



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos (Kauno fakulteto)
STUDIJŲ PROGRAMOS „TAIKOMOJI TEKSTILĖ“ (*valstybinis
kodas - 612W10008*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "APPLIED TEXTILE" (*state code - 612W10008*)
STUDY PROGRAMME
at Vilnius Art Academy (Kaunas Faculty)

Review' team:

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Taikomoji Tekstilė
Valstybinis kodas	612W10008
Studijų sritis	Menai
Studijų kryptis	Dailė
Studijų programos rūšis	Universitetinės studijos
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 16 Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Applied Textile
State code	612W10008
Study area	Art
Study field	Fine Arts
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 Fine Art
Date of registration of the study programme	1997 05 16 No. 565

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	• Strategic Plan
2.	• Diploma Supplement
3.	• Student Handbook
4.	• Organizational Charter
5.	• Minutes of the Study Programme Committee
6.	• Licence and Master Thesis

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

Vilnius Academy of Arts (VAA) is a state school of higher education of arts organising university first-cycle, master's, special vocational, integrated, third-cycle, doctoral studies, performing research and developing high-level professional artistic activities. The Academy was established by Seimas of the Republic of Lithuania; however, VAA 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 Kaunas Faculty of VAA (subsequently – VAA KF) is an integral structural part of Vilnius Academy of Arts, using Academy's facilities and methodological resources on equal terms with other structural departments.

The VAA KF implements two-cycle university study programmes in arts: bachelor's (9 programmes) and master's (9 programmes, of which 1 is a joint study programme with *LUHS*).

Previous International accreditation carried out in 2008 and 2011 awarded the Applied Textile BA Programme with 6 years accreditation. The requirements and recommendations of previous visit were taken into account and improvements are visible.

The Self-evaluation Group and Preparation of the Report was carried out starting from May 2016 to January 2017, following the Methodology for Evaluation of Higher Education Study Programmes by the Applied Textile BA programme management, staff, students and social partner's representatives included, and followed upon by division of tasks distributed.

The Review Panel (hereafter – PR) commended on the continuing enhancement of a formal Quality Assurance and Enhancement process and the involvement and participation of all of the internal, staff and students, and external community; more comprehensive staff development, regular formal and bussiness like consultation process with external stakeholder; implementation of Bologna issues, learning outcommes, assessment criteria and process, student centered learning and quality assurance and enhancement.

Also emprovements are visible in the elaboration and translation of the Self-evaluation documents and annexed documentation; emprovements generated by the effort to encrease of international mobility of students and teachers and also the further enhancement and integration of project management, business, teamwork, communication, entrepreneurial skills and design as an element within the programme.

PR find out during the site visit that the BA Applied Txtile programme pays attention to society developments and needs, interacting in a very successful manner to external partners and

industry, strongly commended by thus. The programme aims and learning outcomes improved in substantial manner and related in more consistent manner to the academic requirements and the needs of the labour market.

Answering to the need for advertising for the programme, twice a year are organized open days to and community invited to visit the facilities, exhibition and meet the students and the teaching staff.

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 26/April/2017.

1. **Robert Baker (team leader)**, Limerick School of Art & Design, Head of Fine Art Ireland. (until 2009) Chair of the Board, EQ-Arts Quality Enhancement Agency, Amsterdam
2. **Prof. Radu Andrei Pulbere**, PhD. Professor in University of Art and Design in Cluj-Napoca, Coordinator of the Master specialization in Textile Design UAD Cluj-Napoca, Romania.
3. **Prof. Lylian Meister**, Freelance artist and designer, Board member of Tori, Jaam MTÜ (Non-profit organization), Estonia.
4. **Jeffrey Dennis**, Senior Lecturer (0.5) Fine Art Programme, Chelsea College of Arts, University of the Arts London, United Kingdom.
5. **Prof. Jelka Geršak**, Professor at University of Maribor, Faculty of Mechanical Engineering, Department of Textile Materials and Design, Slovenia.
6. **Prof. Rimantas Plungė** The Head of Contemporary Art Department Faculty of Arts at Vytautas Magnus university, Lithuania.
7. **Aneta Bačianskaitė**, student of the Šiauliai University study programme *Applied art and business, Lithuania*.

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

1. The Senior Management
2. The SER preparatory team
3. The Teaching team
4. The Students
5. Graduates group.
6. The Employers group

Site visits to the physical resources were conducted during the course of the day and the works and final works of the students were seen.

All the people involved in the accreditation process were very co-operative and engaged fully in the process. The Review Team were provided with a professional and hospitable welcome. The Review Team tried to encourage an open discussion with all concerned, the level of involvement by those they encountered during the visit greatly enhanced the efficiency of the work that was carried out.

The structure, contents and attitude of the Self Evaluation Documents were much more competent and in respect to the requirements for producing such documents that previous one 2008 and 2011.

II. PROGRAMME ANALYSIS

2.1. *Programme aims and learning outcomes*

The programme claims interdisciplinary approach between applied and visual arts in an attempt to establish its rationale. Uniqueness and comparability to international educational practices and standards needs to be more defined and extended. The Review Panel (RP) found that the programme is very good programme that is fit for purpose. It have a strong sense of own identity and its unique position within Lithuanian higher education. The BA Applied Textile programme has a strong regional focus. The SER indicates the administration's effort to expand the scope of such partnerships nationally and internationally.

