STUDIJŲ KOKYBĖS VERTINIMO CENTRAS
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

ARCHITECTURE FIELD OF STUDY

Vilnius Gediminas Technical University (Vilnius Tech)

EXTERNAL EVALUATION REPORT

Expert panel:

1. Panel chair: Patrick Flynn …….. (signature)
2. Academic member: Ole Gustavsen
3. Social partner: Ruta Misiunas
4. Student representative: Laura Unda Liepiņa

SKVC coordinator: Ms Radvilė Blažaitytė

Report prepared in 2025
Report language: English

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I. INTRODUCTION

1.1. OUTLINE OF THE EVALUATION PROCESS

The field of study evaluations in Lithuanian higher education institutions (HEIs) are based on the following:

- Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science, and Sport;
- Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (SKVC);
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The evaluation is intended to support HEIs in continuous enhancement of their study process and to inform the public about the quality of programmes within the field of study.

The object of the evaluation is all programmes within a specific field of study. A separate assessment is given for each study cycle.

The evaluation process consists of the following main steps: 1) Self-evaluation and production of a self-evaluation report (SER) prepared by an HEI; 2) A site visit by the review panel to the HEI; 3) The external evaluation report (EER) production by the review panel; 4) EER review by the HEI; 5) EER review by the Study Evaluation Committee; 6) Accreditation decision taken by SKVC; 7) Appeal procedure (if initiated by the HEI); 8) Follow-up activities, which include the production of a Progress Report on Recommendations Implementation by the HEI.

The main outcome of the evaluation process is the EER prepared by the review panel. The HEI is forwarded the draft EER for feedback on any factual mistakes. The draft report is then subject to approval by the external Study Evaluation Committee, operating under SKVC. Once approved, the EER serves as the basis for an accreditation decision. If an HEI disagrees with the outcome of the evaluation, it can file an appeal.On the basis of the approved EER, SKVC takes one of the following accreditation decisions:

- **Accreditation granted for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points), or good (3 points).
- **Accreditation granted for 3 years** if at least one evaluation area is evaluated as satisfactory (2 points).
- **Not accredited** if at least one evaluation area is evaluated as unsatisfactory (1 point).

If the field of study and cycle were **previously accredited for 3 years**, the re-evaluation of the field of study and cycle is initiated no earlier than after 2 years. After the re-evaluation of the field of study and cycle, SKVC takes one of the following decisions regarding the accreditation of the field of study and cycle:

- To be accredited for the remaining term until the next evaluation of the field of study and cycle, but no longer than 4 years, if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).
- To not be accredited, if at least one evaluation area is evaluated as satisfactory (2 points) or unsatisfactory (1 point).

1.2. REVIEW PANEL

The review panel was appointed in accordance with the Reviewer Selection Procedure as approved by the Director of SKVC.

The composition of the review panel was as follows:

1. Panel chair: Patrick Flynn
2. Academic member: Ole Gustavsen
3. Social partner: Ruta Misiunas
4. Student representative: Laura Unda Liepiņa

1.3. SITE VISIT

The site visit was organised on 22nd November 2024 onsite.

Meetings with the following members of the staff and stakeholders took place during the site visit:

- Senior management and administrative staff of the faculty;
- Team responsible for preparation of the SER;
- Teaching staff;
- Students;
- Alumni and social stakeholders including employers.

There was no need for translation and the meetings were conducted in English.

1.4. BACKGROUND OF THE REVIEW

Overview of the HEI

The Vilnius Gediminas Technical University (VILNIUS TECH) is a public higher education institution. VILNIUS TECH offers studies in 29 fields within the following study groups: Engineering, Informatics, Mathematics, Technologies, Social Sciences, Business and Public Management, and Arts. In the field of Arts, VILNIUS TECH offers one programme of five-year integrated studies in Architecture. Graduates of this programme are awarded a Master of Arts degree.

The start of the present-day Vilnius Gediminas Technical University (VGTU) goes back to 1956, when the Vilnius Evening Division of the Evening Faculty of Kaunas Polytechnic Institute (hereinafter – KPI) was established. In 1968 the Department of Urban Construction at KPI Vilnius Branch was established. In 1969 KPI Vilnius Branch was restructured into Vilnius Civil Engineering Institute (hereinafter – VISI). In 1971 the Faculty of Architecture at VISI started its activities. In 1990 Vilnius Civil Engineering Institute became Vilnius Technical University (VTU). There were faculties of Architecture, Construction, Engineering Communications, Mechanics and Electronics. In 1996 the Lithuanian Government adopted a resolution on awarding Vilnius Technical University the name of an ancient Grand Duke Gediminas and naming it Vilnius Gediminas Technical University. Study programmes, which are the subject of the evaluation - Bachelor of Architecture and Master of Architecture - have been established in 1994, and accredited by SKVC decision in 2007, following the Report of the international Review team led by prof. Spyros Amourgis. Since 2012, both cycles of the Architecture study programme (Reference year 2008/2009) have been notified for recognition of professional qualifications in accordance with Directive 2005/36/EC.

Overview of the field of study

This programme has been running at the Faculty of Architecture since 2016 and currently has 323 students. In 2023, VILNIUS TECH was ranked among the top 750 universities worldwide according to the QS World University Ranking. From 2021 to 2023, VILNIUS TECH was ranked among the top 200 universities worldwide in the QS subject ranking for Architecture and Built Environment.

Previously, separate first-cycle and second-cycle study programmes were offered. When the transition to the integrated study programme was made, the separate two-cycle programmes were closed and deregistered.

Previous external evaluations

Study programmes, which are the subject of the evaluation - Bachelor of Architecture and Master of Architecture - have been established in 1994, and accredited by SKVC decision in 2007, following the Report of the international Review team led by Prof. Spyros Amourgis. Since 2012, both cycles of the Architecture study programme (Reference year 2008/2009) have been notified for recognition of professional qualifications in accordance with Directive 2005/36/EC. There was a review last completed in 2014.

