



Kauno kolegija  
Gauta

2009-07-15 Nr. 4-1886

## STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Valstybės biudžetinė įstaiga; duomenys Juridinių asmenų registre: kodas – 111959192; adresas – Suvalkų g. 1, LT-03106 Vilnius; tel. (8-5) 2104777, faks. (8-5) 2132553, <http://www.skvc.lt/>, el. p. [skvc@skvc.lt](mailto:skvc@skvc.lt), a. s. LT35 7300 0100 0245 6921, „Swedbank“

Kauno kolegijai

2009-07-10 Nr. 4-1886

### DĖL IŠORINIO IŠSAMIOJO VERTINIMO IŠVADŲ

Vadovaudamiesi Mokslo ir studijų institucijų vertinimo taisyklių (Žin., 2008, Nr. 65-2467) 17.4 punktu, siunčiame ekspertų grupės parengtas dailės krypties koleginių studijų programų *Dailės kūrinių restauravimas ir konservavimas* (valstybinis kodas – 65302M104) bei *Dailės pedagogika* (valstybinis kodas – 65302M102) vertinimo išvadas.

Informuojame, kad šios vertinimo išvados buvo svarstytos Studijų vertinimo ekspertų tarybos, veikiančios pagal Lietuvos Respublikos švietimo ir mokslo ministro 2008 m. lapkričio 24 d. įsakymu Nr. ISAK-3218 (Žin., 2008, Nr. 138-5460) patvirtintus Studijų vertinimo ekspertų tarybos nuostatus, 2009 m. birželio 29 d. posėdyje. Išnagrinėjus ekspertų grupės pateiktas išvadas buvo nuspręsta Kauno kolegijos studijų programą *Dailės kūrinių restauravimas ir konservavimas* (valstybinis kodas – 65302M104) akredituoti be sąlygų, o studijų programą *Dailės pedagogika* (valstybinis kodas – 65302M102) akredituoti lygtinai.

Studijų kokybės vertinimo centras, atsižvelgdamas į Mokslo ir studijų institucijų vertinimo taisyklių (Žin., 2008, Nr. 65-2467) 50 punktą ir vadovaudamasis Aukštojo mokslo studijų programų akreditavimo tvarkos aprašo (Žin., 2005, Nr. 123-4403) 2 punktu, teiks Lietuvos Respublikos švietimo ir mokslo ministerijai siūlymą dėl įvertintos studijų programos akreditavimo.

#### PRIDEDAMA:

1. Kauno kolegijos dailės krypties išorinio išsamiojo vertinimo išvados, 19 lapų;
2. Studijų vertinimo ekspertų tarybos 2009 m. birželio 29 d. protokolo Nr. 6-55 išrašas, 1 lapas.

Direktorius

Eugenijus Stumbrys

# **Kaunas College**

## **Restoration and Preservation of Art Works (65302M104)**

### **Final Assessment Report**

Head of Expert Group

Dr. Kieran Meagher

Members:

Prof. Stefan Sonnvilla-Weiss

Mr. Mart Janssens

Ms. Ilze Vitola

Mr. Diarmuid Mc Auliffe

Mr. Antanas Snaras

Prof. Jonas Glemza

**Vilnius**  
2009

## ***Key Parameters of Study Quality.***

- *aims and goals indicated in the study programme meets the expectations of students who live in a very dynamic world where professional qualities are valued more and more;*
- *content of the programme is in conformity with the aims and goals of the programme;*
- *content of the study programme is in conformity with the level of knowledge in the area (field) of science (arts)*
- *acquired knowledge, skills and abilities are in conformity with the requirements for professional activities*

### **1. Introduction**

The visit of the expert panel which took place on Tuesday 3 February 2009 commenced with a comprehensive set of presentations from the Director and Dean of the College outlining its future direction regarding the teaching of Fine Arts including the area of Restoration and Preservation of Art Works. Foregrounded in these was a clear sense that, in general, the Institution was embracing the wider European perspective on education and more specifically in the area of Restoration and Preservation of Art Works.

The media publishing initiative and the move towards interdisciplinary practices are clear indicators of where it wishes to be going forward. The main arts building which has been recently renovated to a very high standard has improved greatly the facilities and has helped overtake many issues regarding the material conditions within the College since the SER was written. The desire to develop more areas of specializations tied to the Colleges overall strategy for growth within the field of the Creative Industries demonstrates a sense that the Department is responding to the expectations of society.