The aims and learning outcomes are also consistent with the type and level of studies and the level of qualifications offered. The learning outcomes of the programme are divided into 5 descriptor parts: (1) Knowledge and its application, (2) Research skills, (3) Special abilities, (4) Social abilities, (5) Personal abilities. Programme objectives and intended learning outcomes are linked to state, societal and labour market needs. The BA Applied Textile Programme's purposes meet institutional, state and international directives.

The learning outcomes are very well defined and described in Annex 1 for all the courses offered at this programme. During the site visit, RP was informed that the title Applied Textile emphasize the applicability of use of the learning outcomes, competences and skills of the graduates of the programme towards various contemporary and future developments and challenges.

The objectives and intended learning outcomes of the BA Applied Textile programme, its content and qualification are in line and correspondent to the qualification provided by the programme and to European and national frame and policies reflecting the cycle of studies and the level of qualifications.

Co-operation with industrial partners, commercial and social partners is both convincing and very positive, enable programme to continue to develop this as an important aspect. The programme objectives and intended learning outcomes are reflected into acquired knowledge, skills and abilities and all of these are in conformity with the requirements for professional activities.

The programme claims an interdisciplinary approach between applied and visual arts in an attempt to establish its rationale. Flexibility of the programme allows its graduates to operate between art media technologies and industry and to contribute both culturally and commercially. Learning outcomes and assessment strategies are clearly understood by the students and the workload across both programmes seems to be fair and manageable for students. Students receive a handbook at the start of the programmes. Information is also available on the Internet. The intended learning outcomes meet the requirements for the provision of a BA level education and the mission, operational objectives of the institution and programme.

The programme' demonstrate high employment rate of graduates and their ability to find a worthwhile role professionally and in society. The review team note that the uniqueness and comparability to international educational practices and standards claimed needs more to be defined, extended and clearly communicated.

The range of social partners involved in revisions of the programme at the time of the review include representatives of textile enterprise and industry, public and educational institutions, cultural events and visual arts organisations, and is thus adequate to the programme's aims. The SER indicates the administration's effort to establish program's aims and to expand the scope of partnerships nationally and internationally.

The social partners whom the Review team interviewed during the visit assured the panel of their ability to constructively participate in the development of the programme and showed good knowledge of the programme's aims, learning outcomes, technical facilities and the development.

The Review team noted that the programme learning outcomes support students in accessing skills needed for employment. This was also supported by the social partners who were complementary about the skills of the graduates of the programme. The department consults with academic communities from foreign universities from Poland, Italy, Latvia, Russia, China. Co-operation with industrial partners, commercial and social partners is both convincing and very positive, enable programme to continue to develop this as an important aspect.

The RP note that the programme has developed a set of strategies to attract new students including use of social media, school liaison etc. and supports this. The employers from across a range of industries whom the review panel interviewed during the visit agree that the graduates

of both programmes show adequate technological knowledge and practical skills pertinent to their jobs. The employers indicate an emerging need for students to gain better skills in digital drawing and to specialise in photography in order for the programme to better align with the labour market and public needs. Foreseeing such ambitious perspective the title, intended learning outcomes and qualification are well tuned and operate with success, commended so by graduates and social partners.

The BA Applied Textile Programme's purpose meets institutional, state and international directives. The learning outcomes meet the requirements for the provision of a BA level education and the mission, operational objectives of the institution and programme. The programme objectives and intended learning outcomes are reflected into acquired knowledge, skills and abilities and all of these are in conformity with the requirements for professional activities.

The quantity and quality of the aims of the programme are of a satisfactory standard for BA requirements and clearly distinct to the ones of MA Applied Textile programme. Intended learning outcomes of the BA Applied Textile programme, its content and qualification are in line and correspondent to the qualification provided by the programme. As claimed into the SED p. 9, "Practical and analytical skills gained during studies is a great advantage in modern art practice, which is based on conceptualism, use of various textile techniques and media, and interdisciplinary... *Applicability* and *multidisciplinary* aspects, which give flexibility to this specialty, are revealed in the objectives of the programme".

2.2. Curriculum design

As mentioned in the additional information and claimed into the Self-evaluation documents there are many improvements and the information updated concerning structure of the programme since the previous evaluation.

The programme structure is in line with legislative requirements. The curriculum meets legal requirements, it is clearly defined and fit for purpose and has been modified positively based on recommendations from the last review. Major changes were regarding to the number of credits, unified to 30 each semester, reduced number of credits, to 3/ 6 and no more for one discipline. The changes were commented on favourably by the students, staff and management.

Subjects of study are consistent and topics are clear and in line with the level of studies, supportive to build up professional profile of the contemporary art and design practitioner and also relevant for applied textile professional developments. The content of the subjects is in line to the BA in higher art education studies and consistent to the specialized field needs. The level,

content and objectives of subjects reflect the type and cycle of studies, providing general introduction in art and design as well as conceptual, technical and theoretical acquisitions. The programme displays an excellent level of craftsmanship and a great focus on technical expertise, new technologies included.

The diploma is accompanied by a supplement in Lithuanian and English languages, presenting information on the scope and content of the acquired higher education. Curriculum is not overcomplicated due to regulations. Subjects are also verified and assessed. BA Applied Textile programme use of grid presenting specific learning outcomes against study subjects. Subject/ modules and study disciplines are followed by useful short descriptions. The diploma is accompanied by a supplement in Lithuanian and English languages, presenting information on the scope and content of the acquired higher education. Programme also uses continuous assessment and updating of the process and methods to achieve the intended learning outcomes

The scope, vision and aims of the programme integrate complete range of disciplines, appropriate for achieving the projected learning outcomes.

