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GAUTA
KOLEGIJA
VILNIAUS TECHNOLOGIJŲ IR DIZAINO



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- įspėjimo rašymas
N.R.
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STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

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Vilniaus technologijų ir dizaino kolegijai,
Antakalnio g. 54, LT-10303 Vilnius

2011-02-15 Nr. 7-04-303
į 2010-05-03 Nr. Nr. 7-1167

DĖL IŠORINIO VERTINIMO

Atsakydami į Jūsų prašymą vertinti bei akredituoti Jūsų aukštojoje mokykloje vykdomas dailės krypties studijų programas *Interjero dizainas* (valstybinis kodas – 65302M110, 653W25001) ir *Grafinis dizainas* (valstybinis kodas – 65302M109, 653W21001) (toliau – Programos) informuojame, kad, vadovaujantis Studijų programų išorinio vertinimo ir akreditavimo tvarkos aprašo¹ (toliau – Aprašas) V skyriumi bei Vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų² (toliau – Metodiniai nurodymai) II skyriumi, Studijų kokybės vertinimo centro (toliau – Centras) pasitelkti ekspertai atliko Programų išorinį vertinimą (vertinimo išvados pridedamos).

Pažymėtina, kad ekspertų parengtos išvados vadovaujantis Metodinių nurodymų 7.3.2, 51, 53 punktais, taip pat Studijų vertinimo komisijos nuostatų³ 6 punktu, buvo svarstytos 2011 m. vasario 4 d. Studijų vertinimo komisijos (toliau – Komisija) posėdyje. Komisija pritarė studijų programų *Interjero dizainas* ir *Grafinis dizainas* vertinimo išvadoms.

Centras, atsižvelgdamas į ekspertų parengtas Programos vertinimo išvadas bei Komisijos pritarimą, vadovaudamasis Aprašo 34 punktu, priėmė sprendimą Programą įvertinti teigiamai, kadangi atitinkamai surinkta po 18 ir 20 balų, nė viena vertinama sritis nėra įvertinta „nepatenkinamai“ ar „patenkinamai“.

Nesutikdami su šiuo Centro sprendimu, Jūs turite teisę vadovaudamiesi Aprašo VI skyriumi bei Metodinių nurodymų 60 punktu Centrai pateikti apeliaciją per 20 dienų nuo šio sprendimo išsiuntimo dienos.

Įsiteisėjus šiam Centro sprendimui pagal Aprašo 28.1 punktą Programos akredituotinos 6 metams.

PRIDEDAMA:

1. Vilniaus technologijų ir dizaino kolegijos studijų programos *Interjero dizainas* (valstybinis kodas – 65302M110, 653W25001) išorinio vertinimo išvados, 14 lapų;
2. Vilniaus technologijų ir dizaino kolegijos studijų programos *Grafinis dizainas* (valstybinis kodas – 65302M109, 653W21001) išorinio vertinimo išvados, 14 lapų.

Direktorius



Artūras Grebliauskas

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¹ Patvirtinta Lietuvos Respublikos švietimo ir mokslo ministro 2009 m. liepos 24 d. įsakymu Nr. ISAK-1652 (Žin., 299, Nr. 96-4083).

² Patvirtinta Centro direktoriaus 2009 m. spalio 30 d. įsakymu Nr. 1-94 „Dėl vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų patvirtinimo“.

³ Patvirtinta Centro direktoriaus 2010 m. sausio 18 d. įsakymu Nr. 1-01-9 (Žin., 2010, Nr. 476).



STUDIŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus technologijų ir dizaino kolegijos
GRAFINIO DIZAINO PROGRAMOS
(65302M109, 653W21001)
VERTINIMO IŠVADOS

EVALUATION REPORT
of GRAPHIC DESIGN (65302M109, 653W21001)
STUDY PROGRAMME
at Vilnius College of Technologies and Design

Grupės vadovas:
Team leader: John O'Connor

Grupės nariai:
Team members: Anna Calvera Sagué
Arvids Endzins
Andrius Ciplijauskas
Pirjo Kääriäinen

Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Grafinis dizainas</i>
Valstybinis kodas	65302M109, 653W21001
Studijų sritis	Dizainas
Studijų kryptis	Dailė
Studijų programos rūšis	Neuniversitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3), iššestinės studijos (4)
Studijų programos apimtis kreditais ¹	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Grafinio dizaino profesinis bakalauras, dizaineris
Studijų programos įregistravimo data	2002 rugpjūčio 30 d.

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Graphic Design</i>
State code	65302M109, 653W21001
Study area	Design
Study field	Fine Arts
Kind of the study programme	College Studies
Level of studies	First
Study mode (length in years)	Full-time (3), part-time (4)
Scope of the study programme in national credits	120
Degree and (or) professional qualifications awarded	Professional Bachelor's of Graphic Design, Designer
Date of registration of the study programme	30 August 2002

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Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Vilnius College of Technologies and Design (hereinafter – VCTD) was established in 2008 after reorganization, when Vilnius Technical College merged with Vilnius College of Construction and Design. VCTD is a state higher education institution providing higher professional education in the study areas of technologies, arts and social sciences. Studies at VCTD are oriented towards practical application of knowledge, focused on co-operation of practical studies with industry and business structures.

The Vilnius College of Technologies and Design offers a first level professional bachelor's degree in Fine Arts. This was the first evaluation by an International Peer Review Team. The aim of this report is to evaluate the programme of Graphic Design.

Professional Bachelor of Arts in Graphic Design is delivered on a three-year cycle for whole-time and four-year for part time students. It correlates with similar programmes across Europe and the study programme is structured to deliver 180 credits based on the European Credit Transfer System (ECTS) or 120 national credits. The emphasis is on developing the technical skills of the graduate in preparation for a career in printing and publishing design; website design; or packaging design. Unlike similar programmes in the universities it does not seek to give students a deep understanding of conceptual activity.

The international peer review team prepared a preliminary report based on the Self-Evaluation Report (SER) and supplementary appendices provided by the College. This was followed a one-day visit during which the review team met with administrative staff, students and a selection of graduates and employers. In addition, there was an opportunity to observe the facilities and resources available to the college. Finally, the team reviewed the final project work of students and examination materials.

This final report was prepared following a series of meetings during which the review team discussed its findings and arrived at the conclusions given below.

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

Satisfactory. The demand for the programme is described in the Self Assessment Report in terms of the market demand for graduates: only 2% registered unemployed in 2009. The SER also refers to systematic surveys of students, graduates and employers that evidence the demand for graphic design specialists. It also states that the graduates compete successfully with university graduates. These points are coherently and convincingly made and were supported by the comments from graduates and employers that came to meet the Review Panel.

However, 22% of surveyed employers stressed the lack of skills in creative composition and this issue was also raised at the meeting. This is a likely outcome of the emphasis on skills acquisition and points to an area where the programme would benefit from development. With the high skill level a graduate profile that also included excellent conceptual and creative ability would be extremely appealing to the market place.

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

Satisfactory. The programme conforms to the appropriate regulations, legal acts and international conventions. However, it is noted that the SER states *the analysed programme is not aimed at preparing a speciality regulated by the state*. The SER goes on to describe, “the uniqueness of VCTD *Graphic Design* study programme lies in the fact that it’s branches oriented to particular activity fields – *Print and publishing design, Package design, Website design*. Every branch consists of 10 study credits ... Similar study programmes have been organized in all Europe, e.g. VCTD *Erasmus* programme partners – ESAD (*Escola Superior de Artes e Design, Portugal*) Visual communication programme, IPCA (*Polytechnic Institute of Cavado and Ave, Portugal*) Graphic design programme and Krakow Art Academy (Poland) Faculty of Design, *Graphic Design* study programme.”

The programme aims comply with the level of the first cycle in that they are orientated at specialist training for a practical activity.

