



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**VILNIAUS DAILĖS AKADEMIJOS
GRAFIKOS PROGRAMOS (621W10001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
of *GRAPHICS* (621W10001)
STUDY PROGRAMME
at VILNIUS ART ACADEMY**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	GRAFIKA
Valstybiniai kodai	621W10001
Studijų sritis	meno studijos
Studijų kryptis	dailė
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais ¹	80
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	dailės magistras
Studijų programos įregistravimo data	1997.05.19 Įsakymo Nr. 565

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	GRAPHICS
State code	621W10001
Study area	Arts
Study field	Fine Arts
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in national credits ¹	80
Degree and (or) professional qualifications awarded	Master of Fine Arts
Date of registration of the study	19.05.1997; Order No. 565

¹ – one credit is equal to 40 hours of student work

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I. INTRODUCTION

On Tuesday 22nd March 2011 - following analysis of the programme's Self Evaluation Report (SER), the previous Accreditation Reports of 2008 and the preparation of Preliminary Reports - the Accreditation Team (Professor John Butler, Professor George Houliaras, Atis Kampars, Krzysztof Stanislawski, Kirke Kangro and Saulius Valius) visited Vilnius Academy of Arts: MA Graphic Arts.

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

1. The Senior Management (Administrative Staff)
2. The SER preparatory team
3. The Teaching team
4. The Students
5. The Employers and Graduates.

Site visits to the physical resources (studios, workshops, library, galleries etc.) were conducted during the course of the day. The Accreditation Team also had the opportunity to view studio work and theses produced by the students to assess the level and quality of the work.

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

Three members of the team were involved in the previous accreditation exercise in 2008 and were pleased to see that the general state of affairs in Lithuanian higher art education has improved considerably.

The Accreditation Team would like to extend its appreciation and warm thanks to everyone involved in organising the event and those participating in the meetings.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

This programme is unique in the higher education sector in Lithuania offering a programme in fine printmaking. The specialisation has very old traditions and opens up wide career opportunities for its graduates.

The MA programme is oriented towards the aims and objectives (work independently, perform theoretical research, reflect on global artistic trends and create contemporary artworks and represent country) clearly relating to the graduate level of Fine Art studies. Taking into account the special role and position of Vilnius Academy of Fine Arts (hereinafter - Academy) in Lithuania it is possible to assume that those aims can be substantiated with high level of intellectual and artistic development, but there is a need for a clearer vision for the programme that better defines its unique position in Lithuania.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The Academy recognizes the value of the three-cycle higher education system proposed by the Bologna process; also the volume and structure of the programme meets the national and institutional requirements. 2 years study at MA level is appropriate and should allow students to realise the programme's higher-level academic expectations (research, contemporary discourse etc.). However the Academy and Faculty of Visual and Applied Arts needs to enhance further initiatives to fulfil the programmes aims, without which the programme may not meet the general expectations.

1.1.3. Relevance of the programme aims

The SER (p.10) defines the overall aim of the study programme is to form student's creative identity, to provide scientific knowledge and experience in research work necessary in order to embark on an independent professional creative and scientific research career. it also methodically reflects the objectives of the earlier undergraduate cycle providing a necessary take-off platform for first level research studies in the MA cycle.

The Masters' study programme is designed to provide broad intellectual erudition, creative, critical and systemic reflection and the ability to communicate to diverse audiences. It also aims to set the graduates onto a path where life-long learning and professional development become second nature. The completion of the second cycle programme opens avenues for scientific or creative careers, for further studies for a doctoral degree or launching a teaching career in a school of higher education.

The aims of the programme were found to be of a level to achieve the high requirements for the provision of MA study in Fine Arts. Considering the recent positive changes to the programmes content, staff's development and the

improvement of facilities it is possible to conclude that the programme has sufficient conditions to fulfil its own objectives.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The SER (p.9) defines for the Master programme in Graphic Arts the following learning outcomes:

- ability to approach material on analytical and systemic basis;
- mature intellectual competency understood as an ability of professional interaction across a range of fields and application of theoretical knowledge;
- reliable social-economic orientation, an ability to make sound decisions in contingent situations;
- ability to perceive a complexity of society's needs for a social, cultural and artistic environment;
- ability to provide social services beyond specialist audiences by performing educational functions.

The introduction of the principles of learning outcomes (hereinafter – LO) as well as descriptors and competences according to the Bologna directives has been performed but the panel believes these descriptors are too complex and could be articulated more clearly – they appear as a mixture of aims and LOs. The general principles of the MA programme content and study volume are clear, however a more rigorous implementation of LO's to study modules and courses remains a continuous demand for the programme.

