



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos (Kauno fakulteto)
STUDIJŲ PROGRAMOS „SKULPTŪRA“
(valstybinis kodas - 612W10004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "SCULPTURE" (state code - 612W10004)
STUDY PROGRAMME
at Vilnius Art Academy (Kaunas Faculty)

Review' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Skulptūra</i>
Valstybinis kodas	612W10004
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 metai)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės bakalauras
Studijų programos įregistravimo data	1997-05-19

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Sculpture</i>
State code	612W10004
Study area	Arts
Study field	Art studies
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Arts
Date of registration of the study programme	1997-05-19

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC.

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

Kaunas Faculty of VAA (VAA KF) is an integral structural part of Vilnius Academy of Arts. VAA is a state school of higher education of arts organising university first-cycle, masters, special vocational, integrated, third-cycle, doctoral studies, performing research and developing high-level professional artistic activities. It is an autonomous institution carrying out independent academic, administrative, economic and financial management activities based on the principle of self-government, academic freedom, and defined in the Constitution of the Republic of Lithuania, the Law on Higher Education and the Statute of the Academy.

The VAA community, including VAA Kaunas Faculty, VAA Vilnius Faculty, VAA Telšiai Faculty and VAA Klaipėda Faculty, sees itself as an educational institution of visual arts, recognised by its programme and value provisions, socially oriented staff of highly skilled artists and pedagogues, seeking to implement cutting-edge art technologies and capable of preparing professional artists, designers, architects who can compete in the art market, as well as experts in humanities and social science (art critics, cultural management professionals). The most talented graduates of the Academy comprise a significant part of the Lithuanian cultural elite producing art works that are recognised and appreciated in Europe and around the world.

The VAA KF offers university study programmes of arts at two levels (bachelor and master): 9 bachelor (Design, Graphic Design, Sculpture, Applied Ceramics, Applied Textile, Glass, Painting, Applied Graphics and Interior Design (from 2015)), 8 master (Design, Graphic Design, Sculpture, Applied Ceramics, Applied Textile, Glass, Painting, Applied Graphics), and 1 integrated study programme (Architecture, after bachelor and master study programmes were combined in 2016).

The BA Sculpture study programme is located in the Department of Sculpture at VAA KF. The root of Sculpture Higher Education at Kaunas was the Kaunas School of Art, established in 1922, where Sculpture was introduced in 1926. In 1947, the studio of Decorative Sculpture was operating in Kaunas School of Art but by 1995 it was decided to restore the studies of “pure” arts in what was by now VAA KF. In 2016, during the reorganisation of the Department of Visual Arts of the Kaunas Faculty, the VAA KF Department of Sculpture was created.

In 2011 the BA Sculpture Study Programme study programme was certified for three years; in 2013, the evaluation of this study programme was postponed because of the new regulations of higher education; those who wanted to study could not be enrolled so there were no students enrolled from 2014 to 2016. Students are now enrolled on the programme again and the BA Sculpture study programme is delivered by teachers from the Department of Sculpture, the Department of Humanities and students can take electives from other departments in the Faculty.

The evaluation of the Programme has been conducted by an international team assembled by the SKVC (see 1.4 below). In this work the team has followed the legal requirements and methodological guidelines, established for higher education institutions in Lithuania. The international expert group undertook its evaluation based on the information provided in the Self-Evaluation Report (hereinafter – SER), the submitted additional information by the VAA KF, and the observations made during the site visit to the KF. Following the visit, the views and findings of the review team members were discussed, which are reflected in this report.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No.V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *4/April/2017*.

- 1. Dr. Sarah Bennett (team leader)**, *Kingston University Head of The School of Art and Architecture, United Kingdom.*
- 2. Doc. Dr. Eugenia Loginova**, *Art Academy of Latvia, lecturer, Latvia*
- 3. Doc. Dr. Karen Harsbo**, *Royal Danish Academy of Fine Art, lecturer, Denmark.*
- 4. Prof. Dr. Richard Launder**, *University of Bergen, Institute of Art & Design, lecturer, Norway.*
- 5. Ms Asta Vaičiulytė**, *Contemporary Art Centre, curator and editor, Lithuania.*
- 6. Ms Rūta Stankutė**, *student of Lithuanian University of Educational Sciences, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The review team consider the programme objective *to train broadly-educated contemporary artists–sculptors...contexts of contemporary art* is defined clearly and aligns with the learning outcomes. However, the review team found contradictions between the SER (p8), the website and evidence of the student work from 2011-2016 about the key identified areas: Monumental, Miniature, Conceptual, in that the first two of these areas are clearly present, presented in the language of Classical and Modernist, however the third area: Conceptual, is substantially lacking despite the turnover of teachers referred to in the SER (p5) who could bring innovative and contemporary approaches. This causes the review team to question at what level the students are exposed to the contemporary context of sculpture during their education; despite reassurances from staff, the student works/attitudes bear little evidence of this – they are not secure in their contemporary knowledge although their skills base is good. It is highly recommended that the programme clarifies and strengthens the breadth of approaches to sculptural practice that it can support realistically given that the strengths and expertise of the majority of teachers are predominantly within traditional/classical and modernist genres. The subject knowledge that is required to teach contemporary approaches needs to be developed, expanded and the review team recommend that a coherent description about the programme is needed to stabilise a position whereby the Classical and Modernist can be placed into a relevant contemporary context (see 2.2 below for more detail re New Materialism etc).

The review team saw that the programme objectives and intended learning outcomes are linked to the state, societal and labour market needs through the requirement for students to have the ability to take ethical, social and ecological responsibility (LOs A9 and E3), and ability to make work and present it in public and architectural spaces (LO C6), and through the types of employment and careers that the graduates have (SER p6) as e.g. artists, restorers, and as organisers of cultural events. The table (p34) shows a good percentage of surveyed graduates from 2011, 2012 and 2013 who were still participating in individual creative activity in 2016, and a few employed. However, recent data is absent due to a lack of recent graduates so, although the programme aims are linked to state, societal and labour market needs, it will be important to follow up on future graduates over the next few years.

The review team saw that the link between the mission of VAA KF (SER p7) is in evidence in the learning outcomes (for example LOs A1, D1 and D3) and in the aspiration to maintain and foster the artistic level of the region, and beyond to an international context. In the endorsement of the social partners the review team can see that the students on the programme do contribute to the artistic life of the region, particularly through the practical training, though there is less evidence of the international reach, which is an area that can be developed further. The practical training also is the vehicle to ensure professional skills that will enhance graduates likelihood of continuing to work in the art field, so the review team can see that programme objectives and learning outcomes (e.g. LOs A10, C5, D4 and E1) will lead to professional development. Likewise the learning outcomes supporting academic development (e.g. B2, B4, C2) in knowledge, research analysis and practice are well written and aligned, and the review team welcome the level of contact that students have with staff.