Documents and information used in the review

The following documents and/or information have been requested/provided by the HEI before or during the site visit:

- *Self-evaluation report and its annexes*
- *Final theses*

Additional sources of information used by the review panel:

The following additional sources of information have been used by the review panel:

- Study Plans
- Academic Staff Profiles
- List of Thesis

- Research Links & Projects with other Schools

II. STUDY PROGRAMMES IN THE FIELD

Integrated cycle/LTQF 7

Title of the study programme	**Architecture**
State code	6011PX004
Type of study (college/university)	University studies
Mode of study (full time/part time) and nominal duration (in years)	Full-time (5)
Workload in ECTS	300
Award (degree and/or professional qualification)	Master of Arts
Language of instruction	Lithuanian and English
Admission requirements	Secondary education
First registration date	2016
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)	

III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS

The **integrated cycle** of the architecture field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points[1*]
1.	Study aims, learning outcomes and curriculum	4
2.	Links between scientific (or artistic) research and higher education	4
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	3
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Quality assurance and public information	3
	Total:	25

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IV. STUDY FIELD ANALYSIS

AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM

1.1. Programmes are aligned with the country's economic and societal needs and the strategy of the HEI

FACTUAL SITUATION

1.1.1. Programme aims and learning outcomes are aligned with the needs of the society and/or the labour market

The reviews of the labour market needs of the Lithuanian Public Employment Service (LPES) for 2021, 2022, and 2023 show that the construction sector ranks fourth to fifth among the 19 most in demand activities, suggesting a sustained demand for architects designing buildings.
Architecture studies at VILNIUS TECH remain the most popular among Lithuanian higher education institutions offering the Architecture degree programme. In 2023, VILNIUS TECH admitted 53 Lithuanian and 10 from abroad, 2022 – 55 and 10, 2021 – 57 and 19.
The School has a focus on creative and socially aware graduates with an ability to engage in relevant applicable research to promote a more sustainable development of the country.

1.1.2. Programme aims and learning outcomes are aligned with the HEI's mission, goals, and strategy

The Programme Learning outcomes focus on the accumulation of knowledge in the field, the ability to develop research skills, the need to develop critical thinking analytical skills, develop the ability to work in a collaborative manner and engage in self reflection. These goals and outcomes of the Architecture programme support the achievement of the main operational objectives defined in the University's strategy and help to fulfil its mission.
The Programme Learning Outcomes are well defined and align with the competencies for the architect.

ANALYSIS AND CONCLUSION (regarding 1.1.)

The Architecture programme is well-positioned to continue its role as a key contributor to both societal needs and the strategic goals of VILNIUS TECH. By introducing new courses or modules focusing on digital tools, artificial intelligence in design, and smart city development the programme will equip graduates with the skills to lead in a rapidly changing professional landscape.

While the programme already prioritises sustainability, integrating it more comprehensively into all aspects of the curriculum will ensure graduates are fully prepared to address global environmental challenges

The Architecture programme can further enhance its relevance, impact, and alignment with both societal needs and the university's strategic vision by engaging in more peer to peer learning, introducing more cross disciplinary aspects to the programme and more community based projects.

1.2. Programmes comply with legal requirements, while curriculum design, curriculum, teaching/learning and assessment methods enable students to achieve study aims and learning outcomes

FACTUAL SITUATION

1.2.1. Programmes comply with legal requirements

The Programme in Architecture complies with the requirements of Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 (amending Directive 2005/36/EC), as regards its

commitment to a minimum amount of time studied, orientation towards the needs of the profession and the balance between theoretical and practical aspects of the programme. This is evident in the Programme Learning Outcomes and subsequent detail in the module descriptions.

1.2.2. Programme aims, learning outcomes, teaching/learning and assessment methods are aligned

The Programme aims and learning outcomes are constructively aligned with the assessment methods. There is a thorough mapping exercise completed by the staff which demonstrates the positioning of each module and its connection to the overall programme aims.

1.2.3. Curriculum ensures consistent development of student competences

The Curriculum is built in a logical manner with learning tasks developed in increasing complexity over the years to provide the student with 'academic stretch' in their learning - thus developing their competencies over time. Student knowledge assessment is continuous, that is, assessment is carried out throughout the study period enabling the student to use the assessment as a learning tool.

1.2.4. Opportunities for students to personalise curriculum according to their personal learning goals and intended learning outcomes are ensured

The student has a mix of compulsory core modules and each semester consists of a 15-credit module, half of which aims to achieve a specific learning outcome. Other semester subjects include general university-level subjects, general and main subjects of the field of study, and alternative academic choices. This enables the student to devise an appropriate learning path.
An individual study plan is drawn up by selecting study subjects (modules) from a study programme or programmes. The annual volume of the individual study plan during the academic year is usually not more than 45 credits. The dean approves the individual study plan.

1.2.5. Final theses (applied projects) comply with the requirements for the field and cycle

The procedure for preparing and defending final theses is regulated by the VILNIUS TECH "Description of the Procedure for the Preparation and Defence of Final Theses". The process is of a similar nature to other Schools of Architecture across Europe and in the examples provided would be of a similar standard to other European Schools.

ANALYSIS AND CONCLUSION (regarding 1.2.)

The Architecture programme at VILNIUS TECH demonstrates full compliance with legal and professional requirements, ensuring its alignment with Directive 2013/55/EU and European standards. The programme's curriculum is thoughtfully designed, with a clear progression of complexity over the years, fostering the gradual and consistent development of student competencies. The alignment between learning outcomes, teaching methods, and assessment practices ensures students are well-supported in achieving academic and professional goals.

Opportunities for personalised learning paths, facilitated through a mix of compulsory and elective modules and individual study plans, provide students with flexibility while maintaining academic rigour. The process for preparing and defending final theses is robust and comparable to leading European Schools of Architecture, affirming the programme's commitment to high standards in education and professional preparation. Overall, the programme successfully equips students with the skills and knowledge needed for a dynamic and evolving architectural profession.

AREA 1: CONCLUSIONS

AREA 1	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
Integrated cycle				x	

COMMENDATIONS

1. The rigour of the mapping of the Programme Learning Outcomes to the Module Learning Outcomes ensures a clarity to the programme.
2. The careful setting out of the graduate attributes enables a logical sequence to the learning outcomes reflected in the structure of the programme.
3. The programme has achieved a balance between meeting the necessary architect competencies yet allowing for an element of choice and control for the undergraduate.
4. The clarity of setting out the key objectives of the programme ensures that the students benefit from a holistic education.

