



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Kauno fakulteto

PROGRAMOS *STIKLAS* (612W10005)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *GLASS* (612W10005)

STUDY PROGRAMME

at the Vilnius Academy of Fine Arts, Kaunas Faculty

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Stiklas</i>
Valstybinis kodas	612W10005
Studijų sritis	menai
Studijų kryptis	dailė
Studijų programos rūšis	universitetinės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dailės bakalauras
Studijų programos įregistravimo data	1997-05-17, Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Glass</i>
State code	612W10005
Study area	Art
Study field	Fine Arts
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of fine arts
Date of registration of the study programme	1997-05-17, Decree No. 565

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I. INTRODUCTION

The Evaluation Team received a large volume of carefully prepared documents that included the Lithuanian Higher Education Context, Self Evaluation Report, Programme Specification, and the previous Evaluation Report of 2011. The Evaluation Team visited the Kaunas campus of the Vilnius Academy of Arts on Thursday 7th and Friday 8th November 2013. The programme included scheduled meetings with senior management, the self-evaluation review preparatory team, teaching team, students from all levels of the course, and recent graduates and recognised 'social partners'.

The Evaluation Team were given a tour of facilities to include workshops, studios, exhibition spaces, and the library/learning resource area. During the tour there was ample opportunity to ask questions and to view the various technologies, teaching and learning environments, and to understand the operational aspects of the provision.

The various stakeholder groups (and individuals) involved were enthusiastic, positive, and fully engaged in the process and appeared genuinely ambitious for the subject and the development of the discipline. All interactions were courteous and reflected a supportive learning and teaching environment and there appeared to be good levels of communication within teams and between students, staff, and the wider profession.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined. The programme is developing and students are encouraged to take creative risks. The students would benefit from more clearly defined employability and professional practice skills and greater exposure to international practice.

This is a highly specialised programme which is unique within Lithuania and one of a very few courses of its type in northern Europe. The opportunities for students to share their knowledge and expertise beyond the immediate confines of the Kaunas region are many, as are the possibilities of attracting high calibre international artists and craftspeople to the campus.

The links with recent graduates and social partners are strong and students appear to be well networked with the creative industries and professional partners.

As a unique provision in Lithuania the programme should identify international comparators in order to benchmark its practices against the very best throughout Europe and beyond.

The programme provides students with a strong practical skills base. It must review, evaluate, and develop a broader skills base to encompass contemporary international practice, business and professional skills, and transferrable skills in order to equip graduates with the necessary skills to operate effectively in the creative and commercial sector post-graduation.

2. Curriculum design

Although the curriculum design meets legal requirements the course team should review the complementarity of the various modules to ensure best possible fit of knowledge, intellectual, professional, and transferrable skills in the key areas including contemporary practice and business and marketing. For example, developing awareness of contemporary practice and thinking skills required to operate as a professional studio-based glass artist do not appear to be highlighted explicitly in tandem with the acquisition of practical making skills.

The subjects are spread evenly across all years of the course. However, beyond traditional skills acquisition the institution should review the level of business development/professional presentation/marketing and employability skills open and available to the students. It may also be worthwhile reviewing module titles in order that the title conveys the content in order to further contextualise student understanding. For example, individual module titles can contextualise the content and often act as a 'mission focus' for students and therefore the course team are encouraged to reflect the content as the current system includes Idea Developing and Practice Works 1 - 8, Composition and Technology 1-6 etc. and might be better expressed by using individual titles. For example, module titles like Glass Leading, or Colouring Glass, or Jointing Techniques, etc. might make for a more interesting and focused system.

In the main the content and structure are satisfactory. However, the current structure appears to limit the opportunities for students to critically reflect on their practice and to present a well-argued theoretical exposition of their work. For example, in the final year students appear

to be required to undertake three 3 credit elective modules and there is therefore no appropriate place within the course to allow students to critically engage with a substantial written piece in order to challenge and develop their critical analysis and thinking skills culminating in a well-considered and rigorous dissertation. This underpinning would afford the students a broader contextual practice perspective and assist in locating the work in a national and international context.

In relation to the development of discipline-specific skills, the content and methods are appropriate. The programme team should consider integrating business, marketing, and professional presentation skills into the curriculum in order to more fully prepare the students for the world of employment.

The programme is sufficient to ensure learning outcomes but it would benefit from a broader perspective to elevate contemporary practice, critical thinking, and business development skills within the curriculum.