The review team consider the programme objectives and intended learning outcomes correspond to the bachelor's study programme, and are in line with the first-cycle studies in the arts, and comparable with study programme objectives and learning outcomes in similar programmes known by the review team. By passing 240 ECTS a bachelor's qualification degree is achieved in Sculpture (Fine Arts). The review team consider that the title of the programme is apt and because it is generic thereby reflects the breadth of the programme of study, with the proviso that the contemporary aspect can be developed further and the content of the programme can be extended as in the recommendations below in curriculum design. The learning outcomes are well-tuned and were last revised in 2011 after the previous evaluation and in accordance with the Description of the Studies of Fine Art (SER p9), although the study programme committee reviews them on a regular basis.

2.2. Curriculum design

The review team confirm that the programme structure is in line with the legislative requirements. The review team noted that the programme offers: 15 credits in General university study subjects and the legal requirement is no less than 15; 177 credits in study field subjects and the legal requirement is no less than 165; 18 credits in practice and the legal requirement is no less than 15; 18 credits in Final project and the legal requirement is no less than 15; (SER p14), therefore it is in line with required categories of credits. The review team confirm that subjects of study are sequenced incrementally and consistently through studio practice (speciality subjects) and practical training each summer, with electives and mandatory subjects interspersed throughout the 4 years (see Annex no.1). The practical training is a good example of how learning is gradually consolidated each summer rather than repeated and the review team found that this part of the curriculum is well supported by the social partners. Students are able to gradually develop their independent working skills in the studio, though due to the high staff student ratios the teachers reported the students have plenty of contact. Students are supported to find their artistic voice in either applied sculpture or individual practice, however the amount of artwork actually produced seems low (see 2.4).

The Sculpture programme is a university first-cycle (BA) studies, delivered over 4 years of full-time studies. The content of subjects corresponds to the type and cycle of studies in the study area, according to the university first cycle (BA) and includes 240 ECTS over 8 semesters. The number of the subjects does not exceed 7 per semester and the volume of each subject is at least 3 credits (SER p13). The content of the subjects aligns with first cycle study expectations. In the main, the content of subjects and study methods enable students to achieve the intended outcomes and for example, through reading the SER and discussions in the student meeting the review team consider that students are well served in art historical studies - this was raised in the previous evaluation. The University Compulsory subject of HB0266 *Studies of Contemporary Culture, Aesthetic and Philosophy*, and HB0082 *Contemporary Art* have enhanced the curriculum (see previous evaluation report) and the ability of students to achieve the learning outcomes (LOs A1 and A6). The latter covers a range of ideas and theories and apposite tasks but has to cover all areas of contemporary practice rather than having a focus on sculpture. The team looked at whether HB0082 was offered early enough in the study plan (semester 6) to enable students to fully synthesise contemporary ideas into their sculptural practice. The subject MB1313 *Contemporary Contexts of Sculpture* in Semester 6 does bring specific focus to the programme and while it is clear that critical discourse and contemporary approaches are taught in the programme, the students were unable to connect their learning in contemporary art to their practical studies, so the review team recommends that

theoretical input needs to be consolidated symbiotically in the studio teaching. In the review team's view both these subjects (HB0082 and MB1313) are introduced too late for the students with a particular leaning towards contemporary sculpture to achieve the same levels of expertise as those students whose practice leans towards classical sculpture who benefit from contextual subjects in art history from the start of the programme. The review team therefore recommends they should be introduced earlier in the study programme. The review team also advises that the department considers whether recent international developments in contemporary theory relating to, for example, New Materialism, the Ready Made/Upcycling, Neo Primitivism (amongst others) would enable a conceptual position to be further embedded into the educational and artistic development of sculpture i.e. approaches that view process/material via a conceptual and/or contextual lens. Another approach could be in the field of Public Art - taking a Contextual or even a Socially Engaged position toward commission work (SER p9). Any of the above suggestions would enable the traditional to be viewed through the lens of the contemporary and could be supported by professional development of subject knowledge and increased access to current theoretical texts. In relation to the above advice, the review team recommends that staff update their subject knowledge in relation to contemporary sculpture and related theory (LO A3 and LO B1).

The review team welcome the addition into the curriculum of the professional development electives HB0269 *Basics of Entrepreneurship & Art Market*, HB0268 *Social Projects Management*, and HB0006 *Management of Culture Projects* (Annex no.1) and envisage that the students choosing to take these subjects will graduate with enhanced skills and potential for careers across the art sector. These were also thought to enhance graduate career paths by the alumni and social partners that the review team met. The review team found that students were mainly content with the balance between electives, compulsory subjects and study subjects, but found that students were not always able to access their chosen subjects due to class sizes, which may impact the scope of the programme – i.e. whether it is sufficient to achieve the learning outcomes. This depends on students being able to take the majority of the subjects they choose and the review team encourage the staff to facilitate student choice as far as is feasible.

In order that the content of the programme corresponds to the latest academic, artistic or technological achievements the review team recommend that MB1905 *Digital Media* (3Ds Max) should be considered as a speciality (mandatory) subject in order that students can become confident about accessing the digital laboratories at Vilnius (LOs C3 and C4). This is in addition to introducing contemporary art practice (see above), which assists in opening up the international context, supported by HB0081 *Lithuanian Art in a Global Context*. The students requested more international visiting artists and the review team recommend that the management consider

economical and efficacious ways to increase access to international artists and visitors through, for example, collaborations with VAA VF Sculpture programme which is well linked internationally to contemporary debates, or arrange more visits to exhibitions in Vilnius and beyond.

2.3. Teaching staff

According to the SER p18 there are 17 teachers working in VAA KF Bachelor of Sculpture study programme: 3 professors, 8 associate professors (including 4 PhD doctors), 5 lecturers and 1 assistant. 23% of teachers have a doctoral degree, 17% of teachers have the academic title of professor, 47% have the academic title of associate professor and 29% are lecturers. 55% of teachers in the area of studies are scientists and/ or acknowledged artists. Applying these statistics to the study programme the review panel agrees that the study programme is provided by the staff meeting legal requirements.

Given the small number of students on the programme (SER p28-29) there are sufficient numbers of staff. In terms of the qualifications of the teaching staff being adequate to ensure learning outcomes the review panel recommends that one particular area is given attention by the programme team and Faculty in terms of up-skilling in 3D modelling to ensure that this area of the curriculum is embedded in the studio practice (not seen as a separate area of skill taught solely by other teachers) and that studio staff can guide students towards the use of these technologies in their projects and assist the students in accessing the digital laboratories at Vilnius.

