STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

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Vilniaus technologijų ir dizaino kolegijai,	2011-02-15	Nr. 7-04-303
Antakalnio g. 54, LT-10303 Vilnius	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 aprašo[1] (toliau – Aprašas) V skyriumi bei Vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų[2] (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 nuostatų[3] 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 Centrui 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).

STUDIJŲ
KOKYBĖS
VERTINIMO
CENTRAS

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus technologijų ir dizaino kolegijos

INTERJERO DIZAINO PROGRAMOS

(65302M110, 653W25001)

VERTINIMO IŠVADOS

EVALUATION REPORT

of *INTERIOR DESIGN* (65302M110, 653W25001))

STUDY PROGRAMME

Vilnius College of Technologies and Design

Grupės vadovas:
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Pirjo Kääriäinen

Išvados parengtos anglų kalba
Report language - English

Vilnius
2010

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Interjero dizainas*
Valstybinis kodas	65302M110, 653W25001
Studijų sritis	Dizainas
Studijų kryptis	Dailė
Studijų programos rūšis	Neuniversitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (3), ištęstinės studijos (4)
Studijų programos apimtis kreditais[1]	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Interjero dizaino profesinis bakalauras, dizaineris
Studijų programos įregistravimo data	2002 rugpjūčio 30 . Įsąkymas No.ISAK - 1514

[1] – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Interior Design*
State code	65302M110, 653W25001
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 of Interior Design, Professional Qualification- Designer
Date of registration of the study programme	30th of August, 2002. Order No. ISAK - 1514

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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 Interior Design.

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

Self-assessment report is satisfactory and reasonably argued. This programme is a Professional Bachelor's Degree in Fine Art offering a Professional Qualification in Interior Design and can be taken over three years fulltime or four years part-time. The emphasis is on developing the technical skills of the graduate in preparation for a career as interior designer. As stated in the self-assessment report, *studies at VCTD are oriented towards practical application of knowledge, focused on co-operation of practical studies with industry and business structures.* Unlike similar programmes in the universities, it does not seek to give students a deep understanding of conceptual activity.

In the self-analysis report the need of the programme is well reasoned and described the demand of specialists. However during the meeting with employers and graduates we discovered that demand is understood in terms of a particular and quite narrow area of the labour market proper to an Interior designer consisting just of visualization specialists, architects' studios assistants, or shop assistants. Most of the graduates are working in these fields but, can they really be considered interior designers, or even designers? It is really appealing that the 30% of students are seriously considering the possibility to study architecture at the end of their technical training. For that reason, a possibility to improve the programme may be to consider also the possibility that graduates perform as Interior Designers on their own, starting new businesses, and so, opening the professional profile to more activities complementary to or outside the architecture area.

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

It looks like and it is satisfactory. We didn't discover any big lack of conformity with legal acts.

Professional Bachelor of Arts in Interior 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 designed study programme fulfills the first interior design field cycle of college education; the complexity level of purpose satisfy the level 6 qualification requirements described in the European and National Qualification. Analyzed programme was started in 2002 after confirmation of *Standards of Interior Designer Training*.

Study content connection with General Requirements for Study Programmes is seen in: study programme *Interior Design* confirmed by the Minister of Education and Science of the Republic of Lithuania 30 August 2002 (order Nr. ISAK – 1514), additions and corrections based on *Standards of Interior Designers Training* confirmed by the Ministers of Education and Science and of Social Security and Labour 8 October 2007 (order Nr. 1970/A1-279).

1.1.3. Relevance of the programme aims

They are satisfactory as described in the self-assessment report. There, it is written that the aims of the programme are *to provide college higher education, knowledge, abilities and skills, which provide opportunity to work professionally as Interior Design specialists. The aim of the programme is to educate graduates able to create and realize functional and aesthetical interiors.* This sounds very good; however, it doesn't correspond exactly with the spirit informing real outcomes as seen during the visit to the College and students' final works. In fact, the college is preparing competent technicians, able to visualize projects of Interior Design and solve technical details of an interior, but this is not exactly what design practice means. Thus, it is to be considered if the name "Interior Design" really fits to this programme's professional profile. In fact, it prepares graduates with good technical skills but we miss more creativity although mentioned as a main aim of the programme that inspire students projects beyond style questions, which is substantial to an interior designer, and some opportunity to reflect and review the initial brief of projects in order to improve students' training and skills to make decisions. What Interior Design does mean exactly, we describe later in our report.