RECOMMENDATIONS

To address shortcomings

No comment

For further improvement

1. Increase the use of innovative technologies, taking into account future trends (e.g., artificial intelligence) and global challenges (e.g., climate change, migration). This could add more variety to the thesis work produced.
2. Look to increase the internationalisation of the programme through the addition of international aspects of studying to the learning outcomes.
3. Experiment with innovative teaching methods, such as flipped classrooms or project-based learning, and consider alternative assessment approaches like portfolio evaluations to further enhance student engagement and learning outcomes.
4. Explore how the programme could incorporate additional interdisciplinary research to support the learning outcomes of working in teams.
5. Encourage greater flexibility within the curriculum to allow students to explore emerging fields, such as digital technologies, sustainability, or interdisciplinary studies, while maintaining alignment with core competencies.

AREA 2: LINKS BETWEEN SCIENTIFIC (OR ARTISTIC) RESEARCH AND HIGHER EDUCATION

2.1. Higher education integrates the latest developments in scientific (or artistic) research and technology and enables students to develop skills for scientific (or artistic) research

FACTUAL SITUATION

2.1.1. Research within the field of study is at a sufficient level

The research level is equivalent to other Schools of Architecture in schools across Europe. The staff CVs illustrate their commitment to ongoing research and the expert evaluation scores from 2018 & 2023 demonstrate an ongoing good standard of relevant research. VILNIUS TECH was among the top 200 in the world, from 2021-2023, in the field of architecture and built environment, according to the QS ranking. The more practical applied quality of the staff is evident in the fact that some members of staff have received numerous national and international awards, being shortlisted for the Mies van der Rohe prize being one of the notable achievements.
The staff on the day of the visit spoke of each of their areas of ongoing research and publication which varied from conference attendance and subsequent publication, papers published and book publications.

2.1.2. Curriculum is linked to the latest developments in science, art, and technology

The curriculum is informed by the staff who have presented and exhibited their practice work in numerous national and international events along with the academic achievements of the staff. In addition the module "Architecture and Community" which chooses real design situations, is a prime example of active research which connects to latest societal issues. Faculty members focus on three key research and artistic areas: Sustainability and resilience; History and theory of architecture; Research by Design.
This research feeds into the curriculum design and provides an informed voice for the content of the programme and the development of the same.

2.1.3. Opportunities for students to engage in research are consistent with the cycle

The curriculum is designed to encourage the students to engage in research at the appropriate time. For instance the "Smart City," organised by STRUCTUM which has run for a decade provides a platform for students to produce design work that contributes to research around the design of quality urban space. This one example of the opportunities that are actively supported in the teaching and learning.

ANALYSIS AND CONCLUSION (regarding 2.1.)

The programme's integration of the latest advancements in research and technology is evident in the staff's ongoing dedication to research, which is maintained at a commendable level. This commitment is reflected in the curriculum through various student projects, providing ample opportunities for students to actively engage in research throughout the programme.

AREA 2: CONCLUSIONS

AREA 1	**Unsatisfactory - 1** Does not meet the requirements	**Satisfactory - 2** Meets the requirements, but there are substantial	**Good - 3** Meets the requirements, but there are shortcomings to be eliminated	**Very good - 4** Very well nationally and internationally without any shortcomings	**Exceptional - 5** Exceptionally well nationally and internationally without any shortcomings

		shortcomings to be eliminated			
Integrated cycle				x	

COMMENDATIONS

1. The research activities conducted by the programme's teachers have an impact on the social areas related to architecture. The City Architect at our visit complemented the programme on a research project undertaken recently.
2. The mix of the teaching staff facilitates the interaction between architecture and other disciplines within the study programme, ensuring high-quality education for future architecture professionals.
3. The school is well positioned to avail of opportunities for research in architecture, the environment, education and cross disciplinary projects.
4. The quality of the research being produced by the staff.

RECOMMENDATIONS

To address shortcomings

No comment

For further improvement

1. Additional projects can be undertaken with the city and further *Students Learning with Communities* type projects would be of benefit to the students and the city alike, fostering learning while addressing local challenges.
2. Develop opportunities to conduct joint study and research projects in collaboration with other higher education institutions and specialists from other fields and/or countries, thus increasing the scope of internationalisation.
3. Promote international collaboration through joint study and research projects with other universities and specialists from various fields, enhancing the programme's global reach.
4. Increase the integration of cutting-edge digital tools and technologies into research and teaching activities to align with contemporary trends in architecture.
5. Improve the student learning experience by folding other disciplines into the studio projects. Civil Engineering for example could provide an interesting crossover and empower the students to engage in deeper learning.
6. Enhance support for student involvement in faculty research projects to strengthen the research-education link further.

AREA 3: STUDENT ADMISSION AND SUPPORT

3.1. Student selection and admission is in line with the learning outcomes

FACTUAL SITUATION

3.1.1. Student selection and admission criteria and procedures are adequate and transparent

The centralised admission to the integrated studies is organised by the *Lithuanian Association of Higher Education Schools Conducting Centralised Admission* and the students can find information on the procedure of the centralised admission, the admission procedures and deadlines via their website. Given the centralised nature of the process and its national nature it is well understood by the prospective students and the methods of selection are adequate and transparent. It is supported by the progression rates in the subsequent years in the school.

Admission to the programme follows the requirements and procedures approved by the Ministry of Education, Science, and Sport of the Republic of Lithuania. These are further defined by Vilnius Tech's internal admission regulations, in line with national laws such as the Law on Science and Studies. To qualify, candidates must hold a secondary education diploma, pass at least one state graduation examination, and successfully complete the entrance examination for Artistic Architectural Skills. This examination consists of two tasks: *Architectural Form Composition* and *Memory Academic Drawing*.