The review team congratulate VAA and the Faculty on the design of the Systematic Professional Development of staff (SER p20), which evidences that VAA KF ensures conditions for professional upgrading of staff necessary to implement the programme and responds to the recommendations of the previous evaluation. The review team consider that the BA Sculpture studio staff should use the professional development more in order to benefit from the opportunities for training that it can provide. It is clear that the studio staff do succeed in their own professional arenas (Annex no.4), but it is often the case that mid-career professionals need to be incentivised to keep up to date with new technologies and contemporary theory and ideas so that their students are able to enter the field with current skills and current thinking. It is clear that younger staff in studio and humanities are valued for this reason by the students (student meeting) and the review team recommend that the Faculty give close attention to the turnover of staff to ensure that the programme's currency, between traditional/classical and contemporary modes of sculptural practice, and that turnover is reviewed frequently (the majority of teachers are over 45 years – SER p20). The students voiced that they would also benefit from greater access to staff with international connections – and the review team suggest that this could be facilitated by visiting artists and critics being invited to the

Sculpture Programme, which happens infrequently (see 2.2 above). The review team were pleased to see the new residence that will provide accommodation for visiting academics.

The review team also recommend that the Systematic Professional Development programme should assist studio staff in updating their subject knowledge (see also recommendation from previous evaluation regarding insufficient integrated critical discourse of contemporary art and 2.2 above). It is clear that staff have abundant skills in their technical fields but some wider research opportunities would enable staff to review their practical knowledge in the light of developments in contemporary thinking that could be used to review traditional and classical approaches. Through reviewing the artwork of students (though the amount of work since the last evaluation was limited by the fact that the programme did not admit students for a few years). The staffing of the Practical Training does provide students with a positive learning experience and plentiful materials and contexts. Finally on staffing matters, the review team would like to recommend that the social partners have greater contact with students throughout the programme, to compliment the regular teaching staff.

2.4. Facilities and learning resources

The premises for study of the sculpture bachelor programme are currently based in temporary classrooms due to the renovation of VAA KF. The two classrooms in **Muitinės str 2; 04a and 04b** have good ventilation and heating but cramped studio space for sculptural work. The two other classrooms **Muitinės str 2; 122 and 133** were spacious but in very bad condition and damp. This was also mentioned in the previous evaluation 2011 and the review team anticipate that the present state of the temporary classrooms will be improved soon as part of the renovations, as this is urgent – although students voiced a sense of freedom using the un-renovated space. Workshops and other equipment of the department are currently not used due to renovation, but students can use the good modelling laboratory for wood and metal work where there is a teacher at all times to assist, and also have access to printing, IT and analogue photo facilities. The refurbishment of the former hospital is planned to finish by 2022 (when Kaunas might become Cultural capital of Lithuania) or latest by 2027. The review team commend the KF Administration for their ambition in the renovation and the opportunities this will provide to expand and upgrade the facilities for the whole Faculty. In particular the review team commend the inclusion of a residence, which will facilitate visits from international students and artists. The review team also welcome the plans for bronze casting facilities in the renovations.

The teaching and learning equipment is partly not in use because of the renovation and partly replaced by the Faculty facilities (design/modeling workshop, and more; SER p23). The students voiced concerns about only having access to old clay and old armatures. They have to buy basic

materials like plaster, wood and metal they need for their creative work. The students missed help to find free materials. Students did not know that facilities are available for them in Vilnius, including the CNC-3D milling machine and had not attended the optional courses available at KF in 3D modelling (3D MAX) to help prepare them, but would like to have more knowledge on the subject. The VF has purchased a 3D printer and 3D simulation machines and the review team understands that the programme team see the need and motivation for students to engage with these new technologies. The review team recognise that other investment has taken place since the previous evaluation, and the extent to which the social partners also provide tools and equipment. However, the review team are concerned that basic materials such as clay, and hand tools are not readily available and this places a limit on the production of student work. The review team therefore recommends that material resources are improved in the department through the Faculty or Department budgets, so providing the basic requirement for study in sculpture. The materials provided by social partners can then supplement these materials and tools.

The student practice mainly takes place in the summer when social partners supply materials and equipment and works are donated to the municipality. The social partners are mainly local towns and municipalities, where material workshops and internships take place, working with wood, stone and snow (SER p24). However, the student group (1, 3, 4 year) seemed to have had little experience of collaboration with social partners which was surprising. On the topic of the volume of exhibitions students said they had only exhibited once, other than during the summer practice, and one student said he did not have enough work to exhibit more than once. The review team are concerned about the level of production of student work and recommend increasing the level of student output of artwork throughout the year.

Teachers and students have access to VAA library in Vilnius and its divisions and to its several subscribed international and national databases (SER p24). The local library at VAA KF has been moved and refurbished with 32 working spaces and wireless internet, and provides course books and specialised literature and publications. The review team were impressed by the new location for the library, but the review team recommends that the Faculty remain vigilant to maintain the currency of the library stock for sculpture and contemporary art, both local and foreign publications, since the collection of the books available today is very basic and lacking in consistency.

2.5. Study process and students' performance assessment

Entrance requirements of VAA KF are well set, consistent and transparent (though under review). Students can be admitted for the BA studies after high school. The entrance requirements are in compliance with the Description of the Procedure of General Admission to First-Level and

Integrated Studies in the Higher Education Schools of Lithuania in 2016 and approved by the President of the Lithuanian Association of Higher Education Institutions for General Admission Procedures upon the order of 16 May 2016, No. 16-29 (SER p26). Entrance to the BA studies of VAA KF Bachelor degree study programme of Sculpture is performed by way of competition, after completing examination assignments in order to determine the future students' talents and skills. A compulsory component is the applicant's folder of creative works: 30 pages of up to A2 size to provide information about the study achievements and evidence of professional competencies of the applicant: drawings, paintings, plastic pieces of art, compositions, photographs, prints, etc. The admission procedure was renewed in 2016 and additional points were given to applicants applying for the study programmes of arts, if they had won prizes in the International or National Olympiads of Arts, as well as National Contest of Visual Arts Čiurlionio takais. However, despite a sufficient number of applicants (SER Table 6, p27), in 2012 and 2015 for the VAA KF BA Sculpture programme there were no applicants (SER Table 7, p27). During the analysed period, on average 2.6 students were enrolled in the VAA KF Sculpture Bachelor's (first-level) study programme annually. The drop out rate has been 3 students between 2012 and 2016, with 7 graduating in 2012 and 1 in 2013, but none since that time. In general, requirements for admission to the studies are well-structured, while a decreasing number of students is an aspect that the review team recommends is addressed, for example by reviewing admissions publicity and circulation.