1.2.2. Consistency of the learning outcomes

The whole system of learning outcomes needs to be more evolved and substantiated at the level of study for the courses and modules – operational qualities of the LO system are not fully explored. Considering the MA programmes character and orientation towards each person's individual interests there is a need to introduce forms of teaching and learning to support individual study prospect. A thorough application of principles and vocabulary worked-out by the European League of Institutions of the Arts (ELIA) can provide more comprehensiveness and clarity on professional objectives of each single study unit.

1.2.3. Transformation of the learning outcomes

The principles of LO at the Graphic Arts Department (hereinafter – Department) are also used as a means of communication the skills/competences achieved through the course content. The ability of the teaching staff to give a clear explanation on the competences and their relationship to the assessment criteria were found to be at an unsatisfactory level so rigorous implementation of the LO system is an ongoing requirement for the programme.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The volume of the programme is sufficient for graduate studies in arts and the character of its objectives correlate with the content. The structure has three parts which designate the main focus of MA studies – Theory (40%), Analytic/research/creative work (35%) and the Final project (25%). This combination is found to be appropriate but the limited number of electives (set at ~26%) need special attention because elective subjects (included in the programme) contain a large number of competences demanded by the level LOs (prerequisites for scientific work, communicative skills, contemporary ideas) - the proportions need to be reevaluated so that the diversity of content can better reflect best international practise and students' individual interests.

2.1.2. Consistency of the study subjects

A flexible structure of the programme and extended choice of subjects will increase greater diversity of the graphics' study field as well as the development of independent learning. An implementation of holistic approach to the course structure has been started after accreditation in 2008 (division in A/B/C groups is abandoned, updated theoretical courses, less taught elements) however the programme should present more initiatives towards a wider context of studies in the Fine Arts area. Students have also expressed a certain dissatisfaction with theoretical courses provided by 'other departments' of the Academy because they do not provide enough information on contemporary art. Courses on management, project writing are not in the curriculum but could be accessed at the Academy.

Due to the financial limits of admission and accordingly the small number of students on the programme, the Academy together with the Department have to discuss the use of academic environment of the Faculty as a resource of programme's stability in the future.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The programme is compliant with national legal acts and regulations and to the General Requirements for graduate study programmes in Lithuania. The future compliance with the Bologna process and the shifting from national credits to the European Credit Transfer System (ECTS) is recommended.

The content of the Master Studies is based on the objectives and targets of the Study Programme, the Study Regulations of the Academy approved by the Senate on 11-01-2006 and order of the Minister of Education and Science of the Republic of Lithuania "Concerning approval of the General Requirements for Master Studies Programmes" (03 06 2010 No. V-826).

Part of the Programme	MA credits	General requirements
Subject (fine art) modules	50 credits	> 40 credits

Electives	18 credits	Not more than 20 credits
Final project	20 credits	> or = 20 credits
Independent work	65%	> 30%
The scope of the study programme	80	Not exceeding 80 credits

2.2.2. Comprehensiveness and rationality of programme content

Activities to shape MA study content supporting individual development have been started – these include the adoption of the Departments’ inner quality assurance mechanisms, the comprehensiveness and clarity of course content, better choice of electives and the basic features of multidisciplinary behaviour towards teaching and learning. Further enhancement to explore intellectual and technical resources of all Departments of the Faculty of Visual and Applied Arts in particular and other Faculties of the Academy will be an ongoing requirement.

The team seeks re-assurance that students joining the course with a BA in another field are able to achieve the workload of additional supplementary studies to gain the required LOs and still maintain the standard in compulsory and elective subjects.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

There are 8 teachers providing the specialty courses: 2 professors, 2 associate professors (one of them with the PhD degree), 1 lecturer and 3 assistants). Young members have been involved in the academic personnel – especially positive aspect is that it was followed by new content of studies. There are also technical assistants – 4 persons who serve practical needs of studies as well as coordination of workshops. Approximately 25% of the programme is realised by teachers from other departments of the Academy. Taking into account the proportion of teachers with higher academic qualifications (50% professors and associated professors) it is possible to conclude that the composition of staff is of an appropriate level.

3.1.2. Turnover of teachers

The turnover of the teachers was found to be of a good level and according to the information presented in SER reached 50% within the last five years. Still there is a need expressed by students for activating a system of visiting lecturers from abroad and use of exchange lectures and classes on a regular basis.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

The average age of the staff is 42 but 50% of the staff are from the youngest group (25 – 34years); the staff’s average experience is ~15 years what permits the team to

conclude that level of professional and academic experience fully complies with the objectives of the MA programme.