This is a high quality programme that is well run and very focused on traditional skills acquisition. The course would benefit from greater exposure to the use of new technologies within glass production/manufacture. Similarly, opportunities to expose students to international best practice in gallery culture/biennale etc. would provide a stronger international context which would be appropriate for a unique provision like glass at Kaunas.

3. Staff

The staff team meet legal requirements. Opportunities for staff to engage in continuing professional development leading to higher qualifications either in teaching or research would enhance the existing framework.

The institution should review its support to enable staff to engage in professional development opportunities including leadership development.

The current staff structure is satisfactory to ensure the existing curriculum is delivered. The programme team should consider integrating progressive new technologies and business/professional skills development into the curriculum which would have implications in relation to enhancing/extending the current staff compliment.

The staff complement satisfactorily covers the key aspects of the curriculum. The institution should consider encompassing professional development aspects to include contemporary critical theory and business awareness/development.

The institution provides support funding for staff to develop their practice. However, the institution should look at succession planning and the need to equip their staff with the requisite skills to operate as academic leaders on a world stage. This is a very unique programme that should be recognised as a national/international leader in the subject. The institution should use this unique selling proposition to encourage staff to develop their research at international level.

The staff team exhibit and continue to practice locally and nationally. The institution should investigate international research benchmarks in the applied arts in order to establish a research framework which would support and enhance the intellectual and practice-oriented research environment.

4. Facilities and learning resources

The workshop spaces are well equipped and resourced. The exhibition spaces provide an excellent facility for students to present their work to the community, the industry, and key stakeholders. However, the studio spaces in the former hospital require urgent upgrading in order that students are provided with appropriate working environments commensurate with an applied arts degree.

The laboratory, consumables and learning resources are appropriate in terms of size, quality, and support. Although there is an ambitious plan in place regarding the redevelopment of the old hospital, the current students' needs in relation to studio space should be reviewed in order that they are given the best possible opportunities to develop their practice. Previous teams did recognise the potential for the redevelopment of the site but the remedial works should now be considered urgent and requiring immediate attention.

There is an appropriate spread of activities and access to workshops and studios but the student studio environments do require significant and urgent investment if they are to be fit for purpose.

The library and learning resources are appropriate for both the depth and spread of study. The institution should clarify the situation regarding student access to online learning resources outwith the art and design disciplines in order to enhance the student learning environment. For example, it is not entirely clear what arrangements are in place for students to gain access to the broader spectrum of text-based and visual material (outside the immediacy of art and design texts/images) that might be required for the purposes of research or contextual information. A statement relating to arrangements for students requiring access to national libraries and databases would suffice.

5. Study process and student assessment

The variability of state-funded studentships stifles the institution's ability to develop the discipline in a more proactive way. This is a unique programme with an applied design focus that would benefit significantly from a more consistent allocation of studentships. Some of the work being produced has the potential to be of international exhibition quality.

The programme would benefit from a greater level of exposure to international best practice either through a visiting scholar/academic provision or via exchange through the Erasmus+ scheme. The programme team should review the level, depth, and positioning of professional practice skills and business skills within the curriculum. The links with professional practitioners are commended.

The Evaluation Team were shown some examples of student dissertations and practical student work which were commensurate with international standards and provided clear evidence that students were achieving designated learning outcomes. The format of student work sampled spanned a variety of levels and sizes and displayed within the campus and in the new street-facing public exhibition space which also integrated innovative video works. Students were enthusiastic about their work and opportunities to present it. They were clear about the direction and ethos of the course and their aspirations post-graduation.

There are some opportunities for students to engage in exchanges via the Erasmus programme. However, there are too few to satisfy the level of interest and some students are left disheartened. The institution should both extend its international networks and seek out new opportunities for study visits and short exchanges as alternatives to the Erasmus scheme.

Students interviewed were very happy about their experience in the Vilnius Academy of Arts (Kaunas campus). While the students' academic experience is well supported the institution should review its wider support structures regarding pastoral care and extra-curricular activities. For example, what provision is in place regarding the provision of counselling and guidance and careers advisory services for students in the Faculty.

The assessment system appears to be fair and accessible but is highly reliant upon ongoing and frequent verbal interactions between students and staff. The numerical system does serve a purpose but is limited in allowing students to understand how they have met specific learning outcomes and for the purposes of benchmarking across a cohort and indeed for recordkeeping. This area requires detailed analysis and review in order to develop a transparent system of assessment which is fit for purpose and reflects levels of performance against individual assessment criteria which are mapped to specific learning outcomes. The assessment criterion should have a range of assigned detailed descriptors which reflect various levels of attainment.