1.1.3. Relevance of the programme aims

Satisfactory. The aims of the programme are detailed explicitly in the SER and are in line with similar programmes internationally. The aim to provide *graduates with the abilities to work professionally at various spheres of graphic design* is central to the programme and is reinforced by the statement: *The aim and purpose ... foresees the trends of a study programme implication*. The Review Panel would like to see the programme team giving some consideration to the need for a greater emphasis on conceptual ability in the students. This may well have implications for the 3-year duration of the programme and the ‘professional’ nature, which seems to be based on the perceived need for design assistants. The distinction between full designers and design assistants has largely been eliminated internationally in the field of graphic design.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

Satisfactory. The learning outcomes are clearly identified and described and related back to the general aims of the programme. That is, they cover the design process and the specific skills and practical competencies required for graphic design. What is not fully addressed is the development of conceptual ability. Again, this results from the positioning of the programme specifically towards the techniques and technology of graphic design. The Review Team encourages the school to place a greater emphasis on the conceptual role of the designer.

1.2.2. Consistency of the learning outcomes

Satisfactory. While the learning outcomes are broadly consistent across the modules of the programme the Review Team would like to see them more closely aligned with the assessment criteria. The move away from the traditional teaching environment where hard skills are imparted is now common throughout Europe. Developing a student centred learning environment where students are encouraged to become independent learners and be capable of lifelong learning is based on identifying learning outcomes as distinct from skills acquisition and aligning them with assessment strategies designed to encourage the student along a path of self-discovery.

1.2.3. Transformation of the learning outcomes

Satisfactory. The renewed study programme commenced in 2008 and the engagement of the social partners in this development is praiseworthy. This ensured the inclusion of new disciplines such as web design ensuring students are prepared for the labour market. The next development could be usefully informed by much of what has been written about the broader European experience of art & design education in recent times. For example, the European League of the Institutes of the Arts publishes regularly in this area. The recent “Peer Power! The Future of

Higher Arts Education in Europe” gathers a broad range of experience into an accessible volume and is part of a series addressing changes in the sector.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

Satisfactory. According to the submitted self-assessment material and information obtained during the meetings, the Review Team understands that the Graphic Design programme is generally consistent with the General Requirements for the Degree conferring First Cycle and Integrated study programs). The program is 120 credits, 7 subjects per semester, 8 credits for final project, 20 credits - for practical placement. Practical training is integrated to the subjects of Branches as well as to Design study subjects. Program structure correspond to the requirements. The number of free elective subjects could be higher (there are 6 credits, it satisfies the old requirements, but the new requirements encourage a greater number).

2.1.2. Consistency of the study subjects

Satisfactory. The programme is logically and coherently structured with good consideration given to the relationship between subjects. However, the meeting with employers and graduates gave the Review Team a sense that the broader context of what it means to be a designer in the market place needs to be addressed by the programme team. This could possible be done not so much by changing the study subjects themselves but by looking at the emphasis on how students work on their projects. For example, students will learn about Design and Project Management if they are brought together to work on interdisciplinary teams. This could be achieved by setting joint projects between the graphic design students and the interior design students.

2.2. Programme content

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

Satisfactory. The content of the programme matches the stated aims and the organisation of the programme is excellent. Much consideration has been given to the workload for the students and the process of acquiring the skills and competencies identified in the documentation. The projects are well planned and students supported to produce a high quality of skilled output. Although the overall workload is quite heavy for the student it is appropriately balanced throughout the programme.

2.2.2. Comprehensiveness and rationality of programme content

The programme is comprehensive and rational in the context of its own remit to produce graduates who will work as design assistants. However, as previously indicated this approach will need to be reviewed as graduates will increasingly be expected to have greater conceptual abilities and creative skills.

