



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos
**STUDIJŲ PROGRAMOS *PASTATŲ ARCHITEKTŪRA* (valstybinis
kodas – 621K10002)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF BUILDING *ARCHITECTURE* (state code -621K10002)
STUDY PROGRAMME
at Vilnius Academy of Arts**

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Pastatų architektūra</i>
Valstybinis kodas	621K10002
Studijų sritis	Menai
Studijų kryptis	Architektūra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Architektūros magistras, architektas
Studijų programos įregistravimo data	1997-05-19, Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Building Architecture</i>
State code	621K10002
Study area	Arts
Study field	Architecture
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Architecture, Architect
Date of registration of the study programme	1997-05-19, No. 565

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The expert team expressed their gratitude to everyone for their hospitality during the visit to Vilnius Academy of Arts in Vilnius on Friday 22nd of May 2016.

The feedback, which follows below, draws references from the Self Evaluation Reports which the members of team had received from SKVC, as well as from the responses after the team's meeting with the Senior Administration, the team responsible for the SER, the teaching staff, the students as well as stakeholders, employers and graduates during the site visits.

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC.

1.3. Background of the HEI/Faculty/Study field/ Additional information

Vilnius Academy of Arts (hereinafter referred to as VAA) is a higher education school of art, which organises university-level undergraduate studies, master's studies, special professional studies, selective studies, integrated studies, post-graduate art studies, and doctoral studies as well as conducts research and high-quality professional art activity.

VAA community completely perceives itself as an educational institution of visual art, recognised according to the fostered values, possessing socially-oriented highly-qualified staff of artists-pedagogues, aiming at implementation of advanced technologies and able to prepare professional artists, designers and architects who are competitive in the art market. The most talented graduates of the Academy make a considerable part of Lithuanian culture elite, whose creation is well-known and valued in Europe and the whole world.

Departments are the most important divisions of study organisation, uniting the pedagogical and research staff of one or a few closely related specialities. The departments have the following responsibilities:

- organise studies according to the study programmes approved by the Senate;
- prepare study programme curricula and subject content;
- according to the programme of artistic, scientific, and methodical activity of the staff approved by the Board of the Faculty, prepare and publish scientific research articles, textbooks, synopses, educational measures, tasks, and other methodical material;
- and by secret vote express their opinion about the candidates for the positions of the head or other pedagogical and research staff.

The Department of Architecture of Vilnius Academy of Arts (VAA DA) is an indivisible structural part of Vilnius Academy of Arts; therefore, equally uses the facilities and learning resources of the Academy.

The first Architecture department was founded in 1793 at Vilnius University. The founding professor and head was the famous practicing Lithuanian architect Laurynas Stuoka-Gucevičius (1753-1798). The education of architects was continued by the Arts Faculty at Stephen Báthory University (1919-1939), after the Second World War, by the State Art Institute of Lithuanian SSR (since 1990, Vilnius Academy of Arts). The Department of Architecture of Vilnius Academy of Arts has its roots in the work of the Department of Architecture of Vilnius University. Furthermore, VAA DA is not only a regional institution; it is a higher education university-level institution, which is attractive on the international level, too. Its popularity shows through gradually increasing numbers of students and teachers coming from foreign countries under the framework of the Erasmus exchange programme and besides it. Cooperation and best practice sharing is developed with foreign higher education schools as VAA enjoys a

close cooperation with many foreign universities or associations in practical and study field, and some joint international projects are in progress. VAA has signed a big number of cooperation contracts based on Erasmus, Nordplus and other exchange programmes, and recently teachers and students take more active part in them.

Two level university studies programmes are taught at VAA DA: bachelor degree programme and master degree programme. VAA DA is a part of Vilnius Faculty of VAA (VAA VF), which consists of the Board of the Faculty, the Dean's Office, administrative departments, academic departments (Architecture, Design, Graphics, Painting, etc.), libraries, laboratory of Arts and Design.