The study plan is re-assessed every year and updated if needed and contains a complementary important range of choices for individual development course of studies, including culture and social issues. The level, content and objectives of subjects reflect the type and cycle of studies, providing general introduction in art and design as well as conceptual, technical and theoretical acquisitions. Subjects and themes are not repetitive along the study plan or process and ensure independent work and some extent of self-directed paths of development for students.

The content of the programme is in line to latest art and design related academic curriculum developments. The student have to accumulate 240 credits during the programme composed by 15 for general university subjects, 174 from study field subjects, 18 from practice activity, 18 for the final thesis and 12 credits from elective subjects. The total number of subjects in Applied Textile programme is no higher than 7 for each semester.

The Review team welcomes the new subjects that have been included in the study plan since the last accreditation like 20-th- 21-th century Textile, Interdisciplinary Art project, and more elective and optional subjects like Computer Graphics 3D, Digital Media, Introduction to Video Art, and also art related theory subjects as Management of Cultural Projects, Creative Laboratory of Arts and Science, Studies of Multiculturalism, Easter Culture and Art.

An extended list of optional subjects and art practice module are integrated in the study plan. Subjects are continuously verified and assessed every year and continuous assessment and updating of the process and methods to achieve intended learning outcomes is set up. The

programme displays an excellent level of craftsmanship and a great focus on technical expertise, new technologies included.

The Review team was interested in exploring the breadth of the programme; students study a range of subjects and modules. This breadth was seen as positive by students, staff, graduates and the social partners who commented that the breadth of knowledge and skills acquired was essential to allow the graduates of this programme to access employment across a range of rapidly changing industries and artistic areas. Senior and lecturing staff of the programme indicate that the more intense involvement of social partners in the development and day-to-day activities of the programme is one of the key changes introduced to the programme over the past few years.

The grids presented in the Self-evaluation documents, presenting correspondences between study subjects and intended learning outcomes are appropriated and well-tuned. The Review team did however notice that the writing of learning outcomes can be further subject of improvement to ensure greater clarity and cohesiveness. In relation to the final theses in the BA programme the RP is of the view that further development of the theoretical element is needed.

Students on the BA programme and some graduates would like to see more formal business skills included in the programmes particularly those related to self-employment and being a sole trader and the RP would support this development. The scope, vision and aims of the programme integrate complete range of disciplines appropriate for achieving the projected learning outcomes. During the site visit, the interviewed employers emphasise also the students and graduates' social skills, exceptional adaptability, ability to quickly assess problems and find solutions as well as their readiness to collaborate, work in teams and to mentor.

The RP stated in the feedback provided to BA Applied Textile at the end of the site visit that further attention needs to be given to the application of professional standards across student work e.g. in relation to correct use of language, punctuation, standard typography, awareness of editorial process and key contemporary approaches to graphic design. The PR noticed that since the last evaluation level of autonomous development of the students increased.

Using information from the Self Evaluation Report (SER) and the site visit, the RP consider that the content of the BA Applied Textile programme reflects, continuously take into account and compare itself to latest developments in science, arts and technologies related to the field of studies.

During the site visit, both the interviewed graduates and statistics show that a high number of graduates have entered the labour market in the region before graduation or immediately after, and those who have moved out of the region report on their successful adaptation to the market requirements in Lithuania and abroad. The interviewed graduates represent a wide range of

industries and are holding a wide range of positions (e.g. design department coordinator, art director, graphic designer), including free-lance and self-employed.

Some arguments for the appropriate projection and mobilizing ethos are the Kaunas International Textile Biennial and strong contacts and international exchanges like Socrates academic and professional mobility, specific conferences, exhibitions and events attended.

2.3. *Teaching staff*

The composition, number and professional profile of staff members meet the legal requirements. The 5 teaching staff, 1 professor and 4 associate professors, 3 additional lectures from the departments and two visiting lectures for the IT disciplines. The teacher's qualification is adequate to ensure the intended learning outcomes. The field of activity of the lecturers (academics), who are working in the Applied Textile study programme, corresponds to the subjects that they are teaching. 29 lecturers are working in the programme: 5 professors, 13 associate professors (of whom 5 Ph. D.), 11 lecturers (of whom 5 PhD). 25 lecturers are permanent: 5 professors, 12 associate professors, 8 lecturers. There are 4 visiting lecturers at present: 1 associate professor, PhD, 3 lecturers (of whom 2 PhD).

34% of lecturers of *Applied Textile* have doctoral degree. 17% have pedagogical title of the professor, 45% have a pedagogical associate professor title, and 38% have the title of lecturer. 83% of lecturers of mandatory subjects are academics and/or acknowledged artists.

Therefore the recommendations given to the heads by the senate of VAA to departments and study programmes regarding the numbers of teachers were not less than 50% of invited teachers in each study programme. Also the ratio of teachers to students meets the legal requirements.

The teaching staff qualification is adequate to ensure learning outcomes, including young staff and experienced staff, with appropriate didactic and professional artistic experience. Staff members are involved into professional specific organizations, the Self-evaluation documents mentioning at p. 18 that teachers are "...the brightest, most famous and most active representatives of the art of textile at the Lithuanian and international scale...". Staff members are very active and involved into professional specific organizations and the turnover of teachers is considered as improving the profile and making the department more attractive to students. There is significant international mobility of staff in academic institutions, including abroad, in Sweden, Finland, Poland, Latvia.