Existing regulations and procedures of the study process ensure proper implementation of the programme and achievement of the intended learning outcomes of a Bachelor of Sculpture. Lectures and practical training take place in accordance with the approved study schedule. The admitted students are introduced to the study process and the principles of evaluation. The flexible study timetable combines compulsory and elective study subjects, work with professors and individual work, public mid-term and final assessment shows where the progress of the students is analysed, thus ensuring a productive study process (SER p28).

Students of KF Sculpture Department are encouraged to take part in artistic activities. Students can attend various exhibitions and get involved in various projects. In the SER (p29) it was mentioned that over the recent years, students of VAA KF Department of Sculpture participated in various exhibitions in Kaunas and other Lithuanian cities. Only three exhibitions were mentioned, and the review team don't have evidence of any statistical data about a number of events per year, and students had only exhibited once. The review team recommend that this is an area for improvement. In the meeting with teachers the review team found out that they had approved of the new expressions in sculpture, such as snow-ice festivals and now they take an active part in them. During the analysed period, a group of teachers and students had participated in various festivals,

and had an award in Japan, which, of course, is a positive experience. However, students were not very responsive to discuss their own creative accomplishments with the review team, and the reason was surprising - they didn't have any work to show us, except the study works. The review team recommend that in order to maintain the creative atmosphere at the Department more visiting artists are invited along with creative interdisciplinary workshops in order to give a greater motivation to students for creative work (see 2.4 above).

Students are informed about the possibilities of mobility mostly through the Erasmus+ programme. Students readily and actively want to participate in the programme but the number of applicants exceeds the possible vacancies. During the last five years, only one student of VAA KF Department of Sculpture (SER Table 10, p30) had been on exchange - with Krakow Art Academy in Poland in 2016. VAA has signed the ERASMUS+ student and graduate internship contracts – 162 contracts in Europe, and in 2016 mobility was extended to other continents as well (SER p30).

VAA KF ensures regular academic and social support for students, as it is described in SER (pp30-31). Students can make use of many possibilities provided by the KF in various spheres. Primarily it is informative support, by e-mail (commonly used: @stud.vda.lt), website (vda.lt) and department's notice-board. Ordinary forms of consulting and conversation are lectures, workshops and individual consultations, mid-term and final assessment shows, discussions. It is mentioned in the SER that all students can visit the teachers of the Department in their studios after classes, but the review team did not have any evidence of it, students at the meeting were very passive and restrained in the discussion. KF is part of VAA and the review team recommend to provide a possibility for closer collaboration with VAA VF so that students could use new, modern, contemporary technical equipment of new technical laboratory located in Vilnius. Awarding of scholarships and benefits is regulated by the Ministry of Education and Science of the Republic of Lithuania, according *The Regulations on the Granting of Scholarships of Vilnius Academy of Art* and approved at VAA Senate and at the Rector's Office meetings. However, SER observes that financing is not adequate to satisfy students' requirements for benefits (SER p31).

The system of assessing student achievements is clear, public and appropriate to assess the learning outcomes and relies on the principles of impartiality, objectivity, validity, constructiveness and clarity. In the beginning of a semester the department's teachers inform the students about the criteria of assessment of their learning outcomes providing information about the syllabus, goals of the subject, anticipated learning outcomes, assessment system, impact of mid-term assessments on the final grade, requirements and assessment criteria. According to the Order of the Minister of Education and Science of the Republic of Lithuania on the Adoption of the Description of the Fine

Arts Field of Study of 27 August 2015, No. V-927, Vilnius a 10-point criterion grading scale is used (SER Table 11, p32). Throughout the listed period, the average grade of BA final project in the Sculpture Department was 9. During the reviews and students' shows public discussions are held, teachers and students also express their opinion and all interested students can get recommendations and individual consultations.

Professional activities of the majority of programme graduates meet the expectations of programme operators and employers. According to the graduate survey distributed in 2016, 97 % of the graduates work in the fields related to individual creative activity (SER Table 12, p34), though this relates to graduates from 2011-2013. It was mentioned that in the analysed period graduates did not go abroad, but were engaged in creative activities in Lithuania. Some of them continued studying for a Master's degree at Vilnius Faculty. In a conversation with the graduates, the review team heard that they maintained friendly relations with the professors of the Sculpture Department and became social partners, for instance, with the company Betonika. It was mentioned that the graduates were satisfied and appreciated universal basic skills obtained at the KF Sculpture Department. It helped them to find an art-related job: applied sculpture, art education, stage design, interior design, restoration, scenography etc. In the conversations with alumni and social partners, the review team found out that graduates (some from many years ago) are in demand and are working in the art-related branches, which proves that the programme Sculpture BA of KF meets the state economic, social, cultural, and future development needs. It was also mentioned in meetings that graduates working on individual art need also to work in applied sculpture to 'survive' (teachers meeting).

Students that the review team met were positive about their peers and the teachers, and they enjoyed the artistic environment of KF and the city. Student feedback is provided throughout the study time, during the classes or individually, fair learning environment is ensured. The feedback is an integral part of studies, it is regular and based on the Description of Feedback System of Vilnius Academy of Arts. Approved by the Resolution No. S-2015-2/1 at VAA Senate meeting on 25-02-2015 (SER p33). Each semester anonymous questionnaires have questions about students' needs, content of the study programme, quality of subjects, social and academic support. In the conversation with students, they evaluated this process as ineffective. The review team recommend that the administration of Academy should find a more effective way to feedback to students on the anonymous online survey. Students can make complaints and lodge appeals in accordance with clear, public and transparent procedures. VAA is an independent institution that carries out administrative, economic and financial management activities based on the principle of self-government, academic freedom, and defined in the Constitution of the Republic of Lithuania, the

Law on Higher Education and the Statute of the Academy (SER p3). Students have a possibility to apply to the Department commission of appeals if they disagree with the evaluation of their works (SER p32). There is Ethics Committee in VAA, which ensures fair learning environment and the implementation of the regulations of the Code of Ethics.

2.6. Programme management

The Study Programme Committee is the key monitoring and decision-making body of the programme, and its members are responsible for implementation of the study programme - it meets twice per annum. In addition to addressing academic and operational matters pertaining to the department, the committee also receives matters and decisions from VAA Senate and the Faculty Council. Alongside the teachers, graduates and social partners who are part of the committee, the student representatives are intended to play a key role in the committee by bringing forward any issues to be discussed from the student groups. However, when the review team met the students it was not clear that any of them had been active on the committee.