Then, explained such as one of the main elements of the uniqueness of that programme, it is to be positively remarked the presence of technical engineering contents through the curriculum while are lacking references to nowadays current subjects such as green design, sustainability topics and universal design (design for all approaches).

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

Learning outcomes concerning a design process are clearly and well defined by comparison to different market jobs within a team, or during the process of implementing, constructing and foreseeing an interior design. However, learning outcomes concerning art conception, i.e. competences, skills and attitudes related to creativity and the artistic side of the whole process of interior design should be more concrete, i.e., how to argue and defend choices taken during the conceptual process. It is recommended to consider Design practice beyond drawing and representation techniques, style approaches and details solving.

1.2.2. Consistency of the learning outcomes

Learning outcomes of the individual modules must be clearly identified and explained according to its nature of being measurable. They must be coherent with assessment criteria. According with the self-assessment report, assessment criteria can be used to better define the learning outcomes. It could help to compare learning outcomes with assessment criteria already explained in the self-analysis report to better clarify them.

In fact, in the chapter concerning aims and profile of the study programme, outcomes are defined mainly as objectives derived from a description of the design process and the different action a designer does to design. They are consistent with the technical and practical approach of the study programme and the underlying definition of the professional profile of the graduates in the case they will work having in charge just the details solving process and visualization of an interior design. However, they don't take care or reflect competences related to the art process, or design process, and those other many outcomes needed to design in a culturally relevant way. It is important to take artistic and creative competences into

account, as explained in the assessment marks, as far as the study programme is placed within the Fine Arts area. In that sense, it is necessary to develop and visualize conceptual skills.

It should also be helpful to display the *Standards of Interior Designer Training* mentioned so often as reference during the whole self-assessment report and show where do they come from, i.e. which entity or body established them. It should also be interesting if these standards are confronted with the international existing ones through international societies of Interior Designers (IFI for instance).

1.2.3. Transformation of the learning outcomes

The report explains a transformation already done proved by the introduction of new subjects and topics most of them closer to Art and Design competences. These topics can be used to inform new learning outcomes suited to it. There is no information about the procedure adopted to evaluate design qualities. For the rest, it may be adopted a stronger awareness of the consequences that the fundamental transformation taking place at present in Europe have, the change from traditional teaching environment appropriate to a technical institute to the learning environment. From that point of view learning outcomes need clarification and more visualization.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

Satisfactory, all the subjects fulfil legal requirements for higher education study programmes in the republic of Lithuania since July 2010. 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 or Branches as well as to Design study subjects. Program structure correspond to the requirements.

2.1.2. Consistency of the study subjects

Satisfactory in its main features and structurally. However, after conversation with employers and graduated students, it seems that more knowledge on management procedures and self presentation skills are needed. To introduce Design and Project Management contents could also help to organize subjects and courses in a more interdisciplinary way, a. e.g., that brings together students from the Graphic and Interior Design programmes to meet more often, share their knowledge and do some more tasks together. Probably, it should be also useful if more issues related to project management are introduced in the programme, as far as technical skill concerns more with project practice than building process.

2.2. Programme content

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

Contents and organization are satisfactory and fit programme's aims as expressed. It wasn't discovered any mismatch with legal acts. Practices within the studying years are foreseen and well embedded on the process.

2.2.2. Comprehensiveness and rationality of programme content

Programme content has a clear structure and a specific strategy. All the stakeholders know and understand it. Satisfactory but traditional because structured on teaching basis. The college should move more towards a student-centred learning environment instead of adopting the teaching based one.

There is a comprehensive range of subjects making up the programme content. It is clearly oriented to train students' more technical skills but it is to be remembered that in reality they have to demonstrate also creative and conceptual abilities as designers. Since the first beginning, the distribution of furniture in the classes for practical training may be more oriented to develop and experiment creative work. Concerning learning methods, students should start to study more by themselves and so they could better assimilate the usage of so called "life learning."