The culture of glass design/art is strong within the programme and the wider creative environment as evidenced through the testimonies of various social partners. Graduates and social partners were highly articulate and supportive of the programme and its ethos. A number had located their studios within Kaunas city centre in order to develop further their practice. Graduates were enthusiastic about developing their practice as professional glass artists and retained strong links with the institution.

6. Programme management

The programme is well managed by staff who are clearly committed to the development of the subject area. However, the academic vision for the programme would benefit from a clearer statement of intent. The institution should consider how to develop its academic leaders across all levels in order to nurture talented staff and engender a sense of belonging and commitment to the institution.

There are annual review meetings and student concerns are addressed quickly. Feedback to students is frequent and bespoke. There are student representatives in place who feed back to staff with student concerns as they arise. However, there appear to be limited

protocols for the recording and retaining of information and data in relation to the student experience. Beyond the annual review the course should record programme committee and student/staff consultative committee minutes against set agendas which should be brought to departmental and faculty boards for consideration.

There is evidence that concerns and issues are addressed quickly and effectively. It would be beneficial if the institution were to record developments and enhancements in order to present evidence of on-going improvements to the student learning experience.

There is clear evidence that professional practitioners and social partners are fully engaged with the programme. This is to be commended. The institution should look at opportunities to appraise government departments and decision-makers about the positive work being undertaken by the programme in order to extend its reach and gain maximum benefit from national and international networks. Similarly, the programme should embrace new technologies in order to develop its relevance to contemporary professional/industrial/artist practice.

Internal quality assurance and review procedures appear to be sufficient to ensure the programme continues to develop in line with traditional skills development. Although it is clear there are frequent and ongoing meetings between students and staff, it would be beneficial to record enhancements in order to present improvements about the quality assurance system and how the institution is meeting national/international quality assurance benchmarks.

III. RECOMMENDATIONS

1. The Faculty should develop a strategy for the discipline beyond the confines of the institution in order to enhance the intellectual/critical thinking environment.
2. The Faculty should integrate contemporary issues in art and design, marketing, internationalisation, and business entrepreneurship in order to develop student employability skills for the creative industries.
3. The Faculty should explore opportunities for students to interact more frequently within creative environments across disciplines. For example, collaborative projects with other disciplines like, for instance, architecture or graphic design early in the programme

may provide a broader and more challenging and innovative context within which students can develop their ideas.

4. From observation, the level and quality of communication and feedback between students and staff is outstanding and the level of student attainment is high. However, there is minimal evidence of formal disaggregation of, and assessment against, individual learning outcomes within each module of study. The programme should review opportunities to integrate formalised assessment forms into the assessment regime in order to develop and enhance the student learning experience. The current numerical system does not afford the opportunity to make explicit levels of attainment in relation to specific learning outcomes nor an overview of strengths, weaknesses, and points for discussion. This would assist students to understand more clearly the decision-making process and provide a greater level of institutional transparency.

5. The admissions system needs to be reviewed to make it simpler for motivated students to gain a place on BA Glass at Vilnius Academy of Arts (Kaunas campus). This is a unique provision for Lithuania both in terms of traditional and contemporary design/craft skills as the creative industries increase in economic relevance. The necessity to plan student intakes year on year should not be compromised by the vagaries of the current allocation of student places. The central allocation of student places by government requires a better level of consistency in order to assist the institution to strategically plan for the future.

6. The institution must seriously review its resource allocation model for the discipline. While it is accepted that an ambitious campus redevelopment programme is planned, the current studio working conditions require substantial investment in order that they conform to acceptable health and safety standards.

IV. SUMMARY

The programme is unique in the area and its aims and learning outcomes correspond to professional needs. The staff are dedicated and knowledgeable, the student body is enthusiastic and ambitious in their goals and good collegial bonds exist between the staff, the students and the alumni. The workshop equipment, although quite aged, is well maintained by the staff and provide the necessary technologies. The curriculum enables students to build progressive know-

how on strong basic knowledge and they are encouraged to participate in the art and design events both nationally and internationally.

However, the admission system is not transparent enough and allows no planning of the number of incoming students. The environment is deficient in relation to health and safety and dissatisfactory in terms of there being minimal conveniences for students. The promised innovations in the building have been prolonged. There are limited internationalization opportunities - too few grants for the students and staff exchange due to the distribution of funding from the central management of the academy. The need for entrepreneurship and innovation and the development of business awareness is not explained to the students sufficiently.