In addition, the programme would benefit from the formal introduction of topics such as branding, marketing, professional practice etc. There is also a need for current issues in design such as user-focussed design, universal design (design for all), and sustainable design to be addressed.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

Satisfactory. The staff team satisfies the legal requirements and is experienced and highly committed. They demonstrated a comprehensive knowledge of the programme, the students and the local design industry. The Review Team was impressed by the presentation of the team during the meeting. Each member was able to articulate not only their own contribution to the programme but also how it worked in the overall scheme. Their enthusiasm and willingness to engage in discussion is a credit.

3.1.2. Turnover of teachers

Satisfactory. It would be also good to host at least international lecturers or workshop organizers who can engage to use foreign languages at school, sharing their experience and to build bridges for greater internationalization of the programme.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

Satisfactory. The staff are appropriately qualified and experienced. The SER reports that *the teachers work experience with students ranges from 1 to 41 years* with an average work experience of 13 years. Of particular importance to note is their engagement with the graphic design sector. Almost all staff are working in some form of design, print and/or publishing and they mainly teach those same areas. This gives the programme a high level of credibility and is of particular advantage to the students.

Additionally, teachers are members of the various creative unions such as the Lithuanian Artists' Union, Art Creators' Association, Vilnius Artists Club and so on. They also participate in international competitions and exhibitions.

3.2.2. Consistency of teachers' professional development

Satisfactory. It is clear that the College values the professional development of staff and the general ethos is positive in that direction. Members of staff have responded well to the encouragement and see the value of ongoing training and development to complement their professional experience. Specifically, staff participated in college organised training seminars around management, foreign language, computer literacy ECDL (European Computer Driving Licence) and psychology.

They are also involved in reviewing Final Projects and study programmes in other institutions and work with groups reviewing professional standards. This external activity helps keep teachers current with their discipline and is commended.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The current premises in which the programme is delivered are suitable for the purpose. There has been some reorganisation between the Faculty of Design and the Faculty of Technology to accommodate growth in student numbers. According to the SER *all workshops and laboratories comply with working safety and hygiene requirements.*

The Review Team toured the new building currently under development for the Faculty of Design. This will improve facilities even more. The provision of more space, up to date

workshops, and newly equipped studios will provide a learning environment that can support every aspect of the programme. This is a most impressive development for which the College is to be commended.

4.1.2. Suitability and sufficiency of equipment for studies

Satisfactory. The teaching spaces are very well equipped with the appropriate learning technology, computers, etc. The *Modernisation of Study Infrastructure of Vilnius College of Technologies and Design* sets out a comprehensive plan to ensure the situation is optimal for the foreseeable future.

4.1.3. Suitability and accessibility of the resources for practical training

Satisfactory. It is clear that the College management has ensured that a process for resourcing programmes adequately is in place. The Review Team was suitably impressed with the professional nature of programme management and the resulting impact on the smooth running of the programme. This practical results of this attention to detail are that the appropriate resources are accessible to students when required.

4.2. Learning resources

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

Satisfactory. The library is impressive and very well stocked. Books and journals are well chosen and suit the field of study. The library has also a digitalized books searching system. They have periodical literature in English, Russian and Lithuanian languages; some of them are general; some, more specialized. There is enough staff to support students, lecturers and researchers.

4.2.2. Suitability and accessibility of learning materials

Satisfactory. The impression formed by the Review Team is that the College pays particular attention to learning materials, including the library. Students have access to directories of electronic library and funds of the library. They can access the electronic database through the College website www.vtdko.lt. Passwords for entering the database are gained for personal usage from VCTD community members. College library offers 4 subscript databases: *EBSCO*, *Grove Music Online*, *Grove Art Online* and *Oxford English Dictionary* and more 17 free databases. Any database can be achieved from all computers of the College. In addition, there is a free entrance for 7 electronic journals. There is storage of methodical material in the library. The college has an own periodical issue where are published scientific or methodological works of college teachers.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

They are satisfactory and based on Lithuanian regulations. Students have to overpass general exams and also a specific exam art oriented which consists of two parts: painting and composition. Painting exam is taken in order to find out general art abilities level, and composition exam shows specific skills and creativity. The College also offers a course to train and prepare students for the exam.