External evaluation of the study programmes of Master at VAA has been conducted since 2013. VAA DA teachers and other members of the community have positively responded to the external evaluation process of the study programmes and have understood its importance in the improvement of the quality of studies. Conclusions and recommendations of the external evaluation are presented to the academic community, discussed in the meetings of departments, the dean's office and the Board and are used as guidelines for the renewal of the study programmes and development of Faculty activities.

VAA Vilnius Faculty and Department of Architecture is an open institution of higher education where the academic spirit is developed and informal interdisciplinary communication of students and teachers takes place in order to preserve school traditions and promote innovations.

The Self Evaluation Report (hereinafter – SER) of the programme was made available to the expert team in March 2016. The head of the expert team distributed the workload according to each expert's discipline and each member of the expert team examined the SER individually, preparing problem questions or discussion points. The experts obtained further information during the site visit in Kaunas on Thursday April 22nd through interviews with Senior Administration Staff, Staff responsible for preparation of SER, the teaching staff, students, employers and stakeholders. After the visit, on Saturday April 23rd the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every area of the evaluation.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 22/May/2016.

1. **Prof. dr. Costas Mantzalos (team leader)**, *Dean of the School of Architecture, Fine and Applied Arts, Frederick University, Cyprus;*
2. **Dipl. Ing. Thomas Proksch**, *Managing director of “Land in Sicht_landscape architecture and landscape planning, landscape architect, Austria;*
3. **Dr. Gabriella Medvegy**, *Vice-Dean of Faculty of Engineering and Information Technology of the University of Pécs, Associate Professor at Institute of Architectural Engineering in education, Hungary;*
4. **Prof. dr. Kęstutis Zaleckis**, *Head of department, Kaunas Technology University Department of Architecture and Urbanism, Lithuania*
5. **Mr. Gintautas Rimeikis**, *Master of Management of education and leadership at Lithuanian University of Educational Sciences, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

There is stated in the SER (p. 3, introduction) the following: “The main kinds of activity by the Academy are the delivery of all cycles of university studies, practice based and scholarly research, experimental (social, cultural) and technological development”. The statement correlates quite well with the aim of the study programme “...prepare an architect of high professional level and social responsibility, capable to conduct and independent scholarly practice-based research ...”. The aim is logical for the second study cycle programme but it looks very general and do not demonstrates the identity of the programme. As it was discovered during the site visit, the study programme is strongly research and experiment oriented on the base of multidisciplinary approach with focus on social perspectives of urban sustainability. Integration of multidisciplinary research with practice of architectural design was mentioned as a strong point of the programme by both students and stakeholders. Application of Space Syntax theory was mentioned as an example of research based architectural design within the programme, but it could be recommended not to limit the research approach just by few methodologies and expand the field of multidisciplinary by introducing more practice oriented analytical methods. The experimental nature of the programme is still in the search of its identity but the serious attempts to involve students into parametric architectural design are made. It is important to note the need to continue expansion into the above mentioned experimental and multidisciplinary fields of architectural activities. If the future plans of HEI to develop PhD study programme in architecture are considered, then the further development of multidisciplinary approach into transdisciplinary one would be of high priority. The importance of the above mentioned recommendations was confirmed by the expressed wish to integrate research and design even more during the meeting with the teachers.

It is stated that the programme is linked with the demand for architects of high qualification but there was explanation in SER how “the high quality” is understood. During the site visit and the discussions with the stakeholders it was cleared out that the above statement is understood in the terms of creative, innovative and socially/culturally based architectural qualities. Both the stakeholders and the students have confirmed it as a strong point of the programme besides the artistic skills and ambitions of the students.

Experts agree that the learning outcomes correspond to the both academic and professional requirements..

The learning outcomes are formulated properly, but there are some un-logical points, duplicated positions and space for improvements:

A1 outcome (will gain the most recent knowledge in the field of architecture as outcomes of fundamental or applied research) looks like a wider statement for A2 (will gain knowledge in scholarly research methodology). A3 mentions contemporary art theories, management and marketing as the most important points. As it was found during the site visit, the social and ecological dimensions are represented in the design modules as qualitative requirements for the projects. B1 (will be able to utilize a range of research methods), B2 (will be able to conduct research) and B3 (will be able to analyse evidence and data) partially overlap or describe the same thing in different words.

