SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
**STUDIJŲ PROGRAMOS *ARCHITEKTŪRA (612K10001)*
VERTINIMO IŠVADOS**

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**EVALUATION REPORT
OF *ARCHITECTURE* (*612K10001*)
STUDY PROGRAMME**
at Kaunas University of Technology

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Architecture*
State code	612K10001
Study area	Art studies
Study field	Architecture
Type of the study programme	University studies
Study cycle	first
Study mode (length in years)	Full time (4), part time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Architecture
Date of registration of the study programme	19-05-1997

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I. INTRODUCTION

1.1.Background of the evaluation process

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. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	"The procedure of attestation and organization of competitions for academic staff and researchers" (excerpt)
2.	Proposed programme improvements project
3.	KTU Students works catalogue 2013 ("STUDY KAFe 2013)

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

Established in 1922, Kaunas University of Technology (hereinafter – KTU) consists of nine faculties and nine research institutes, including the Faculty of Civil Engineering and Architecture.

Around 11.000 students currently study at KTU, being taught by around 1000 academic staff members. Students can choose among 156 study programmes (including 62 conducted on English) on undergraduate, graduate and PhD levels.

KTU academic staff actively participates in national and international research programmes (such as FP7, COST, EUREKA) (http://en.ktu.lt/content/about-ktu/facts-and-figures).

Department of Architecture has been the integral part of KTU from the very beginning, with gap between 1971 and 1995. Since 2014, Department has changed the name to the Department of Architecture and Urbanism. Department is an active member of ENHSA (European Network of Heads of Schools of Architecture) since 2004.

Study programmes, which are the subject of the evaluation - **Bachelor of Architecture** and **Master of Architecture** - have been established in 1997, and accredited by SKVC decision in 2008, following the Report of the international Review team led by prof. Spyros Amourgis.

During 2010 and 2011, supported by EU grant, "University has renewed and specified outcomes of first cycle architecture study programme, updated methodical material containing 24 modules adapted to autonomous learning and teaching oriented towards solution of problems" (Self-evaluation report, pp.5-6).

Since 2012, both cycles of Architecture study programme have been notified for recognition of professional qualifications in accordance with Directive 2005/36/EC. Since 2011, first cycle study programme of Architecture has begun to be conducted also in English.

The average annual enrolment on programme is between 40-70, with decrease trend. In 2013-14 academic years (according to SER, pp. 16) the overall number of students enrolled at the BA programme was 192.

1.4.The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 10th November, 2014.

1. **Prof. Andreas Wenger (team leader),**
   University of Applied Sciences and Arts Northwestern Switzerland, Academy of Art and Design, Head of the Institute for Interior Design and Scenography, Switzerland
2. **Prof. dr. Bachmann Bálint,**
   Dean, Faculty of Engineering and IT - University Pécs, Pollack Mihály, Hungary
3. **Prof. dr. Mart Kalm,**
   Estonian Academy of Arts, Vice-Rector for Research, Estonia
4. **Ass. Prof. dr. Marko Savic,**
   Provost for QA & Development, ALHOSN University, UAE
5. **Ms. Ramunė Staševičiūtė,**
   Architect-Project Manager and Owner of company PILIS. Associate Professor at Klaipėda University, Lithuania
6. **Mr. Gintautas Rimeikis,**
   student of Lithuanian University of Education, Lithuania

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

A specific profile (vision) of the BA study programme in architecture at Kaunas University of Technology is hard to identify following the self-documentation provided by the SKVC.

Self-evaluation report (hereinafter – SER) thoroughly addresses programme aims, justifying it by comparative analysis between the number of architects and their average annual income in Lithuania and other EU member states and need to enhance both at the national level. The self-study also relies on a set of formal documents addressing professional and labour market needs (issued by EU, Ministry of Education and Science, UNESCO etc.) as well as experiential knowledge gained through networking under the European Association of Architectural Education.

Set of the Programme Learning outcomes is publicly accessible at the KTU web-site: http://ktu.edu/en/programme/b/architecture .

In general, name of the programme, its learning outcomes, content and the qualifications offered are mutually compatible.

Remarks about programme learning outcomes are the following:

A) The study programme outcomes are grouped in five categories, addressing the "Descriptor of Study Cycles" (Ministry of Education and Science of the Republic of Lithuania, 2011). However, there are some comments which have to be considered:

- There is no clear implication about that "new fundamental and applied scientific results" will be used ("knowledge and its application").

- There is no evidence that any architecture/design specific research methods are expected to be utilised in the teaching/learning process ("research skills").