Content needs to be up-to-dated and general issues of contemporary design culture such as universal design or green design and sustainability topics should be introduced either as conceptual topics to debate about across different subjects, and principles inspiring projects.

Students would like to develop more works which responds real businesses needs and involved with companies. Their desire points directly at the final thesis and projects.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition
Staff fits perfectly the programme aims because it is composed of specialized lecturers and technicians from the Interior Design Departament and lecturers from other departaments also working at the College. That means 78 lecturers in total. They are organised in 5 departments. Staff are engaged and know the mission of the institute.

Qualification of lecturers answers the requirements pointed out in the VCTD study regulation. Staff team is experienced and highly committed. It is to be positively remarked the intervention of professionals and teachers coming from industry and companies to help full time staff with specialised contents. In the case the team of lecturers considers changes they may consider the possibility to introduce professional Interior Designers to teach as far as their approach can enrich the programme because it is in some way different from that used by architects. It can also help to review aims and general learning outcomes of the programme and correct them in a way that helps to enlarge the business area the programme addresses. An Interior Designer can perfectly perform as architect's creative partner.

3.1.2. Turnover of teachers
Satisfactory and well considered. 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. Teachers and lecturers have master and doctoral degrees and no less than 3 years of professional experience. Staff of the study programme consists of experienced teachers as well as young teachers who develop their qualification constantly. Almost all lecturers have a professional experience and participate on artistic activities. This is a big benefit for the study programme. In any case, as we mentioned above, it would be good to have some more specialists from the interior design field.

3.2.2. Consistency of teachers' professional development
Globally satisfactory. The pedagogical experience of teachers of the analyzed programme goes from 1 to 39 years. Professional practice that most lecturers have besides teaching at the College is an off course benefit for the programme. There are members of the staff developing scientific research. We have to remark that some lecturers may improve their teaching methodology if they adopt and focus more on learning premises.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies
It is to be remarked an appreciable renovation of premises. If the present building seems satisfactory for the programmes planned, the project of a new building to get more space, workshops and better equipment will surely compensate existing inconveniences. To be remarked the solution to provide spaces

both to study and to practice art for students' to develop their own work. That helps very much the autonomous work a student has necessarily to develop alone to reach higher education.

4.1.2. *Suitability and sufficiency of equipment for studies*

Satisfactory. Computer amount is sufficient, software also but it would be good to have more specialized 3D software to render visualizations available. We also miss a workshop place and equipment for model making: during the visit to the College, we understood that now students make their models outside the school. Library may be enriched with information on fabrics, catalogues of building materials, different kind of paint pallets, etc. Other workshops will sure improve their equipment when the new building will be finished. It is to be ensured the availability of spaces for students to work by their own.

4.1.3. *Suitability and accessibility of the resources for practical training*

Satisfactory. There are no hints concerning disabled students or students that need special help or conditions. Then, workshops for Model making or to experiment with physical materials and shaping volumes are needed to complement learning through practical training. Students also ask for some more technical facilities and workshops equipment available. As said before, some classrooms could modify the placement of furniture to induce and facilitate creative work of students.

4.2. Learning resources

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

Satisfactory. 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. It seems that there is enough staff to support students, lecturers and researchers.

4.2.2. *Suitability and accessibility of learning materials*

There are clearly foreseen the procedures to constantly renew learning materials. Our impression is that the College pays a lot attention to the library. Students use directories of electronic library and funds of the library. They can achieve 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*

It looks rational and satisfactory as a whole. It is just a detail but something that needs some clarification in the report is table 5, "Schedule of Full-Time Studies," where there is a different number of learning weeks per semester, and must be better explained what does it means that some semester have 12 weeks marked as holidays (usually, 12 weeks are quite similar to a semester length). Planned summer activities don't appear in the schedule while used for practices in companies, something that can be explained better and shown in its true value as a learning outcome and training process.

5.2.2. *Student academic performance*

It is satisfactory. Both students and graduates mostly declare to be fully satisfied with their formation. Graduates get technical skills coherently with College High Education and this programme aims and so, when they finish their studies, are fully prepared for real professional practice according with the professional profile defined by the programme as its goal. If management language, business knowledge and verbal communication skills are introduced, students' academic performance will be enriched.