Admission to architecture studies in Lithuania, including Vilnius Tech, Vilnius Academy of Arts (VAA), and Kaunas University of Technology (KTU), is conducted jointly. The entrance tasks are assessed anonymously by a rotating expert commission composed of representatives from all three institutions. To avoid conflicts of interest, lecturers involved in task preparation are not part of the assessment process.

To foster interest in architecture and prepare future applicants, Vilnius Tech offers a pre university programme through its School of Young Architects and Designers (SYAD). This programme targets learners from grades 9 to 12 and provides tailored training at different stages of their education.

Admission scores for the Integrated Studies in Architecture have remained stable over time, with consistent maximum, minimum, and average competitive scores, reflecting a reliable level of preparedness among incoming students. The programme's approach ensures that selected candidates are equipped with the necessary skills to meet academic demands and this is borne out by the progression rates within the programme.

3.1.2. Recognition of foreign qualifications, periods of study, and prior learning (established provisions and procedures)

The recognition of foreign qualifications study is regulated by the VILNIUS TECH Description of Learning outcomes Recognition and the VILNIUS TECH Description of Study and Practice Mobility Management under the Erasmus+ programme. The rates of student success seem to be in line with the other students on the programme.

Vilnius Tech independently manages the admission of foreign students to the Integrated Studies in Architecture. Applicants are required to submit a high school diploma, proof of English proficiency at the B2 level, a portfolio of architectural and artistic works, and a motivational letter. Additionally, they must pass an Artistic Architectural Skills examination, tailored for international applicants, with tasks prepared by Faculty of Architecture lecturers under the Dean's order.

The recognition of foreign qualifications and prior learning is governed by the "Description of Learning Outcomes Recognition" and the "Description of Study and Practice Mobility Management" under the

Erasmus+ programme. Students' success rates, including those returning from partial studies abroad or transferring from other institutions, align closely with their peers, demonstrating effective integration and recognition processes.

For students transferring from other universities, either within Lithuania or internationally, accumulated credits are assessed and recognised, allowing them to continue their studies in the appropriate semester. Recognition decisions are based on official documents such as transcripts, certificates of completed practice, and evidence of achievements. This process ensures continuity and maintains academic standards.

ANALYSIS AND CONCLUSION (regarding 3.1.)

The student selection and admission process is transparent, adequate, and aligned with the programme's learning outcomes. The centralised system ensures clear procedures, with the entrance exam effectively assessing the required artistic and architectural skills. The recognition of foreign qualifications and prior learning is well-regulated, enabling integration of international and diverse students. Strong progression rates demonstrate the effectiveness of these processes in supporting student success and programme goals.

3.2. There is an effective student support system enabling students to maximise their learning progress

FACTUAL SITUATION

3.2.1. Opportunities for student academic mobility are ensured

The students are encouraged to engage in the Erasmus+ programme and the BALTECH and the NORDPLUS Academic Exchange Programme. There is ample information available on the website and from the staff with students clear on where to get information. The numbers were traditionally quite low but there has been a noticeable improvement in 2023.

Erasmus+ is offered in three formats: semester-long studies, short-term mixed intensive programmes (such as workshops and summer schools), and professional internships. Architecture students can participate in up to 24 months of Erasmus+ mobility during their studies, with an additional opportunity for graduates to undertake internships abroad within 12 months of graduation. Typically, students engage in one-semester exchanges but can apply for subsequent semesters if spaces remain available.

In addition to Erasmus+, Vilnius Tech participates in the BALTECH consortium, the NORDPLUS programme for exchanges in the Baltic and Nordic regions, and several other mobility initiatives. These include EUKLA (focused on South Korea), NORDTEK (long-term development in Northern Europe), and Partners 4 Value (industry-funded mobility exchanges). The university also maintains bilateral agreements with international institutions, further expanding opportunities for students.

Students are eligible for Erasmus+ exchanges from the fifth semester, having established a solid foundation in their programme. Exceptionally motivated and high-performing students may apply as early as the fourth semester. Moreover, certain courses, such as design studios, integrate international collaboration, allowing students to work alongside peers from other universities in diverse cultural contexts.

Vilnius Tech has increased student participation in mobility programmes, with a significant improvement in 2023. Students value intensive workshops with professionals and the chance to engage with students and professors from other countries and universities.

3.2.2. Academic, financial, social, psychological, and personal support provided to students is relevant, adequate, and effective

The cost of the architecture programme is high relative to other similar programmes and more financial support for the student would be of benefit to the students, this can vary from increased support from the University for annual costs such as printing to other larger scale items. The University handles this in a way that is in line with best practice but there is room for improvement in terms of the level of support available.

Vilnius Tech offers a support system for architecture students, addressing academic, financial, social, and personal needs. New students are introduced to the programme through an electronic "Freshman's Guide" and live "Introduction to Studies" lectures.

Financial support includes state scholarships for academic excellence, social scholarships for vulnerable students, and one-time scholarships for cultural, sports, or community contributions. Emergency grants are available for students facing financial difficulties due to illness, loss of guardians, or other crises. Students can also apply for reduced tuition fees, particularly those from socially disadvantaged backgrounds or international students.

While the cost of the architecture programme is relatively high compared to similar fields, the university provides some material support, such as funding for essential supplies. However, students are responsible for purchasing specific materials, and there is limited access to equipment due to high demand from other design programmes.

Students have noted a lack of direct channels for voicing concerns to the administration. Instead, feedback is gathered through the student parliament at the end of each semester. Despite this, students report positive interactions with professors, who are often flexible with deadlines and willing to offer additional guidance when needed.

Workshops play a significant role in the curriculum, fostering creativity and problem-solving skills. Students participate in mandatory and optional workshops, including those linked to Erasmus+ opportunities. These activities provide hands-on experience and contribute to the development of practical skills, preparing students for professional challenges.

3.2.3. Higher education information and student counselling are sufficient

In the School there are counselors available to students with personal mentoring, academic supports and financial support when required.

Vilnius Tech provides comprehensive information about studies through its website, electronic system, social media platforms, and direct communication via email and meetings. Information is also disseminated by representatives from the central administration, faculty departments, the dean's office, and student mentors. First-year students benefit from dedicated introductory materials, including the "Introduction to Studies" and resources shared in the Moodle platform, which offers lecture summaries, assignments, and evaluation criteria.