- The overall number of programme outcomes is excessive. The list consists of 31 outcomes, what is considered as over-particularized, especially under the category of "special abilities" (19 outcomes).

B) According to the list of the offered outcomes, there is no complete evidence that the study programme expectations are aligned with the LTQF/Level 6. For the 4-year bachelor programme (240 ECTS), which intends to provide graduates with professional qualification (in accordance with national legislative and Directive 2005/36/EC), the level of expected outcomes is rather low. The application of knowledge is mentioned only in four, and upper taxonomy levels (e.g. analysis, synthesis/creation) are indicated in five out of 31 outcomes. As per LTQF descriptors for Level 6, *analysing and solving problems* as well as self-assessment (*evaluation*) are categories expected to be gained, which is not sufficiently supported by the presented list of outcomes.

- As per "ECTS Users' Guide" (Directorate-General for Education and Culture, EU, 2005), "Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning". The common method to define learning outcomes is to rely on Bloom taxonomies in cognitive, affective (and psychomotor) domain, using active verbs addressing any of the categories/levels. Using just main definitions such as "know" or "have knowledge" (instead e.g. arrange, collect, define, describe, examine, outline, present, recognize, record, relate, repeat, reproduce, tabulate etc.) unlikely enables implementation of the clear assessment methods. Most of the listed programme outcomes use "know", "understand", "apply" or "be able" – terms, which doubt the objective assessment of the students' achievements.

C) The programme outcomes properly address all 11 points listed in UIA-UNESCO Chapter and Directive 2005/36/EC.

D) Some courses have too extensive lists of learning outcomes (e.g. "territory planning 1", "territory planning 2", "landscape Architecture", "practice of architectural design"). In some courses, there is no clear relation between some listed course and programme outcomes (e.g. "philosophy of Architecture", "history of Architecture and Art 1", "drawing 3", "history of Architecture and Art 2", "fundamentals of construction law", "introduction to land management"). Some of the listed programme outcomes in several cases do not align with course content (e.g. "architectural graphics", "economics and management of construction design solutions", "practice of Architectural measurement and geodesy", "applied

dendrology"). In some courses, either outcomes or suggested assessment methods do not assure that the course expectations could be properly evaluated (e.g. "information technologies I"). In some courses outcomes are not clearly understandable (e.g. "architectural composition 2", "building structures" – e.g. "Has architecture influencing technological sciences knowledge and understands the importance of science architecture"). Some courses have identical outcomes (e.g. "architectural composition 2" and "architectural composition 3", "structures of dwelling houses" and "structures of industrial and public buildings"). Learning outcomes of some courses are not specific enough (e.g. "architectural design 2").

2.2. Curriculum design

As per national legislation BA programmes in architecture in Lithuania last eight semesters. Following the "Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013, amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System ('the IMI Regulation')", a total of at least five years of full-time study at a university or a comparable teaching institution, leading to successful completion of a university-level examination is claimed. For the BA and MA programmes in Lithuania an expected change would have to affect the curriculum structure in a near future.

The Bachelor of Architecture programme at KTU consists of 45 courses units worth 240 ECTS. The content of courses is aligned with the professional qualification (Bachelor of Architecture). The structure of the programme meets the basic legal requirements: 186 ECTS in study field subjects, 15 ECTS of general academic subjects, 12 ECTS of electives. 15 ECTS are given to practice and 12 ECTS for final degree project (self-study). However, a deeper analysis shows that 6 ECTS of the "general university modules" reflects some of the study trend knowledge (e.g. "philosophy of Architecture"), and 6 ECTS of "study field modules" reflects "general university modules" ("mathematics"). Moreover, the number and offer of elective courses is minimal 12 ECTS in comparison with 60 ECTS allowed, and does not give enough opportunities to students for deeper specialization. Courses are spread evenly with 30 ECTS per semester.

During the site visit, expert review team (hereinafter – ERT) has been ensured that content of the programme, teaching methods and assignments are appropriate to ensure achievement of the major programme learning outcomes.

Overall curriculum structure, as presented in SER was not clear enough to present the main concept behind it. However, discussion during the site visit as well as Annex B helped to identify the educational goals of each semester.