5.2.3. *Mobility of teachers and students*

Students' international mobility is already organised and first experiences had taken place. Students arriving bring new ideas and understanding of education methods and professional practice. The College has plans to maintain and push exchange activities increasing agreements both across the euro-region and with institutions placed far away in Europe, such as Portugal. In fact, the international department is already defined as a strategic one and staff is dedicated to its management.

Teachers' mobility is also organised but needs more effort to push it more. Teachers implementing the study programme seek to implement Bologna process objectives and improve higher education space by stimulating students' and teachers' mobility and internationalism[1] of higher education. It may also be helpful to plan how to attract foreign teachers to come to Vilnius and increase the number of agreements to exchange teachers even to collaborate to research plans. The same problem concerns students exchanges, how to attract more foreign students to Vilnius. It is also necessary to consider how to face the barrier of language.

5.3. Student support

5.3.1. *Usefulness of academic support*

Satisfactory. Students' union representatives are involved in College management activities. They are organizing study programmes, selecting students who will participate in international projects.

They get academic support and practice advice through their relation with lecturers who are mostly friendly and always helpful. Tutoring works very well. However, students feels that scientific and teaching activities are sometimes too rigid and too much fixed to be able to introduce changes and experiment new ways or working.

Students neither are satisfied about spreading information on improvements made, jobs opportunities, and true possibilities to continue their studies through master courses mainly according to the Lithuanian situation and legal possibilities. Graduates and students miss some more clarification about what they can really do with the formation obtained.

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 sure improve when the restoration and building of the new building be finished. Professionals from outside the College are involved in judging

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[1] The Bologna Process 2010 – the European Higher Education Area New Decade. Communique of the Conference of European Ministers, Responsible for Higher Education. Leuven au Louvain-a-Neuve, 28-29 April, 2009. LR Government 2008-06-09 decision No 732 On the higher education internationalism increase, 2008-2010 programme confirmation.

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. In 2008, there were prepared and confirmed *Regulations for Interior Designer Preparation* and *Description of Study Results Assessment Order*. Both documents include valuation criteria defined. These regulations are used to give a more clear and transparent view during evaluation procedure. Students are informed at the beginning of each semester about the tasks and goals they have to achieve. This introduction gives them better understanding about the way they will be evaluated at the end of semester. In report is written that is used cumulative assessment which allows teachers to collect more information about students' progress, measure it using various assessment methods, e.g. collegial assessment. Study results and problems are verbally discussed. Students confirm that they are always aware about the assessment criteria used.

Some of these criteria take into account learning outcomes and skills proper to artistic and creative activities. Realise it and analyse these criteria as learning outcomes may help changing teaching methods and push the learning approach to high education on the whole programme performing.

5.4.2. *Feedback efficiency*

Satisfactory. Feedback-comments on assessment in most cases seem to be made in verbal way. The approach to feedback is effective enough and it is clear that the student achievement is improved on this basis. Teachers announce date of results before the beginning of assessment. Exam assessment criteria are reminded before an exam, exam results are announced not later than in three weekdays after the exam. Students get feedback about their achievements.

Also teachers have the possibility to assess individually feedback they gain. While practice tasks performance, a teacher works with each student individually because the solutions of tasks are individual. Individual discussion of task performance let each student understand his/her development way and mistakes. Such feedback influences students' progress. Public exhibitions and term papers defense let students take good experience of their colleagues. Oral discussion of the exams give students the opportunity to remark their mistakes and correct the content of their knowledge.

5.4.3. *Efficiency of final thesis assessment*

Satisfactory. Final projects are prepared according to the requirements of the Minister of Education and Science of the Republic of Lithuania 2002-01-15 order No35, *On the Result Assessment Regulations Confirmation of Non-university Studies* and Academic Board 2008-05-12 minute No 14-2, *Description of the Final Project Preparation and Assessment Order*. Requirements for Final Project are in the study programme. For the Final Project a student has to prepare an interior project, its visualization and description, perform analysis of analogical objects. Students prepare final project in accordance with methodical regulations, which are constantly renewed.

The requirements of final thesis assessment are clear and procedure is transparent. 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.