3.2.2. Consistency of teachers' professional development

The system of recruitment at the Academy requires active participation in creative processes nationally and internationally so the existing combination of staff provide the programme with specialists in various areas – highly prized specialists in the Fine Art Graphics and book designers, experts and internationally recognized teachers. The staff members also participate in international study tours and attend courses on teaching methods and quality assurance principles organized by the Academy. However better mechanisms for institutional staff development and academic communication are advisable because teacher's quality improvement activities are mostly based on the individual's own academic initiative.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The team finds the current premises appropriate for graduate studies in the arts with good traditional printmaking facilities well supported by technical staff. MA students can have separate studios for their individual studies and in case of necessity (final project) can be given a larger study space. The Department is striving to improve both technical and hygienic conditions of existing study spaces and definite improvements have been made since 2008. However there is a need for a better, developed study environment especially considering the tendency for cross-disciplinary study processes. The plans by the Administration (expressed at the meeting with the accreditation team) to join the technical resources are a positive indication for the programme as long as the core studies will have continuous access to the premises.

4.1.2. Suitability and sufficiency of equipment for studies

The Department operates the practical studies of printing techniques in specialist purpose built rooms. Recently obtained printing equipment is to be installed there by the end of 2011. Also newly equipped computer classroom is very significant addition to the premises where studies in digital media can be performed. The workshops are equipped according to the technical needs, but certain modernisation is needed to guarantee health and safety requirements. It is also necessary to mention that current activities to extend the technical resources demand significant contribution from the Academy, especially if there is a plan to open technical workshops for students from other departments. Without institutional plans and financial assistance those positive tendencies may collapse before completion.

4.1.3. Suitability and accessibility of the resources for practical training

The Academy is running an art gallery & book store located in the centre of the old town in Vilnius – together with the exhibition space at the new building of the Academy – the so called ‘Titanic’. This is a fundamental resource to make students’ activities be publicly accessible – especially significant is the possibility to defend students’ graduation works openly and according to the plans of the Academy. Exhibitions of local and foreign artists also are presented there. The Academy has established good contacts with the cultural institutions (The Contemporary Culture Centre) and also has its own facilities outside of Vilnius – the one in Nida recreation zone should be separately mentioned as a great resource for plain-air studies and international artists’ residencies.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

The library located at the main building of the Academy is an important and well-equipped learning resource, which can serve as a substantial centre for theoretical and research studies. It contains a significant number of books on art history, philosophy, humanities and periodicals. The library is supported by an electronic database, which is accessible for all programmes of the Academy. The Department has its own ‘methodological archive’ where materials (both in analogue and digital format) are kept adjacent to student’s study spaces.

The ‘modern’ library including a comprehensive data-base (*over 23,000 entries of bibliographic publications and over 39,000 items of publications SAR pp18&19*) and well stocked with 4128 titles on Painting. In addition the library has 2000 titles that have not been included in the electronic catalogue. Since 2001, an electronic catalogue of the library has been available (<http://vda.library.lt>) and additionally, a national virtual library www.library.lt can be used as a search tool. There is also a substantial collection of contemporary art magazines with back copies. As a member of the Lithuanian Association of Academic Libraries, the Academy’s library subscribes to the following database: EBSCO Publishing <http://search.epnet.com/> (eIFL.net database package of 10 databases); Oxford Art Online <http://www.oxfordartonline.com/subscriber/>. The library also stores exhibition catalogues, methodological materials prepared and published by its teachers and DVD on famous artists. There is a large archive of over 3,000 paintings by past students.

The team think this is a good resource with the appropriate texts and on-line packages.

4.2.2. Suitability and accessibility of learning materials

The Academy has developed appropriate environment for independent learning and research – it clearly meets the overall institutional aims and demonstrates the far-reaching attitudes of the Academy. The methodological selection at the Department’s disposal is also an important academic resource providing students with the examples from earlier periods. It is also accessible on the Department’s own website.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

The procedure of admission to the MA studies is of an appropriate level – the several requirements of selection (BA final project + BA average grade + portfolio + interview) provide the Department with the possibility to control the process, help ensure the quality of students entering the programme and pay individual respect to every applicant. There is also a structural problem – applicants without previous knowledge or the necessary number of credits might be asked to pass additional courses. However approved on the national level this practice does not support the development of graduate studies in general, because it limits the accessibility of the programme for young and talented people having a different educational background.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

The motivational aspects of the programme seems to be strong – flexible schedule of studies, good selection of subjects, personal supervision makes study process attractive. Still there is an opportunity to create an even more student-oriented type of studies with visiting lecturers and academic travel.