The Review team note that artists, art practitioners, and staff from other institutions are invited to give lectures. Theoretical and research profile staff included into academic programme' staff. The programmes are well supported by VAA and have committed

enthusiastic and well-qualified staff. The number of teaching staff is adequate to ensure learning outcomes, with special mention for the openness and mobile way of increasing specialized contributors to enlarge the offer of new subjects in line with new needs and developments in the field supporting the student needs.

The number of teaching staff is adequate to ensure learning outcomes, with special mention for the openness and mobile way of increasing specialized contributors to enlarge the offer of new subjects in line with new needs and developments in the field supporting the student needs. International academic exchange programmes give opportunities to diversify information and the curriculum content. Due to flexibility of the programme and also to the range of age and expertise of staff, teaching staff turnover is able to ensure an adequate provision of the programme staff, assessed every 5 years.

Students and graduates commented on the commitment of staff and stated that communications between staff and students was generally very good and clearly defined. The Implementation Plan for the VAA Lifelong Learning Strategy for 2016–2020 (approved by the Senate in 2016) provides various courses and training modules for faculty. The Lecturer's Club activities provide a new platform for the staff development activities.

Pedagogical training is provided for staff members. VAA Educational Art Centre (established 2016) is operational, delivering courses and trainings provided by the institution, subject- matter, pedagogical, personal, up-grading of staff with acquisition of skills and expertise, organizing events, conferences, projects and lecturers.

Staff members are active in research projects and practice. The Review team would like to see the formal development of a strategy for staff development around pedagogical issues e.g. new developments in assessment methodologies, emerging technologies in teaching and learning. A number of international mobility were realised to improve teacher's qualification during recent years, such as in Finland, Sweden, Holland, Portugal, Latvia.

2.4. *Facilities and learning resources*

The new building programme at Muitinès str. 2 and the prospect of better accommodation for the programmes and premises for a new start up centre are favourable perspectives for the future of the programme. After the redistribution of the premises of Kaunas Faculty in 2009, Textile Departmen was transferred into the workshop building (V. Sladkevičiaus str. 6), where the main premises of auditoriums, laboratories, and methodical archive, as well as auxiliary and personnel premises currently are. After the relocation to premises at V. Sladkevičiaus str. 6, the size of space and number of rooms needed for the study programme decreased.

Workspaces provide adequate working conditions and a good health and safety environment. As mentioned in the SER (p. 23) “The department currently uses the following premises: the Textile Department personnel room where Textile Department library is located. (32.86 m²) Premises are comprised of two parts: room for general use, intended for the meetings of pedagogues, discussions with small student groups, and the reception of guests. The other part of the premises are dedicated for the library - reading room of the department, it is used by lecturers and students. Textile Department documents and part of the methodical fund are kept in the common area; one computerised workplace is set up here for the needs of the department administration.

The 3 class rooms (course I – 21.55 m², course III – 33.2 m², course IV – 32.87 m²). Each course of the study programme implemented by Textile Department has a separate classroom, one of them is a classroom-laboratory where students have their workplaces. Theoretical lectures, practical sessions and consultations with the lecturers take place in these auditoriums.

The 1 classroom – laboratory (course II– 74.20 m²). Weaving laboratory-classroom is intended for the implementation of II and III course programme. Weaving equipment is equipped there, which ensure 6 workplaces. The study programme is arranged in the way that practical works of the course II and III do not double. Lectures and presentations which require visual information with project video equipment are organized there. Currently, these premises are multifunctional and inconvenient.

The 2 laboratories (Mottling laboratory – 25.64 m², Digital weaving laboratory – 19.25 m²). Mottling laboratory is intended to the implementation of the programmes of the courses I and IV. Mottling, surface decoration and formation are performed in the laboratory. All serigraphy procession tasks are also carried out in these premises. Up to six students can work in the laboratory at the same time. It is desired that the area of these premises would be larger and more convenient. These premises should also consist of two different premises. Practical studies of the programme are carried out according to the schedule. Digital weaving laboratory is intended for the implementation of the study programmes of course II and III, also for the implementation of final projects. There is only one workplace there; the process is organized on the basis of work schedule.

The 2 rooms of methodical archive (9.65 m², 14.22 m²). Course papers and final projects are stored in the premises of methodological archive of the Textile Department. The department has accumulated rich archive, which is often used by the department lecturers and students. Works are taken for the organization of exhibitions. The archive of methodological

fund is supervised and updated, works are registered after each reviews and defence of final projects.

The auxiliary premises (10.50 m²). Auxiliary premises accommodate air compressor, auxiliary devices and materials are kept in there. Premises for studies include four studios, three laboratories, staff room and programme library, methodical archive and auxiliary premises and are adequate in their size and quality. BA Applied Textile programme also uses the two VAA Kaunas Faculty galleries. The Review team also welcomes the new accommodation, already functional, ready to use for hosting visiting lecturers and artists and international students. The teaching and learning laboratory equipment improved since last accreditation, both in the textile specialized laboratories and IT laboratory.