Until now, Final thesis' topics are proposed to suit perfectly the programme goals and its professional profile established as seen before. So, students have to demonstrate their professional skills, ability to solve details and creativity while designing concrete spaces according to College high education level. In the case the programme enlarges its goals and introduces a more ambitious idea of interior designers work, it is to be stressed the research stage of the project and introduce different approaches —such as sustainable analysis, or design for all sensibility—that allows the students overpass the stylistic and technical solutions, which are the basic ones.

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

Satisfactory. It is to be noted that in [point 79] of the self-assessment report the number of considered learning outcomes judged while expressing the sense of the different marks is higher than those considered in chapter 1.2. This is something to reflect upon and can help to clarify and concentrate expected learning outcomes.

5.5. Graduates placement

5.5.1. *Expediency of graduate placement*

Results are satisfactory. From self-assessment report we find out that, during the assessment period 87,3% of graduates were employed. In 2005-2008 the placement was 92,6%. Due to economic crisis and smaller amount of construction 65% of graduates were employed in 2009, because of that placement period prolonged to 5 months. Part of graduates continued studies in Lithuania and abroad, others went abroad for working. In 2005-2008 graduates placement took 1-4 months after graduation. Part of the students used to start work still studying. Such placement indicators are good and prove that the study programme is on demand. Graduates survey shows that 73,8 % of the College graduates get work in accordance with their speciality, though because of economic situation and personal reasons part of the graduates changed their field of activities. Al these data are information obtained to prepare the current self-assessment report. However, looking forward and given that there will be more assessment processes in the future –every six years at least— both for the College and that programme, it should be convenient that the College gets a strategic plan and implement concrete procedures to have a more systematic feedback from graduates in order to up-to-date placement information.

6. Programme management

6.1. Programme administration

6.1.1. *Efficiency of the programme management activities*

More than satisfactory for a public institution such as VCTD is. The programme and the College as well, had defined some strategic management departments which are in charge of Internationalization processes and infrastructure. That demonstrates how important seems to management staff work in international networks.

Just a remark: in Table 12 there are two members of the Studying Programme Committee in charge of the relationship with stakeholders. Is it so? And then, which stakeholders are represented by each member, or what is the missed function? To correct or clarify that can improve the self-assessment report.

6.2. Internal quality assurance

6.2.1. *Suitability of the programme quality evaluation*

Satisfactory. It seems sensible and easy to put in practice. It is also transparent and information arrives to stakeholders in order to correct inconveniences and improve. It is worth students' participation on the managing process.

6.2.2. *Efficiency of the programme quality improvement*

First hints prove its efficiency. According to Self-assessment report, the process is as follows: "The quality assessment according SAR is incented by changes in the interior design area, suggestions of stakeholders, students and graduates' survey results, remarks of the study programme committee members and lecturers of the department. Study programme internal quality assessment is performed every year. At the end of the year, graduates are interviewed about study programmes' quality, annual self-evaluation report and self-evaluation of activities of the faculty of departments are prepared. Study programme quality evaluation frequency is hold according to the VCTD (approved at the Managing Board meeting, 13 November 2007, minute No. 5-4) quality policy, *Quality Guide*). For study internal quality assurance there are chosen evaluation parametres, methods, and means in accordance with the College quality policy and College statute (Official Gazette, 2008, No.91-3635). Chosen assessment

parameters are: study programme aims and foreseen study outcomes, study plans, study programmes and content, students achievements and mobility, teachers' competency (scientific and art activities), qualification development and prepared methodical material, learning resources, study programme popularization, study quality improvement, etc. Complete study programme evaluation is performed while preparing activities self-evaluation report according to *Methodical Recommendations for Self-evaluation Report Preparation of a Department,* which was confirmed 1 April, 2009, order Nr. 1-181. Informal department evaluation is prepared according to them too. Aims and object corresponding methods are used during study programme evaluation – formal, informal and formative, qualitative and quantities." [See paragraphs 88, 89, 90, and 91]

According to stakeholders' satisfaction expressed during the meeting (staff, students and employeers), both quality assessment and corrections to improve suit and are coherent with the programme's aims and goals. It is used and works perfectly if related to what the programme actually is and to correct details. It is to be seen what can happen if, as suggested sometimes in that report, programme's general aims are that which is to be reviewed. Anyway, since quality assessment has been set up (2007), there is no enough time passed to prove its efficiency, so it is necessary to trust on it and give them the opportunity to be corrected when needed. In fact, many changes had been add to the programme displayed in the self-assessment report.

