



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos
**PROGRAMOS *GRAFIKA* (621W10001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *GRAPHICS* (621W10001)
STUDY PROGRAMME**
at the Vilnius Academy of Fine Arts

Grupės vadovas:
Team leader: Prof. Anthony Dean

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Grafika</i>
Valstybinis kodas	621W10001
Studijų sritis	menai
Studijų kryptis	dailė
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės magistras
Studijų programos įregistravimo data	

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Graphics</i>
State code	621W10001
Study area	Art
Study field	Fine Arts
Kind 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 ECTS
Degree and (or) professional qualifications awarded	Master of Fine Arts
Date of registration of the study programme	

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Following analysis of the Self-Evaluation Report (SER) and its appendices (which included module descriptions, CVs of teaching staff and summaries of programme content, etc.) and the previous Accreditation Report (2011), the Evaluation Team visited the Department of Graphics at Vilnius Academy of Arts on Tuesday 3rd December 2013.

The evaluation process followed the external evaluation procedures, set by the Ministry of Education and Science (by order No 1-01-162 of 20 December 2010) and the methodology for the evaluation of Lithuanian higher education institutions, set by the director of The Centre for Quality Assessment in Higher Education (by order 24 July 2009 No ISAK-1652, amendments 05.11.2009; 17.12.2009; 30.09.2010).

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

- i) Administration (Senior Management)
- ii) Students
- iii) Staff responsible for the SER and Teachers
- iv) Graduates, Employers and Social Partners

Site visits to the physical resources were conducted during the course of the day and the works (including final theses) of the students were viewed.

The Evaluation Team (ET) is grateful to the Rector of the Academy, his Senior Team and all the staff and students who contributed to making the Evaluation visit such a pleasant and enriching experience. We commend them for their positive engagement with the evaluation process and also for their careful preparation of the Self-Evaluation Report and its appendices. Throughout the visit, the ET was able to engage in an open and constructive dialogue with all concerned and this greatly enhanced the efficiency of the work of the ET. The Academy provided the ET with a very warm and hospitable welcome and the ET appreciated the willingness of staff, students, graduates, employers and social partners to make themselves available according to the needs of the schedule of the evaluation visit.

Two members of the team had been involved in the previous accreditation exercise in 2011 and were pleased to see the general improvement in Lithuanian higher art education. This sense of improvement was very evident to the ET during its visit to Vilnius Academy of Art, and

we were particularly impressed with the suite of new and extensive practical laboratories that are equal to the best facilities anywhere in Europe.

II. PROGRAMME ANALYSIS

1. Programme Aims and Learning Outcomes

The aims and learning outcomes of the programme are well defined and clearly articulated; they are well matched and correlated to the range of study courses/modules that comprise the curriculum. Both the aims and outcomes are readily available to students and are also publicly accessible via the Academy's website.

The aims and the learning outcomes of the programme are consistent with the academic and professional requirements of the study field. The professional relevance of the programme's aims and learning outcomes were endorsed through the statements made by the graduates, employers and social partners that the Evaluation Team met with during the evaluation visit. The ET felt that there was scope to refine or expand the current learning outcomes to more fully reflect the programme's engagement with digital technologies. The ET was unable to substantiate the extent to which the programme caters adequately for graphic arts in relation to new technologies and practices such as photography, the moving image and the wider range of creative digital media. Clarifying and quantifying this within the aims and learning outcomes of the programme will support students in developing expertise – as well as increase opportunities to engage in research and creative practice – in these areas.

The aims and learning outcomes of the programme reflect the generic descriptors for the Second Study Cycle (as set out within the national Descriptor of Study Cycles) and they have been appropriately adapted to reflect the needs of the specific study area of Graphics. However, in the view of the ET, there is potential to further refine the current learning outcomes – particularly at the level of the programme – where a reduced set of more succinct and overarching learning outcomes would bring an increased focus to the specific aims of the MA Graphics programme.