The SER documentation was clearly articulated, however the Panel found it to be overly descriptive and insufficiently analytical in relation to critical evaluation and the change agenda.

### **2. Aims and Goals of study programme**

The aims and goals of the study programme are clearly tied to the demands of local, regional and national need regarding trained specialists in the field of Restoration and Preservation of Art Works. This is now well recognised within the department and plans to establish a laboratory will place the facility and programme in good stead to meet this

growing need. However, in tandem with the laboratory, much work is still to be done to establish the intellectual groundwork in terms of theoretical understanding within the discipline of Restoration and Preservation of Art Works before it can fully take advantage of such a facility and attract wider interest from beyond Kaunas and indeed Nationally from those wishing to study and potentially do business with the College. The current weighting on theoretical underpinning is 8% and the Panel wishes to see it move towards 25% going forward.

The overall desire by the College senior management to require staff to study for higher degrees was not widely shared by the staff teaching on restoration and preservation courses. Their view was very much that this was a 'vocational' course and they could not appreciate fully the benefit of studying for higher degrees might bring to the field. The aims and goals of this programme will not be fully realised unless a change in the culture of teaching and learning takes place to underpin their practice with academic research along with other forms research.

### **3. The Programme**

Following on from the Panels last point, it is their view that the programme should reorganise itself to fully embed theoretical understanding in its courses of study. More lectures in the area of 19th and 20th Century art and architecture in the present programme on Ethno-culture and Lithuanian fine art history. General fine arts history continues to be required. A greater mix of delivery in terms of lectures and seminars would also be recommended in this subject area. Some opportunity for critical debate within the field should also be afforded to students as this is a vital life skill which cuts across disciplines and would allow for greater enagement with students on other programmes such as those studying Fine Arts Pedagogy.

The Panel found the need for greater consistency and greater distinction of terms, particularly in the optional area of replication. This would help potential students understand the structure of the programme more clearly. For example the Panel would suggest defining more precisely the optional subjects on specialization. We would suggest organising the programme in a more pricise way making each study area more discreet. For example, "replication" is presented in the compulsory programme of subjects and for optional subjects as well. The following is an example of how the Panel would suggest the areas of study should now be structured.

The area of specialization: Artistic Furniture Conservation and Restoration plus 3 optional areas. In addition to the optional areas, the area of replication needs greater attention and should be built in as a specialization in each of areas i.e preservation and restoration of textile works, preservation and restoration of paintings etc. All of these specializations should have replication as a core subject.

#### **3.1 Structure, contents and study methods**

The current structure of the programme corresponds to the requirements of the Lithuanian Higher Education Statutes and much has been achieved in the recent past in bringing the programme in line with the Bologna model.

Greater links between theory and practice will need to be more evident going forward and greater use of new technologies and accessing online academic literature in the form of Journals etc will help open up subject areas and will hopefully overturn the current deficiency in theoretical underpinning in course work.

The area of interdisciplinarity was identified in the SER as a challenge for the department. Although some movement towards addressing this has been made in the form of taught common modules with the pedagogical students, however, the Panel still feels more progress needs to occur in order to progress this area. The use of Virtual Learning Environments [VLE] will help in this process of blending learning and working across disciplines in the common field of arts and science. The use of discussion boards on aspects of Restoration and Preservation using VLE would also help students think across the traditional divides that exist in this area of study. Making contacts with other geographical areas beyond Lithuania using VLE will clearly have its benefits too.

The need for Foreign Languages to be taught is now in much demand by the student population and clearly this would help lead to greater employment prospects abroad.

### **3.2. Execution of studies and support for students**

Much of the programme is too reliant on staff-directed learning and more opportunities for self study should be built into the programme. Opportunities for on-line engagement in the form of discussion boards should be built in and this would help begin the process of independent learning. This in turn might also lead to developing on line courses and attract potential distance learning students wishing to study one or two modules in these very specialist fields.

Although the staff student ratio is small, there is still a clear need to have a transparent system where formal meeting between staff and students take place on at least three occasions during the academic year to discuss matters concerning their course work and social wellbeing and minutes taken and archived. The Panel feels that such a system would benefit both staff and students and should be put in place right away.

