



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
MENOTYRA PROGRAMOS (612U90003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF HISTORY AND THEORY OF ARTS (612U90003)
STUDY PROGRAMME
at Vytautas Magnus University

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Menotyra</i>
Valstybinis kodas	612U90003
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Menotyra
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Menotyros bakalauras
Studijų programos įregistravimo data	1997-05-17

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>History and Theory of Arts</i>
State code	612U90003
Study area	Humanities
Study field	History and Theory of Arts
Kind of the study programme	University studies
Level of studies	First
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of History and Theory of Arts
Date of registration of the study programme	17-05-1997

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I. INTRODUCTION

On Tuesday 9th October 2012 - following analysis of the programme's Self-evaluation Report (SER) and the preparation of Preliminary Reports - the Experts team (Prof. Atis Kampars, Prof. Wojciech Bałus, Dr. Egle Jaškūnienė, Dr. Ramunė Balevičiūtė, Justas Bujokas) visited Vytautas Magnus University: Department of Art History and Criticism and the Department of Theatre Studies at the Faculty of Arts.

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

1. The Administrative staff;
2. The staff responsible for preparation of SER;
3. The Teaching staff;
4. The Students;
5. The Alumni;
6. The Employers.

The Experts team had the opportunity to observe course and final theses produced by the students to assess the level and quality of the work.

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

The Experts team has to draw attention that a number of institutionally similar conclusions will be repeated in different final reports.

The Experts team would like to extend its appreciation and warm thanks to everyone involved in organizing the event and those participating in the meetings.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The general concept and strategy is to provide broad knowledge in the field of arts. The universal character of the Bachelor's programme is supported by presence of the university modules of the curricula and the notion of artes liberales thus designing fundamental connections with the whole university system.

The programme aims are clearly formulated. The learning outcomes are also properly defined in the accordance with unified scheme developed for the whole university. The language of description is understandable and not complicated. The programme aims and learning outcomes are publicly accessible in the internet on the web site of VMU (<http://www.vdu.lt/lt/study/program/subject/145>).

The programme aims and learning outcomes are orientated towards the development of academic skills fundamental for future art/theatre historians and critics. The list of programme outcomes (or objectives) informs that the programme aims are "...to prepare qualified art historians and critics." This statement reflects the general needs to provide society with universally educated graduates being able to use analytic methods of art history, apply different styles of writing, skilled to integrate knowledge of different forms of art (i.e. architecture, visual arts, theatre, photography, cinema, and music, both national and international) and to discuss the issues and organize events of art and culture (SER page 3).

The official documents show the increasing demand for specialists in the culture sector, including art historians and art critics, who can apply their professional knowledge to the needs of the state, society and business. However the accreditation team points at the fact that the up-to-date information confirming the need for specialists is the "Strategy for enhancement and development of creative industries 2009" (SER page 2). Considering the fact that the University has its own Marketing department which collects information about the local labour market, more updated survey could be used in the self-evaluation report.

According to these statements in SER the programme aims and learning outcomes are orientated to prepare students for the practical job as art/theatre critics, through training them to apply different types and genres in writing art historical and critical texts and to organize art events in cultural and educational institutions and organizations.

The University offers a possibility for its students to continue education at the second cycle of studies – specialized Master study programmes also directed by the Faculty of Arts and the Department of Art History and Criticism and the Department of Theatre Studies

The academic competences are formulated separately from the professional competences that demonstrate content-based approach and connections with the needs of the labor market.

Generally, the first cycle of studies (BA degree) should be focused on the getting of the fundamentals of professional knowledge and professional practice. The programme of the History and Theory of Arts at VMU prepares qualified art critics and art historians, who are capable of carrying out research of various art objects and phenomena, to assign them artistic and historical values, and to present art to the public.

The Vytautas Magnus University has its own model of learning outcomes which corresponds to the common principles used in Lithuanian higher education. There are three levels of formulations: the study programme outcomes, the course outcomes and the criteria of learning achievement evaluation. Although the Team find this system as intelligible method how to arrange and describe the content of the programme, more precise division in knowledge and skills would be welcome.