There is generally good compatibility between the name of the programme, learning outcomes, programme content and the qualification offered. The term '*Graphics*' (as understood in the English language) could be considered as a generic term and could be indicative of a range of different study pathways. The Department may wish to consider making a slight change to the current programme title (to *Graphic Arts*, for example) so that it offers a clearer image (particularly on an international level) of the main philosophy and the distinctive aims and learning outcomes of the programme.

2. Curriculum Design

To the best understanding and knowledge of the ET, and with the advice of the SKVC, the programme appears to fully comply with the relevant legal acts and regulations that govern national higher education. The programme's compliance with the Bologna process and the implementation of the European Credit Transfer System (ECTS) is commended.

The programme is comprised of a range of mandatory and optional subject courses/modules that enables the student to develop a final creative project and a substantive research element. The range of subject courses available ensures a logical and facilitative progression through the programme, which reflects the academic patterns of Masters programmes across Europe.

The content of study courses/modules is consistent with the type and level of study and they build rationally over the four semesters; starting with an introduction to research methodologies, followed by a period of developing a practical proposal linked with research interests which, in turn, leads to a period of artistic experimentation which informs the realisation of a (final) conceptual graphic art project. The learning and teaching experience offered by the programme is further enhanced through the range of optional study courses and electives available to the student.

The programme is highly student-centred, and learning is organised around the development of each student's individual creative project proposal – which forms a key element of the admission process. The breadth of curriculum, is strongly supported by the 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 – enables students to develop a strong and appropriate integration between theory and practise in their final work, whilst also enabling them to develop useful interdisciplinary practices.

The ET noted that in the period since the last Evaluation Report (2011) the MA Graphics programme has developed themes, forms and methods that more fully reflect international practise in taught postgraduate education. This provides an excellent basis for the continual enhancement of these initiatives and building upon them to further develop programme content will enhance the value of the MA – the continual development of curriculum content being a necessary on-going process in all creative arts programmes. An example of enhancement, instigated by the programme, is the addition of a member of staff with expertise in the field of art criticism to the teaching team in order to better guide students’ theoretical research.

The programme reflects the latest achievements in the study field. The ET was particularly impressed with the introduction of the ‘*Contexts of Contemporary Graphics*’ module, which provides students with a survey of leading-edge international graphic art practices. In addition to this, a further range of optional courses have been added which are designed to promote student awareness of contemporary ideas, theories and practices.

3. Staff

The ET was fully satisfied that the staff teaching on the MA Graphics programme meet all the necessary legal requirements.

The ET were fully satisfied that the qualifications, knowledge and experience of staff teaching on the MA Graphics programme were adequate to ensure the programme learning outcomes. All the members of staff hold postgraduate degrees in relevant areas of programme content and have recent and relevant experience in the field of professional creative practice.

In relation to the number of students enrolled on the MA Graphics programme the number of the teaching staff is satisfactory. The additional teaching input offered by visiting staff, as well as the opportunity offered to student to access cross-discipline teaching from other departments within the Academy is to be commended.

The ET viewed the turnover of teaching staff as being of a reasonable level. Although outside the scope of the evaluation process, the ET noted the comment made in the SER regarding the relatively low level of staff salaries; this holds the risk that academics will be

tempted to seek alternative – better paid – employment within their creative fields of practice, and may result in an increased staff turnover and/or difficulty in attracting new teaching staff in the future. The ET hopes that the financial situation will improve so as to ensure that teaching in higher education is able to continue to attract highly qualified and well-motivated staff.

The ET noted from the SER that since 2010 the VAA has been actively engaged with the professional development of teaching staff within the framework of the project '*Building the Future of Lithuania: Science, Economy, Cohesion*', supported by EU structural funds. The ET gathered evidence of a rich programme of staff mobility as well as staff participation in a wide range of training events and seminars. These activities have enriched both teaching methodologies and curriculum content. The ET also noted the Academy's proper concern to ensure that professional artists brought into the Academy to take up teaching roles were equipped with the appropriate set of competences to undertake pedagogic practice. The ET recommends that the Academy formalises this process to become a permanent element of its staff development activity so that it can be widely accessed and thereby further enhance the professional development of teaching staff.