### **3.3. Variation in number of students**

Most students are funded by the state and thus funding is a strong determining factor in student recruitment – this year 5-7 students are in each year group all of whom receive state funding. The Colleges capacity to attract self funders has yet to be realised. Consideration could be given to on-line delivery of some modules and this might help grow numbers and increase the ‘critical mass’ capacity of the student body.

### **3.4. Teaching Staff**

The teaching staff largely consist of practioners whose qualifications are closely tied to their specializations. Non have higher degrees. This presents a difficulty for the programme as the embalance stated at the outset of this report will need to redressed to take account of the dirth of academic research and scholarship within Colleges Restoration and Conservation courses. The Directors vision for all staff to gain higher degrees was not shared amongst this grouping. They Panel feels this aspect of the programme needs addressing and perhaps allowing time for staff development in the form of Study days involving research seminars etc would help grow a culture of scholarship and research.

### **3.5. Advantages and disadvantages of the programme**

#### *Advantages*

The Restoration and Preservation study programme at this College is unique - the only one of its kind in Lithuania, educating restoration specialists in three specializations: textile, painting and wood work. Its strength is its involvement of very committed and qualified teachers in their various areas of specialization.

The Panel welcomes future developments of additional specializations in the areas of paper [photographic conservation and others].

#### *Disadvantages*

The theoretical basis for this programme is insufficient and we recommend the increase 8-25% underpinning in written course work. The programme must continue to develop its laboratory facilities as this will allow for potential research activity in the future. The Panel wishes to see the learning resource extended to include greater library resources in the areas of historial, theoretical and critical fields. Greater access to current journal editions would also be recommended.

## **4. Material conditions**

- The College has recently seen its material conditions improve greatly as a result of substantial renovations to its main College building – this investment has resulted in improved teaching and learning facilities for students and staff and is a real ‘vote of confidence’ in the future of the Institution.
- Impressive dedicated facilities are now in place for Restoration and Preservation courses and once the Laboratory is in place there will be the potential to attract more students and develop further specialisations, such as Paper Restoration.
- The learning resource however, should be extended to include greater library resources in book and journal form in the areas of historial, theoretical and critical fields.

- The Panel believes computing facilities should also continue to develop.

## **5. External Relations**

The College is proactive in seeking to establish contacts nationally and internationally and is actively involved in the Erasmus exchange programme with many students and some staff having spent time at institutions in Finland, Italy and the other Baltic States. Many of its staff attend international conferences and are encouraged to develop academic links abroad. The College has very good relations with Museums both locally and nationally including Kaunas M.K.Ciurlionis National Museum, P.Gudynas Restoration Center of Lithuanian, National Museum of Art and Vilnius Academy of Arts.

## **6. Feedback**

The involvement of students and employers in the Review process [SER] was encouraging and the Institution is keen to hear these voices. Students talked highly of the one to one nature of much of the contact on the Restoration and Preservation courses and that there was little need for formal Staff-Students meeting to take place. However, in line with international best practice formal procedures should now be put in place to facilitate meetings between Staff and Students regarding students' welfare and courses of study.

## **7. Internal assurance of study quality**

The work of staff and students was laid out in an professional way for the Panel to consider. Teaching aids relating to the field of Restoration and Conservation as well as student portfolios, workbooks, were very useful to the Panel in gaining an insight in the the true nature of this course. The workshops/studios which we toured were also set out in such way as to be able to make a clear anlysis of the teaching and learning environment.

The Panel was satisfised with what it found regarding quality assurance and would encourage staff to continue along the route of self assessment and peer assement. Despite the small numbers on Restoration and Conservation courses the College needs to ensure that an open and transparent system of quality assurance is place and that course evaluation through consultation with students is carried out in a formal manner at least on annual basis.

## **8. General recommendations to the higher education institution**

- Change must take place in the culture of teaching and learning and be underpinned by academic research along with other forms of research.

- Greater links need to be made between theory and practice.
- Students should be afforded opportunities for critical debate in all courses.
- Greater responsibility should be placed on students for their own learning.
- Staff need to consider carefully 'personalised learning' in their course delivery.
- The use of blended learning and working in an interdisciplinary manner in the common field of arts and science should begin to take place.
- The use of Virtual Learning Environments [VLE] should be increased to help broaden the mix of course delivery as well as broaden the potential student base.
- The learning resource should be extended to include greater library resources in book and journal form in the areas of historical, theoretical and critical fields.
- In line with international best practice on quality assurance, formal procedures should be put in place to facilitate regular meetings between staff and students regarding students' welfare and courses of study.
- Study days involving research seminars etc should be put in place to help the College grow a culture of scholarship and research.
- Foreign Languages should be taught to all students as this is clearly linked to greater employment prospects abroad.
- General computing facilities should also continue to be invested in.