Originality is mentioned as an aim of architectural design activities of the students. As it was discovered during the site visit, the above mentioned aim is realized through the innovative approach of parametric design.

In the presentation of the links between the study aims and individual modules experts saw that the majority of compulsory modules have from 10 to 14 aims. It is definitely too much as the ideal number would be 3-4, and the acceptable number – 5-7. Even if it looks that the final Thesis Project should realize all the outcomes, some priorities should be given.

In general, the learning outcomes are described in too long and complicated manner. That makes, in some cases, the verification of them at the level of individual modules more difficult as it was confirmed during the meeting with the teachers of the programme. Despite the above mentioned fact it should be mentioned that the learning outcomes for the single modules were introduced during the last three years and it should be seen as a very positive, student oriented process of formal transformation of the study programme.

Experts think that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

In general, it could be concluded that the MA programme in Architecture comes across with clear aims and learning outcomes and serves the purpose for developing professional architects who will be employed in the local as well as the international creative industries. The importance of the programme is well defined both in the SER as well as by the faculty, giving emphasis on the uniqueness of its character as a newly-revised, experimental programme which focuses on issues on digital based innovative design and the contemporary culture. This is an interesting point, which needs to be explored further maintaining a stance for innovation in education. The Academy may look into strategic planning not only to be established as a national centre for architecture, art and design education, but also to open up to the rest of the world and also attract international candidates, making it an international player in the provision of architecture, Art and Design education.

2.2. Curriculum design

The concept of the curriculum design is clear and logical. The effective integration of the research and architectural design, based on parallel organization of the modules, could be pointed out as the exceptional feature of the programme, which combines artistic dimension of architecture with its social functionality (e.g. in the form of Space syntax or some parametric design approaches). Some points that could be considered during the regular annual ongoing calibrations of the curriculum:

Optional subject of “Contemporary theories of architecture and design” looks more fundamental than the compulsory module of “Modern architecture: Theory and Heritage” which is focussed just on one historical period.

The optional modules are different in scope – some of them are very wide (e.g. contemporary art theories, visual semiotics), some – very narrow oriented (e.g. preparing video project, management and marketing for artists). The above mentioned differences reflect the good opportunities for students, depending their actual needs, to choose between theory or practice oriented subjects, but it might mean quite significant differences in the workload of the subjects. It would be useful to address the balance between the optional modules during the scheduled annual review of the programme. As a very positive thing the possibility for the students to choose electives in other universities could be pointed out.

The general curriculum structure and relations between thesis and experimental design represent the idea of two parallel processes. Integration of research and design activities in cycles is more often used and more easily managed, but, as it was found during the presentation of students’ projects during the site visit, the parallel organization in the presented case is working very well. After acquisition with the SER the impression was produced that there is a little lack

of the knowledge of technologies in the programme. As it was explained during the meeting with the teacher, the knowledge of architectural technologies is introduced during the design process. It is one of the possible ways to do it, but it should be clarified in the description of the modules in more clear way. A possibility to add some more subjects, directly related to the technological knowledge, especially in the form of optional modules would be recommended. It can help to develop the experimental nature of the programme further.

Forms and methods of teaching/learning look appropriate but the contemporary mentor approach which is much wider than just individual consultations could be useful for further incensement of study quality and the development of experimental side of architectural design.

Despite the above mentioned remarks, the content of the subjects and/or modules is consistent with the type and level of the studies; the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes; the scope of the programme is sufficient to ensure learning outcomes.