Students appreciate the flexibility in choosing courses and teachers each semester, which provides varied learning experiences. However, some of the students believe that courses could offer broader topics and be structured more flexibly to better align with individual interests. Interaction between students from different faculties remains limited, with most group projects confined to peers within the same year.

International students face unique challenges, including difficulties communicating with professors due to language barriers and feeling excluded in mixed groups. Additionally, both local and international students expressed concerns about inconsistent exam schedules and delayed timetables, which affect their ability to plan personal commitments. While this seems to improve in later years, the lack of early clarity can create stress for first-year students.

Psychological support services are available to assist students with personal and academic challenges, including time management, motivation, and public speaking. Students also value opportunities to receive feedback on their work, though some expressed a desire for more structured criticism during presentations to improve their skills. The digital badge system for extracurricular achievements incentivizes student participation in additional activities, further enriching their university experience.

Despite some concerns, students generally agree that Vilnius Tech provides a positive learning environment and equips them with valuable skills for their future careers.

ANALYSIS AND CONCLUSION (regarding 3.2.)

The programme provides opportunities for student mobility, effective orientation processes, and adequate support systems that address academic, social, and personal needs. While these measures are commendable, further improvement in financial support would enhance accessibility and reduce the financial burden on students. The student mobility suffered during COVID and has yet to fully recover, which is a common problem amongst Universities in Europe. Continued efforts to increase mobility participation and strengthen student resources will further support the programme's goals and student success.

AREA 3: CONCLUSIONS

AREA 3	**Unsatisfactory - 1** Does not meet the requirements	**Satisfactory - 2** Meets the requirements, but there are substantial shortcomings to be eliminated	**Good - 3** Meets the requirements, but there are shortcomings to be eliminated	**Very good - 4** Very well nationally and internationally without any shortcomings	**Exceptional - 5** Exceptionally well nationally and internationally without any shortcomings
Integrated cycle			x		

COMMENDATIONS

1. The English-taught programme allows foreign students to study in Lithuania and provides local students with a valuable asset in seeking international experience. This supports the students and teachers in accessing exchange studies programmes;
2. The University provides a transparent student admission process, in line with the national standard. In addition it has various incentives and support measures for students, such as financial (scholarships, grants, discounts) psychological (counselling, training), and academic (digital literacy, study preparation, overcoming academic difficulties).

RECOMMENDATIONS

To address shortcomings

1. Further development of the student's-ability to provide, through design and technology, appropriate conditions of comfort in response to environmental context and climate. Greater support for students is required in this area;
2. More active participation of social stakeholders in the teaching and learning process would be beneficial. It could assist in publicising the university and the programme.

For further improvement

1. Additional support is needed to ensure a consistency in the delivery of the programme in both languages (English and Lithuanian). This can be difficult to achieve and needs careful regular monitoring by the management of the school to guarantee this consistency.
2. Build on the recent improvement in academic mobility numbers by actively promoting exchange programmes through targeted campaigns, testimonials from past participants, and workshops. Streamline application processes and provide additional logistical support to encourage broader participation.

AREA 4: TEACHING AND LEARNING, STUDENT ASSESSMENT, AND GRADUATE EMPLOYMENT

4.1. Students are prepared for independent professional activity

FACTUAL SITUATION

4.1.1. Teaching and learning address the needs of students and enable them to achieve intended learning outcomes

The programme is organised into a mix of studio - learning by doing project based learning - and modules which have lectures and workshops. The theoretical parts of the programme are linked to the studio projects where possible to support the application of knowledge on behalf of the student and thus ensure deep learning.
The structure of assessments is devised to spread the workload through the semester. However the assessment schedules should be reviewed more carefully in all the years to ensure that there are no overlaps in all the years.

4.1.2. Access to higher education for socially vulnerable groups and students with individual needs is ensured

In 2021, the University appointed a coordinator for students with disabilities, they provide assistance tailored to individual student needs and consultations for lecturers working with these students. These activities are coordinated by the Academic Support Centre. In addition the student upon assessment of needs can avail of a personalised study plan.

Vilnius Tech ensures accessibility for socially vulnerable students and those with individual needs through a range of targeted measures. Tuition fee concessions are available for socially vulnerable students, as outlined in the university's policies.

Students with disabilities benefit from both technical and social accommodations, including flexible examination schedules and individual study plans. Financial aid is also available to enhance accessibility, allowing students to hire translators or consultants, purchase study equipment, or access transportation services. Specialised software, furniture, and tools have been introduced to improve learning conditions, alongside training sessions for lecturers and support staff to ensure effective communication and tailored teaching methods. Training sessions for educators further aim to eliminate stigmas and improve study conditions for students with special needs.

University facilities, including the Faculty of Architecture building in Vilnius, are adapted for students with mobility issues. Accessible features include ramps, elevators, and sanitary facilities designed for individuals with reduced mobility.

Students appreciate the availability of psychological counselling on campus, which addresses emotional and academic challenges. Teachers are generally supportive, providing extra help and working collaboratively with students to resolve difficulties. Despite these efforts, some students noted that only a small number of eligible individuals apply for the government-provided special scholarships, highlighting the need for greater awareness of available resources.

ANALYSIS AND CONCLUSION (regarding 4.1.)

The programme adequately prepares students for independent professional practice through its emphasis on project-based learning, complemented by lectures and workshops that equip students with essential

professional skills. Access to higher education for socially vulnerable groups and students with individual needs is effectively supported by the University-appointed coordinator and the Academic Support Center.

4.2. There is an effective and transparent system for student assessment, progress monitoring, and assuring academic integrity

FACTUAL SITUATION

4.2.1. Monitoring of learning progress and feedback to students to promote self-assessment and learning progress planning is systematic

Lecturers provide feedback to students during one-on-one sessions in their design studio courses and more formally during mid-term and end-of-term reviews. Students are also encouraged to give constructive feedback to their peers through group work and studio collaboration. Feedback is delivered in a timely manner to the students. However, a systematic approach to fostering self-assessment was not identified.
Detailed information on student academic progress is monitored on the programme with regular recording of admissions, students withdrawing, completions and analysing the admission scores of applicants.