### **8.1. Highly Recommended - Recommendations for the study programme**

- The theoretical basis of the programme should shift from 8-25% in written course work.
- More lectures in the areas of 19th and 20th Century art and architecture would be welcomed.
- The area of replication needs greater attention and should be built in as a specialization in each of the specialized areas of study.
- Consideration should be given to on-line delivery of some modules and the development of laboratory facilities - this should help grow business and increase the 'critical mass' within Restoration and Preservation whilst providing a basis for future research activity.



# **Kaunas College**

**Fine Art Pedagogy  
(65302M102)**

## **Final Assessment Report**

Head of Expert Group

Dr. Kieran Meagher

Members

Prof. Stefan Sonnvilla-Weiss

Mr. Mart Janssens

Ms. Ilze Vitola

Mr. Diarmuid Mc Auliffe

Mr. Antanas Snaras

**Vilnius  
2009**

<b>Title of study programme</b>	<i>Fine Art Pedagogy</i>
State code	<b>65302M102</b>
Kind of study <sup>1</sup>	NU
Mode of study <sup>2</sup> and duration (in years)	F (4)
Volume of study programme in credits	160
Degree and (or) professional qualification to be awarded	Professional bachelor qualification degree and professional qualification of teacher
Programme registration date, order No.	2000-08-30, Nr. 1082

### ***Key Parameters of Study Quality.***

- *aims and goals indicated in the study programme meets the expectations of students who live in a very dynamic world where professional qualities are valued more and more;*
- *content of the programme is in conformity with the aims and goals of the programme;*
- *content of the study programme is in conformity with the level of knowledge in the area (field) of science (arts)*
- *acquired knowledge, skills and abilities are in conformity with the requirements for professional activities*

## **1. Introduction**

The visit of the expert panel which took place on Tuesday 3 February 2009 commenced with a comprehensive set of presentations from the Director and Dean of the College outlining its future plans. Foregrounded in these was a clear sense that, in general, the Institution was embracing the wider European perspective on education.

Various projects show the Department to be engaging on a local, regional and national level, bringing expertise to these areas while at the same time enhancing employment opportunities for graduates.

The media publishing initiative and the move towards interdisciplinary practices are clear indicators of where it wishes to be, going forward. Commitment to working in non-formal settings for example the Theatre Project, is especially positive

The main arts building which has been recently renovated to a very high standard has improved greatly the facilities and has helped overtake many of the issues regarding the material conditions within the College since the SER was written. The desire to develop more areas of specializations tied to the College's overall strategy for growth within the field of the Creative Industries demonstrates a sense that the Department is responding to the expectations of society.

The SER documentation was clearly articulated, however the Panel found it to be overly descriptive and insufficiently analytical in relation to critical evaluation and the change agenda.

## **2. Aims and Goals of each study programme**

The College has ambitions to be a centre of excellence in Teacher Education in the area of Fine Art and is putting in place the infrastructure to achieve this.

The overall desire by the College senior management to require staff to study for higher degrees is a very positive step, however, it was not at all clear what research/study time staff are allocated to achieve this.

The move away from the overtly vocational approach of Teacher Training towards the more humanistic and wider European approach of Teacher Education is to be admired.

The aims and goals of this programme will not be fully realised unless a change in the culture of teaching and learning takes place to underpin their practice with academic research along with other forms research.

## **3. The Programme**

The programme is showing that it is evolving through a willingness amongst staff to engage in the change process – a large proportion of staff are engaged in studying for Higher Degrees.

It is the Panels view that the programme should reorganise itself to fully embed theoretical understanding in its courses of study.

A even greater mix of delivery in terms of lectures and seminars would also be recommended in this subject area. Some opportunity for critical debate within the field should also be afforded to students as this is a vital life skill which cuts across disciplines and would allow for greater engagement with students on other study programmes.