Too big number of the programme outcomes could be clearly seen in some modules, e.g. Modules “Context and Concept”, “Research Work: Data Collection, Analysis and Synthesis”, “Urban Ecology”, etc. Number of the modules has the same following outcome “To be able to collaborate with specialists from other fields, to know how to present one’s own ideas in a vivid and clear manner using contemporary media” but the module description does not identify it as a direct possibility/requirement. In some research oriented modules, the topics of the subject are presented in a form of instructions on steps of the task implementation instead of more conceptual approach. For master students it could be done during the introductory meeting and the other positions could be left for some more catalysing, research content oriented questions.

Some number of individual outcomes of modules is described in a manner that gives little clues for criteria based evaluation of the results. At the same time, the descriptions of a number of outcomes are too long and include more than one result per formulation. E.g.:

„To build aesthetic–moral principles and artistic-intellectual abilities broadened by the knowledge of 20th-century architecture and awareness of problems emerging in heritage preservation“; „Scientific approach to professional practice and high professional values, adherence to universally accepted ethical norms of architectural profession“; „Knowledge of the methods of pre-project research, of analysis and evaluation of all kinds of problems, rational articulation of arguments and criteria. “

„To be able to independently conduct analysis of natural, urban, historical-cultural and other contextual parameters. To be able to synthesise and make judgments about data gained from research and use them to underpin a programme for architectural design project and to develop alternative design solutions. “

Despite the above mentioned aspects which should be addresses during regular annual review of the programme, the curriculum design follows a sequence, which matches other postgraduate architectural programmes internationally. There is a clear distinction on the role, of the MA programme. Teaching and learning at MA level, starts from the stage of the research proposal, research methodologies and concludes into a self-negotiated study period (independent) where theory and practice integrate. The freedom within the framework of the curriculum is used to strengthen the individuality of students' approach to architecture.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements. The combination of practicing architects and theoreticians, especially with possibility to involve specialists of the theory and critics of arts in general and architecture in detail, could be pointed out as the first distinguishable quality of the programme which creates the unique community of the programme at the scale of the whole Academy. The second distinguishable feature: effective utilisation of the links of the international network of specialist in the form of annual lectures and workshops (e.g. workshop on parametric architecture) given by foreign specialist. As it was discovered during the site visit, the above mentioned process will be expanded in the future even more.

The number of the teaching staff is adequate and even very favourable to the number of students. Age groups are represented evenly. The process of turnover is going on. It is a useful practice that optional courses are provided by the teachers from other structural units of HEI. The qualifications of the teaching staff are adequate to ensure learning outcomes.

Many teachers of the Department are practicing architects. Despite the fact that the research papers are produced by the academic staff in the faculty, the impression, on the base of SER, is produced that the research is conducted by non-architects mainly. It could weaken possibilities for synergies between research and design in the master programme in the future.

During the site visit the teaching staff was found highly motivated and dynamic in the terms of programme renewal, search for new forms of teaching, professional activities, etc. the teachers use the support of the HEI for publications, visits (together with students) to the Venice Biennale, workshops in Nida art colony, etc.

The teaching staff do not look very active inside ERASMUS plus or other similar networks, but it should be noted very effective utilisation of visiting teachers from abroad in order to catalyse innovative and research based character of the programme. The regular workshops on parametric architecture could be mentioned as an example. The formal and informal connections with Nordic Academy of Architecture are used to strengthen the community of the programme with a good effect.

Teachers from Vilnius Faculty of VAA do not have many contacts with the teachers from the similar programmes in other faculties (Kaunas and Klaipeda). Intensification of both formal and informal relations could be beneficial for the enhancing of creativity and individuality of the students.

Teaching staff came across as very devoted and committed towards teaching and learning, bringing their own good contemporary practice into the programme. There was a clear understanding on the structure of the faculty who works like a community in a collective mode as well as in a diverse but complimentary mode. In order to keep up with current technologies and contemporary trends the programme should continue the ongoing enrichment of visiting creative practitioners who are currently involved in new technologies and who are practicing in the international contemporary scene.