According to the SER (p.23) and checked during the site visit of the PR the laboratories provide the following equipment: in the laboratory of the digital weaving, there is a digital jacquard weaving loom "TC-1" and 1 loom supporting computer with installed special software Loom Control. Printing laboratory was renovated in 2012. Proper ventilation system was installed, air fume hood was integrated. The conditions for the needed dimming and lighting of the room were created. All needed furniture was bought. Drying cabinet and large washer were set up. Laboratory has silk-screen exposition device and water resistant work table and other equipment: fabric evaporator, ironing board, 2 irons, 1 stationary hob and 2 mobile electric stoves, etc. Due to Textile Department connections with the social partners the laboratory was supplied with the screen printing intended paint and chemicals.

Weaving laboratory-auditorium has 1 double vertical stationary weaving loom (2-4 workstations, depending on the size of the weaved object). 1 vertical mobile loom of large dimensions, 10 units of mobile vertical A2-A4 dimension loom, 6 units of horizontal wooden weaving looms (if needed 6 additional units can be placed), 3 warper units, 2 units of yarn cutters (1 electric, 1 mechanical), spreaders, flails, shuttles, reeds and harnesses of various types and thread twisting machinery.

Other equipment: sewing machine TD102, overlock TD 103, manual single side knitting machine Neva 2, exposition hanging system was installed.

As pointed also in the SER (p.25), "Due to the cooperation with the social partners, the students of the *Applied textile* programme have the possibility to use the technical base and equipment of some companies of the textile industry of Lithuania ("Audėjas" PJSC, "Omniteksas" PJSC, "Barker Textiles" PJSC, "Skinija" PJSC)".

As of 2013-2014 academic year special funds are provided for all divisions that conduct studies. Its size depends on the number of the students of the division. Funds received by the

applied textile programme are not large, therefore only small additional equipment and tools can be acquired from these funds. In 2016 a notebook was bought from the project funds.

The IT laboratory of the faculty and the order of the individual work of the students are supervised by one teaching master, who is working full-time. Computer administrator takes care of hardware and software. There are 14 computers used for the teaching purposes, also one A3 dimensions scanner, 2 printers (laser and ink-jet), a digital video camera, a digital video player, and 4 projectors. Software is licensed. Periodically updated software is used to perform the tasks¹.

Due to excellent cooperation with entrepreneurial partners, students are permitted to use the facilities and equipment of some major textile companies in the area. Some materials are provided for free to student on their request. Teaching materials, specialized database, access and specialized literature are in sufficient quality and quantity, and can be consulted by students in renovated spaces of the library.

The Kaunas Faculty students have access at the place to 4,898 different titles listed are stored in the library of Kaunas Faculty. Students may use the electronic catalogue of the Academy, freely available online (http://aleph.library.lt/F?func=find-b-0&local_base=vda01).

The Department's Methodological Office was organized and it is fully functional including descriptions of practical work of students, methodological materials prepared by the teaching staff, the most valuable practical works of students (course papers, final theses and exhibition works).

The student and academic community is able to use a range of exhibition spaces of the galleries of VAA KF and there are set arrangements and collaborations for exhibition and professional practice with galleries, institutions, fairs, enterprise and some other universities in Kaunas SER information mentioning important number of external partners.

The students and faculties have access to Nida Art Colony and Panemunės Castle creative workshop. The Nida Art Colony welcomes on regular basis a number of students for practical stages.

¹ Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Corel Draw, Adobe Dreamweaver, Adobe Flash, Adobe Premiere Pro, Autodesk 3DS Max, etc. In 2012, Windows 7 Pro operational system was installed in computers, the latest packages of graphics, design programmes and architectural design and modelling were purchased and installed; Adobe Design and Web Premium CS6, composed of: Photoshop® CS6 Extended, Illustrator® CS6, InDesign® CS6, Acrobat® X Pro, Flash Catalyst® CS6, Flash® Professional CS6, Dreamweaver® CS6, Fireworks® CS6, Bridge CS6; Autodesk Design Suite Building Ultimate Education 2013, composed of: AutoCAD 2013, AutoCAD Architecture 2013, AutoCAD MEP 2013, AutoCAD Structural Detailing 2013, Autodesk Infrastructure Modeler 2013, Autodesk Inventor 2013, Autodesk Navisworks Manage 2013, Autodesk Quantity Takeoff 2013, Autodesk Revit 2013, Autodesk Robot Structural Analysis Professional 2013, Autodesk Showcase 2013, Autodesk SketchBook Designer 2013, Autodesk 3ds Max Design 2013.

2.5. Study process and students' performance assessment

The entrance requirements continuously changed due to national legal regulations, but there are still not very favourable the inclusion in the entrance examination final grade of grades from the leaving certificate, including Lithuanian language and literature considered as not very relevant for admission in the BA Textile programme. The institution expects that the situation will change and improve starting with next admissions, due to new improved national admission regulations. In the Applied Textile Department are enrolled 8 students in the academic year 2016- 2017, representing a decreasing number compared to 2012, when they were 25. Most of the students hold state funded places.

The study process is adequately organized and ensures a proper implementation of the programme, meeting the intended learning outcomes. During the site visit to the VAA Kaunas Faculty BA Applied Textile programme the Review Team was provided with the opportunity to see samples of work produced along the programme by students and graduates. Quality of works was appreciated and commendable.

Stakeholder representative consider that students and graduates of the programme have excellent skills, strong social engaged, flexible and easy adapt to different needs, demands and topics. Time for independent study, e-learning and internet communication are parts of some ongoing developments in the study process. Continuous, semester and final assessment are set for the achievement of the intended learning outcomes. Art conceptual, technical/ practical and theoretical aspects are well balanced in the curricula and supervision assured by tutors and other specialised staff.