### **3.1. Structure, contents and study methods**

The current structure of the programme corresponds to the requirements of the Lithuanian Higher Education Statutes, however, much still needs to be done to bring the programme in line with the Bologna model.

Greater links between theory and practice will need to be more evident going forward and greater use of new technologies and accessing online academic literature in the form of Journals etc will help open up subject areas and will hopefully overturn the current deficiency in theoretical underpinning in course work.

The area of interdisciplinarity was identified in the SER as a challenge for the department. Although some movement towards addressing this has been made in the form of taught common modules with the Restoration and Preservation students, however, the Panel still feels more progress needs to occur in order to progress this area. The use of Virtual Learning Environments [VLE] will help in this process of blending learning and working across disciplines in the common field of arts and science. The use of discussion boards on aspects of Fine Art Pedagogy using VLE would also help students think across the traditional divides that currently exist in this area of study within the College. Making contacts with other geographical areas beyond Lithuania using VLE will clearly have its benefits too.

The need for Foreign Languages to be taught is now in much demand by the student population and clearly this would help lead to greater employment prospects abroad.

### **3.2. Execution of studies and support for students**

Much of the programme is too reliant on staff-directed learning and more opportunities for self study should be built into the programme. Opportunities for on-line engagement in the form of discussion boards should be built in and this would begin help begin the process independent learning. This in turn might also lead to developing on line courses and attract potential distance learning students.

A more transparent system of Staff Student consultation should be embedded in the course where formal meetings between staff and students are planned for and take place on at least three occasions during the academic year to discuss matters concerning their course work and social well being and minutes taken and archived. The Panel feels that such a system would benefit both staff and students and should be put in place right away.

### **3.3. Variation in number of students**

The programme attracts many students from the surrounding region and nationally. Referring Table 2.4.1.4. of the SER which states 'During the recent five years the number of enrolled student did not considerably differ. During the recent three years the number of students in the programme is stable' [SER p.12]. The completion rate for Fine Art has been

quite good. However, with the current downturn in the Lithuanian economy and the resultant demographic change, it is anticipated that numbers will begin to drop.

Consideration could be given to on-line delivery of some modules as this might help grow numbers and increase the 'critical mass' capacity of the student body.

### **3.4 Teaching Staff**

The teaching staff largely consist of practioners whose qualifications are closely tied to their specializations. Only three members of staff according to the SER have research based higher degrees. This presents a difficulty for the programme as the embalance stated at the outset of this report regarding theoretical underpinning is consistent with the dearth of academic research capacity and scholarship currently within the programme. The Directors vision for all staff to gain higher degrees, if realised, will clearly overtake this issue. They Panel feels by allowing time for staff development in the form of Study days involving research seminars etc would help grow a culture of scholarship and research within the department.

### **3.5. Advantages and disadvantages of the programme**

*The purpose of the Department of Fine Art Pedagogy is the process of implementation of the Fine Art Pedagogy study programme to prepare a creative, critically thinking, active teacher of fine art who is able to educate by fine art in secondary schools, non-formal educational and other institutions, understands his/her own mission and roles in the context of the Lithuanian and European education and culture changes. (SER p.4)*

#### *Advantages*

Students at Kaunas College have the advantage of being rooted in a strong visual arts tradition in the artist J.Vienozinskis - the name its Arts Faculty has adopted. This advantage is one, which should allow the College to grow its visual arts base and exploit its tradition to gain a greater reputation within and beyond Lithuania.

Students are provided with many opportunities by the College to engage in practice on school placements and in many non-formal situations too, such as museums and community based arts initiatives.

The Department is looking to apply creative pedagogical methods which go beyond the routine practice of classroom work and is presently working on ways forward with this.

There is a high technical quality to the craft work produced by students, especially in the area of ceramics and wood.

#### *Disadvantages*

The Panel were shown a variety of projects and learned of school bases practices which demonstrate in some cases that inventive pedagogical approaches are being taken. However,

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the Panel felt that in general the taught Fine Art Pedagogy programme were overly didactic, relying on an outmoded transmission model of teaching and learning. The Panel were therefore unable to find a convincing set of College based pedagogical practices which link to active and personalised learning in line with current progressive thinking on Teaching and Learning. The Panel is therefore recommending that the College reformulate how students are taught in all the Fine Art Pedagogic subjects so that problem-solving, using active learning methods, become central to the programme.