The learning outcomes correspond with the aims typical for the first cycle of study programme in the field of Arts as they are concentrated on the using of art historical methods and theories in the analysis of art objects and phenomena, analyzing art of different historical periods within cultural and social contexts, and integrating knowledge of different forms of art into art historical research.

The contents of the programme and the qualifications offered to the students are proper to the learning outcomes, however the interdisciplinary character of the studies is not coherent enough. The assignment of the learning outcomes to each group of competences and individual subjects is logic and correct.

The name of the programme “History and Theory of Arts” adequately corresponds to the structure of learning outcomes (division in general competences of education, competences of general culture and professional competences) and the qualification “Bachelor of History and Theory of Arts” addressing the universal character of the content.

2. Curriculum design

The structure of study curricula demonstrate presence of requirements necessary for the Bachelor study programme – the volume of credits (240 ECTS) in the programme as well as the number of credits assigned for the study year correspond to the national regulations.

The curriculum is coherent and dissemination of the study subjects and the periods of study practices are balanced - no individual course or course group prevail. The sequence of subjects is logic and the themes of are not repetitive. The content of subjects relate to the universal character of the BA programme.

All subjects included in the curriculum are typical for the Bachelor’s cycle of studies, focused on the getting of professional knowledge base and professional practice. There are the introductory lessons, providing essential and fundamental knowledge in different fields of history and theory of arts, general courses in the humanities (obligatory for all kind of BA studies at the VMU) and chronologically ordered lectures on history of arts and theatre and optional subjects. Three types of practices support the achievement of skills relevant to the level of BA studies:

1. Introductory Practice, performed during the first semester, intends to acquaint students with prospective working places and activities of art historian and art critic.
2. Qualification Practice is organized during fifth semester and aim at providing practical skills working in a concrete culture institution or organization (museum, art gallery, theatre, publishing house etc.).
3. Pre-Diploma Practice is carried out during seventh semester when students practically examine their skills working in a concrete culture institution, performing independent research, related with the topic of their final bachelor thesis.

The variety of study subjects and their general character conforms with the concept of the Bachelor programme at the VMU: "...more oriented to a broad humanitarian culture and interdisciplinary approach..." (SER page 3).

Also the students' ability to integrate the knowledge of different forms of art (architecture, visual arts, theatre, photography, cinema, and music) into art historical research may be not achieved, because of the missing experience of working in the cross-disciplinary field of subjects.

The interdisciplinary aspect of studies has to be developed in the context of the academic proposal of the whole university. There are 20 optional courses listed in the curriculum that seems to be a comparatively broad choice. However the university can provide more diverse proposal that could be accessible upon the student's interests, especially at the 3rd or 4th year of studies.

The content of subjects is generally appropriate for the achievement of the intended learning outcomes. Teaching forms and methods are typical for the traditional humanistic type of studies. There are lectures (narration, explanation) and seminars. Subjects that have maximum number of credits include a respective part of time for seminars. Active study methods predominate in seminars, i.e. group discussions and presentations. Students also prepare thematic papers, presentations, projects and other specific assignments.

The main methods of studying are individual work in libraries, audiovisual rooms, art and culture institutions, where students collect and analyze various art material. Due to expanded opportunities (via face-to-face conversation or using modern communication technologies), to obtain individual teacher's consultations (which have a huge impact according to the students' opinion) an impact upon teaching efficiency and quality of students' independent work can be exerted in the coming years.

Thus the programme provides necessary knowledge and skills to obtain planned achievement of competences - a large number of theoretical disciplines as well as practical study periods (3 different types) are included in the curricula.

The transition to the full-scale ECTS system should be continued by analyzing the links between the groups of courses (compulsory, optional) and the thematic units (history, theory, practice). Also the time plan could be modelled in accordance with, firstly, the concept on fundamental or introductory courses (which should be allocated within the first two years of studies thus preparing the second part of the programme for realization of students' individual interests or studies abroad) and, secondly, the process of linking the courses with the 'real' artistic projects in the institutions of future employment.