With regard to the Quality Assessment Assurance Policy, the review team notes that a new position has been created - the Senior Specialist of Study Quality Department - to work together with KF and liaise with VAA. It is not clear that the VAA Quality Assurance policy has yet been embedded in the sculpture programme and the review team recommend close liaison with VAA in order to ensure that the implementation of QA is an effective and useful tool and not overly burdensome, i.e. that its compatible to scale and has a real relevance to the particulars of the programme. The review team encourage the Senior Specialist of Study Quality Department in VAA KF to play an active a role in supporting the implementation of QA in the BA sculpture programme and that the internal quality assurance measures are effective and efficient, including student surveys and questionnaires. The students stated that they value the more direct and methods of feedback with staff, though in the student meeting it was reported that some issues had not been addressed such as managing expectation when choosing electives (when an elective is not able to run) and in introducing some topics such as 'Installation art'. The reviews of artworks at the end of semesters are public and provide an opportunity to hear the views of external audiences, social partners, the teachers of other departments and study programmes, so gaining other perspectives on the quality of the programme.

According to the SER (p37) data and other information regarding programme implementation are collected and analysed periodically, and for the evaluation process the review team have been able to regard this data in tabula form (SER) and discuss it in meetings. The fact that the study programme had no students for 3 years has resulted in a shortage of data, which is not the fault of

the programme team, but does make the process of review less straightforward when analysing data that has been collected less recently.

The responses to the previous evaluation in 2011 are outlined in Annex no.6. Some of the recommendations required action on the part of VAA followed by implementation at Faculty, Department and programme level, e.g. QA processes and Professional Development. The process of embedding the new processes at programme level is ongoing, but should bring increasing benefit to the student experience and enhance staff expertise in the long term. Other recommendations from 2011 have been acted upon directly at programme level such as the introduction of additional electives in arts management subjects, closer links with social partners, and rigorous implementation of learning outcomes. The recommendation from 2011 that theoretical subjects need to be integrated to the core content of the programme has been addressed in part, but the current review team considers that this is still needing further development (see 2.1 and 2.2 above)

The review team sees the value the informal relationships with Social Stakeholders (many of whom are Alumni) which lead, for example to students being helped to use molding processes, and extra materials being available through sponsorship 'in kind' during practical training (social stakeholder meeting). The review team recommends more partnerships, both formal and informal, which may be enhanced when Kaunas becomes the City of Culture 2022. It is noted that Kaunas City Council is increasing investment, with many more creative projects due and that the programme team already see greater involvement of alumni and social partners as an area for improvement (SER p41).

The website (www.vda.lt) is the main vehicle to make the information about the study programme public (SER p30), including the outcomes of previous evaluations, although information is also available at exhibitions and other KF events. The review team recommend that marketing and admissions are given greater attention by the programme team and administration, to ensure a stabilisation of student numbers, and an increase in the size of student cohorts (subject also to revised admission regulations) to avoid the situation with no entrants (SER p6). The plan to use face book may prove useful in terms of attracting interest in the programme (improvement actions SER p41).

2.7. Examples of excellence

The review team commend the KF Administration for their ambition in the renovation of the former hospital and the opportunities this will provide to expand and upgrade the facilities for the whole Faculty. In particular the review team commend the inclusion of a guest residence.

III. RECOMMENDATIONS

1. The review team highly recommended that the programme needs to clarify and strengthen the breadth of approaches to Sculptural practice that it can support, that a coherent description about the programme is needed to stabilise a position whereby the Classical and Modernist can be placed into a relevant contemporary context.
2. The review team recommends that contemporary art and contemporary sculpture subjects should be introduced to students earlier in the programme and that theoretical input needs to be consolidated symbiotically in the studio teaching.
3. The review team recommends that the staff should use should use the Professional Development opportunities to develop their subject knowledge in relation to contemporary sculpture and related theory.
4. The review team recommends that digital media subjects should be considered as a speciality (mandatory) subject in order that students are introduced to 3D modelling. Studio staff should use the Professional Development opportunities to develop their skills in 3D modelling.
5. The review team recommends a closer collaboration with VAA VF so that students can use the new technical equipment.
6. The review team recommend that the management consider economical and efficacious ways to increase access to international artists and visitors, including developing closer links/collaborations to VAA VF to supplement what is available at the Kaunas campus as a means to enable an enriched educational experience and access to contemporary debates.
7. The review team recommend that the Faculty give close attention to the turnover of staff to ensure that the programme's currency between classical and contemporary modes of sculptural practice are reviewed frequently, and to ensure input from younger and international visiting artists.
8. While commending the Faculty on its relationships with the social partners, the review team recommend that the social partners have greater contact with students throughout the programme, to compliment the regular teaching staff.
9. The review team recommends that material resources available are improved in the department.

10. The review team recommends that the Faculty remain vigilant to maintain the currency of the library stock for sculpture and contemporary art.
11. The review team recommend that in order to maintain the creative atmosphere at the Department more visiting artists are invited along with creative interdisciplinary workshops in order to give a greater motivation to students for creative work and the review team recommends increasing the level of student output of practice.
12. The review team recommends is addressed, for example by reviewing admissions publicity and circulation. (student process)
13. The review team recommend that more opportunities should be provided for students to participate in exhibitions and other artistic activities and international exchanges. Student process
14. The review team recommend that the administration of Academy should find a more effective way to feedback to students on the anonymous online survey.
15. The review team recommend close liaison with VAA through the Senior Specialist of Study Quality Department, in order to ensure that the implementation of QA is an effective and useful tool.
16. The review team recommend that marketing and admissions are given greater attention by the programme team and administration, to ensure a stabilisation of student numbers, and an increase in the size of student cohorts

IV. SUMMARY

The review team consider the programme objectives are defined clearly and align with the learning outcomes. However, the review team found contradictions between the SER, the website and evidence of the student work about the key identified areas: Monumental, Miniature, Conceptual, in that the first two are clearly present, presented in the language of Classical and Modernist, but the latter: Conceptual, is less developed. The review team recommend that a coherent description about the programme is needed whereby the Classical and Modernist can be placed into a relevant contemporary context. The review team saw that the programme objectives and intended learning outcomes are linked to the state, societal and labour market needs through the types of employment and careers that the graduates have, though based upon limited data. The review team confirms a link between the mission of VAA KF and the learning outcomes via the aspiration to maintain and foster the artistic level of the region, endorsed by the social partners and the practical training, through which professional skills are developed. Likewise the learning outcomes supporting academic development in knowledge, research analysis and practice are well written and aligned, and the review team welcome the level of contact students have with staff. The review team consider the programme objectives and intended learning outcomes are in line with the first-cycle studies in the arts.

The review team confirm that the programme structure is in line with the legislative requirements. The review team also confirms that subjects of study are sequenced incrementally and consistently through studio practice (speciality subjects) and practical training which provides a good example of how learning is gradually consolidated, not repeated and well supported by the social partners. Electives and mandatory subjects are interspersed throughout the 4 years. Students gradually develop their independent skills, and are supported to find their artistic voice in either applied sculpture or individual practice. In the main, the content of subjects (modules) and study methods enable students to achieve the intended outcomes and students are satisfied with the balance between study subjects, compulsory subjects and electives though they are not always able to take the subjects they choose. The review team welcome the introduction of professional development electives and recommend that Digital Media subjects should be considered as speciality subjects. The introduction of studies in Contemporary Culture and Contemporary Art have enhanced the curriculum although the review recommends that these subjects should be introduced earlier in the programme. The review team recommends that staff are supported by the Professional Development process to update their subject knowledge in relation to contemporary sculpture and related theory. The review team recommends that the management consider economical and

efficacious ways to increase access to international artists and visitors to compliment work already being done to expose the students to the global context.