5.2. Study process

5.2.1. Rationality of the programme schedule

The rationality of the MA programme schedule was found to be of an appropriate level. As the programme develops its final project-specific features, contemporary aspects, international exchange and effectiveness of planning will need to be constantly reviewed, updated and amended.

5.2.2. Student academic performance

As the self-evaluation report states there has been no student drop-out because of student dissatisfaction or poor academic performance in last five years.

5.2.3. Mobility of teachers and students

A teaching staff mobility scheme is good (according to the current economic situation) and has a positive effect to the programme development so far – 3 teachers from the Department have visited universities abroad within the last five years. In the period from 2008 till 2009 the Department organized five international creative workshops on new trends and new technologies. Mobility of students on the contrary are of a low level probably because of socio/financial reasons – as student representatives explained they are afraid to leave their job. This is a serious problem that demands special and constant institutional attention – it is hardly possible to develop a good graduate programme without a constant international context.

5.3. Student support

5.3.1. Usefulness of academic support

Academic support was found to be of a level satisfying the academic and professional needs of MA students. On average 30% of the programme is for consultations (formal or informal) and 70% for individual studies; the small number of students makes individual teaching methods possible. There is a good personal teacher-student relationship and individual guidance provides the opportunity for open and informal communication – teachers feel students as their colleagues for the future still more of support for students' career development is needed. Also the students reported they need more information and consultation on contemporary artistic discourse than is currently provided by the Department – the out-school cultural institutions (like The Contemporary Culture Centre) are greatly valued by the students. It is to be advised that the academic staff have to organise open seminars themselves and be actively involved in discussions to regain the position as the main source of information for the students.

5.3.2. Efficiency of social support

The level of social support is satisfactory and is comparable with social support in other Lithuanian universities - the Academy provides dormitories for students as well as State funded scholarships. Students can access a gym in the old town and it is also possible to use Academy's recreation facilities in Nida and Mizaros.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

Criteria of assessment in general relate to the system of learning outcomes, criteria also can be moderated according to the character or type of subject. Fine arts subjects are evaluated according to three phase system: „A”- idea, planning and research (30%), „B”– process, selection of methods and/or technologies (30%), „C”– presentation/exhibition, articulation of concepts (40%). Starting from autumn 2010 students are asked to present written motivation to a commission. The principles of LO are not yet fully embedded at the level of course and module descriptions. The methodical aspect generally considered by the teaching staff is the prevailing tendency to discuss and evaluate just the 'work'; not the other aspects of the student' learning.

5.4.2. Feedback efficiency

The Department acts in collegial way to evaluate student's projects – the commission is formed from Graphic Department teaching staff and representatives from other departments; the results are discussed, firstly, at the commission and, secondly, with students when explanations on the grades are given. Although the information on study results can be accessed on the website the feedback in general is provided on an informal basis. Information needs to be formally incorporated into a student record system and should not be over reliant on the informal nature of staff-student contact. Activities to shape more flexible methods of student's self-evaluation (motivational aspects, critical approach) were started in

autumn 2010; aspect of strengths and weaknesses of the study prospect could be a matter of academic discussions at the Department as well.

5.4.3. Efficiency of final thesis assessment

The final examinations of the graduation work (final project) have a public dimension – the examination commission consist of representatives from other faculties and departments of the Academy; representatives from the professional field or experts from abroad are also officially involved in the assessment. There are certain regulations given by the Senate of the Academy for evolution of the graduation project – the theme of graduation work is selected by the student and approved at the Faculty Council. Each student has his/her supervisor from the Department and the graduation project timetable is approved by the Dean. Graduation work consists of two parts – one is practical-creative work and the other is theoretical writing. There is a positive tendency to unify both parts and defend them simultaneously and the process for graduation including the procedure of defence is well elaborated and can provide an individual approach to each student's needs.

Assessment of the final thesis meets the expectations of students and the requirements of the Academy's regulations.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

Positive attitude towards students' independent studies are not yet fully established – study courses can't be replaced by courses or creative projects have been taken on extra-curricular basis. Although there is awareness about the significance of individual work at the Department, independent studies are assessed only informally and understood as a source of information on student's creative activity.