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

Satisfactory. Both according to the self-assessment report and interviewing the students, it seems that VCTD takes quite intensively part in social life and it is well known in town. They

organize a design week festival addressed to art school and design college students, open door days, and sometimes the College exhibits their students' final degree theses and projects in public places.

5.2. Study process

5.2.1. Rationality of the programme schedule

Satisfactory. The average student workload of 27–28 hours a week is typical of this type of programme. Care is taken to ensure project work is distributed equally over each semester. Equally, exams are distributed equally during the entire study period. A question arose around table 5 'Schedule of Full-Time Studies' showing different numbers of weeks in the semesters and, in some cases, 12 weeks of holidays. This should be clarified for the record.

5.2.2. Student academic performance

Satisfactory. The Review Team is satisfied that the Final Project work is commensurate with the stated aims of the programme. This view is supported by the students, graduates and employers we met. The student attrition rate of 9% is perfectly acceptable. The analysis showing that only 2% is due to academic failure is a good reflection on the support received by students.

The Review Team suggests that the broadening of the student experience to include an emphasis on conceptual development and creativity should be the strategy for improving student performance in the future.

5.2.3. Mobility of teachers and students

Satisfactory. Although not yet at the required level the Faculty has a strategic plan to increase mobility. Insufficient financing and foreign languages are given as barriers. Language courses funded by the EU have been developed and links with Portugal, Velik Turnov University in Bulgaria and an educational visit to Krakow Academy of Arts are a demonstration of the attempt to address this deficit in the programme. Staff are also taking part in international conferences and visited Milan Design Week.

The College appears to take a lead role in the annual International Week in Vilnius which is a catalyst for forming new links and relationships. The programme has Erasmus partnerships with Portugal and Poland.

5.3. Student support

5.3.1. Usefulness of academic support

Satisfactory. The teaching staff come across as friendly, approachable and informal and this impression was supported by the students and graduates. All are satisfied with the academic support they receive. Information is well distributed via the College Intranet and *is presented systematically in such an order: at the beginning of a study year, there are informational meetings with the administration of the Faculty for the first year students... Erasmus programme coordinator ... library staff... Full time students have group tutors.*

The Students' Union are also very active and involved in College Management activities. Student representatives were part of the SER group.

5.3.2. Efficiency of social support

It looks efficient enough. The College declares to have available facilities for sport, accommodation, and manages scholarships regularly. Quality of installations will surely improve when the restoration and building of a new building will be finished. Professionals from outside the College are involved in judging final thesis works; private companies are giving opportunity for students to make summer practices as practical training, something which shows that College and their students are pretty attractive for local market.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

Satisfactory. While these are satisfactory for the stated aims and purpose of the programme the Review Team urges the Faculty to consider widening the scope of the programme as proposed in section 1.2. The SER reports “in 2008, *The Standard of Graphic Designer Preparation* (LR Education and Science Minister and LR Social Security and Labour Minister Order No. 1970/A1-279, October 8, 2007) was prepared and approved, where there were student achievement assessment criteria enumerated and were directly related to the foreseen study results. Assessment criteria are also established by *The Description of Study Result Assessment Order*¹. Learning outcomes reflect study programme outcomes and a student is assessed according to how he/she managed to fulfill those outcomes. In order to achieve a constructive and objective assessment, the feedback information is provided, study results and the raised learning or study problems are discussed. Assessment takes place during the whole study process. Accumulative assessment gives an opportunity for a teacher to collect more information about students’ progress, measure it applying various assessment methods, e.g. collegiate assessment is applied in the review.”