4.2.2. Graduate employability and career are monitored

The School runs a survey of graduate employment and a survey of skills and identifies any issues. The survey shows a high level of employment and the graduates are well regarded. The survey also identifies the areas that need improvement in the last survey both the CAD skills and management skills were listed as needing improvement and the School has responded to address these requests.
There are a range of surveys completed to ensure graduate employability: the employer survey, the graduate survey and the lecturers survey. These are cross referenced to monitor the programme.

4.2.3. Policies to ensure academic integrity, tolerance, and non-discrimination are implemented

The principles of academic integrity are defined in the Vilnius Gediminas Technical University Academic Ethics Code; these are in line with equivalent codes across European Schools. The academic integrity is maintained through a policy of informing the students and monitoring the assessments. This is evident in the School monitored events and also the student driven campaign *"Cheat Legally – Use Your Own Brain!*" to encourage the students to take responsibility and be active participants for their learning.

4.2.4. Procedures for submitting and processing appeals and complaints are effective

The document VILNIUS TECH *"Description of the Procedure for the Examination of Student Appeals and Complaints"* provides the details of the process for appeals. These establish the provisions for the appeal and centre on objectivity and impartiality, respect as well as trying to find a solution that resolves the matter. The appeals appear to be handled in a sensitive and impartial manner with academic rigour at its core.

ANALYSIS AND CONCLUSION (regarding 4.2.)

Students' learning progress is systematically tracked through one-on-one sessions and mid-term and end-of-term reviews. They are also encouraged to seek additional feedback throughout the semester and after reviews. Graduate employability and career outcomes are effectively monitored via surveys, which help identify areas for improvement, enabling the School to address issues promptly. Policies like the *VGTU Academic Ethics Code* effectively uphold academic integrity, tolerance, and non-discrimination. Additionally, the School has an established and transparent procedure for submitting and processing appeals and complaints.

Greater exploration of analytical, communication and representational techniques and methods could be explored and new staff brought into the programme for short periods of time to develop other spatial, constructional, and atmospheric qualities in the design projects.

AREA 4: CONCLUSIONS

AREA 4	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
Integrated cycle			x		

COMMENDATIONS

1. The use of review panels and guest social stakeholders provide feedback to programme implementers, to raise the profile of the programme in the profession;
2. The complexity of the timetabling works to try to alleviate the workload surges towards the end of the semester/project. It can be difficult to achieve a balance between theoretical and practical work but the programme has managed this with a reasonable degree of success as evident in the scheduling and also in student feedback at the meeting during the visit.

RECOMMENDATIONS

To address shortcomings

1. Further pedagogical and methodological modes could be explored to instil a greater sense of experimentation and innovation;
2. While support exists, the process of creating personalised study plans could be more streamlined;
3. The involvement of guest stakeholders in the programme is commendable but could be more structured.

For further improvement

1. Further development of the student's ability to produce design solutions which reconcile the relationship between design, technology, environment and regulatory issues while meeting user requirements;
2. Strengthen the coordination between the Academic Support Center and lecturers to better integrate personalised plans;
3. Formalise a feedback framework to ensure consistent input from industry and social stakeholders.
4. Develop further the feedback processes to include the student. This could include a process where more senior students act as mentors to others under the support of the teaching staff. The feedback processes could become much more interactive to allow for greater opportunities to engage in reflective critical thinking.

AREA 5: TEACHING STAFF

5.1. Teaching staff is adequate to achieve learning outcomes

FACTUAL SITUATION

5.1.1. The number, qualification, and competence (scientific, didactic, professional) of teaching staff is sufficient to achieve learning outcomes

The staff has a mix of different emphases with some having a strong academic profile and others more based in practice. 34 lecturers hold the title of Professor (6) or Associate Professor (28), and 35 lecturers hold a Ph.D. in Science (Art). 27 of them hold both a title and a degree. Eight lecturers without a scientific degree have been awarded the title of Professor (3) or Associate Professor (5) for their achievements in art and architecture.
The staff CVs and publication records along with their awards in the field of practice of architecture provide strong evidence of a very good standard.

ANALYSIS AND CONCLUSION (regarding 5.1.)
Very strong cohort of staff well placed to provide an excellent education for the students. There is a slight shortage in the age profile of younger (under 35) staff. This could be addressed through providing more flexible working arrangements for graduates at the beginning of their careers.

5.2. Teaching staff is ensured opportunities to develop competences, and they are periodically evaluated

FACTUAL SITUATION

5.2.1. Opportunities for academic mobility of teaching staff are ensured

The staff are encouraged to participate in conferences and publish papers along with collaboration with international partners. Lecturers are provided with opportunities for internships in Lithuanian or foreign companies and research centres.
The uptake of staff in teaching abroad seems low and likewise the number of staff coming in via Erasmus is low compared to other equivalent sized European Schools.

5.2.2. Opportunities for the development of the teaching staff are ensured

The development of the staff is organised according to five-year plans prepared by department heads and approved by the vice-rector (chancellor) overseeing the department's activities.
Plans are developed taking into account the department's goals, objectives, and the current duties and functions of employees. The planned improvement in qualification is funded by VILNIUS TECH.

The visiting board would welcome additional resources to be allocated to the programme to support staff development, upskilling, and career progression. These measures would ensure that the curriculum remains aligned with current advancements in architectural education and practice. Greater recognition for achievement in practice from the institution would also be welcomed.

ANALYSIS AND CONCLUSION (regarding 5.2.)
Overall very strong cohort of staff and very positive understanding of roles and responsibilities with a reflective approach to their work.
More work could be done to enhance academic mobility which will require providing stronger incentives and logistical support to encourage teaching staff to participate in mobility programmes. Further development of partnerships with international institutions will further facilitate reciprocal staff exchanges, enriching the

academic experience for both outgoing and incoming faculty. Additionally, actively promoting the benefits of teaching abroad and hosting visiting staff can foster a dynamic and globally connected academic environment.