2.4. Facilities and learning resources

Facilities and generally physical resources including the modelling laboratory at VAA uses the latest technological solutions (CNC machines, 3D printing, etc.) at the professional level. As it was found during the visit, these possibilities are used effectively by the students not only to save the time, but to step into another level of architectural design based on advanced modelling of architectural form. The possibility to make sketch models during the initial stages of architectural design while using additional 3D printers at the department of Architecture or more simple laboratory equipment at the laboratory represents the in-depth integration of the newest technologies into design subjects teaching. Possibility to work with the advanced 2D graphic (e.g. modelling and printing of posters) at the laboratory could be mentioned as the exceptional feature of the school as well.

There seems to be a great improvement in the last 3 years with the acquisition of the new building for the Design Department (titanic) as well as all the equipment and the reorganization of the workshops that have been added to the benefit of all students across all departments.

The facilities and learning resources look adequate for the realization of the programme and demonstrate a kind of benchmark for the studies of architecture even at the international level.

Art colony in Nida could be mentioned as an especially favourable for students' practice. There is an access to various databases of architectural publications in the library; part of the materials (in both hard copy and e-form) is stored in the methodological room.

During the site visit, students have indicated that they can use the facilities after prior agreement at any time. Availability of other resources (3d printing, etc.) is very impressive, but students have indicated that some the most advanced machines (e.g. CNC) could be more freely available for their needs.

The one of the possible ways for the development of the material resources is more innovative, catalysing everyday working and communication space for students which do not follow classical space division into closed auditoriums (e.g. open office model could be employed here).

The faster internet connection inside HEI was mentioned as one of the wishes of the students.

Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. There seems to be a great improvement in the last 3 years with the acquisition of the new building for the Design Department (Titanic) as well as all the equipment and the reorganization of the workshops that have been added to the benefit of all students across all departments. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution.

2.5. Study process and students' performance assessment

The graduates of Bachelor programme in architecture are eligible candidates for the programme. Admission is organized through competition. The competition grade is calculated on the base of BA degree final work grade and cumulative average grade of the candidate. It looks logical but, having in mind already available work experience of the candidates – it might be evaluated as well.

Study process is made of both theoretical lectures and practical classes. Such a combination should foster competences of critical reasoning, increase complexity of practical skills and catalyse creativity. It should be noted the above mentioned combination has a potential to do that, but if it is really achieved depend on a number of calibrations of various scales: the way of presenting initial information; participation of the external experts in evaluation process in order to decrease subjectivity of evaluation; parallel or cyclic presentations of lectures and practice; etc.

Participation of students in the mobility programmes is rather low: only 4 students from HEI have used such a possibility during the evaluated period. The number of incoming students is low as well.

Academic support, such as availability of information about studies, flexibility of individual study plans, possibility to retake examination is proper for the study programme. It was discovered during the site visit that, despite the formal availability, the above mentioned flexibility is limited because of economic reasons. There is a number of recreational and health care activities offered to the students at Athletics Centre of HEI.

The following is stated in SER: “the criteria for students’ achievement assessment are directly related with the learning outcomes of the programme and measurable results”. As it was mentioned earlier, the measurability of some study results because of complicated formulations could be doubtful, but the small community, informal communications and explanation of the evaluation results solves that problem at the moment.

During the site visits students have evaluated very positively the organized workshops and have expressed the wish to have even more of similar events. Practical workshops with implementation of the design solution at the scale one to one were mentioned by the students and graduates.

Students are encouraged for self-expression by the teachers, but in order to have more possibilities to learn from each other they would like to have more contacts between different programmes (e.g. MA and BA).

Evaluation of the students’ projects in mixed teams is a positive thing. The attraction of the external experts into the process could be mentioned as the next logical step.

During the site visit the lack of the skills to “sell own idea” in the market was mentioned as well as a need to develop more presentations skills. It could be achieved by including some new subjects into the programme or increasing the number of presentations in front of a jury.

Current students of the MA programme were found to be very enthusiastic, energetic and highly motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be very interesting, highly professional and visually articulated, both in making as well as in concept.