The study process is adequately organized and ensures a proper implementation of the programme, satisfactory meeting the projected learning outcomes. Art and design conceptual, technical/practical and theoretical aspects are well balanced and supervision assured by supervisors/ tutors and other specialised staff. Also external academic and art practitioner specialists are involved, as long as external entrepreneurial partners. The programme demonstrates significant preoccupation for tutorial activity and coaching the students.

External academic and art practitioner specialists involved, as well as external entrepreneurial partners. The review team noticed significant opportunities for tutorial activity and coaching the students. Students have good opportunities to participate in artistic projects, exhibitions and industry projects. Consultation and individual advising schedule programme is set and acted upon. Public attendance is welcomed during examinations and assessment. Students are coached by tutors and supported for access to exhibition and public shows.

The recreation bases of VAA Nida and Mizarai are opened for student use. There is important number of such external profession- related collaboration developed. Social partners

and employers mentioned more need for digital drawing training to be included in the programme. The programme develops an ambitious range of professional opportunities, exhibitions, workshops and collaborations, projected and supported by teaching staff. Students and graduates demonstrate good teamwork and collaboration skills and perform well in some sectors as illustration and the computer game industry.

The programme uses on regular basis continuous, semester and final assessment meeting the intended learning outcomes. The programme develop ambitious range of professional opportunities, exhibitions, workshops and collaborations, projected and supported by teaching staff, in Lithuania and also abroad, in Germany, Japan, Estonia.

Curriculum is driven towards mobility and interdisciplinary perspective. Students are provided with good conditions and encouraged to take part in mobility programmes such as Erasmus and Erasmus +, the VAA having 162 contracts with higher art education institutions in Belgium, UK, Holland, France, Greece, Italy, Spain, Norway, Mexico, Israel, Montenegro. There are also cooperation agreements with schools from Brazil, Japan, USA, Switzerland, Russia, China. Regular student exchanges were undertaken by students in Gothenburg, Bergen and Cork. The programme shows a very good visibility and international connections and collaborations.

Supports for students are generally good. Students commented on the one to one support they get from staff. The Review team did note from student comments that VAA provides counselling and psychological supports to students in Vilnius but not Kaunas. On the BA programme students commented that Moodle is used in other bachelor programmes in VAA Vilnius but not in Kaunas.

The Student association is active and supportive for communication and feedback in the study process. The information is published in the notice board, department website and Student Handbook and also on the institution site. Students are well informed and appreciate the individual pathways that they can construct to navigate the programmes. Consultation and individual advising schedule is set and announced to students.

The assessment process is clear and public, based on criteria for assessment regulated by national recommendation and regulation. There is clear distinction between BA and MA levels and obvious difference in the results and graduate skills. The final project assessment is based and regulated by the guidelines of VAA Study Regulations.

The external partners collaborate and give positive feedback to the programme and they are involved into curriculum development. There are in place and operating subject/ discipline descriptors that mirrored the expected learning outcomes targeted. Students are highly encouraged and supported for being active in the professional (other than academic)

environment, stressed as positive factor of study success. The evaluation team meet enthusiastic and committed groups of graduates and employers, committed to the future of the programme and supportive of their value and quality. An important number of graduates are employed by specialized companies and Applied Textile Programme is monitoring this aspect.

Fair learning environment is ensured that students and teachers are highly satisfied with it. For the evaluation team was obvious the very good ethos of the programme. Students and graduates confirm that fair learning environment is ensured and PR had no complaints on this matter during the visit. Students commented that they are able to access detailed verbal individual feedback from lecturers although the RP notice that this may need to be looked at if programme numbers grow.

The students are well informed about the programmes and appreciate the individual pathways that they can construct to navigate the programmes. The students have the opportunities to make complaint and lodge appeals to teaching staff, programme management, faculty board and dean. Students and graduates confirm that there are in place if needed opportunities and procedures to make complaints and lodge appeals and re-sit. Student association is active and supporting for such issues.

2.6. *Programme management*

The organizational Charter of the VAA is in place and operating, stipulating responsibilities for decisions and the division of tasks. The responsibility for decision and monitoring of the implementation of the programme meet the national legal and institutional requirements.

The responsibility for decision and monitoring of the implementation of the programme meets the legal and institutional requirements. The committee of the BA study programme of Department of Applied textile of VAA Kaunas Faculty is comprised of the Chairman – Head of Textile Department assoc. prof. Monika Žaltauskaitė Grašienė and other committee members: lecturers: prof. Laima Oržekauskienė, assoc. prof. Loreta Švaikauskienė, assoc. prof. Lina Jonikė, assoc. prof. Jūratė Petruškevičienė; social partner – “Omniteksas”, general director Audronė Pocienė; student Gintarė Karaliūtė; graduate Domantė Šarakauskaitė.

The Programme Study Committee is in charge of the current programmes management and students and external professional stakeholders are involved into the process. The continuous monitoring of the process assured. Data and other information regarding programme implementation are collected and periodically assessed by the study programme committee, department council and faculty council.

The outcomes of internal and external evaluation are used for the improvement of the programme using guidelines, regulations and procedures (national, sectorial and institutional). The Code of Ethics was adopted in 2015, drawing responsibilities and facilitating control and task distribution along the programme.