The review team confirm that the BA Sculpture study programme meets the legal requirements and agrees that the number and qualifications of the teaching staff and their professional and pedagogical activities ensure the agreed learning outcomes. The review panel congratulate the KF and VAA on the design of the systematic professional development for staff and recommend that the BA Sculpture studio staff should use the professional development more in order to benefit from the opportunities for training by up-skilling in 3D modelling to ensure that this area of the curriculum is embedded in the studio practice, and by updating subject knowledge in order to reposition the renowned traditional approaches through the lenses of contemporary art theory and critical discourse to compliment their skills in their technical fields of sculptural practice. Additionally the review team recommend that the Faculty give close attention to the turnover of staff to ensure that the programme's currency between classical and contemporary modes of sculptural practice are reviewed frequently, and to ensure input from younger and international visiting artists. The staffing of the practical training provides students with a positive learning experience and plentiful materials and contexts. The review team recommends that the social partners having greater contact with students throughout the programme, to compliment the regular teaching staff.

The review team commend the KF Administration for their ambition in the renovation and the opportunities this will provide for the whole Faculty, and in particular the inclusion of a residence, which will facilitate visits from international students and artists. The review team saw some good equipment and machines in the VAA KF modelling laboratory, where there is always a teacher to assist the students. The review team also welcome the plans for bronze casting facilities. The review team anticipate that the present state of the temporary classrooms will be improved soon as part of the renovations, as this is urgent. The review team recognise that investment on equipment has taken place, and the extent to which the social partners also provide tools and equipment. However, one area to promptly address concerns basic materials such as clay, and hand tools that are not readily available and this places a limit on the production of student work. Therefore the review team recommends that material resources are improved in the department. The review team are concerned about the level of production of student work and recommend increasing the level of student output of practice. While congratulating VAA KF with the new location for the library, the review team recommends the Faculty needs to be vigilant to maintain the currency of the library stock for sculpture and contemporary art.

Admission requirements of VAA are well set and are reviewed every year. Students can be admitted after high school, by competition. Despite a sufficient number of applicants in 2012 and 2015 there were no students. In general, requirements for admission to the studies are well structured, while a decreasing number of students remains the main issue for improvement. Overall, the study process is organised well. Existing regulations and procedures ensure proper implementation of the programme. Assessment system looks to be clear and students are able to get feedback. The review team recommend that the administration of VAA should find a more effective way to feedback to students on the anonymous online survey. Ethics Committee in VAA ensures a fair learning environment. As students confirmed, there is an adequate academic and social support provided for them by KF, although the numbers of scholarships awarded is an option for improvement. The review team recommend that more opportunities should be provided for students to participate in exhibitions, creative interdisciplinary workshops, Erasmus exchanges and access to new technical equipment at VAA VF. The review team note the positive experience of participating in the snow-ice festivals and the prize in Japan. The review team were reassured that all graduates are in demand: 97 % the graduates work in the art-related fields.

The Study Programme Committee is the key monitoring and decision-making body of the programme, and its members are responsible for implementation of the study programme - it meets twice per annum. In addition to addressing academic and operational matters pertaining to the department, the committee also receives matters and decisions from VAA Senate and the Faculty Council. The review team encourage the newly instated position of Senior Specialist of Study Quality Department in VAA KF to play an active a role in supporting the implementation of QA in the programme. Data and other information are collected and analysed periodically including feedback from students who value the more direct methods of feedback with staff. Recommendations from the previous evaluation have been addressed by VAA and at Faculty, Department and programme levels, such as the introduction of additional electives in arts management subjects, closer links with social partners, and rigorous implementation of learning outcomes, which have produced positive results. The recommendation from 2011 that theoretical subjects need to be integrated to the core content of the programme has been addressed in part but the current review team considers that this still needs further development. The review team commends the formal relationships with Social Stakeholders and recommends more partnerships, both formal and informal, an aspiration shared by the programme staff. The review team recommend that marketing and admissions are given greater attention by the programme team and administration, to ensure a stabilisation of student numbers.

V. GENERAL ASSESSMENT

The study programme *Sculpture* (state code – 612W10004) at Kaunas Faculty, Vilnius Art Academy 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	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	13

*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:	Sarah Bennett
Grupės nariai: Team members:	Eugenia Loginova
	Karen Harsbo
	Richard Launder
	Ms Asta Vaičiulytė
	Ms Rūta Stankutė

**VILNIAUS DAILĖS AKADEMIJOS KAUNO FAKULTETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *SKULPTŪRA* (VALSTYBINIS KODAS – 612W10004) 2017-06-05
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-111 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos Kauno fakulteto studijų programa *Skulptūra* (valstybinis kodas – 612W10004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	13

* 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 grupės nuomone, studijų programos tikslai apibrėžti aiškiai ir suderinti su studijų rezultatais. Tačiau ekspertų grupė pastebėjo, kad viena kitai prieštarauja savianalizės suvestinėje, interneto svetainėje ir studentų darbuose nurodytos pagrindinės sritys: *Paminklinė, Miniatiūry,*

Konceptualioji, nes pirmosios dvi aiškiai yra ir pateiktos klasikine ir modernistine kalba, tačiau trečioji – konceptualioji – yra mažiau išplėtotą. Ekspertų grupė rekomenduoja aiškiau apibūdinti studijų programą, kurioje klasikinė ir modernistinė sritys galėtų būti įtrauktos į atitinkamą šiuolaikinį kontekstą. Ekspertų grupė mano, kad studijų programos tikslai ir numatomi studijų rezultatai yra susieti su valstybės, visuomenės ir darbo rinkos poreikiais, tai liudija absolventų užimtumo ir karjeros kryptys, išvada padaryti turint ribotą duomenų kiekį. Ekspertų grupė patvirtina VDA KF misijos ir studijų rezultatų ryšį, kuriuo siekiama palaikyti ir skatinti regiono meninį lygį, tam pritaria socialiniai partneriai, ir praktinį mokymą, kurio metu ugdomi profesiniai įgūdžiai. Studijų rezultatai, skatinantys kaupti akademinės žinias, atlikti mokslinių tyrimų analizę ir praktiką, yra tinkamai suformuluoti ir suderinti. Ekspertų grupė teigiamai vertina studentų kontaktus su dėstytojais. Ekspertų grupė mano, kad studijų programos tikslai ir numatomi studijų rezultatai atitinka pirmosios pakopos meno studijas.

