn to evaluate themselves in the professional and creative context.

Specific 'artistic environment' of the VAA tend to create a 'project-based communities' where young theoreticians can meet and collaborate with artists, designers and architects. This institutional aspect acts as indirect encouragement to extend the activities beyond the limits of a certain specialty.

The Academy has well-established traditions in organizing international cooperation and student mobility in particular. It is fully understood by the leaders of the VAA and the Department that students during the period of foreign studies become more independent, and develop their professional motivation.

From 2 to 4 students in average every year participate in the mobility exchange and the interest of students surpasses available placements. The main exchange programme in use is the EU Erasmus.

The Department is continuing to develop its international partnership.

Information on academic issues is provided by the Department on the information board and in VAA virtual environment. Students receive the actual information also by e-mail. Information on career possibilities and individual study schedules are provided by the teachers.

There are various kind of social, cultural and health support – the VAA has dormitories (with 139 places), Cultural Centre, art galleries and places for practical studies and recreation out of Vilnius. Scholarships and benefits are also available.

Priority to get the place in dormitory is given to disabled students, orphans, children from large families and those who have a single parent. (SER page 26)

The VAA concept on the effectiveness of academic assessment is the accumulative approach which consists of “grades of intermediary tests, written papers or practical assignments (course paper, annotated literature review, group homework, individual homework, etc.) and the grade for the final examination” (SER page 23). These principles are designed to assess not only the results but also a process of studies.

Students are informed about the forms and methods of course assessment at the beginning of the course.

Conditions of assessment of the graduation work are described in the 10 point system covering all qualitative and quantitative aspects of a research. Bachelor’s graduation works have intelligible description and are defended in public form.

Students of the Fine Art Studies programme participate in the professional activities.

There are 3 main directions of career expectations: to work in the field of art history and research, to develop wider humanitarian education and use it for acting as a representatives of culture and to work in a public services (SER page 26).

Employers, in general, are satisfied with the graduates and have a strong concept that the universal character of the programme that includes both traditional and contemporary tendencies should be preserved at the VAA.

6. Programme management

The VAA has implemented new principles of homogeneous institutional organization – the new structure is organized according to the circle of studies – Bachelor, Master or Doctor - instead of previous academic Faculties.

The staff members of the Department have an academic right to invent and design new courses and propose them to Programme Committee. New form of module description form was improved in 2011, to better accommodate “goals and learning outcomes, teaching methods, criteria of assessment, topics of lectures, obligatory and supporting literature, the amount of student’s independent work” (SER page 28).

The Academy has its internal quality insurance system which complies with good managerial practices and respects academic freedom. It is at first based on the Study Programme Committee (founded in 2011) that meets at least once a year. The Department is represented at the Committee as follows: 3 lecturers of the programme, 2 students, 1 alumnus and 2 social partners. The proposals of the Committee are confirmed by the Faculty Council. Then it is passed to the Senate for approval (SER page 29).

All academic community of the Department was practically involved in the SER writing particular topics, reading the text and adding information. Student’s annual surveys (since 2002) were used as well as special surveys for build-up of the self-evaluation report.

The VAA had organized EU funded training on quality assurance principles&mechanisms for its academic and administrative personnel. So the development of the self-evaluation report was well organized: SER group was working according to the 5 phase plan from March 9 till June 28. Every chapter of the SER was assigned to a particular SER group member.

There is a constant system to collect information from the alumni society – the Department has a mailing list of the alumni since last 5 years being updated every year.

The Study Programme Committee elaborates proposals for changes in three ways by:

- 1) Making periodic surveys of employers,
- 2) Active participation of the academic staffs in Lithuanian culture to be well-informed of current trends.
- 3) Monitoring the international activities of the academic staffs (SER page 7).

Also new guidelines for the bachelor’s graduation works were elaborated and implemented.

The new institutional quality assurance system (implemented in 2011) was established to provide thorough information about particular aspects of the study process including learning outcomes and, secondly, involvement of the stakeholders in the programme. The existence of these organizational principles guarantees that complete information can be gathered and analyzed at all the levels.

The VAA and the Department in particular understand the need for broader partnership with all stakeholders on local and international level with regard to its institutional mission.