The scope of the programme is sufficient to ensure learning outcomes – the whole volume of planned studies; main thematic directions and variety of the obligatory subjects allow assessing the History and Theory of Arts programme as consistent structure of bachelor studies.

There are a number of subjects directly relating to the modern and contemporary culture and theory that provides knowledge on the 20th century international and Lithuanian culture.

A certain balance between the traditional and modern content exist in the curriculum but the need to emphasize theoretical disciplines of contemporary content and practical (genres of critiques, management skills) reflections on the contemporary culture is a direction of future developments.

The programme is regularly reviewed and the list of literature is updated with new publications. The concept that the bachelor's programme has "...to prepare qualified art historians and critics" providing society with universally educated graduates generally conforms with the composition of the curriculum and its reflections to the latest achievements of contemporary culture.

3. Staff

The VMU provides necessary number of teaching staff for the provision of the Bachelor's programme that consists of 2 professors, 11 associate professors, 5 lecturers with doctoral degree and 2 lecturers without doctoral degree (SER page 10).

Proportion of professors involved in teaching is 10% but associate professors – 55% of all programme teachers. This ratio is sufficient for the provision of the undergraduate programme.

The teaching staff consists of the specialists in the history of art, art theory and theatre history. All programme teachers, taking into account their age, have considerable experience of work with students. The majority of teachers have performed pedagogical duties throughout their whole working life.

The qualifications of the art, architecture and theatre historians enable the achievement the following learning outcomes:

1. To use art historical methods and theories in the analysis and research of art objects and phenomena,
2. To apply different types and genres in writing art historical and critical texts,
3. To integrate knowledge and analyze art of different historical periods within cultural and social contexts,
4. To assess Lithuanian art within the context of international art processes.

The qualifications of the specialists in the art/theatre critics ensure two last outcomes: to organize art events and to discuss and present art and culture to the public.

There are 19 full-time and 3 part-time lecturers directly involved in the teaching process. Taking into account that there are also lecturers providing general university subjects, the number of persons is adequate to ensure provision of learning outcomes.

The teacher-student ratio of graduate work defense in 2011 is 1:3 that shows availability of individual attitude and guidance.

The academic structure is consistent and well structured - there are enough of young staff's member (65% of the staff are the 30-40 group). 10% of teachers are 40–50 years old, 20% – 50-60 years old and only 5% of teachers are older than 60. These proportions indicate that the programme can be performed for the next accreditation period without serious fluctuations.

Annual scientific qualification promotion system exists at the VMU since 2008.

The administration of the VMU encourages the development of teacher qualification - organizes various lectures and seminars for academic staff and doctoral students. Attestation order established at the University highlights the importance of qualification improvement and scientific activities of academic staff. The majority of the teachers took part in the EU supported project “Renewal of the first study cycle and integrated study programmes at Vytautas Magnus University on the basis of unified European higher education area principles”. Within the project framework the content of the History and Theory of Arts programme subjects were renewed, focusing on learning outcomes and on the basis of experience of other European universities gained in the project training.

The Expert team considers that the presence of common quality mechanisms of the University can guarantee consistent development of academic staff.

The VMU demand that the academic planning include research activities.

Whole members of the teaching staff are active researchers in the art history, art critics and the history of theatre. The field of their researches is connected with the subjects they are assigned to teach.

During the last 5 years programme teachers not only developed individual scientific research but also organized international conferences at VMU, i.e.: “The Past is Still to Change: Performing

History from 1945 to the Present” (2009), “Landmarks of Art History” (2010) and “(Un)blocked Memory: Writing Art History in Baltic Countries” (2011).

Programme teachers also participate in various national and EU financed projects which analyze problems relevant to the programme contents. It is also worth mentioning such EU funded educational projects as Leonardo da Vinci projects “ANIMATOR – Programme of education and re-education in culture animation through practice” (2006-2008) and „LOCALISE - study trip as model of research, education and practice in vocational training in culture animation and community work“ (2010-2012) as well as EU supported project of Vilnius Art Academy.