The ET were fully satisfied that all of the staff teaching on the MA Graphics programme are actively involved in appropriate research and practise-based activities. In addition, there is clear evidence of strong staff participation in various national and international exhibitions and other related events.

4. Facilities and Learning Resources

Students on the MA Graphics programme are well provided for programme in terms of individual studio space. A suite of one or two-person studios (or 'cells') provides each student with a satisfactory and inspiring work-space, where they can work efficiently and comfortably.

The VAA has embarked on an ambitious programme of physical renewal and development of its infrastructure – the former publishing house building has been redeveloped into a first class print facility comparable to the best in Europe. The workshops, laboratories, IT facilities and exhibition spaces that are available to the MA Graphics students provide them with excellent and capacious working conditions to a high standard and specification of technical equipment, including all the appropriate safety equipment. The strategic decision of the

Academy to make all of its specialist learning and teaching equipment, including technical instruction and support, readily available to all students is highly commended.

The VAA has strong links with professional artistic practice and good relationships with potential employers and social partners that provide opportunities for students to apply their knowledge, gain practical experience and build professional networks in readiness for employment and/or their own professional artistic practice, as one graduate of the MA Graphics programme stated during a meeting with the ET, “*this MA is a rehearsal for the real life of an artist*”.

The Academy has a well stocked and well organised Library, which provides access to the latest books, periodicals and journals in the Graphics field. Furthermore the library provides access to a range of bibliographical databases to which students have direct access both within the Academy as well as externally through the internet.

5. Study Process and Student Assessment

There is a clear statement on the admission process, beginning with an open and competitive application period, leading to the submission of a portfolio of work, a preliminary creative project proposal and a personal interview. The materials submitted are reviewed by a special admission commission, the membership of which is composed by the Faculty and approved by the Rector.

The study process is well structured and effectively organised. A key element of the programme is the creative project proposal formulated by each student, which is also a key component of the admission process. The student’s individual creative project is a key driver of the student learning experience and promotes a strong student-centred approach to teaching on the programme. It was evident to the ET that the ethos of the programme embraces a collegiate approach to the facilitation student learning that takes specific account of individual learning needs and artistic career aspirations of each student while also ensuring that they are able to meet the learning outcomes of the programme.

The organisation of the curriculum, and the focus of the learning and teaching methodologies employed, ensure that students are engaged in artistic research and applied research activities throughout their programme. Additionally, the introduction of ‘live’ projects

from the field of professional practice and/or other national and/or international projects and events also enhances these activities. This was quite evident to the ET in the activity of student work and projects seen during the visit.

Both staff and students confirmed that information on mobility opportunities is widely disseminated. The students who met with the ET stated that – as postgraduate students – they are less keen to engage in mobility activities, mainly because of their involvement and commitment to the programme and to other activities – mainly professional – that will help them to develop their career after graduation. However, a number of the students had taken part in mobility activities during their undergraduate experience, through the EU Erasmus and/or NORDPLUS programmes.

The Academy provides an adequate level of support for the students through the allocation of personal academic advisors for each student and through a scholarship scheme. Students are also supported socially, through an array of facilities and services provided by the VAA, such as a gym and student dormitory, etc. The programme team also offers a good level of individual support to each student.

The criteria for the assessment of student achievement are appropriate to the aims of MA Graphics programme and its 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 (based on the recommendations from the Ministry of Education and Science and the Study Regulations of the Academy). The Assessment system was clearly outlined in the SER and is readily available to students. In their meeting with the ET, students confirmed that the intended learning outcomes were made clear to them at the start of the programme and that the learning outcomes of each study course/module were set out for them at the beginning of the course. They found that the assessment criteria and feedback from assessments helped them to understand how to improve their work. They were particularly appreciative of the formative feedback that they received following an interim review of their work prior to their final assessments.