Ekspertų grupė patvirtina, kad studijų programos struktūra atitinka teisės aktų nustatytus reikalavimus. Ekspertų grupė taip pat patvirtina, kad dalykai dėstomi iš eilės, nuosekliai ir sistemingai teorinėse paskaitose (specialybės dalykai) ir per praktinius mokymus, o tai yra geras pavyzdys, kaip žinios laipsniškai įsisavinamos ir nesikartoja. Pasirenkamieji ir privalomieji dalykai yra išdėstyti per ketverius metus. Studentai laipsniškai ugdo savarankiškus įgūdžius, jiems padedama atrasti savo meninę kryptį taikomojoje skulptūroje ar per individualią praktiką. Iš esmės dalykų (modulių) ir studijų metodų turinys leidžia studentams pasiekti numatytus rezultatus, studentai yra patenkinti studijų dalykų, privalomųjų ir pasirenkamųjų dalykų pusiausvyra, nors ne visada jie sugeba mokytis pasirinktus dalykus. Ekspertų grupė palankiai vertina su profesiniu tobulėjimu susijusių pasirenkamųjų dalykų įtraukimą ir rekomenduoja skaitmeninių medijų dalykus laikyti specialybės dalykais. Studijų dalykų *Šiuolaikinė kultūra* ir *Šiuolaikinis menas* įtraukimas sustiprina studijų turinį, nors ekspertai rekomenduoja šiuos dalykus dėstyti anksčiau. Ekspertų grupė rekomenduoja vykdyti dėstytojų profesinio tobulėjimo procesą, kad jie atnaujintų savo dalykų žinias šiuolaikinės skulptūros ir susijusios teorijos srityse. Ekspertų grupė rekomenduoja vadovybei apsvarstyti ekonomiškai pagrįstus ir veiksmingus būdus, kaip padidinti užsienio menininkų ir dėstytojų skaičių. Taip būtų papildytas atliekamas darbas, kuriuo siekiama studentus supažindinti su pasauliniu skulptūros kontekstu.

Ekspertų grupė patvirtina, kad bakalauro studijų programa *Skulptūra* atitinka teisės aktų nustatytus reikalavimus. Dėstytojų skaičius ir kvalifikacija bei jų profesinė ir pedagoginė veikla užtikrina numatomų studijų rezultatų pasiekiamumą. Ekspertų grupė sveikina KF ir VDA, parengusius darbuotojų nuolatinio profesinio tobulėjimo planą, ir rekomenduoja studijų programos *Skulptūra*

darbuotojams aktyviau išnaudoti profesinio tobulėjimo galimybes, kad galėtų pagerinti 3D modeliavimo įgūdžius ir užtikrinti, kad ši studijų turinio sritis būtų įtraukta į praktinę veiklą studijoje. Verta nuolat atnaujinti dalyko žinias, kad jos leistų pažvelgti į žinomus tradicinius metodus per šiuolaikinio meno teorijos prizmę ir kritinį diskursą. Dėstytojai savo įgūdžius galėtų pritaikyti techninėse su skulptūra susijusios veiklos srityse. Be to, ekspertų grupė rekomenduoja fakultetui daugiau dėmesio skirti dėstytojų kaitai, dažniau peržiūrėti studijų programos šiuolaikiškumas tarp klasikinės ir šiuolaikinės skulptūros darbų metodų, ir užtikrinti jaunesnių ir užsienio kviestinių menininkų indėlį. Praktinius užsiėmimus vedantys dėstytojai perduota studentams gerą mokymosi patirtį, mokomąją medžiagą bei atskleidžia kontekstą. Ekspertų grupė rekomenduoja socialiniams partneriams palaikyti geresnius ryšius su studentais visos studijų programos metu ir tokiu būdu papildyti nuolatinių dėstytojų darbą.

Ekspertų grupė teigiamai vertina KF administraciją už jos siekį renovuoti ir galimybes, kurias renovacijos projektas suteiks visam fakultetui, ypač kalbant apie gyvenamąsias patalpas, kurios palengvins užsienio studentų ir menininkų vizitus. Ekspertų grupė VDA KF modeliavimo laboratorijoje pastebėjo gerų įrenginių ir technikos, laboratorijoje visada dirba dėstytojas ir padeda studentams. Ekspertų grupė taip pat palankiai vertina planus įsigyti bronzos liejimo įrenginių. Ekspertų grupė tikisi, kad dabartinė užsiėmimams skirtų laikinų patalpų būklė greitai bus pagerinta. Ekspertų grupė pripažįsta, kad buvo investuota į įrangą, taip pat pripažįsta socialinių partnerių pagalbą įrankiais ir įranga. Tačiau nedelsiant reikia spręsti klausimą, susijusį su pagrindinėmis medžiagomis, tokiomis kaip molis, ir rankinėmis priemonėmis, kurios nėra lengvai prieinamos, o tai riboja studentų darbo kokybę. Ekspertų grupė rekomenduoja katedrai pagerinti aprūpinimą pagrindiniais ištekliais. Ekspertų grupei nerimą kelia studentų darbų gamybos lygis, todėl rekomenduojama didinti studentų praktikos rezultatų lygį. Ekspertai giria VDA KF nauja bibliotekos vieta, tačiau rekomenduoja fakultetui išlikti budriam ir stebėti bibliotekos fondų, skirtų skulptūrai ir šiuolaikiniam menui, aktualumą.

VDA studentų priėmimo reikalavimai nustatyti gerai ir kiekvienais metais tikslinami. Studentai gali būti priimami baigę vidurinę mokyklą, konkurso būdu. Nepaisant pakankamo pareiškėjų skaičiaus, ši programa 2012 ir 2015 metais studentų nesulaukė. Iš esmės, priėmimo į studijas reikalavimai yra gerai išdėstyti, nors mažėjantis studentų skaičius išlieka pagrindinė problema, kurią reikia pašalinti. Apskritai, studijų procesas yra gerai organizuotas. Esama tvarka ir taisyklės užtikrina tinkamą studijų programos vykdymą. Vertinimo sistema yra aiški, studentai gali gauti grįžtamąjį ryšį. Ekspertų grupė rekomenduoja VDA administracijai ieškoti efektyvesnio būdo, kaip pateikti grįžtamąjį ryšį studentams atlikus anonimes apklausas internetu. VDA Etikos komitetas užtikrina sąžiningą mokymosi aplinką. Studentai patvirtino, kad KF teikia tinkamą akademinę ir socialinę

paramą, nors skiriamų stipendijų skaičius galėtų būti didesnis. Ekspertų grupė rekomenduoja suteikti daugiau galimybių studentams dalyvauti parodose, kūrybinėse tarpdalykinėse dirbtuvėse, *Erasmus* mainų programoje ir galimybę naudotis nauja technine įranga VDA VF. Ekspertų grupė atkreipia dėmesį į teigiamą dalyvavimo sniego ir ledo festivaliuose patirtį ir Japonijoje laimėtą prizą. Ekspertų grupė įsitikino, kad studijų programos absolventai darbo rinkoje paklausūs: 97 proc. absolventų dirba su menu susijusiose srityse.