The teachers’ participation in the international cooperation is assessed by the University as insufficient. The subsequent steps taken by the institution were involvement of new foreign partners (new Erasmus agreements signed) to “attracting foreign teachers to the History and Theory of Arts programme” (SER page 15). The accreditation team appreciate this initiative that opens the content of the courses for critical reflections and directs the programme towards broader international context of education.

4. Facilities and learning resources

During the discussion with students the Team has learned that medium size lecture spaces (for around 20 students) would be very much needed. The students of the bachelor programme History and Theory of Arts are taught in classrooms located in various University buildings. More of the classes take place in main building of the Faculty of Arts. There are 7 lecture rooms, which have 487 seats in total, what is adequate in size and quality for the number of students (at present 192 persons in the cycle History and Theory of Arts).

All VMU premises used for studies and other infrastructure comply with hygiene norms and technical requirements – there are auditoriums of a large size and also smaller lecture spaces. This resource seems good enough and is constantly developed – a new exhibition space has been recently opened at the VMU building thus providing extra opportunities for theory students to directly assist and be involved in the artistic events.

The lecture rooms are technically well equipped (computers, digital projectors) and meet standard requirements.

In the building of the Faculty of Arts, all classrooms are equipped with multimedia equipment – it is installed in 52 university lecture rooms. When needed, lecture rooms are supplied with technical equipment available at VMU Technical Service Department.

Students can also use the Reading Room of the Faculty of Arts equipped with the latest computer technologies and the newest academic literature. There are 2 TV sets integrated with video players, 4 computerized workplaces and a printing and copying machine.

Since 2008, the teachers of the Faculty of Arts started to explore the opportunity to organize distant learning possibilities provided by the VMU Innovative Studies Institute. The center has a videoconference studio equipped with a computer class and a room for administration and student consultations.

Distant learning studies provide with new study access opportunities, create a favorable study environment for people with disabilities, provide with study opportunities those who have to leave for other cities or countries and, consequently, cannot attend the lectures every day.

Practical periods (15 ECTS altogether) are planned part of study curricula. This is a result of recent revision of the programme and demonstrates positive developments towards practical application of the knowledge.

Every student can independently choose a place for practice from the list approved by the Council of the Faculty of Arts and posted on VMU intranet. The suitability has to be discussed with the practice subject coordinator – a person responsible for finding practice places, maintaining relations with appropriate institutions and supervision, student's tutor and mentor. A tripartite agreement has to be signed among the Faculty of Arts at VMU, practice institution and a student who performs practice. 53 tripartite agreements were signed with state and non-governmental institutions in autumn semester of 2011. At the end of the practice the student's activities are evaluated taking into account the practice report, presented by the student, and the quality of its defense.

The Expert team regards that the provision of practical courses reflect effective and well organized system and that the tripartite agreements allow attaining the programme aims and implementing the expected learning outcomes.

The library premises of the VMU are in good condition and can serve student's needs to fulfill the study tasks as well as their independent plans. The Faculty of Art has also a small local library room (formally a part of the central library) with basic study literature (an important part is comprised of study books and methodological publications written by VMU teachers related to subjects taught in the History and Theory of Arts programme) and a mediateque - more than 200 video and DVD records (listed in the SER annex 9) of theatre performances. This compact yet concentrated intellectual resource within an easy reach indicates at positive and efficient academic practice.

The certain deficiency of learning tools to a large extent is reimbursed by full-text databases subscribed by the University Library providing access to the most recent scientific publications or books.

5. Study process and student assessment

In general, the admission process goes successfully, there is a principle in use of accounting the grades, but there were disturbances with inadequate requirements (an annual secondary education grade in Geography) in 2011. There is amendment in the regulations of student admission for the undergraduate cycle that may create problems for the secondary education graduates in the coming two years. However, the administration of the VMU is involved in the communication with the Ministry of Education to solve this eventual problem.

There are also potential fluctuations in the number of incoming students that may be caused by external social factors.