Students, graduates and representatives of the labor market are directly involved in the internal quality assurance process – programme committees.

The survey carried out this year has shown that the employers are satisfied with alumni's professional activity, ability to master new information and critical attitude towards the texts, curatorial work, level of knowledge, proficiency in foreign languages and motivation. As the negative aspect the lack of practical experience was mentioned (SER page 7).

However, there is also an aspect to consider – according to the information given by the employers the market need less of art historians or critiques than the capacity of the Academy can provide. Obviously, there still are some unsolved problems to be discussed and fixed in the coming years.

Internal quality assurance mechanisms and measures taken during the last years demonstrate tendency of the VAA to establish democratic and information-based system of management. The steps to implement gradual decision making principles (from Programme Committee to Senate) show that the institutional system has positive evolution towards high standards of quality.

III. RECOMMENDATIONS

1. To continue development of the academic structure that leads to democratic and effective decision-making procedures.
2. To consider the selection of fine art subjects in direct context with the learning outcomes of the programme. There should be a clear notion what kind of knowledge or skill a particular subject may add to the core competences.
3. To discuss the possibility to implement the principles of holistic planning of the curriculum to better reflect the tendency to create student-centered study process.
4. To start cross-departmental discussion to survey the necessity for specific knowledge that could be shared - all departments of the VAA should support cooperation by opening parts of their programmes for broader choice of electives upon student's interdisciplinary interests.
5. To consider possibilities of renovation of the theoretical study environment.

IV. SUMMARY

Vilnius Academy of Fine Arts is a higher educational institution of a national dimension and the VAA strategy document demonstrates this factor. The specific organizational structure of the VAA is coexistence of Art Theory study programme and practical programmes of Fine Arts, Design and Architecture. This aspect is clearly reflected at the aims of the programme – an ongoing tendency to arrange a holistic and integrated structure of the study process. Recent changes of academic structure prove existence of rationally argued development.

Before mentioned institutional processes and the actual state of the Fine Arts Studies bachelor programme are taken as a central element for the proposals given by the team of experts:

- 1) To continue the development of internal collaboration between the academic institutions of the undergraduate and graduate school;
- 2) To review the part of fundamental study subjects considering both aspects of the traditional - history related and contemporary content.

By recognition of the core elements of the programme it is advised to make the group of supplementary subjects more flexible opening the part of the programme for broader two-way choice – to provide accessibility of the theory subjects for art, design and architecture programme students and involve theory students in practical studio work of art. Especially taking into the consideration the practical necessity for theory students to obtain skills of photography and media arts.

The concern expressed by the representatives of employers that particular responsibility of the VAA is to maintain the learning of the traditional subjects of Art History should be taken into account.

There are sufficient premises for wholesome study process at the Department, but improvements of auditoriums are to be taken as an importunate task - current physical condition of the rooms and equipment (tables, chairs) does not serve the requirements for concentrated and continuous theory studies.

The Team has noticed a definite disbalance between the new premises and those of the old building - presence of the new building (commonly called as 'Titanic') attaches the prospect how the study environment of a high standards should look like. The central library at the old building is also an exceptional learning resource and space for research activities however the absence of comparable comfort in the classrooms can make the routine study process as tiresome.

Nevertheless there are an impressive investment made to enhance efficiency of the academic performance, still the intellectual and creative resources of the Department of Art History and Theory are not exploited up to the level of its capacity - the high competences and capabilities of the teaching staff of the Department allows to conclude that more flexible student-centered study process can be performed with great efficiency.

V. GENERAL ASSESSMENT

The study programme Fine Arts Studies (state code – 612U90001) at Vilnius Academy of Arts is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

*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:

Atis Kampars

Grupės nariai:
Team members:

Wojciech Bałus

Eglė Jaškūnienė

Ramunė Balevičiūtė

Justas Bujokas

**VILNIAUS DAILĖS AKADEMIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
DAILĖTYRA (VALSTYBINIS KODAS – 612U90001) 2012-11-29 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-126 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Dailėtyra* (valstybinis kodas – 612U90001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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 akademija yra nacionalinio masto aukštojo mokslo įstaiga, tai įrodo VDA strategijos dokumentas. Speciali VDA organizacinė struktūra sujungia meno teorijos studijų programą su dailės, dizaino ir architektūros praktinėmis programomis. Šis aspektas aiškiai

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atsispindi programos tiksluose - nuolat kurti holistinę ir integruotą studijų proceso struktūrą. Naujausi akademinės struktūros pokyčiai įrodo racionaliai pagrįstą plėtrą.