Studijų programos komitetas yra pagrindinis studijų programos stebėjimo ir sprendimų priėmimo organas, jo nariai atsakingi už studijų programos vykdymą. Komitetas posėdžiauja du kartus per metus. Be akademinų ir einamųjų veiklos klausimų, susijusių su katedra, komitetas taip pat gauna VDA Senato bei fakulteto tarybos pavedimus ir sprendimus. Ekspertų grupė skatina Studijų kokybės skyriaus vyresnįjį specialistą, kurio pareigybė buvo naujai sukurta VDA KF, aktyviai prisidėti prie studijų programos kokybės užtikrinimo. Duomenys ir kita informacija periodiškai renkama ir analizuojama, įskaitant studentų teikiamą grįžtamąjį ryšį; kurie vertina daugiau tiesioginius su dėstytojais grįžtamojo ryšio metodus. VDA, fakultetas, katedra ir studijų programos rengėjai atsižvelgė į ankstesniojo vertinimo rekomendacijas, pvz., buvo įtraukti nauji meno valdymo pasirenkamieji dalykai, užmegzti glaudesni ryšiai su socialiniais partneriais, kruopščiau siekiama studijų rezultatų; tai jau davė teigiamų rezultatų. 2011 m. pateikta rekomendacija teorijos dalykus integruoti į pagrindinį studijų programos turinį buvo iš dalies įgyvendinta, tačiau dabartinė ekspertų grupė mano, kad šį klausimą reikia toliau spręsti. Ekspertų grupė palankiai vertina formalius santykius su socialiniais dalininkais ir rekomenduoja aktyvinti formalias ir neformalias partnerystes, kurių siekia studijų programos dėstytojai. Ekspertų grupė rekomenduoja studijų programos personalui ir administracijai daugiau dėmesio skirti rinkodarai ir studentų priėmimui, siekiant užtikrinti studentų skaičiaus stabilizavimą.

<...>

III. REKOMENDACIJOS

1. Ekspertų grupė ypač rekomenduoja aiškiai nustatyti ir sustiprinti studijų programoje skulptūros darbams taikomus metodus, taip pat reikia suprantamai apibrėžti studijų programą, kad klasiką ar modernizmą vertinantys studentai galėtų rasti savo vietą atitinkamame šiuolaikiniame kontekste.
2. Ekspertų grupė rekomenduoja į studijų programą anksčiau įtraukti šiuolaikinio meno ir šiuolaikinės skulptūros dalykus. Teorinė dalis turi būti įtraukta į mokymus studijose.
3. Ekspertų grupė rekomenduoja personalui išnaudoti profesinio tobulėjimo galimybes, kurios leistų gerinti žinias šiuolaikinės skulptūros ir susijusios teorijos srityse.

4. Ekspertų grupė rekomenduoja skaitmeninės medijos dalykus laikyti specialybės (privalomaisiais) dalykais, kad studentai būtų supažindinami su 3D modeliavimu. Personalas turėtų išnaudoti profesinio tobulėjimo galimybes ir pagerinti savo 3D modeliavimo įgūdžius.
5. Ekspertų grupė rekomenduoja glaudžiau bendradarbiauti su VDA Vilniaus fakultetu (toliau – VF), kad studentai galėtų naudotis nauja technine įranga.
6. Ekspertų grupė rekomenduoja vadovybei apsvarstyti ekonomiškai pagrįstus ir veiksmingus būdus, kaip padidinti galimybes pasikviesti užsienio menininkų ir dėstytojų, taip pat užmegzti glaudesnius ryšius ir aktyviau bendradarbiauti su VDA VF, kad būtų galima papildyti Kaune esančią bazę. Tai leistų pagerinti studijuojant įgyjamą patirtį ir vesti šiuolaikinius debatus.
7. Ekspertų grupė rekomenduoja fakultetui atidžiai stebėti dėstytojų kaitą, siekiant užtikrinti studijų programoje taikomų klasikinės ir šiuolaikinės skulptūros metodų dažną peržiūrą, jaunųjų bei užsienio kviestinių menininkų indėlį.
8. Ekspertų grupė teigiamai vertina fakulteto santykius su socialiniais partneriais, tačiau rekomenduoja socialiniams partneriams palaikyti glaudesnius ryšius su studentais visos studijų programos metu. Šios pastangos papildytų nuolatinių dėstytojų darbą.
9. Ekspertų grupė rekomenduoja gerinti katedros turimus materialiuosius išteklius.
10. Ekspertų grupė rekomenduoja fakultetui atidžiai stebėti, kad būtų išlaikytas bibliotekos fondų, skirtų skulptūrai ir šiuolaikiniam menui, aktualumas.
11. Norint katedroje išlaikyti kūrybinę atmosferą, ekspertų grupė rekomenduoja pasikviesti daugiau menininkų, taip pat rengti kūrybinius tarpdalykinius seminarus, siekiant aktyviau motyvuoti studentus kūrybiniam darbui. Ekspertų grupė rekomenduoja daugiau dėmesio skirti studentų praktikai.
12. Ekspertų grupė rekomenduoja užtikrinti geros kokybės informacijos (apie Skulptūros studijų programą) pakankamą viešinimą ir platinamą, siekiant užtikrinti studentų priėmimą į šią studijų programą.
13. Ekspertų grupė rekomenduoja suteikti daugiau galimybių studentams dalyvauti parodose ir kitoje meninėje veikloje bei tarptautiniuose studentų mainuose. (studentų procesas)
14. Ekspertų grupė rekomenduoja akademijos administracijai ieškoti veiksmingesnių būdų, kaip studentams pateikti anoniminių internetu vykdomų apklausų grįžtamąjį ryšį.
15. Ekspertų grupė rekomenduoja glaudžiai bendradarbiauti su VDA per Studijų kokybės skyriaus vyresnįjį specialistą siekiant užtikrinti, kad įgyvendinama kokybės užtikrinimo sistema taptų veiksminga ir naudinga priemone.
16. Ekspertų grupė rekomenduoja studijų programos dėstytojams ir administracijai daugiau dėmesio skirti rinkodaros ir studentų priėmimo klausimams, siekiant užtikrinti studentų skaičiaus stabilizavimą ir didesnę studentų skaičių grupėse.

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)