AREA 5: CONCLUSIONS

AREA 5	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
Integrated cycle				x	

COMMENDATIONS

1. The programme is supported by a highly qualified and competent teaching staff, with a well-balanced mix of academic expertise and professional practice. This combination ensures students benefit from both rigorous theoretical knowledge and practical, industry-relevant insights.
2. A significant number of teaching staff are actively engaged in architectural practice, creating a strong synergy between professional experience and academic instruction. This integration enriches the learning experience by connecting students with real-world challenges and innovative solutions, ensuring their education remains relevant and dynamic.
3. The institution's openness to allocating additional resources for staff development reflects a proactive approach to maintaining and enhancing the programme's academic and professional standards.
4. The programme provides teaching staff with opportunities to participate in conferences, publish research, and collaborate with international partners. These initiatives demonstrate a commitment to fostering the professional growth of the faculty, which in turn enhances the quality of education delivered to students.
5. The staff work in a pro active manner to address any issues that arise from the student perspective.

RECOMMENDATIONS

To address shortcomings

No comment

For further improvement

1. Create opportunities for practicing architects to teach in short-term roles or focused modules, such as design studios, workshops, or technical seminars. Offering flexible schedules, competitive compensation, or professional recognition could encourage their participation. Their involvement would bridge the gap between academia and practice, providing students with up-to-date insights into industry trends, challenges, and innovations.
2. More incentives to draw in practicing architects to teach in shorter teaching blocks or around specific areas. This would strengthen the schools links to practice.
3. Utilise the School's academic and research knowledge to engage more actively with the professional community. Organise public lectures, industry workshops, or Continuous Professional Development (CPD) courses tailored to practicing architects. These initiatives would not only

strengthen the School's ties with the profession but also position it as a hub for lifelong learning and professional advancement, further enhancing its reputation and societal impact.

4. To strengthen the programme's international outlook and enrich its multicultural environment, actively recruit international teaching staff or invite international guest lecturers. This is particularly important for a programme delivered in two languages, as it would enhance the global perspective of the curriculum, expose students to diverse methodologies and practices, and support their readiness for an increasingly international architectural profession.
5. Offer more structured and targeted pedagogical training for lecturers, with a specific emphasis on methods and best practices in architectural education. This could include workshops, seminars, or certifications that focus on studio teaching, critical thinking facilitation, and innovative assessment methods. Improved teaching practices would directly enhance the quality of the student learning experience and better prepare graduates for professional challenges.

AREA 6: LEARNING FACILITIES AND RESOURCES

6.1. Facilities, informational and financial resources are sufficient and enable achieving learning outcomes

FACTUAL SITUATION

6.1.1. Facilities, informational and financial resources are adequate and sufficient for an effective learning process

The library is on the premises with adequate access to online facilities. The facilities, although in an old building, are accessible for students with disabilities. Workshops with sufficient equipment for model making and CAD modelling are provided. By the nature of the building some of the rooms are a little small but the staff endeavour to use these as efficiently as possible. The corridors are used as exhibition and review areas and this is successful due to the scale of the spaces.
The University has more than 2,000 stationary computers, of which about 1,050 are in computer labs and libraries. There are 60 computer classrooms equipped and other classrooms have teaching staff computer workstations with projectors.
The VILNIUS TECH Publishing House is one of Lithuania's largest academic publishers. All electronic publications and textbooks published by VILNIUS TECH are available free of charge to all University students and academic and administrative staff.

6.1.2. There is continuous planning for and upgrading of resources

Given the nature of the building and the limited range of options within the envelope there is limited scope for modification to the building. There is an annual monitoring of research materials and subscription/usage of online journals. The various workshops are used on a regular ongoing basis. There are some issues, not entirely unexpected, with the end of year submissions.

ANALYSIS AND CONCLUSION (regarding 6.1.)

There is a commitment to continuous improvement, with regular monitoring of research materials and online journal subscriptions. However, some challenges arise during peak times, such as end-of-year submissions, indicating a need for enhanced resource planning during critical periods.

The facilities and resources support the programme effectively, despite some spatial and logistical constraints. Ongoing efforts to upgrade and plan resources are commendable, but further focus on mitigating peak-time challenges will enhance the overall learning experience.

AREA 6: CONCLUSIONS

AREA 6	**Unsatisfactory - 1** Does not meet the requirements	**Satisfactory - 2** Meets the requirements, but there are substantial shortcomings to be eliminated	**Good - 3** Meets the requirements, but there are shortcomings to be eliminated	**Very good - 4** Very well nationally and internationally without any shortcomings	**Exceptional - 5** Exceptionally well nationally and internationally without any shortcomings
Integrated cycle				x	

COMMENDATIONS

1. The dedicated and varied scale of different appropriate spaces and the location shared with relevant other disciplines can enable cross disciplinary research to occur organically.

2. The location in the old town part of the city provides a 'living lab' outside the school of architecture as well as a natural link to the urban fabric of the city.

3. The students are well supported in their project work with the range of physical resources available to them within the building.

4. The publishing house and the library ensure that the staff and students are well connected to cutting edge research and contemporary thought.

RECOMMENDATIONS

To address shortcomings

No comments

For further improvement

1. A consideration of how the building, which is of fine historical merit, can be adapted to meet the future needs of a School of Architecture in other words initiate a comprehensive study to explore how the building's spaces can be utilised more efficiently and innovatively. This study could focus on identifying underutilised areas, rethinking layout configurations, and incorporating flexible, multifunctional spaces. By engaging faculty, students, and space management experts in this process, the findings could provide practical and inventive solutions that align with the programme's academic and creative needs.
2. Secure funding to expand and upgrade facilities for model-making and 3D fabrication. Increased availability of these resources will help alleviate end-of-semester pressures on equipment, allowing students to focus on quality and creativity rather than competing for limited access. Providing robust fabrication resources would not only improve project outcomes, but also enhance students' learning experiences and prepare them for professional practice.

3. An overview study of how the building could provide inventive ideas on how to use the spaces more efficiently.
4. Additional finance to provide for model making and 3d machines to reduce the end of semester pressures on equipment.

AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION

7.1. The development of the field of study is based on an internal quality assurance system involving all stakeholders and continuous monitoring, transparency and public information

FACTUAL SITUATION

7.1.1. Internal quality assurance system for the programmes is effective

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) form the basis of the Quality Assurance systems. The SER identifies the areas concerned and the person responsible under each category. The programmes have a system which provides a useful feedback to the school, which is typical for a School of this size.

7.1.2. Involvement of stakeholders (students and others) in internal quality assurance is effective

The institution responsible for monitoring and organising the quality and improvement of the main study programme at all levels is the Study Programme Committee (SPC). The SPC, in collaboration with social partners, reviews the alignment of the programme's learning outcomes and monitors their performance.
Participation in internal quality assurance processes includes students, lecturers, administrative representatives, and employer representatives and alumni. The SPC and the Faculty's Competition and certification commissions always include a representative of social stakeholders. These representatives are invited to participate in committee and commission meetings and have equal voting rights. They are invited to participate in faculty reviews and engage in discussions about the content of the study and quality objectives.

7.1.3. Information on the programmes, their external evaluation, improvement processes, and outcomes is collected, used and made publicly available

All information related to the quality assurance of the programme is stored in the *VILNIUS TECH Alma Informatika* information system which is available publicly.

7.1.4. Student feedback is collected and analysed

The SPC analyses the results of surveys of students,lecturers and other social stakeholders, data on students, material resources and provides recommendations on how to update and improve the study programme.
An assessment of the opinion of students in the field is also collected. The students are provided access to a survey over a two week period and the questions are designed to evaluate the effectiveness of aspects of the programme.

ANALYSIS AND CONCLUSION (regarding 7.1.)

The current system is fit for purpose and provides adequate feedback for the programme. It could be enhanced by a five year (or similar time frame) review of all aspects of the programme. This is a considerable commitment but would provide the team with a chance to engage in long term planning and devising a more detailed strategy for the School.

AREA 7: CONCLUSIONS

AREA 7	**Unsatisfactory - 1** Does not meet the requirements	**Satisfactory - 2** Meets the requirements, but there are substantial	**Good - 3** Meets the requirements, but there are	**Very good - 4** Very well nationally and internationally	**Exceptional - 5** Exceptionally well nationally and internationally

		shortcomings to be eliminated	shortcomings to be eliminated	without any shortcomings	without any shortcomings
Integrated cycle			x		

COMMENDATIONS

1. The willingness of stakeholders to engage in the process of improving the quality of the study programme, updating the content and tasks demonstrates a respect in the profession for the programme.

RECOMMENDATIONS

To address shortcomings

1. Increase the external component of School interactions this will lead to a greater opportunity to identify future developments in the field of architecture;

2. Provide the management staff with more time in their schedule to consider bigger long term strategic thinking in response to the QA matters that arise.

For further improvement

1. A more rigorous method to deal with Improve internal communication within the study programme among students, lecturers, and administration;

2. All feedback from surveys requires time to respond to. This response is the most important part of the feedback. It should either be acted on in a timely manner or if it is not possible then an explanation should be provided to those who brought the issue to the attention of the staff.

V. SUMMARY

1. The mix of students from **international** and national backgrounds is very beneficial in terms of providing for different voices and experiences in the studio culture. This does require **additional resources** from a practical point of view (issues such as language and full translation of lectures/ instruction/feedback and peer to peer learning) to ensure that the students are supported. The current support levels should be strengthened to deliver the maximum potential of this mix of students;

2. An **enhanced Quality Assurance** system where there is a more regular oversight and reflection of the programme every five years or so would assist the School in setting out a more long term vision. This could take on an expansion of what is already in place with a panel consisting of academics within the University and external academics and practitioners;

3. **Experimentation with the teaching methods.** Encourage staff to engage more in research into pedagogical methods. Particularly around the studio methods to allow a robust discussion on the Schools methodology. Allowing time for this experimentation is an issue but is there a way that staff can expand further their understanding of pedagogy and pedagogical research to accelerate some of the good initiatives that the School is currently implementing. This will allow a critical distance to the teaching methods;

4. **Feedback** on project work can be used to support the teaching and learning both in terms of students learning to present their work and the ability to think critically. The skill needed by the students to comment on each other's work is important both in terms of peer to peer learning and also developing the students critical thinking skills;

5. Develop the potential of **Interdisciplinary** project work and research more. There is an opportunity to develop this aspect of the programme further. The students could engage with other disciplines such as engineering to mirror real life learning and engage in deeper learning;

6. **More projects with Community partners** – the city of Vilnius in particular could be a good partner to work with more. The students and staff would benefit from students learning with communities. There are many models of Service Based learning that the School could use as a template to incorporate this into the programme;

7. The School runs conferences and these are beneficial to the local members of the profession. The themes of these conferences could be altered to include more topics directly related to the needs of the profession. The school could be a storehouse of knowledge for the members of the profession and support their **CPD** which would further strengthen their connection to the local profession;

8. **Time management support** for the students needs to be enhanced. The students in some of the years struggle with the workload. This can be addressed by staff meeting at the start of the academic year to review in detail the assessment schedule and check on the modules and the workload;

9. The current **mix of full time through to part time** staff both academic and those engaged in practice can be further improved by looking at short contracts for those engaged in practice to come in for shorter time periods and semesters to ensure that there is a connection to industry and a practical aspect to the studio projects;

10. **Resource management** could be reviewed to provide more investment in printers and materials. AI & Computer Aided Design can be used more on the programme.

VI. EXAMPLES OF EXCELLENCE

1. The **engagement with communities projects** in this it was evident that the learning that the students acquired is valuable to their education and professional development;

2. The **work ethic** of the staff and support from the management team for the staff and the students;

3. **Existing facilities** constrict the use of spaces but the staff have used most of the spaces very effectively to ensure that peer to peer learning is supported. Its location in the city is an asset to the citizens and students;

4. **Open and honest and reflective** staff and management who are constantly exploring ways to enhance the learning;

5. The **programme is highly thought** of with praise from the alumni and practitioners who employed recent graduates. One of them referred to graduates from the school having the 'stamp of quality.'

The panel would like to thank all the staff and students who produced the SER report and were available on the day to provide feedback, answer queries and show the work and facilities to the review team.