The whole study process is organized in accordance with university education standards – the load of studies is disseminated in the groups of courses (group A - common university subjects, B - introductory subjects field of Humanities, Social Sciences, Economics and Management, field of Biomedicine and Physical Sciences, C - basic subjects from the study field and special subjects, D - optional subjects) where each has a definite role in the composition of curriculum (SER page 6).

The SER informs that “...all VMU students organize their studies according to individual study plans, each valid for one semester...” However, the present concept of individual studies is understood as a set of assigned electives not independently motivated study plans. The gradual transition to more student-centered planning is advisable.

The programme addresses several directions of creative activities students may participate. Involvement of students in the creative projects is directly supported still the structure of curricula is not flexible enough to react to sudden opportunities.

The students of the History and Theory of Arts programme have the opportunities to participate in the study field related professional activities. The VMU Arts Centre offers a possibilities to participate in different artistic projects; some are presented outside the university, for instance, the academic theatre “Erro” founded by the programme’ students, in Kaunas State Drama Theatre and other art spaces of the city.

The main professional activity directly related to the programme aims and expected learning outcomes is publishing reviews of art exhibitions, theatre performances and architecture (SER page 21).

Although there are partner universities abroad (10 institutions according to the SER, page 23) the level of participation in the international programmes is relatively low and has to be improved. During the analyzed period no students left abroad within the bilateral agreements programme (in academic year of 2011/2012 1 student took this opportunity).

A lack of English language proficiency, necessary for successful studies abroad is mentioned as the reason of low mobility. This is a problem of study curriculum but not of the academic resources, because the University can provide more foreign language classes if needed. This fact refers to the aforementioned suggestion (Section 2: Curriculum Design) to arrange more flexible plan of studies thus opening it to the actual needs of students including necessity to use mobility programmes abroad.

Also more information about the possibilities of foreign studies should be provided by the University – the bachelor programme students have to receive both guidance and support. A higher number of incoming Erasmus exchange programme students is also modest thus pointing at existing problems of the whole management of the programme.

The VMU provides support to its students in various social forms - availability of dormitory, scholarships and also psychological, sport, health and cultural support.

Student's assessment is performed in various forms: mid-term exams, tests, homework, teamwork, defense of an individual project. The final grade of the course is an accumulated result that integrates both interim assignments' and final examination grades. Important part of the studies is allocated for individual learning.

Existing system on the assessment's priorities shows flexible approach (5-35%) regarding the type of the course. The Bachelor's final thesis has a clear description and is defined as "...an analytical independent research project intended for the attainment of analytical and research competences as well as consolidation of other competences gained during the studies...".

Student's evaluate study subjects anonymously every semester; "twofold" assessment (SER page 24). The regulations on students' performance and assessment are publicly available.

Bachelor programme students participate in professional artistic projects and student activities, theatre performances, writing reviews about cultural events (informal group of young theatre critics).

The representatives of employers have expressed the idea that 'theoretical studies are good enough but the application of knowledge could be better'. In accordance with this statement proposal that the programme should provide more practical and 'better insight to the specialty'. The need for flexible and adaptable knowledge described in the SER was supported by the representatives of employers during the interviews.

The employers positively evaluate recent changes to the curriculum – introduction of practical courses, because during practical study periods students clarify their interests and find future job placements.

6. Programme management

The programme is performed by two departments of the Faculty of Arts of the VMU - the Department of Art History and Criticism and the Department of Theatre Studies. As the result of this cooperation is the presence of two thematic directions – the visual art and the theatre. It is an example of good practice that corresponds to the concept of BA programme – broad education in the field of arts.

On the highest level the programme is managed by the VMU Vice-Rector for Studies and the Centre for Quality and Innovations. The Quality Management Committee was established in 2010. The main administrative units responsible for management and decision-making in the level of Faculty of Arts are: the Study Programme Committee of the History and Theory of Arts programme, Department of Art History and Criticism and Department of Theatre Studies and Faculty Council. The Study Programme Committee is the main implementer of the study programme renewal and study programme quality supervision. The Study Programme Committee is in charge with the updates of the programme, Faculty Council approves changes, whereas the Department of Art History and Criticism together with the Department of Theatre Studies coordinate and implement the programme.