Based on the presented data, as well as course syllabi descriptions and site visit, study field subjects could be divided on 6 main areas ("architectural design", "drawing & computer aided architectural design", "engineering, history & theory", "urban planning" and "social sciences"):

A) First five and the last semester are focused on Architectural design, and 6th and 7th semester on urban planning topics. Therefore, there is a serious gap of 2 semesters without studio assignments, which is likely to jeopardize the quality of the Final Project. The 6 ECTS studio classes ("fundamentals of architectural design", "architectural design 1, 2 and 3") are planned to have 96 contact hours each. If 1 ECTS is equal to 27 hours of activity, it is not clear if the rest of the 66 hours related to homework are sufficient for students to finalize their projects.

B) "Drawing & computer aided architectural design" courses are sufficient to master the architectural communication graphics skills.

C) The engineering courses group is strongly supported by the Civil Engineering programme resources, and it reflects the real needs of the future architects.

D) The history and theory courses cover both international and local heritage in a proper balance.

E) Social sciences courses are properly focused on topics necessary to enable future architects to act in future professional environment.

The necessity of practical internships linked to the BA programme in Architecture is acknowledged by the ERT. The actual positioning of the internships while preparing the BA final thesis project has to be changed (before final thesis). Students should be able to fully concentrate on their final thesis topics in the 7th semester.

The hours of student`s independent work per course should be re-calculated. The ERT, after their site visit and after talking with students, had the impression, that students are obliged to work more for the courses than indicated in the descriptions of the study modules. The necessary re-calculation of student`s independent work hours should be renewed together with a general re-arrangement of all programme outcomes.

2.3. Teaching staff

The faculty is well equipped with the staff meeting legal requirements . The overall number of teaching staff and their age and rank distribution is appropriate. Over 60% of the teaching

staff is younger than 50. The number of adjunct teachers is increasing (SER, pp.17) ensuring stability of the teaching process. The staff turnover assures the sufficient resources for the programme provision.

The qualifications of the teaching staff are adequate to ensure the learning outcomes (23 doctors from 43 teachers). There are quite a lot of designing architects with a doctoral degree employed (7 doctors). However, according to the presented CVs', some architectural courses are taught by civil or IT engineers as well.

From the presented CVs' and during the meetings on the site visit it became clear that internationalisation is one of the priorities of KTU: The teaching-staff identifies itself as too locally positioned and not very well integrated to the international community of architects. By their background the instructors overwhelmingly have arisen from Lithuanian schools, several members of the faculty have studied at all levels at the University they teach nowadays. There are several foreign instructors at the department. Teaching in English is encouraged by 20% of higher salary. The university has recently started to invite guest professors from abroad to hold short workshops. Students the ERT had the opportunity to meet, would like to have much more guest professors coming from abroad. However, among teachers there are only some with a limited international working experience. As the CVs' focus on the last five years' activities only, it was interesting for the ERT group to learn, that some of the faculty`s teaching staff members had experienced working abroad, for example in Japan at the Shigeru Ban Architects.

Among elderly teaching architects, the ERT identified an attitude undervaluing the role of theory in the creation of contemporary architecture. This fact does not facilitate achieving the necessary learning outcomes. Some younger members of the teaching staff declared themselves to be more theory friendly.

According to the information collected during the meetings with staff and students it revealed that only some teachers apply contemporary learning devices like Moodle.

In the faculty all generations are represented quite equally. However the ERT learned during site visit that in the main studios mostly elderly architects were teaching.   Among the younger teaching staff there are more female instructors engaged.

The University has set up strict requirements for research (artistic) and other professional activities for its academic staff what compels to strive the necessary attestations. The ERT for instance learned during the site visit that for support of its staff university offers an opportunity to apply for financial support for international conference participation and/or for study trips.

The studios mostly are supervised by leading local architects. Several members of the teaching staff are active writers and researchers. The ERT found that among the publications

there are more that will support students in their studies than of those offering original research fields. This fact might be a result of an unsatisfactory number of research grants provided by the Department.

2.4. Facilities and learning resources

The evaluation of the facilities is based on the findings during the site visit, on the data of the current SER and the final report of the former accreditation from 2008.

The financial resources of KTU and other Lithuanian HEIs compared to the budgets of Western European universities are poor. Standard price of first cycle (BA) full-time studies is 7638,00 Lt (2.300 €) and of second study cycle (MA)– 11054,00 Lt (3.300€) according the data of the SER. General cuts in state financing of higher education has been reported.