The ET formed the impression that graduates of the MA Graphics programme have gone on to become active and successful players within the national and international art scene. This was evident from information included in the SER as part of the information presented on

graduate profiles – this impression was confirmed by the graduates, employers and social partners that the ET met with during the visit.

6. Programme Management

A key aspect of the Academy's programme monitoring process is undertaken by Programme Study Groups (which include teaching staff, student and stakeholder representation). The view of the ET is that the Programme Study Group promotes a satisfactory level of staff and student engagement in discussions about change and development of the MA Graphics programme. However, the students that the ET met during the visit did not appear to be fully aware of the remit and purpose of the Programme Study Group, the Academy should ensure that all monitoring processes designed to secure and enhance the student learning experience are fully understood and – where appropriate, participated in – by representatives of the student body.

There is an on-going process of the collation and analysis of data and information on programme implementation, this information is mainly focussed on application, recruitment, progression and employment data but is augmented by the feedback gathered from professional artists, employers and social partners who participate in the Commissions which assess the final graduation works. The ET was satisfied that this process is effective in ensuring that the MA Graphics programme continues to function in line with its aims and learning outcomes and that these remain broadly relevant to the external field of practice.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme and this is evident to the ET. The measures that both the Academy and programme team had taken in addressing the recommendations from internal and external evaluations was clearly articulated in the SER (in particular, their response to the recommendations made by the previous evaluation team in 2011).

The programme appears to be very permeable to feedback from stakeholders (graduates, employers and social partners). There is an on-going dialogue with stakeholders and the Department appears to be open to feedback from a range of sources, through both formal and informal representation. This appears to be a healthy relationship, which needs to be encouraged and continued; for example, the Graphics Study Programme Committee includes a stakeholder within its membership and, as noted above, employers and social partners are included within the

membership of the Assessment Commissions, which formally assess the health of the programme as part of the process of assessing students final works.

In light of the improvements made in response to the recommendations of the previous evaluation (2011) of the programme and the on-going commitment of the Academy and the Department to ensuring the on-going health of the programme, the ET judge that the internal quality assurance process is broadly effective and efficient. However, the current systems, while appearing able to be effective in identifying and rectifying problems or deficiencies with the provision, does not appear to include an enhancement element. It is the view of the ET that the current internal quality assurance process would provide a firm basis for developing a formal enhancement agenda that will assist the Academy not only in addressing any areas of weakness but will also enable it to continually improve all aspects of its provision.

III. RECOMMENDATIONS

As a conclusion to this report the Evaluation Team make the following recommendations. The implementation of these recommendations should be viewed as a means of enhancing the current provision, which the ET viewed as being broadly sound, developing systematically and incorporating a number of distinctive features.

The ET evaluated three programmes at the Academy, two Masters programmes (including MA Graphics) and one BA programme. This afforded the ET a broader view of the Academy as well as of each individual programme. Therefore, some of the recommendations below are aimed at the Academy as a whole while other relate to the specific provision being evaluated.

At the level of the Programme:

i) The ET was pleased to note that the Academy has paid close attention to the development of learning outcomes across all of its provision in recent years. The learning outcomes, as presented in the documentation provided in respect of the MA Graphics programme, were helpful to the ET in its undertaking of the evaluation process. However, in the view of the ET, there is potential to further refine the current learning outcomes – particularly at the level of the programme – where a reduced set of more succinct and overarching learning outcomes would bring an increased focus to the specific aims of the MA Graphics programme [*1 evaluation are refers*].

ii) While the range and diversity of the current diet of modules available to students on the programme appears to the ET to provide a rounded and appropriate learning experience, the ET encourage the programme team to consider clearly articulating – within the programme aims and learning outcomes – the programmes engagement with new media and digital technologies, so as to ensure that a clearer focus is given to these practices within the curriculum [*1 evaluation are refers*].