The whole managerial system of decisions and monitoring of the implementation is clearly structured and correctly allocated.

According to the regulations of the VMU, the programme has to be renewed every two years – it has happened in 2007, 2009, 2011. Actual curriculum design, submitted for accreditation has been renewed in 2011.

„In April of every academic year the Study Programme Committee, on the basis of the data provided by the study quality assurance system and the research performed by the Centre for Quality and Innovations, presents information to the Departments and Faculty Dean about the shortages in the study programme, revealed during the academic year, and recommends their improvement measures. All study programme teachers, students and social partners can propose study programme updating suggestions“ (SER page 26).

The work-out of the SER shows systemic approach - the SER team consisting of 7 persons was established in January 2012 in accordance with the Rector's order and since February had

meetings every 2 weeks. Every participant was assigned to write a particular thematic chapter of the SER.

This academic and administrative mechanism acts as a complete information-based system and can guarantee positive development of the programme and of the institution.

Remarks from the previous evaluations are included in the SER text; also the references on suggestions made by the experts are used in the text.

The representatives of the employers were filling the questionnaires about the programmes content and performance during the work-out of the self-evaluation report. Graduates had been asked to fill the questionnaire 2 years after graduation.

Involvement of the stakeholders is sufficient however better established and persistent communication – regularly written references, annual meetings, presence of stakeholders in the study process would be advisable.

All stakeholders are active participants in the processes of self-evaluation – programme teachers, students, graduates, employers. Information collected from social partners were discussed in Study Programme Committee meetings. Regular relationship with social partners is also maintained through organization of student annual practice.

The VMU has well established and efficient system of monitoring of the study quality issues that consists of several collegial and decision-making bodies - the Study Programme Committee agrees upon decisions by common agreement, it cooperates with the Faculty Council, Office of Academic Affairs, Centre for Quality and Innovations, Vice-Rector for Studies and the Office of Student Affairs.

III. RECOMMENDATIONS

1. Fundamental (or introductory) subjects of the curricula should be taught in the first two years of bachelor studies.
2. Information on contemporary processes should be provided at a greater amount and at possibly earlier stage of studies.
3. Stronger interaction with the Master study programmes should be established to motivate students to continue studies at the second cycle.
4. Visiting lecturers from Lithuanian universities or abroad would be advisable.
5. Established courses in English on issues of contemporary culture are needed to train students to communicate their knowledge in foreign language.
6. The international exchange of students and teaching staff should be intensified.

7. The interdisciplinary character of studies should be better defined and implemented in the curriculum.
8. The programme is advised to review the content of theoretical disciplines to possibly attach the process of learning to the practical field of a profession.
9. There is a necessity to link the process of studies with 'real' artistic projects in the institutions of future employment.

IV. SUMMARY

The Vytautas Magnus University (hereinafter – VMU) in Kaunas was re-established in 1989 to revive tradition of liberal and modern academic education in Lithuania. The University is united by its mission to provide higher education in accordance with classical traditions of artes liberales and broad humanistic concept of university education.

VMU has 10 faculties: Arts, Catholic Theology, Economics and Management, Humanities, Informatics, Law, Natural Sciences, Political Science and Diplomacy, Social Sciences, Music Academy. There are 41 departments, 1 institute, 22 study and research centers, Multimedia laboratory, Psychological Clinic, Art Gallery 101. There are 1 institute and 7 university centers including Arts Centre and VMU Kaunas Botanical Garden. The whole structure of VMU conforms to classical standards of a university thus reflecting its mission to unify different fields of sciences.

In this context the presence of art studies at the university requires specific attitudes that lead the learning process towards intelligible accomplishments and critical thinking. The Bachelor's programme History and Theory of Arts prepares qualified art critics and art historians in accordance with the fundamental principles of the first cycle of studies. This academic approach can guarantee acquisition of solid knowledge as a proper basis for specialized studies at the Master's level. The collaboration of the two departments of the Faculty of Arts – Art History and Criticism and Theatre Studies - fully conforms to the concept that art studies should be understood in a sense broader than a single specialty.