The Panel also wishes the College to consider the place of design in the studio elements of the programme and to again reformulate to engender a more creative approach to the design process.

More critical thinking skills and theoretical underpinning is required in all aspects of the programme as the Panel found weaknesses in these areas.

More attention needs to be paid to contemporary art and design practice and by doing so this will in turn help change the nature of the programme to reflect the demands of today's society and also provide students through critical underpinning of the above with the necessary skills to cope with the demands of a professional visual practitioner in the 21<sup>st</sup> Century.

In light of current demands within the Creative Industries sector some practices such as the area of leather craft may now need to be reviewed and other areas considered such as the digital design field.

The current four degree is an impediment to future developments. If the institution is to fully embrace the 'international dimension' as outlined by the Director and Dean of the College it will therefore require it to move to the established European norm of three year degree programmes.

In relation to the peer-review process it is essential that students are involved in process of reformulation of study programmes and future review be more analytical in respect to critical evaluation and the change agenda.

#### **4. Material conditions**

- The College has recently seen its material conditions improve greatly as a result of substantial renovations to its main College building – this investment has resulted in improved teaching and learning facilities for students and staff and is a real 'vote of confidence' in the future of the Institution.
- The learning resource however, should be extended to include greater library resources in book and journal form in the areas of historical, theoretical and critical fields.
- The Panel believes computing facilities should continue to develop also.

## **5. External Relations**

The College is proactive in seeking to establish contacts nationally and internationally and is actively involved in the Erasmus exchange programme with many students and some staff having spent time at institutions in Finland, Italy and the other Baltic States. Many of its staff attend international conferences and are encouraged to develop academic links abroad. The College has very good relations with Museums and Colleges both locally and nationally including Kaunas M.K.Ciurlionis National Museum, National Museum of Art, Vilnius Academy of Arts and Vilnius Pedagogical University.

## **6. Feedback**

The involvement of students and employers in the Review process [SER] was encouraging and the Institution is keen to hear these voices. However, in line with international best practice formal procedures should now be put in place to facilitate meetings between Staff and Students regarding their courses of study welfare.

## **7. Internal assurance of study quality**

The work of staff and students was laid out in an professional way for the Panel to consider. Teaching aids relating to the field of Fine Art Pedagogy as well as student portfolios, workbooks, were very useful to the Panel in gaining an insight in the the true nature of this course. The workshops/studios which we toured were also set out in such way as to able to make a clear anlysis of the teaching and learning environment.

The Panel was satisified with what it found regarding quality assurance and would encourage staff to continue along the route of self assessment and peer assement. The College must now ensure, going forward, that a more open and transparent system of quality assurance is in place and that course evaluation through consultation with students is carried out in a formal manner at least on annual basis.

## **8. General recommendations to the higher education institution**

- Change must take place in the culture of teaching and learning and be underpinned by academic research along with other forms of research.
- Greater links need to be made between theory and practice.
- Students should be afforded opportunities for critical debate in all courses.
- Greater responsibility should be placed on students for their own learning.
- Staff need to consider carefully 'personalised learning' in their course delivery.

- The use of blended learning and working in an interdisciplinary manner in the common field of arts and science should begin to take place.
- The use of Virtual Learning Environments [VLE] should be increased to help broaden the mix of course delivery as well as broaden the potential student base.
- The learning resource should be extended to include greater library resources in book and journal form in the areas of historical, theoretical and critical fields.
- In line with international best practice on quality assurance, formal procedures should be put in place to facilitate regular meetings between staff and students regarding students' welfare and courses of study.
- Study days involving research seminars etc should be put in place to help the College grow a culture of scholarship and research.
- Foreign Languages should be taught to all students as this is clearly linked to greater employment prospects abroad.
- General computing facilities should also continue to be invested in.

### **8.1. Compulsory Recommendations for the study programme**

- The College must reformulate how students are taught in all the Fine Art Pedagogic subjects so that courses adopt problem-solving, active learning methods of teaching and learning.
- Critical thinking skills and theoretical underpinning should be central to all aspects of the programme.
- The place of design in the studio elements of the programme must reformulate to engender a more creative approach to the design process.
- More attention needs to be paid to contemporary art and design practice to reflect the demands of today's society and to help students cope with the demands of the professional visual practitioner in the 21<sup>st</sup> Century.
- Some practices such as leather craft should be discontinued to be replaced by other areas of greater need such as the digital design.
- The current four year degree is an impediment to future developments and the course should therefore move to the established European norm of three year degree programmes.
- Students must be involved in process of reformulation of study programmes.