There are a number of bilateral agreements and we would encourage even more, with as many countries as possible. The team of experts believes that mobility is very essential and it will open up new directions as well as potential for the development of the programme to acquire an even further international character and outlook.

2.6. Programme management

The study programme committee is directly responsible for the quality of the programme. The committee is subordinated to the department of architecture. Composition of the committee (5 teachers, 1 student, 2 stakeholders) looks appropriate for the effective management of the programme but some doubts about double positions of the key persons in two structural units (department and committee) make the decision making and control process a little unclear. It was mentioned during the meeting with the administration that the new structure of the study management was introduced in HEI recently so there is hope that it will be calibrated in the near future in order to become even more effective and lucid.

Formal procedures of internal study assurance are in place. SER states that monitoring activities are taken twice per year – at the end of the semesters. Changes in the programme are scheduled once per year if needed. The ways to receive a feedback and take appropriate actions in the middle of the semester would be useful thought.

Students have confirmed that they are involved in the management of the study programme and its improvement on the base of the both formal and informal feedback. As an example of positive feedback, significant increase of working relations between research and practice was mentioned students. As it was found during the visit, more integration, contacts between BA and MA students would be beneficial for the experimental nature of the programme. It would be especially useful having in mind the idea to keep the MA as an experimental innovative platform while starting 5 years' integral studies since the next fall.

The study programme has a relatively small number of the students. More active marketing abroad with the aim to attract more foreign students could be recommended.

The significant positive changes of the programme prove good enough efficiency of its management system at HEI. Administration and programme management were found to be well structured. There is a strong management plan in the whole Academy, which has a strong vision for the future of the educational experience that wishes to offer to its students. The programme in Architecture is led by enthusiastic professionals, who are well supported by the academy and students as well as the social and professional partners.

Generally speaking, the MA programme in Architecture is at a very favourable stage; a stage where there is great potential, and real new niche to turn the department into a centre of excellence in Architecture education. The Academy through its senior management, the teaching staff as well as everyone involved in this programme, need to make a point of exploiting all possibilities in pushing towards this goal.

2.7. Examples of excellence *

Modern material conditions (3D printing, CNC machines, etc.) could be pointed out as a benchmark not only at the Lithuanian scale but internationally as well.

III. RECOMMENDATIONS

1. The programme is on a good way to find its identity and it is very important to continue the process that has already started.

2. Further clarification of the study programme aims and learning outcomes, especially at the level of the single modules, should be encouraged in order to make the formal descriptions more helpful for the teachers.
3. Students should develop more marketing, presentations skills and more technological knowledge while using the existing curriculum in more effective way.
4. More formal collaborations between the faculties in Vilnius, Kaunas and Klaipeda could be established in order to reinforce the support for creativity and individual expression of the students.
5. More active marketing abroad with the aim to attract more foreign students could be recommended.

IV. SUMMARY

The MA programme in Architecture comes across with clear aims and learning outcomes and serves the purpose for developing professional architects who will be employed in the local as well as the international creative industries. The importance of the programme is well defined both in the SER as well as by the faculty, giving emphasis on the present and potential uniqueness of its character as a newly-revised, experimental programme which focuses on issues on digital based innovative design and the contemporary culture. This is an interesting point, which needs to be explored further maintaining a stance for innovation in education. The Academy may look into strategic planning not only to be established as a national centre for architecture, art and design education, but also to open up to the rest of the world and also attract international candidates, making it an international player in the provision of architecture, Art and Design education. The curriculum design follows a sequence, which matches other postgraduate architectural programmes internationally. There is a clear distinction on the role, of the MA programme. Teaching and learning at MA level, starts from the stage of the research proposal, research methodologies and concludes into a self-negotiated study period (independent) where theory and practice integrate. The freedom within the framework of the curriculum is used to strengthen the individuality of students' approach to architecture.