The students and external professional stakeholders are involved into the process of monitoring the implementation of the programme, and represented into the Study Programme Committee, so continuous monitoring of the process is assured. The programme assessment is carried out every five years and data is collected, analysed and acted upon every year. Data and other information regarding programme implementation are collected and periodically assessed by the study programme committee, department council and faculty council. The outcomes of internal and external evaluation are used for the improvement of the programme by guidelines, regulations and procedures (national, sectorial and institutional).

The Study Programme Committee coordinates the collection of information such as statistics of student mobility, data of student advancement and drop-out; contact data of graduates; graduate placement statistics; student and teacher mobility statistics; data of teachers' creative and research activity and qualification improvement; data of surveys; data of cooperation with social partners; list of students' works and names of those who participate in exhibitions; visual-digital material of students' course papers as well as final theses and exhibited works of art; photo and video material of the Department's activities and the study process; contact data of students and graduates, and other important information necessary for the study process assurance and study quality analysis and enhancement. There is a formal programme assessment carried out every 5 years.

The students are represented, take part give feedback and are informed. Students are involved in the programme in a number of ways, both formal and informal. Student surveys are used and students are involved in programme committees.

The Review team had the opportunity to meet during the site visit an important number of stakeholder (including students and graduates) and find out that they are involved in the continuous evaluation and improvement process, both in formal and informal ways.

2.7. Examples of excellence

The staff team is well networked into the creative industries and communities of artistic practice that their students would enter on graduation. The staff team consult on regular base with employers, graduates and other stakeholders to ensure that the programme remains responsive to the needs and opportunities presented by the external environment.

The high employment rate of graduates and their ability to find a worthwhile role professionally and in society. The quality of the students work, its diversity, range and experimental nature is very gratifying. An active and flexible teaching staff very responsive and reflexive to students needs and programme adjustment.

III. RECOMMENDATIONS

1. The Review team recognise that the programmes' titles are traditional but Review team concerned that in the self-evaluation report the full rationale for the programmes' and their unique qualities were not communicated and that were only able to gain a full understanding during the visit in the meetings. A much better (short) definition is required to aid marketing of the programmes' and for clarity of vision.
2. The increased learning and teaching of business, marketing and entrepreneurial skills is required for graduates to approach the world generally and the world of work with greater confidence.
3. There is a lack of funding for materials and consumables for students and this is being addressed individually by staff and students but a wider faculty approach is required and sponsorship needs to be sourced.
4. More students mobility and more visiting international teachers are required to maintain the sense of dynamism and refresh the creative discourse.
5. The small numbers of students is a great concern, there is less dynamism, discourse and competition than in a larger group and this is constraining individual achievement.
6. Poor writing skills are now being addressed by the Creative writing course which is timely and obviously required.
7. Abstracts in English, references in English and a consistent format need to be established as norms in written work.

IV. SUMMARY

Co-operation with industrial partners, commercial and social partners is both convincing and very positive and Expert Team encourages continuing to develop this as an important aspect of the programme. Flexibility of the programme its graduates to operate between art and industry and to contribute both culturally and commercially. The high employment rate of graduates and their ability to find a worthwhile role professionally and in society. The quality of the students work, its diversity, range and experimental nature is very gratifying. The new building programme and the prospect of better accommodation for the programmes and premises for a new start up centre. A warm friendly atmosphere and close relations between staff, students and social partners. A clear distinction between BA and MA and the obvious difference in results and graduate skills. An active and flexible teaching staff very responsive and reflexive to students needs and programme adjustment. Students are well informed about the programmes' and appreciate the individual pathways that they can construct to navigate the programmes'. Enthusiastic and committed groups of graduates and employers committed to the future of the programmes and supportive of their value and quality. The international links and wide support network that the programmes have established and maintain and develop.

Recommendations:

The evaluation team recognise that the programmes' titles are traditional but expert team concerned that in the SER the full rationale for the programmes' and their unique qualities were not communicated and that expert team were only able to gain a full understanding during the visit in the meetings. A much better (short) definition is required to aid marketing of the programmes' and for clarity of vision.

The increased learning and teaching of business, marketing and entrepreneurial skills is required for graduates to approach the world generally and the world of work with greater confidence.

Lack of funded for materials and consumables for students is being addressed individually by staff and students but a wider faculty approach is required and sponsorship needs to be sourced.

More students mobility and more visiting international teachers are required to maintain the sense of dynamism and refresh the creative discourse.

The small numbers of students is a great concern, there is less dynamism, discourse and competition than in a larger group and this is constraining individual achievement.

Poor writing skills are now being addressed by the Creative writing course which is timely and obviously required.

Abstracts in English, references in English and a consistent format need to be established as norms in written work.

A timetable for consultations with teachers is required, particularly with teachers from other departments.

GENERAL ASSESSMENT

The study programme *Applied Textile* (state code – 612W10008) at 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	3
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	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.

Grupės vadovas: Team leader:	Robert Baker
Grupės nariai: Team members:	Radu Andrei Pulbere
	Lylian Meister
	Jeffrey Dennis
	Jelka Geršak
	Rimantas Plungė
	Aneta Bačianskaitė

**VILNIAUS DAILĖS AKADEMIJOS, KAUNO FAKULTETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *TAIKOMOJI TEKSTILĖ* (VALSTYBINIS KODAS –
612W10008) 2017-08-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-174 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos (Kauno fakulteto) studijų programa *Taikomoji tekstilė* (valstybinis kodas – 612W10008) vertinama **teigiamai**.