## 8.2. Proposal on accreditation

Study programmes of Kaunas College:

non-university study programme *Teaching Fine Arts* (state code 65302M102) is given Conditional Accreditation;

non-university study programme *Conservation and Restoration of Arts Works* (state code 65302M104) is given Full Accreditation.

Head of the group:



Dr. Kieran Meagher

Members:



Prof. Stefan Sonvilla-Weiss



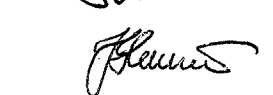
Mr. Diarmuid Mc Auliffe



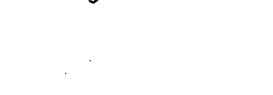
Mr. Martin Janssens



Mrs. Ilze Vitola



Dr. Antanas Šnaras



Prof. Jonas Glemža

# Išrašas

## STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

### STUDIJŲ VERTINIMO EKSPERTŲ TARYBOS POSĖDŽIO PROTOKOLAS

2009-06-29 Nr. 6-55

Vilnius

Posėdis įvyko 2009 m. birželio 26 d.

Posėdžio pirmininkas Jonas Ruškus

Posėdžio sekretorė Grytė Staskevičiūtė

Dalyvavo Tarybos nariai: Juozas Atkočiūnas, Vytautas Daujotis, Kęstutis Dubnikas, Jonas Gudmonas, Rimantas Jankauskas, Onutė Junevičienė, Vytautas Juščius, Juozas Kulys, Daina Lukošienė, Vida Staniulienė, Marijonas Rimantas Urbonavičius.

Posėdyje taip pat dalyvavo: direktorius E. Stumbrys (svarstant 1-9 klausimus), Studijų vertinimo skyriaus vedėjas A. Šerpatauskas, laikinai einanti skyriaus vedėjo pavaduotojos pareigas R.Šlikaitė (svarstant 2 ir 10-11 klausimus), vyr. specialistė D. Buivydienė (svarstant 3-5 ir 9 klausimus), ekspertai A. Šnaras (svarstant 9 klausimą), V. Salienė (svarstant 11 klausimą), D. Pociūtė-Abukevičienė (svarstant 11 klausimą), Vytauto Didžiojo universiteto atstovė I. Dabašinskienė (svarstant 3 klausimą), Vilniaus pedagoginio universiteto atstovai V. Matonis, G. Riškutė, R. Mikučionytė, S. Ustilaitė, V. Gudžinskienė, R. Proškuvienė, A. Vilkas (svarstant Vilniaus pedagoginio universiteto edukologijos ir dailės krypties studijų programas), Šiaulių universiteto atstovai V. Žalys, I. Burneikienė (svarstant Šiaulių universiteto dailės krypties studijų programas), Švietimo ir mokslo ministerijos atstovas S. Grybkauskas (svarstant 3 klausimą), Žemaitijos kolegijos atstovės S. Savickienė, J. Vencloviene (svarstant Žemaitijos kolegijos dailės krypties studijų programą), Marijampolės kolegijos atstovai K. Traškevičius, N. Vosylienė (svarstant Marijampolės kolegijos dailės krypties studijų programą), Vilniaus universiteto atstovė N. Bražėnienė (svarstant Vilniaus universiteto edukologijos krypties studijų programą).

#### DARBOTVARKĖ:

<...>

9. Išorinio išsamiojo dailės krypties studijų programų vertinimo išvadų svarstymas.

<...>

9. SVARSTYTA. Išorinio išsamiojo dailės krypties studijų programų vertinimo išvados.

<...>

#### NUTARTA:

1. Pritarti ekspertų grupės parengtoms vertinimo išvadoms ir siūlymui akredituoti be sąlygų:

– Kauno kolegijos koleginių studijų programą *Dailės kūrinių restauravimas ir konservavimas* (65302M104);

<...>

2. Palikti galioti ekspertų siūlymą akredituoti lygtinai Kauno kolegijos koleginių studijų programą *Dailės pedagogika* (65302M102).

<...>

Posėdžio pirmininkas

Jonas Ruškus

Posėdžio sekretorė

Grytė Staskevičiūtė