6.2.3. *Efficiency of stakeholders participation.*

Seems enough while all along the report stakeholders are considered the employers. According to the recommendations of Ministry of Education and Science, final project assessment committee has to consist of 5 members part of them should be employers' representatives. Stakeholders are asked to give their opinion about what should be improved in the College programme; they may also suggest, or offer, places for summer practices, and so, they reflect on the College actual tendencies existing on the labour market. For example, employers' suggestions interpreted through Qualification Commissions for final thesis are always listened and adopted if possible in all levels of the programme to improve general quality: *Learning outcomes were reviewed and renewed in 2006 and 2008 in accordance with labour market forecasts, changes and development in construction sector, design development and activity, and confirmed* Standards of Interior Designer Training. *Study subjects content constantly reviewed according to readers and Qualification Commission notes, stakeholders' offers, graduates survey results* [p.7 # 17]. This is just an example. Another example: *Stakeholders of the College are constantly interviewed after students' practice in their enterprises about students' knowledge and skills quality. Data are analyzed and discussed during the meetings of department. After discussion there are activities to reduce disadvantages and to correct study process and methods. For example, employers' opinion showed that students need furniture design knowledge and skills, team work skills.* [p. 22, # 96]. As far as the report, and so the College hears and consults all the members of the academic community such as students, teaching and managing staff in different instances, is could be clarifying if the report concretes that are the employers who are also consulted and so, if they consider other kind of stakeholders when they mention them.

III. RECOMMENDATIONS

3.1.

Reconsider Learning Outcomes looking at those that appear in other chapters of the report. Most of them could help to improve how to deal with artistic and creative skills applied to Interior Design. It can also help to focus the programme in learning methodology for higher education.

3.2.

To elaborate a plan to attract more foreign students and teachers and consolidate international mobility

3.3.

To make also a plan to collect regularly and systematically more information on graduates' placement, especially those that go abroad to work.

3.4.

It would be highly beneficial if documents and information about materials enrich the general library and become learning materials available at the classrooms. As materials we mean: fabrics, building materials and furniture catalogues, different kind of paint palettes, etc.

3.5.

Although present in the subjects related in the study plant and are well sequenced in semesters, to add more contents on management, business basics, marketing and use of copyright, and, on the other hand, to practice verbal and written language skills and self presentation can improve the study programme. Graduates manifested to miss them.

3.6.

Study management may organize more interdisciplinary activities and introduce issues that allow students from the interior design to meet and work together with students belonging to other programmes such as graphic design or the technical courses, in order to develop skills and attitudes needed to work into multidisciplinary teams. Students will learn how to work in team and also it will stimulate their creativity too.

3.7.

When possible, it is to be considered the possibility to incorporate professional interior designers as lecturers as part of the academic staff. It surely will enrich the study programme and its content by adding new approaches.

3.8.

There is a comprehensive range of subjects making up the programme content. The programme seems excessively focussed in teaching students the technical skills and so, to increase students' creative and conceptual abilities is also necessary. Teaching methods should move towards a student-centred learning environment instead of teaching them. Many class-rooms may be organised differently in order that the arrangement of furniture suits better and induces creative work. Students have to start to study more by themselves; they must assimilate and use the so called "life learning."

3.9.

Model making facilities and workshop equipment should be improved and so, students could make their models at the school.

3.10

It is to be considered if the number of free elective subjects could be higher (there are 6 credits, it satisfies the old requirements, but the new ones encourage to have more)

IV. GENERAL ASSESSMENT

The study programme *Interior Design* (state code – 65302M110, 653W25001) 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	3
4	Facilities and learning resources	3
5	Study process and student assessment (student admission, student support, student 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 (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

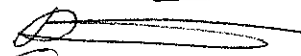Grupės vadovas:
Team leader:

John O'Connor

Grupės nariai:
Team members:

Ana Maria Calvera Sague

Pirjo Kääriäinen

Arvīds Endziņš

Andrius Ciplijauskas