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

Bendradarbiavimas su pramonės, komercijos ir socialiniais partneriais yra įtikinantis ir neabejotinas, todėl ekspertų grupė ragina toliau plėtoti šią veiklą kaip svarbų šios programos aspektą. Programos lankstumas suteikia galimybę absolventams laviruoti tarp meno ir pramonės bei veikti ir kultūros, ir komercijos srityse. Aukštas abiturientų užimtumo lygis ir jų gebėjimas

užimti tinkamą vietą tiek profesinėje srityje, tiek visuomenėje. Labai džiugina studentų darbų kokybė, jų įvairovė, pasirinkimas ir eksperimentinis pobūdis. Naujo pastato statybos ir geresnių sąlygų perspektyva programoms bei patalpos naujam startuolių centrui. Šilta, draugiška atmosfera, artimi darbuotojų, studentų bei socialinių partnerių ryšiai. Aiški takoskyra tarp bakalauro bei magistro studijų ir akivaizdus rezultatų bei absolventų gebėjimų skirtumas. Aktyvus ir lankstus akademinis personalas visada reaguoja ir pagalvoja apie studentų poreikius bei programos pritaikymą. Studentai yra gerai informuoti apie programas ir vertina galimybę kurti individualius programų valdymo būdus. Entuziastingoms ir atsidavusioms absolventų ir darbdavių grupėms rūpi programų ateitis ir jos palaiko programų vertybes bei kokybę. Tarptautiniai ryšiai ir platus paramos tinklas, kuris buvo sukurtas, palaikomas ir toliau plėtojamas įgyvendinant šias programas.

Rekomendacijos:

Vertinimo grupė pripažįsta, kad programų pavadinimai yra tradiciniai, tačiau ekspertų grupei kelia nerimą tai, kad savianalizės suvestinėje nėra aiškiai išdėstyto programų ir unikalių jų ypatybių loginio pagrindo ir kad gerai jas suprasti pavyko tik susitikimų metu. Siekiant pagerinti programų rinkodarą ir aiškiau apibrėžti viziją, būtina ją apibūdinti aiškiau (trumpiau).

Reikia daugiau dėmesio skirti verslo, rinkodaros ir verslumo įgūdžių mokymui bei mokymuisi, kad studijų absolventai labiau pasitikėtų savo jėgomis apskritai gyvenime ir tvirčiau jaustųsi darbo rinkoje.

Trūksta lėšų studentams reikalingoms medžiagoms bei reikmenims. Šią problemą savarankiškai mėgina spręsti darbuotojai ir studentai, tačiau reikia platesnio fakulteto požiūrio, taip pat būtina rasti lėšų šaltinį.

Siekiant palaikyti kaitą ir atgaivinti kūrybinį diskursą, reikia didesnio studentų mobilumo ir daugiau atvykstančių kviestinių dėstytojų iš užsienio.

Daug nerimo kelia nedidelis studentų skaičius, nes mažoje grupėje mažiau kaitos, diskurso ir konkurencijos, nei didesnėje, ir tai riboja individualius studentų pasiekimus.

Prastų rašymo įgūdžių problema sprendžiama, įvedant kūrybinio rašymo kursą, kuris įvedamas laiku ir kuris neabejotinai yra reikalingas.

Reikia nustatyti konsultacijų su dėstytojais tvarkaraštį, ypač su dėstytojais iš kitų katedrų.

<...>

III. REKOMENDACIJOS

1. Ekspertų grupė pripažįsta, kad programų pavadinimai yra tradiciniai, tačiau ekspertų grupei kelia nerimą tai, kad savianalizės suvestinėje nėra aiškiai išdėstyto programų ir unikalių jų ypatybių loginio pagrindo ir kad gerai jas suprasti pavyko tik susitikimų metu. Siekiant pagerinti programų rinkodarą ir aiškiau apibrėžti viziją, būtina ją apibūdinti aiškiau (trumpiau).
2. Reikia daugiau dėmesio skirti verslo, rinkodaros ir verslumo įgūdžių mokymui bei mokymuisi, kad studijų absolventai labiau pasitikėtų savo jėgomis apskritai gyvenime ir tvirčiau jaustųsi darbo rinkoje.
3. Trūksta lėšų studentams reikalingoms medžiagoms ir reikmenims. Šią problemą savarankiškai mėgina spręsti darbuotojai ir studentai, tačiau reikia platesnio fakulteto požiūrio, taip pat būtina rasti lėšų šaltinį.
4. Siekiant palaikyti kaitos pojūtį ir atgaivinti kūrybinį diskursą, reikia didesnio studentų mobilumo ir daugiau atvykstančių kviestinių dėstytojų iš užsienio.
5. Daug nerimo kelia nedidelis studentų skaičius, nes mažoje grupėje mažiau kaitos, diskurso ir konkurencijos, nei didesnėje, ir tai riboja individualius studentų pasiekimus.
6. Opi prastų rašymo įgūdžių problema galėtų būti sprendžiama įvedant kūrybinio rašymo kursą, kuris turi būti organizuotas visiems tinkamu laiku.
7. Reikia nutarti, kad rašto darbuose santraukos ir nuorodos būtų pateikiamos anglų kalba, be to, būtina apibrėžti visiems privalomą tokių darbų formatą.

<...>

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)