However, the facilities provided by the Faculty are adequate for the Architecture study programme needs, both in terms of classrooms and laboratories, as well as computers. Some of the premises are shared by Architecture and Civil/Electrical Engineering students, several medium-size lecture/drawing rooms (approx. 25 seats) and two lecture halls (each 120 seats) host the courses. Within a 5 years period the University assigned 1,5 mln Lt (450.000€) for the renewal of Architecture study field facilities. The technical and aesthetic state of the classes is suitable. AutoCAD☐☐Revit☐☐Civil 3D☐☐3DS MAX software are available for the students, last versions were updated in 2013. The teaching and learning equipment available for the BA programme is up to date. It is reported, that lecture and teachers' rooms have poor microclimate, and –according to questionnaire– demand of the areas intended for independent work is still unsatisfied. This underlines the necessity to improve the facilities further on.

On their site visit the ERT found that there is a lack of space for students' independent work that makes group work inefficient.

Even there is no well described evidence of practical training possibilities in the SER usually there is a wide range of areas through stakeholders in both the public (authorities) and private (architects' offices) sectors for the practical experience for Architecture students. The subject "practice in architectural design" (48h), devoted to practical knowledge of the occupation, is connected to a two months continuous working experience during the last semester.

During the site visit students reported about the minimum requirement of one month of practice at an Architect's office. ERT think that the obligation to attend final project work and practice in parallel causes a high working load for the graduating students.

Students can make use of the libraries of the Department (2500 units) and the Faculty (1000 new books) as well. Teaching materials, such as textbooks, reference books and periodicals are

adequate and are supplemented by on-line databases. The Faculty and the programme staff have been recently successful in their efforts to obtain funds for the upgrading of professional books. The renewed library is equipped with Internet access for students and stuff, computers, video and audio equipment. The range and content of books, periodicals and online database is sufficient to Architecture studies, later published books and publications of theoretical content shall be added.

2.5. Study process and students' performance assessment

Students' admission to the first cycle studies, meets all rules and procedures approved by LAMA BPO (Association of Lithuanian Higher Education Institutions). All requirements can be found on the Internet at the official KTU website. As additional requirements a compulsory exam of two parts is requested: theoretical knowledge of art and architecture and as second and practical part academic drawing from memory. Competitive points are counted bipartite: 50% of compulsory subjects selected at a secondary school and another 50% for the compulsory exam.

During the last two years a total of 20 students in Architecture studies did receive state financed study places and 31 students non-state financed places.

During the analysed period, the number of admitted students declined each year: in 2009, 72 students were admitted, in 2013 only 24. Since 2011 foreign students are admitted to Architecture studies, in 2011 4 students, 2012 7 and in 2013 16 students, what shows that the study-programme internationally gained popularity.

According to the SER, in the study period of 2009-2013 the highest number of students was admitted, much more than in the period before. In 2009 a total 72 students had started studies, but just 43 students finished their studies in the year 2013. There has to be mentioned, that in 2009 the system for higher education was reformed and new admission rules and a new financing system was introduced.

The drop-out-rate during the last five years (2010 – 2014) remained quite the same, the average number of students per year, who left studies is about five. These numbers show that drop – out rate is quite small and students are satisfied about this study program.

The student assessment and study process is well explained both for the individual exams and the final thesis. The assessment system and inner regulations of students' performance is clear, adequate and publicly available on KTU`s website. According to the given data and information received during the site visit, the ERT gained the impression, that the organisation of the study process ensures an adequate provision of the programme and achievement of the learning outcomes.

On their site visit and after talking with graduates and social partners, the ERT learned, that students require more freedom for creativity, many study subjects seem to be very restrictive; social partners and graduates mentioned that they would want to improve the practical side of their studies, the part of theory is strong and mostly not applicable to practical tasks. Students would want to learn more about technical drawing skills, legal acts and their latest changes linked to practical work skills.

The University provides all opportunities to students to participate in student mobility programmes to study abroad. For student mobility programmes the Office of International Relations is directly responsible. The Faculty has agreements with 36 foreign Universities, out of which students can chose their studies abroad. During the analysed period, the average number of students that participated in mobility programmes is 10,4 per year. The average number of incoming students during the same period is 11 per year. Courses for foreign students are organized separately, which results in no interaction with Lithuanian students.

During the meetings with faculty responsible it became clear to the ERT that one of the main aims of the faculty is to become better known internationally. On the site visit students informed the ERT that they are encouraged by the faculty responsible to participate in mobility programmes.