V. GENERAL ASSESSMENT

The study programme *Glass* (state code – 612W10005) at the Vilnius Academy of Fine Arts, Kaunas Faculty is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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**VILNIAUS DAILĖS AKADEMIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
STIKLAS (VALSTYBINIS KODAS – 612W10005) 2014-01-24 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-55 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa *Stiklas* (valstybinis kodas – 612W10005), vykdoma Kaune, vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programa yra unikali šioje srityje, o jos tikslai ir studijų rezultatai atitinka profesinius poreikius. Dėstytojai yra atsidavę ir kompetentingi, studentai yra entuziastingi ir siekia plataus užmojo tikslų, tarp dėstytojų, studentų ir absolventų yra geras koleginių ryšys. Dirbtuvių įrangą, nors ir gana seną, personalas prižiūri gerai, aprūpinama reikiamomis technologijomis. Programos turinys leidžia studentams sukaupti pažangią praktinę patirtį, pagrįstą stipriomis bazinėmis

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žiniomis, ir jie yra skatinami dalyvauti nacionaliniuose ir tarptautiniuose meno ir dizaino renginiuose.

Tačiau studentų priėmimo sistema nėra pakankamai skaidri ir neleidžia planuoti priimamų studentų skaičiaus. Šioje aplinkoje nepakankamai užtikrinama sveikata ir sauga, taip pat nepatenkinama yra tai, kad patogumai yra minimalūs. Žadėtos pastato inovacijos užsitęsė. Studentų priėmimo sistema nėra pakankamai skaidri ir nesudaro sąlygų priimamų studentų skaičiaus planavimui. Tarptautiškumo galimybės yra ribotos – centrinės akademijos vadovybės sprendimu skiriama per mažai stipendijų studentų ir dėstytojų mainams. Studentams nepakankamai gerai paaiškinamas verslumo ir inovacijų, verslo supratimo poreikis.

III. REKOMENDACIJOS

1. Fakultetas turėtų parengti strategiją peržengti akademijos studijų ribas, siekiant tobulinti intelektualius arba kritinio mąstymo gebėjimus.
2. Fakultetas turėtų įtraukti šiuolaikiškus meno ir dizaino, rinkodaros, tarptautiškumo bei verslumo klausimus, siekiant tobulinti studentų įsidarbinimo kūrybinėse industrijose įgūdžius.
3. Fakultetas turėtų išnagrinėti galimybes studentams dažniau bendrauti įvairių disciplinų kūrybinėje aplinkoje. Pavyzdžiui, bendradarbiavimo projektai su kitomis disciplinomis, tokiais kaip architektūra arba grafinis dizainas, ankstyvajame programos etape gali sudaryti platesnes, inovatyvesnes sąlygas su daugiau iššūkių studentams plėtoti savo idėjas.
4. Iš pažiūros studentų ir dėstytojų bendravimo ir grįžamojo ryšio lygis ir kokybė yra puikūs, o studentų pasiekimai – aukšti. Tačiau turima minimaliai įrodymų apie formalų individualių studijų rezultatų atskyrimą ir vertinimą kiekviename studijų modulyje. Programoje reiktų peržiūrėti galimybes į vertinimo sistemą įtraukti formalizuoto vertinimo formas, siekiant plėtoti ir tobulinti studentų mokymosi patirtį. Dabartinė skaitmeninė sistema nesudaro sąlygų nei aiškiai nurodyti konkrečių studijų rezultatų pasiekimo lygio, nei apžvelgti stiprybių, silpnųjų pusių ir aptartinų klausimų. Tai padėtų studentams geriau suprasti sprendimų priėmimo procesą ir padidintų institucijos skaidrumą.

5. Priėmimo sistemą reikėtų peržiūrėti, siekiant ją supaprastinti, kad motyvuoti studentai gautų vietą Vilniaus dailės akademijos (Kauno fakulteto) stiklo bakalauro studijų programoje. Tai unikali tradicinio ir šiuolaikinio dizaino arba amato įgūdžių lavinimo programa Lietuvoje, nes kūrybinės industrijos tampa vis aktualesnės. Būtinybei planuoti kasmetinį studentų priėmimą neturėtų pakenkti dabartinių studentų vietų skyrimo pasikeitimai. Centralizuotas valstybės studentų vietų skyrimas turi būti nuoseklesnis, kad akademija galėtų strategiškai planuoti ateitį.

6. Akademija turi rimtai peržiūrėti savo studijų išteklių paskirstymo modelį. Nors pritartina planuojamai plataus užmojo įstaigos pertvarkymo programai, dabartinėms darbo sąlygoms studijose reikia didelių investicijų, kad jos atitiktų priimtinas sveikatos ir saugos standartus.

<...>

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

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341