5.4.2. Feedback efficiency

Satisfactory. The feedback and comments on assessment provided by teachers is normally verbal. The approach to feedback is sufficiently effective and it is clear that the student achievement is improved on this basis. Students confirmed their satisfaction with the process which is based on the usual group critique (or ‘crit’) approach: ‘The subject teacher together with students discuss their achievement assessment orally in groups or individually, enumerating positive aspects, which show the level of achievements, also mistakes are analyzed.’ This process allows for peer learning. In addition, individual feedback is given to students: ‘Teachers have the possibility to assess the feedback of commentaries personally. In performing practical tasks, students’ decisions are individual and a teacher works with everyone individually. Individual discussion of practical tasks and works helps every student to understand the nature of his activity, perfection and mistakes are analyzed. Such feedback influences the perfection of students’ learning outcomes.’

5.4.3. Efficiency of final thesis assessment

Satisfactory. The requirements of final thesis assessment are clear and procedure is transparent. They are fully displayed in the self-assessment report and are coherent with international standards. The presence of invited professionals to judge results gives objectivity to evaluation and students can realise the true level achieved as seen from the professional market. ‘The Final Projects are prepared according to LR Education and Science Minister order No. 35, January 15, 2002 “*On Confirmation of Rules of Non-university Study Results Assessment*” and the College Academic Council confirmed “*Outline of the Final Project Preparation and Assessment*” (confirmed January 20, 2010). Requirements for the Final Project are outlined in the study programme. In the Final Project Branch A (look at the Study plan, Table 17) a student has to prepare the printing project for production, design a corporate style and preparation of its elements for production; in Branch B a student has to prepare the project for a series of packages for production; in Branch C a student has to create and implement the Website or other digital graphics objects design.’

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

¹ Study Result Evaluation Order Description is approved in VCTD Academic Board meeting June 23, 2009 Record No. 14-6.

Satisfactory. The 27–28 hour a week workload does not encourage students in the direction of self-directed, or independent, learning. This matter is also relevant in the context of the recommendations of the Review Team introduced in section 1.2.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

Satisfactory. It appears from the SER that anecdotally most graduates are finding employment. However, the fact that *Graduate employment monitoring is very difficult due to the lack of feedback with graduates* is a problem. Accurate data of this kind is crucial to the ongoing development and should be seen as essential to collect by the College.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

Satisfactory. The management of the programme is extremely efficient and accords with appropriate legal acts etc. Committee structures and record keeping is well articulated and responsibilities are logically distributed. The Review Team was impressed with the high level of organisational structure in the programme team and the level of enthusiasm for the task. 'Programme administration is executed by the Committee of the Study Programme, composed following *the Study Programme Committee Rules* (confirmed at the Committee meeting September 12, 2007, Record No. 14-1). Study Programme Committee is responsible for improvement of the study programme, which is performed according to the LR Government law acts and documents of the Ministry of Education and Science, regulating the study implementation at the College, requirements of labour market and public interests. The Study Programme Committee consists of 7 members, its structure was confirmed on September 1, 2009, by the College Director's Order „On the Study Programme Committee“ (No.1-7). The Study Programme Committee is led by the study programme coordinator, Head of the Graphic design department.'

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

Satisfactory. The Review Team was particularly impressed with the policies and procedures in place for ongoing Quality Enhancement across the College of Technologies and Design. The graduate surveys, annual Department and Faculty activity reports and the mid-year informal assessment are some of the important tools informing this process. During the discussions it was evident the programme team is familiar with this important aspect of education and comply with commitment. Staff also exhibited an enthusiasm for improving the programme by engaging with the process.