iii) The ET recommend that the programme team give serious consideration to the current title of the programme, so as to assure themselves that the distinctive nature of the programme is fully represented by the current title (MA Graphics) when translated into the

English language – for example, when promoting the programme in international contexts, either for recruitment or research purposes [*1 evaluation are refers*]

At the level of the Academy:

iv) The ET noted from its meeting with the Academy's administrative team, the Academy's concern to ensure that artists who were brought into the Academy as teachers were equipped with the appropriate set of competences to undertake pedagogic practice. The ET recommends that the Academy considers formalising this process and making it a permanent element of its staff development activity that can be accessed by all academic departments [*3 evaluation are refers*].

v) From what the ET was able to see during its visit, the Academy has established an internal Quality Assurance (QA) system that enables it to identify areas of provision in need strengthening. The ET believes that this provides a firm basis for the development of a formal enhancement agenda as part of its overall QA system and that this will help the Academy, not only to address areas of weakness, but also to continually improve all aspects of its provision and build on areas of good practice [*6 evaluation are refers*].

IV. SUMMARY

The Evaluation Team noted, in particular, the following positive aspects of the programme:

— The professional relevance of the programmes aims and learning outcomes that were strongly endorsed by the graduates, employers and social partners that the ET met with during the visit [*1 evaluation are refers*]

— The highly student-centred focus of the learning experience offered by the programme, organised around the students individual creative project proposal [paragraph 2.4 refers]

— The organisation of the curriculum which promotes a strong integration between theory and practice [*2 evaluation are refers*]

— The addition of a range of optional courses that are designed to promote student awareness of contemporary ideas, theories and practices – as well as to reflect the latest achievements in the subject field [*2 evaluation are refers*]

— The quality of the range of studios, laboratories and IT facilities directly related to the subject area that are available to the students [*4 evaluation are refers*]

— The strong links that the Department maintains with potential employers and social partners that provide opportunities for students to build professional networks in readiness for employment or establishing their own professional practice [*4 evaluation are refers*]

— The utility of the feedback provided to students as part of the assessment process, in particular the formative feedback associated with the interim review of work prior to their final assessments [*5 evaluation are refers*]

— The profile of alumni that have gone on to achieve success in national and international arts fields [*5 evaluation are refers*]

— The responsiveness of the Department to the outcomes of internal and external evaluations, as evidenced by their responses the recommendations of the previous Evaluation Visit [*6 evaluation are refers*]

— The strong and positive team spirit among staff and students that is fostered and supported by a highly dedicated programme team.

The Evaluation Team did not note any significant negative aspects of the programme but did note a number of aspects that could be enhanced further – these are encapsulated within the recommendations contained within this report.

V. GENERAL ASSESSMENT

The study programme *Graphics* (state code – 621W10001) at the Vilnius Academy of Fine Arts is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (<i>student admission, study process, student support, achievement assessment</i>)	4
6.	Programme management (<i>programme administration, internal quality assurance</i>)	3
	Total:	21

- * 1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

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Grupės nariai:

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**EXTRACT OF FIRST CYCLE STUDY PROGRAMME *GRAPHICS* (STATE CODE –
621W10001) AT VILNIUS ACADEMY OF ARTS 2014-01-27 EVALUATION REPORT**

NO. SV4-59



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos

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Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
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INFORMATION ON EVALUATED STUDY PROGRAMME

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Study area	Art
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Degree and (or) professional qualifications awarded	Master of Fine Arts
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— The professional relevance of the programmes aims and learning outcomes that were strongly endorsed by the graduates, employers and social partners that the ET met with during the visit [*1 evaluation are refers*]

— The highly student-centred focus of the learning experience offered by the programme, organised around the students individual creative project proposal [paragraph 2.4 refers]

— The organisation of the curriculum which promotes a strong integration between theory and practice [*2 evaluation are refers*]