Academic and social support for students is ensured. The ERT gained the impression that there are opportunities for students to contact lectors and to meet for consulting not only during lectures. Most important information for students can be found on the Internet. All information about activities after lectures, possibilities to participate in projects, information about future job possibilities and other important and interesting information can be found on official KTU website. According to the SER, many possibilities to participate in sports and artistic activities are offered. Students have the possibility to participate in psychological consultation at KTU students training centre. Students get help to integrate to society, if they have problems with their family or personal life. It was found out analysing SER documents and in the meetings during the site visit that five types of financial support exist at present: four types of scholarships, social scholarships for poor students and scholarships for the best study results. In addition, students can get funds for their international research projects. At KTU 10% of the students per semester get scholarships. What is more, efforts are made, to organise dormitories for students, who are not from Kaunas.

According to the SER, the KTU Carrier Centre gives support and information about job opportunities and helps to prepare students to get integrated into the labour market. The Centre

therefore organizes "KTU carrier days". During these events students are given possibilities to create contacts with possible employers.

To increase students` motivation, every year training excursions to newly realized objects are organized. In the SER examples were given, such as trips to: Panevėžys and Šiauliai sports arenas in 2008-2009, to objects of cultural heritage in 2010-2011, to Kaunas "Akropolis" shopping centre in 2010-2012, to Kaunas railway tunnel in 2011-2012 and to Žalgiris sports arena and Drukininkai "Snow" arena in 2012.

The University helps to improve students` professional and general competences by organizing special workshops every semester. In the last study year these workshops were organized as international event, where students could get involved with real problems such as: arranging Kaunas city green spaces, structuring plans country parts of Lithuania.

All BA final projects are related with the study programme (For example: "Conversion of Hotel Respublika" or "Exhibition and Conference Centre in Lower Freda". The results of the final thesis works shows, that the majority of students were motivated in their study field, the average assessment of the last two years results is 8,07.

During the analysed period and according to the SER, only 49,8% of graduates have been employed within their specialization. This ratio shows, that job possibilities after these studies is not quite perspective, but other fact is that this ratio also depends on graduates motivation level.

2.6. Programme management

Responsibilities for the programme management are distributed among an extensive number of stakeholders. The interplay between the Dean of the faculty, the programme's coordinators, the head of department, the methodical cabinet and the study board and study programmes' committee (SPK) is difficult to understand (See Pic. 1 Structure of Faculty of Civil Engineering and Architecture, page 6): Programme's coordinator, SPK deputy chairman, Head of Architecture and Land Management department, Director of Environmental Management Centre, vice-dean of the faculty, vice-dean of the faculty, Head of Building constructions department, Head of Building technologies department, Head of Geo-engineering department, Head of Graphic Works department, Head of Building department faculty, Head of Constructional Materials department, a PhD student, TŪB "Virmalda" director, manageress of methodical cabinet etc.

There is the misbalance between representatives of engineering disciplines (building structures, building materials, energy systems) and architects (See Pic. 1 Structure of Faculty of Civil Engineering and Architecture, page 6) and the study programme committee SPK has 12

members (see page SER 32): Humanities are not represented in decision-making structures og the SPK. On the other hand the ERT at their site visit gained the impression that dean of the faculty, the vice-dean for studies and the head of department were well working together.

A formal representation of students (the students' self-government) in organizational and with respect to questions the content of the study plans seems to be poorly developed. Students representation in the University organization (KTU dean and departments) should be formalized in the University`s enactments and programme management structures.

KTU uses internal study quality assurance system (VSKUS) based on The European Foundation for Quality Management Quality Model EFQM and partially International Quality Management standards ISO 9001, SA 8000 (as stated in SER). The Department utilizes VSKUS processed feedback to "close the loop" by taking improvement actions. Since 2013 Faculty "round tables" are organized twice per year to involve students to informal inquiry. Some facilities are reported to being improved as a result of students' feedback. However, there's no sufficient proof of a strong and well-structured QA system in operation. Following the SER (see page 32, 168) information and data on the implementation of the programme are regularly collected and analysed. Some results of the questionnaires are provided in the SER (see page 35), but students` activeness and involvement with respect to study quality assurance seems to be too weak (see page 37). On their site visit the ERT approved the impression that the dean of the faculty, the vice-dean of the studies and the head of department had knowledge about the quality assurance process that in the SER is mentioned managing and coordinating by KTU study pro-rector.

As per students' surveys (SER, pp.35.) the amount of bachelor students in architecture being unsatisfied with their lecture rooms intended for independent work (after lectures) "68% not satisfied" is extensive. Facilities and learning resources mentioned in self-declarations and students´ feedbacks seem to compromise the teaching and learning ambitions of the study course. Working places for individual students work or studios open 24 hours 7 days a week are missing or rare. Modelling workshops do not exist at KTU or only with poor infrastructure.