6.2.2. Efficiency of the programme quality improvement

Satisfactory. It is clear that the programme has been undergoing a continuing process of improvement. Quality Enhancement is rooted in the approach of staff to the extent that they constantly seek ways of improving their content and delivery. On a formal level 'Internal quality assurance of the study programme is assessed by agreed assessment parameters, methods and means, following The College inner policy of quality, the College Statute (2008, No.91-3635), Ministry of Education and Science Order No. 3219, November 24, 2008 "On Approval of the

Formal Education Quality Assurance System Concept“ (2008, No.138-5461), Ministry of Education and Science Order No. 1582, May 30, 2008 “Assessment Rules of Science and Education Institutions“, Study Quality Evaluation Centre Director’s Order No. 1-28, March 17, 2008 „On the College Activity Self-evaluation Summary Methodical Recommendations“, Study Quality Assessment Centre Director Order No. 1-154, November 18, 2008 “Methodical Advice on Science and Education Institution Activity Self-evaluation Implementation and Preparation of a Summary“. The chosen assessment parameters: *study programme aims and foreseen study results, study plan, study programmes and content, student achievement and mobility, teacher competence (scientific and artistic activity), refresher courses and the prepared teaching material, learning facilities, study programme promotion, study quality improvement, etc.* Comprehensive study programme evaluation is performed preparing the Department activity self-analysis report according to *Methodical Recommendations in Preparing the Department Activity Self-analysis Report*, confirmed by the College Director Order No. 1-181, April 1, 2009. They are also followed when preparing for a non-formal assessment. During the study programme evaluation, those methods are used that comply with the evaluation aim and object: formal, non-formal and formed; qualitative and quantitative evaluations.’

6.2.3. *Efficiency of stakeholders participation.*

Satisfactory. The SER reports that stakeholders are regularly surveyed and are actively engaged in the quality assurance process. Students participate in programme administration providing feedback and a recent example quoted says this resulted in the reorganisation of rooms. Student feedback is also considered in preparing the option subject programmes. Staff who are not attached to the programme take an active part in the evaluation process also. The survey of employers suggested that students should learn in groups and become familiar with the latest graphic design software.

The employers that met with the Review Team confirmed what was reported in the SER and everything that the Team saw at the College indicated that the participation of staff, students, graduates, employers etc. is fundamental to the way in which the College carries out its business.

III. RECOMMENDATIONS

3.1.

Consider how best to move from a teaching-centred approach to a learning-centred environment and put the student at the centre of the activities. This will be a requirement by the time the next review comes around and it would be of benefit to the College to have given consideration to this fundamental change in pedagogical policy before it becomes compulsory.

3.2.

The Review Panel would like to see the programme team giving some consideration to the need for a greater emphasis on conceptual ability in the students. This may well have implications for the 3-year duration of the programme and the ‘professional’ nature, which seems to be based on the perceived need for design assistants. The distinction between full designers and design assistants has largely been eliminated internationally in the field of graphic design. In advance of the next review the Faculty could usefully explore the future direction of the programme in this international context.

3.3.

The number of free elective subjects could be higher. There are 6 credits which satisfies the former legal requirements but, the new requirements encourage a greater number.

3.4.

A mechanism for gathering accurate data on graduates progress (whether in employment and/or further educational achievement should be devised. Such a resource is useful for securing future staff, visiting lecturers, experts to advise on development and so on.

3.5.

Efforts to developed and increase staff and student mobility should be maintained. The beginnings of this with Portugal are to be welcomed.

3.6.

The development of subjects that address management, business and professional skills, marketing, intellectual property, language skills and self presentation will become increasingly important as internationalisation increases.

3.7.

Interdisciplinary work would add for students more conceptual abilities. For example graphic design students work together with interior design or engineers and so on.

IV. GENERAL ASSESSMENT

The study programme *Graphic Design* (state code – 65302M109, 653W21001) 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	3
2	Curriculum design	3
3	Staff	4
4	Facilities and learning resources	4
5	Study process and student assessment (student admission, student support, student achievement assessment)	3
6	Programme management (programme administration, internal quality assurance)	3
	Total:	20

*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

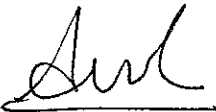
Grupēs vadovas:
Team leader:

John O'Connor

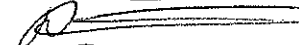


Grupēs nariai:
Team members:

Ana Maria Calvera Sague



Pirjo Kääriäinen



Arvīds Endziņš



Andrius Ciplijauskas