Teaching staff came across as very devoted and committed towards teaching and learning, bringing their own good contemporary practice into the programme. There was a clear understanding on the structure of the faculty who works like a community in a collective mode as well as in a diverse but complimentary mode. In order to keep up with current technologies and contemporary trends the programme should continue the ongoing enrichment of visiting creative practitioners who are currently involved in new technologies and who are practicing in the international contemporary scene

Current students of the MA programme were found to be very enthusiastic, energetic and highly motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be very interesting, highly professional and visually articulated, both in making as well as in concept.

It was noted that a number of students have participated in the Erasmus+ mobility scheme. There are a number of bilateral agreements and we would encourage even more, with as many countries as possible. The team of experts believes that mobility is very essential and it will open up new directions as well as potential for the development of the programme to acquire an even further international character and outlook.

Administration and programme management were found to be well structured. There is a strong management plan in the whole Academy, which has a strong vision for the future of the educational experience that wishes to offer to its students. The programme in Architecture is led by enthusiastic professionals, who are well supported by the academy and students as well as the social and professional partners.

Facilities and generally physical resources including studios, laboratories, workshops and the library were found to be of a very good standard. There seems to be a great improvement in the last 3 years with the acquisition of the new building for the Design Department (titanic) as well as all the equipment and the reorganization of the workshops that have been added to the benefit of all students across all departments. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution.

Generally speaking, the MA programme in Architecture is at a very favourable stage; a stage where there is great potential, and real new niche to turn the department into a centre of excellence in Architecture education. The Academy through its senior management, the teaching staff as well as everyone involved in this programme, need to make a point of exploiting all possibilities in pushing towards this goal.

V. GENERAL ASSESSMENT

The study programme Building Architecture (state code – 621K10002) at Vilnius Academy of Arts is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	21

*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.

Grupės vadovas: Team leader:	Prof. dr. Costas Mantzalos
Grupės nariai: Team members:	Dipl. Ing. Thomas Proksch
	Dr. Gabriella Medvegy
	Prof. dr. Kęstutis Zaleckis
	Mr. Gintautas Rimeikis

**VILNIAUS DAILĖS AKADEMIJOS ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PASTATŲ ARCHITEKTŪRA (VALSTYBINIS KODAS – 621K10002) 2016-06-27
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-149 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos studijų programa Pastatų architektūra (valstybinis kodas – 621K10002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	21

* 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)

<...>

IV. SANTRAUKA

Magistro laipsnio studijų programa *Architektūra* turi aiškius tikslus ir studijų rezultatus ir skirta ugdyti profesionalius architektus, gebančius dirbti tiek vietos, tiek tarptautinėse kūrybinėse industrijose. Programos svarba gerai argumentuota SS, ją pabrėžia ir pats fakultetas akcentuodamas studijų programos esamą ir potencialų unikalumą dėl pobūdžio, t. y. atnaujintos, eksperimentinės programos, orientuotos į skaitmeninėmis technologijomis grįsto inovatyvaus dizaino dalykus ir šiuolaikinę kultūrą. Tai įdomus požiūris, kurį būtina toliau plėtoti laikantis inovacijų švietime pozicijos. Akademija galėtų pasigilinti į strateginį planavimą, kad taptų ne tik nacionaliniu architektūros, meno ir dizaino studijų centru, bet ir atvertų savo duris pasauliui, pritrauktų tarptautinių studentų tokiu būdu tapdama tarptautiniu architektūros, meno ir dizaino studijų teikėju. Programos turinys sudarytas tokia seka, kuri atitinka kitų antrosios pakopos tarptautinių architektūros studijų programų studijų turinį. Magistro laipsnio studijų programos vaidmuo aiškiai išskirtas. Magistro laipsnio studijų programoje dėstymas ir mokymasis prasideda

nuo mokslinio tyrimo pasiūlymo, mokslinio tyrimo metodologijos ir baigiasi nusistatytu mokymosi (savarankiško) laikotarpiu, per kurį sujungiama teorija ir praktika. Tokia laisvė programos sandaroje panaudojama studentų požiūrio į architektūrą individualumui stiprinti.