— The addition of a range of optional courses that are designed to promote student awareness of contemporary ideas, theories and practices – as well as to reflect the latest achievements in the subject field [*2 evaluation are refers*]

- The quality of the range of studios, laboratories and IT facilities directly related to the subject area that are available to the students [*4 evaluation are refers*]
- The strong links that the Department maintains with potential employers and social partners that provide opportunities for students to build professional networks in readiness for employment or establishing their own professional practice [*4 evaluation are refers*]
- The utility of the feedback provided to students as part of the assessment process, in particular the formative feedback associated with the interim review of work prior to their final assessments [*5 evaluation are refers*]
- The profile of alumni that have gone on to achieve success in national and international arts fields [*5 evaluation are refers*]
- The responsiveness of the Department to the outcomes of internal and external evaluations, as evidenced by their responses the recommendations of the previous Evaluation Visit [*6 evaluation are refers*]
- The strong and positive team spirit among staff and students that is fostered and supported by a highly dedicated programme team.

The Evaluation Team did not note any significant negative aspects of the programme but did note a number of aspects that could be enhanced further – these are encapsulated within the recommendations contained within this report.

III. RECOMMENDATIONS

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<...>

**VILNIAUS DAILĖS AKADEMIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
GRAFIKA (VALSTYBINIS KODAS – 621W10001) 2014-01-27 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-59 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Grafika* (valstybinis kodas – 621W10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	21

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ekspertų grupė nurodė visų pirma šiuos teigiamus aptariamąsias programos aspektus:

— Šios programos tikslų ir numatomų studijų rezultatų, kuriems tvirtai pritarė absolventai, darbdaviai ir socialiniai partneriai, su kuriais ekspertų grupė susitiko vizito metu, profesinis tinkamumas [*I vertinamoji sritis*];

- Mokymosi patirtis, kurią siūlo programa, labai orientuota į studentą ir studentų individualaus kūrybinio projekto pasiūlymą [2 vertinamoji sritis];
- Studijų turinys, užtikrinantis stiprią teorijos ir praktikos sąsają [2 vertinamoji sritis];
- Programos papildymas daugeliu pasirenkamųjų studijų dalykų, skirtų supažindinti studentus su šiuolaikinėmis idėjomis, teorijomis ir praktikomis ir atspindėti naujausius studijų srities pasiekimus [2 vertinamoji sritis];
- Įvairių dirbtuvių, laboratorijų ir IT įrangos, tiesiogiai susijusios su studijų sritimi ir prieinamos studentams, kokybė [4 vertinamoji sritis]
- Glaudūs katedros ryšiai su galimais darbdaviais ir socialiniais partneriais, užtikrinantys studentams galimybę kurti profesinius tinklus rengiantis įsidarbinti arba užsiimti savarankiška profesine praktika [4 vertinamoji sritis];
- Naudingas grįžtamojo ryšio teikimas studentams vertinimo metu, ypač formuojančiojo grįžtamojo ryšio, pateikiamo per tarpinę darbo peržiūrą prieš galutinį vertinimą [5 vertinamoji sritis];
- Duomenys apie absolventus, pasiekusius sėkmės nacionaliniu ir tarptautiniu mastu [5 vertinamoji sritis]
- Katedros dėmesys vidinio ir išorinio vertinimo išvadoms, kaip rodo jos reakcija į ankstesnio vertinimo rekomendacijas [6 vertinamoji sritis];
- Tvirtas teigiamas darbuotojų ir studentų nusiteikimas, kurį skatina ir palaiko labai atsidavusi programos rengimo grupė.

Vertinimo grupė nenurodė jokių reikšmingų neigiamų programos aspektų, bet nurodė keletą dalykų, kuriuos būtų galima toliau tobulinti; jie įtraukti į šiose vertinimo išvadose pateiktas rekomendacijas.