Teikdama pasiūlymus, ekspertų grupė iš esmės atsižvelgė į anksčiau minėtus institucinius procesus ir faktinę dailėtyros bakalauro programos būklę:

- 1) toliau plėtoti vidinį akademinį institucijų bendradarbiavimą tarp bakalauro ir magistro mokyklų;
- 2) peržiūrėti fundamentinių studijų dalykus, atsižvelgiant į tradicinius su istorija susijusius ir šiuolaikinio turinio aspektus.

Pripažįstant pagrindinius programos elementus, patartina sudaryti papildomų dalykų grupę, kuri būtų lankstesnė ir atvertų programos dalį platesniam dvipusiam pasirinkimui: leisti dailės, dizaino ir architektūros programos studentams studijuoti teorijos dalykus, o teoriją studijuojančius studentus įtraukti į praktinį meno kūrybinių kūrimo darbą. Ypač reikėtų atsižvelgti į tai, kad teoriją studijuojantiems studentams yra būtina suteikti fotografijos ir medijos meno įgūdžius.

Turėtų būti atsižvelgta į darbdavių atstovų išreikštą susirūpinimą, kad VDA turėtų priimti ypatingą atsakomybę ir išlaikyti tradicinių meno istorijos dalykų dėstymą.

Katedra turi pakankamai patalpų tinkamam studijų procesui garantuoti, tačiau neatidėliotinai reikėtų atnaujinti auditorijas, kadangi dabartinė jų fizinė būklė ir įranga (stalai, kėdės) neatitinka koncentruotų ir tęstinių teorinių studijų reikalavimų.

Ekspertų grupė pastebėjo akivaizdų naujų patalpų ir senojo pastato patalpų disbalansą - naujasis pastatas (paprastai vadinamas titaniku) parodo, kaip turėtų atrodyti aukštas atitinkanti studijų aplinka. Senajame pastate esanti centrinė biblioteka taip pat yra išskirtinis studijavimo šaltinis ir erdvė moksliniams tyrimams, tačiau panašaus komforto stoka patalpose įprastą studijų procesą gali padaryti varginančiu.

Nepaisant to, įdėtas didelis kapitalas akademinės veiklos efektyvumui pagerinti, nors Dailės istorijos ir teorijos katedros intelektualiniai ir kūrybiniai ištekliai nėra visiškai išnaudoti – aukšta katedros dėstytojų kompetencija ir gabumai leidžia daryti išvadą, kad būtų galima užtikrinti lankstesnę, veiksmingesnę ir daugiau į studentą orientuotą studijų procesą.

III. REKOMENDACIJOS

6. Toliau plėtoti akademinę struktūrą, kuri leistų sukurti demokratines ir veiksmingas sprendimų priėmimo procedūras.

7. Apsvarstyti dailėtyros dalykų parinkimą tiesiogiai atsižvelgiant į programos studijų rezultatus. Turėtų būti aišku, kokiomis žiniomis ir įgūdžiais tam tikras dalykas gali papildyti pagrindines kompetencijas.
8. Aptarti galimybę įgyvendinti studijų turinio holistinio planavimo principus, siekiant geriau atspindėti siekį - sukurti į studentą orientuotą studijų procesą.
9. Pradėti diskusijas tarp katedrų ir išsiaiškinti specifinių žinių, kuriomis galima būti keistis, poreikį. Visos VDA katedros turėtų remti bendradarbiavimą ir atverti savo programų dalis, kad studentai turėtų platesnį pasirenkamųjų dalykų pasirinkimą atsižvelgiant į studentų tarpdalykinius interesus.
10. Apsvarstyti teorinės studijų aplinkos atnaujinimo galimybes.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341