Dėstytojai labai atsidavę ir pasiaukoję dėstymui ir mokymuisi ir programą praturtina sukaupta šiuolaikine gerąja praktika. Personalas aiškiai supranta fakulteto, kuris dirba kaip bendruomenė kolektyviniu režimu ir papildančios įvairovės režimu, struktūrą. Siekiant neatsilikti nuo modernių technologijų ir šiuolaikinių tendencijų, programą reikėtų ir toliau nuolat turtinti kviečiantis kūrybinių industrijų praktikus, kurie šiuo metu taiko naujas technologijas ir praktiškai dirba tarptautinėje šiuolaikinio dizaino srityje.

Dabartiniai magistro laipsnio programos studentai labai entuziastingi, energingi ir itin motyvuoti. Jie rodė norą įgyti naujų žinių bei pademonstravo projektus, kurie buvo ne tik labai įdomūs, bet ir tikrai profesionalūs ir vizualiai perteikti tiek atlikimo, tiek koncepcijos požiūriu.

Kai kurie studentai dalyvavo *Erasmus+* judumo programoje. Akademija yra pasirašiusi dvišalių sutarčių, tačiau ekspertai skatina pasirašyti jų dar daugiau su kaip įmanoma daugiau valstybių. Ekspertų grupė įsitikinusi, jog judumas yra būtinas, jis atvers naujas kryptis, taip pat sudarys potencialą vystyti programą ir suteikti jai dar daugiau tarptautiškumo ir tarptautinės orientacijos.

Administracija ir programos vadyba pasižymi gera struktūra. Akademija turi stiprų vadybos planą, kuriame išdėstyta aiški ateities vizija, kokią švietimo patirtį savo studentams nori sukurti Akademija. Studijų programą *Architektūra* vykdo entuziastingi profesionalai, kuriuos remia tiek aukštoji mokykla ir studentai, tiek socialiniai ir profesiniai partneriai.

Patalpos ir materialieji ištekliai apskritai, įskaitant studijas, laboratorijas, dirbtuves ir biblioteką, labai aukštos kokybės. Panašu, kad per paskutinius 3 metus padaryta didelė pažanga, kaip antai įsigytas naujas pastatas Dizaino katedrai („Titanikas“), įranga aprūpintos ir pertvarkytos dirbtuvės, kuriomis dabar gali naudotis visi visų katedrų studentai. Jei Akademija nori neatsilikti nuo naujų technologijų pažangos ir pramonės raidos, jos darbotvarkėje turi būti numatyta, kaip nuolat viską gerinti ir tobulinti.

Apskritai magistro laipsnio programa *Architektūra* yra labai palankiame etape, t. y. didelio potencialo etape su realia galimybe paversti katedrą architektūros studijų kompetencijos centru. Akademijos vadovybė, akademinis personalas ir visi šia programa suinteresuotieji asmenys turėtų panagrinėti visas galimybes, kaip šio tikslo pasiekti.

<...>

III. REKOMENDACIJOS

1. Programos vykdytojai eina tinkamu keliu atrasdami programos identitetą. Labai svarbu tęsti jau pradėtą procesą.
2. Reikėtų skatinti tolesnį studijų programos tikslų ir studijų rezultatų tikslinimą, ypač atskirų modulių lygmeniu, kad oficialūs dalykų aprašai būtų naudingesni dėstytojams.
3. Studentai turėtų išsiugdyti daugiau rinkodaros, pateikimo įgūdžių ir gauti daugiau technologinių žinių efektyviau išnaudojant dabartinę programos sandarą.
4. Reikėtų užmegzti oficialesnį bendradarbiavimą tarp Vilniaus, Kauno ir Klaipėdos fakultetų siekiant sustiprinti paramą studentų kūrybiškumo ir individualios saviraiškos ugdymui.
5. Rekomenduotina vykdyti aktyvesnę programos vadybą užsienyje siekiant pritraukti daugiau užsienio studentų.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)