The learning outcomes of the programme correspond to the ideas expressed through the aims. Accordingly, the content of subjects is appropriate for the achievement of the intended learning outcomes. The common principles how to formulate 'study programme outcomes', 'course outcomes' and 'criteria of learning achievement evaluation' are effective form how to communicate those educational concepts to the students' community. Also the comparison of

learning outcomes with subjects of studies demonstrates methodical efforts to link systemic elements with the content of studies.

Although the teaching forms and methods are typical for the traditional humanistic type of studies it has to be mentioned that the overall structure of the programme still has a number of features that moderate the initiative of students and academic capacities – the notion on elective courses are limited to a number of options listed by the leaders of the programme, the possibilities of interdisciplinary studies are not yet explored, the international mobility is critically low regardless of the fact that University has a good partner institutions abroad. The University recognizes the necessity to activate international mobility of the students – this cognition is included in the ‘areas to be improved’ in the SER paragraph 119. The insufficient level of the international mobility indicates at a certain lack of necessity to attach a new type of knowledge – the students feel that the possibility to miss some subjects may be crucial obstacle for obtaining intended competences of the programme. Therefore it is suggested for the Department to review the core group of subjects with intention to create flexible and inclusive structure of courses.

Further developments of study planning should be focused on the internal structures of the curriculum arranging themes in consistent relations – at the present moment the compulsory plan of courses skips some historically significant subjects (for example, optional ‘European Art from Romanticism to Art Nouveau’). The number and variety of themes had to be reviewed in the context of the following learning outcome of the programme: “to analyze art of different historical periods within cultural and social contexts”.

The Expert team considers that the intellectual resources of the Department and capabilities of the students’ community can work with greater efficiency if the programme will have more open character to better use the intellectual offer of the whole university system.

V. GENERAL ASSESSMENT

The study programme History and Theory of Arts (state code – 612U90003) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

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

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

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

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

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

Grupēs vadovas:
Team Leader:

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Grupēs nariai:
Team members:

Wojciech Bałus

Eglē Jaškūnienē

Ramunē Balevičiūtē

Justas Bujokas

**VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *MENOTYRA* (VALSTYBINIS KODAS – 612U90003) 2012-11-29
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-128 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Menotyra* (valstybinis kodas – 612U90003) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Vytauto Didžiojo universitetas (toliau - VDU) Kaune buvo atkurtas 1989 metais, siekiant atgaivinti liberalaus ir šiuolaikinio akademinio švietimo tradiciją Lietuvoje. Universitetą vienija jo misija - pagal klasikines *artes liberales* tradicijas ir plačią humanistinę universitetinio išsilavinimo koncepciją suteikti aukštąjį išsilavinimą .

Studijų kokybės vertinimo centras

VDU yra sudarytas iš 10 fakultetų: Menų, Katalikų teologijos, Ekonomikos ir vadybos, Humanitarinių mokslų, Informatikos, Teisės, Gamtos mokslų, Politikos mokslų ir diplomatijos, Socialinių mokslų ir Muzikos akademijos; taip pat universitete yra 41 katedra, 1 institutas, 22 studijų ir mokslinių tyrimų centrai, Multimedijos laboratorija, Psichologijos klinika, Dailės galerija „101“; taip pat VDU yra 1 institutas ir 7 universitetų centrai, įtraukiant Menų centrą ir VDU Kauno botanikos sodą. Visa VDU struktūra atitinka klasikinius universiteto standartus, kurie atsispindi jo misijoje - suvienyti įvairių krypčių mokslus.

Todėl meno studijos universitete reikalauja ypatingo požiūrio, kuris studijavimo procesą orientuotų į aiškius pasiekimus ir kritinį mąstymą. Pagal fundamentinius pirmosios studijų pakopos principus menotyros bakalauro programoje rengiami kvalifikuoti menotyrininkai ir meno istorikai. Toks akademinis požiūris garantuoja solidžių žinių įgijimą ir suteikia tinkamą pagrindą specializuotoms magistrantūros studijoms. Dviejų menų fakulteto padalinių - menotyros ir teatrologijos - bendradarbiavimas visiškai atitinka koncepciją, kad meno studijos turėtų būti suprantamos platesne prasme nei konkreti specialybė.