III. REKOMENDACIJOS

Vertinimo grupė, atlikusi programos vertinimą, kartu su jo išvadomis pateikia šias rekomendacijas. Šių rekomendacijų įgyvendinimą reikėtų laikyti priemone, skirta sustiprinti šiuo metu vykdomą programą, kuri, vertinimo grupės nuomone, yra stipri, nuolat tobulinama ir turinti nemažai savitų savybių.

Vertinimo grupė įvertino tris Akademijoje dėstomas studijų programas: dvi magistrantūros (įskaitant *Grafikos* magistrantūros studijų programą) ir vieną bakalauro studijų programą. Tai padėjo vertinimo grupei susidaryti išsamesnę nuomonę apie Akademiją ir apie kiekvieną konkrečią programą. Todėl kai kurios toliau nurodytos rekomendacijos yra skirtos visai Akademijai, o kitos – susijusios su konkrečių programų vertinimu.

Programos lygmuo:

i) Ekspertų grupei malonu pastebėti, kad pastaraisiais metais Akademija labai daug dėmesio kreipė į visų joje dėstomų programų numatomų studijų rezultatų nustatymą. Numatomi studijų rezultatai, nurodyti vertinimo grupei pateiktuose su *Grafikos* magistrantūros studijų programa susijusiuose dokumentuose, labai padėjo atlikti šį vertinimą. Tačiau ekspertų grupė mano, kad dabartinius studijų rezultatus dar galima tobulinti, ypač programos lygmeniu – sumažinus numatomų studijų rezultatų skaičių ir glaustai apibūdinus svarbiausius iš jų, būtų galima daugiau dėmesio skirti konkrečioms programos tikslams [*1 vertinamoji sritis*].

ii) Nors vertinimo grupei atrodo, kad šiuo metu studentams dėstomų modulių apimtis ir įvairovė užtikrina jiems sklandžią ir tinkamą mokymosi patirtį, vis dėlto ji ragina programos rengimo grupę programos tiksluose ir numatomuose studijų rezultatuose aiškiai nurodyti programos ryšį su naujomis žiniasklaidos ir skaitmeninėmis technologijomis, stengiantis užtikrinti, kad programos turinyje būtų aiškiau pabrėžiamos šios praktikos [*1 vertinamoji sritis*].

iii) Vertinimo grupė rekomenduoja programos rengimo grupei rimtai apsvarstyti dabartinį programos pavadinimą ir užtikrinti, kad dabartinis pavadinimas (*Grafika*) anglų kalba atspindėtų programos savitumą (pavyzdžiui, viešinant programą tarptautiniu mastu, siekiant pritraukti studentų ar mokslinių tyrimų tikslais [*1 vertinamoji sritis*]).

Akademijos lygmeniu:

iv) Susitikusi su Akademijos administracija, vertinimo grupė įsitikino, kad Akademija yra suinteresuota užtikrinti, jog dėstytojais į Akademiją priimti menininkai įgytų atitinkamų gebėjimų, kad galėtų plėtoti pedagoginę veiklą. Vertinimo grupė rekomenduoja, kad Akademija apsvarstytų šios procedūros formalizavimą ir pavertimą nuolatine visų katedrų darbuotojų tobulinimo veiklos dalimi [*3 vertinamoji sritis*].

v) Kiek vertinimo grupei pavyko sužinoti vizito metu, Akademija yra įdiegusi vidinę kokybės užtikrinimo sistemą, kuri suteikia jai galimybę nustatyti, kurios programos įgyvendinimo sritys yra tobulintinos. Vertinimo grupės nuomone, tai suteikia tvirtą pagrindą formaliai veiklos gerinimo strategijai, kaip bendrosios kokybės užtikrinimo sistemos daliai. Tai padės Akademijai ne tik gerinti silpnąsias sritis, bet ir nuolat tobulinti visus programos įgyvendinimo aspektus bei remtis tomis sritimis, kuriose įgyvendinama geroji patirtis [*6 vertinamoji sritis*].

<...>

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