Independently motivated and self-initiated studies are one of the most characteristic elements of MA studies, therefore programme should consider accrediting student initiatives and find the forms to supervise and evaluate projects forwarded by the students. This is a ongoing recommendation.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

The Graphic Arts programme graduates expediency was found to be of a good level – the programme provides necessary competences for cultural awareness, social responsibility and independent creativity. Employers recognise the student's professional preparedness as good; graduates work as a free lance artists, book designers at the publishing houses or curators. Small number work at the art schools as teachers. This information was confirmed during the meeting with the employers and graduates who clearly supported the Department but have definite doubts if advice coming from stakeholders would be taken into account.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The programme is delivered by academic staff who have both extensive academic and professional experience. Considering the fact that the composition of the Department has a good balance of generations and overall a positive attitude to the teaching process and the Department's continuous efforts to improve both study and creative environment the managerial aspects are evaluated as good. In addition the position of the Department in the context of the Faculty should be considered in enhancing the forms and methods of development.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

A regular and stable system of quality evaluation of teaching has been implemented through the programme's assessment process - the direct outcome from the self-evaluation process is the recognition of a need for new descriptions of graphic artist's profession and positive intellectual feedback was demonstrated during the meeting with the SER group. The significant aspect is that the SER group consists of almost the same persons as the Programme Committee - it should be understood as a logical solution what guarantees presence of the Department's best competence as well as for continuity. Still the Department has to establish its own culture of critical self-reflective analysis - this process is only at the starting phase, therefore its effectiveness is yet to be proven. Although interdepartmental discussions have been started already the all-embracing mood of separateness should be changed for open collaboration with other academic and social partners. Overall the team assessed this aspect as good.

6.2.2. Efficiency of the programme quality improvement

The recommendations of the accreditation in 2008 were used as a stimulus for changes and improvements. The programme teaching staff need to forward their own ongoing initiatives for quality assurance and enhancement. The impact from the current economical and national situation has to be accounted to shape a flexible and transferrable content of the programme.

6.2.3. Efficiency of stakeholders participation

The participation of stakeholders is still on the initial stage and has to be improved. At the moment the Department can enjoy the credit of professional confidence yet closer links and formal mechanisms of mutual consultations and discussions need to be established at a higher level.

III. RECOMMENDATIONS

1. The Academy needs the quality assurance policy and strategy fully devolved and embedded in its faculties; organised into an efficient transparent process with faster communication and decision making at both Faculty and Department levels where both staff and students may have a meaningful effect. There must be clear and effective mechanisms to check and test if this is happening;
2. The Department has to re-evaluate its own academic position in providing consultation on contemporary artistic discourse and career possibilities - more of a professional guidance could be performed by making open creative events or by visiting galleries or cultural institutions. This academic function needs to be an ongoing improvement;
3. The programme needs to have a wider range of objectives to avoid so called phenomena of 'deepening' in the craft skills. This suggestion can be realised by joining intellectual and professional resources of cognate Master's programmes of the Academy - more interrelation between the full spectrum of all Departments of the Faculty of Visual and Applied Arts in particular and other Faculties of the Academy will be a desired requirement.
4. The Academy to introduce a more formal programme of staff development and training for the latest developments of learning, teaching and assessment;
5. It is essential to establish a regular formal and business-like consultation process with external stakeholders - introduction of regular meetings at the Department on contemporary discourse and the recorded collection of external stakeholder responses will provide more focused future developments.
6. More rigorous implementation of principles of learning outcomes to study modules and courses remains an ongoing demand for the future programme.
7. Learning outcomes and assessment criteria should be written in comprehensive form that students can understand, language that avoids educational and academic jargon and acronyms so that they are comprehensible and truly transparent.
8. The subjects of contemporary theory need to be integrated to the core content of the programme and practical studies need to be more diversified. The Department need to encourage interdisciplinary study and enhanced elective system of subjects. The adaptation of managerial competences to the course projects is highly advisable.
9. An enhancement of independent or negotiated learning as an integrated part of the programme is required. Courses taken on extra-curricular basis should be adapted to the programme. Students have to be capable of learning independence of action and the taking of responsibility for their own actions as necessary and established learning outcome.

10. Dynamic and regular system of visiting lecturers from abroad and constant use of exchange lecturers should be organised. The motivational aspects of programme seems to be strong – flexible schedule of studies, good selection of specialty subjects, personal supervision makes study process attractive.
11. The study trips to visit important exhibitions especially in the closer region should be included in the curricula.

IV. GENERAL ASSESSMENT

The study programme GRAPHICS (state code - 612W10002) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	2
2	Curriculum design	3
3	Staff	3
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student achievement assessment)	2
6	Programme management (programme administration, internal quality assurance)	3
	Total:	16

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

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

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

4 (very good) - the area is exceptionally good

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