Programos studijų rezultatai atitinka tiksluose išdėstytas idėjas. Dalykų turinys yra tinkamas numatomiems studijų rezultatams pasiekti. Bendrieji principai, kaip suformuluoti studijų programos rezultatus, dalyko rezultatus ir studijavimo pasiekimų įvertinimo kriterijus, yra veiksmingi siekiant perduoti švietimo sąvokas studentams. Studijų rezultatų su studijų dalykais palyginimas rodo metodines pastangas susieti sisteminius elementus su studijų turiniu.

Nors dėstymo formos ir metodai yra būdingi tradiciniam humanistiniam studijų tipui, reikėtų paminėti, kad bendra programos struktūra vis dar turi daug bruožų, kurie apriboja studentų iniciatyvą ir akademinį pajėgumą. Pasirenkamųjų dalykų sąvoka yra apribota keliais programos vadovų išvardytais pasirinkimais, neišnaudotos tarpdisciplininių studijų galimybės, tarptautinis mobilumas - ypatingai mažas, nepaisant to, kad universitetas turi gerus partnerius užsienyje. Universitetas pripažįsta būtinybę suaktyvinti tarptautinį studentų mobilumą - šis pripažinimas įtrauktas į tobulintinas sritis (savianalizės suvestinės 119 pastraipa). Nepakankamas tarptautinio mobilumo lygis rodo naujo tipo žinių įtraukimo trūkumą - studentai mano, kad prarasta galimybė pasirinkti kai kuriuos dalykus gali būti lemiamą kliūtis įgyti numatomas programos kompetencijas. Todėl katedrai siūloma peržiūrėti pagrindinę dalykų grupę ir sukurti lanksčią ir visaapimančią dalykų struktūrą.

Tolesnis studijų planavimas turėtų būti orientuotas į studijų turinio vidines struktūras atitinkamai išdėstant temas - šiuo metu privalomame dalykų plane nėra kai kurių istoriškai reikšmingų dalykų (pavyzdžiui, pasirenkamasis dalykas „Europos menas nuo romantizmo iki *Art Nouveau*“). Temų įvairovė ir jų skaičius turi būti peržiūrėtas atsižvelgiant į šį programos studijų rezultatą: „išanalizuoti meną įvairiais istoriniais laikotarpiais kultūriniame ir socialiniame kontekste“.

Ekspertų grupė mano, kad katedros intelektualieji ištekliai ir studentų bendruomenės galimybės galėtų būti panaudotos veiksmingiau, jei programa būtų atviresnė ir geriau išnaudotų visos universiteto sistemos intelektualinę pasiūlą.

III. REKOMENDACIJOS

1. Programos turinio fundamentiniai (įvadiniai) dalykai turėtų būti dėstomi per pirmuosius dvejus bakalauro studijų metus.
2. Informacija apie šiuolaikinius procesus turėtų būti pateikiama didesne apimtimi ir galbūt ankstesniame studijų etape.
3. Reiktų sustiprinti sąveiką su magistrantūros studijų programomis siekiant motyvuoti studentus tęsti studijas antrojoje pakopoje.
4. Rekomenduojama kviesti dėstytojus iš kitų Lietuvos arba užsienio universitetų.
5. Šiuolaikinės kultūros dalykus reiktų dėstyti anglų kalba siekiant išmokyti studentus perduoti įgytas žinias užsienio kalba.
6. Tarptautiniai studentų ir dėstytojų mainai turėtų būti aktyvesni.
7. Studijų tarpdisciplininis pobūdis turėtų būti geriau apibrėžtas ir įgyvendintas programos turinyje.
8. Rekomenduojama peržiūrėti programą ir jos teorinių disciplinų turinį, kad mokymosi procesą būtų galima susieti su praktine profesijos sritimi.
9. Mokymosi procesą būtina susieti su realiais meniniais projektais būsimose įdarbinimo institucijose.

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

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341