The amount of bachelor students in architecture declaring that study programme is not comprehensive and/or logically structured "81%" is alarming. Information about the programmes didactic concept will need to be communicated completely different to students.

Since the aim of every study programme –not only in a Bachelor of Architecture– should guide the students to abilities of "life-long learning" the amount of bachelor students in architecture declaring that study programme did not motivate them to take interest and deepen

knowledge independently (50%), the setting of the BA programme will need deep and fundamental transformation.

External social partners participate in activities of the final theses' defence commission. Other improvement processes including stakeholders' involvement are not mentioned in the self-evaluation report; during the site visit, stakeholders' representatives were not able to give any additional particular example of their involvement in programme improvements. On their site visit the ERT gained the impression that the dean of the faculty and the vice-dean for studies did not know, that there is a quality assurance process, that in the SER is mentioned to be managed and coordinated by KTU study pro-rector, is in operation. Due to this fact this might be the reason, why the informal "round tables" with students are organized since 2013.

Many cooperation activities with the Lithuanian Real Estate Development Association, Ministry of Culture of the Republic of Lithuania, Ministry of Environment of the Republic of Lithuania and other governmental or business institutions are mentioned to be maintained in the SER but not evaluated.

III. RECOMMENDATIONS

1. The new programme scheme (Annex B) has to be developed to address Directive 13/55/EU requirements. The ERT strongly suggests a 3 years BA and a 2 years MA course structure, if enabled by the national legislative.

2. The BA programme has to recompose the learning outcomes list by optimizing the overall number, to adjust the programme`s LO's with LTQF Level 6 requirements and to redesign the course learning outcomes to become assessable.

3. The ERT recommends changing the actual positioning of the internships away (before) from the time frame reserved for the preparation of BA final thesis topic.

4. The BA programme should develop a specific identity to become more recognisable at the international market and to attract more students from abroad.

5. The redesign of the curriculum should stress the importance of the studio assignments by modularising along with compatible theoretical courses and by optimizing students' workload.

6. The BA programme has to continue to invest in course delivery resources, including studio space and equipment.

7. The engagement of stakeholders (students, social partners) in the programme management has to become more proactive. The programme should provide training for Programme Committee members to ensure their contribution.

8. Quality procedures should be improved, ensuring that feedback from all stakeholders (students, faculty, management, social partners) would affect future program changes.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

KTU – Bachelor of Architecture programme has managed to attract students from abroad by organizing studies in English and offering quality resources to accommodate them. This has compensated the extensive decrease of the Lithuanian students in the last years and has secured the programmes' future existence.

In addition, Faculty and Department have ensured the incentives to engage more teaching staff with international background, which will bring additional value to the current internationalization efforts.

V. SUMMARY

Kaunas University of Technology – Faculty of Civil Engineering and Architecture – Bachelor of Architecture study programme has justified the ability to educate architects for their future engagement at the labour market. However, changes in the EU regulations concerned with the duration of studies provided professional qualification (Directive 2013/55/EU) would have to affect the KTU Bachelor of Architecture programme future development plans.

Based on the SER, the concept of the programme`s aims and learning outcomes was not comprehensive to the ERT and no complete evidence found, that the study programme expectations were aligned with the LTQF/ Level 6. The study programme did not provide well-structured list of learning outcomes. The number is too excessive and definitions generally disable proper assessment; a significant number of courses failed to define expectations in the proper way stressing the particularities of the educational unit. However, the programme improvements project draft (Annex B), delivered during the site visit on November 10th 2014 cleared up the preliminary findings of the ERT: the paper proves that an overall philosophy exists and that a comprehensible concept is in operation in the study programme. The delivered concept provides a good basic approach to link theoretical courses directly to the studios and to offer modules with 12 credits in total.

Never the less, the study programme needs a general and fundamental re-arrangement of the programme outcomes, optimizing the overall number of learning outcomes and to fully aligning them with the LTQF Level 6 descriptors. The existence of the overall concept should serve as a driver for a fundamental re-arrangement of the programme outcomes, when the programme responsible will have to decide how to proceed with EU directives, that at least five years of full-time studies are required for working as an architect in Europe.

The specific profile of the BA study programme is hard to identify. After the implementation of the Bologna Accords many European Architecture study programmes

developed very specific educational concepts and study content and developed very discrete educational profiles to attract talented students and outstanding teaching staff – despite, respectively forced by the implementation of comparable organizational structures and equal credit systems in Europe. The original approach would help the efforts to recruit more international students in the future.

The necessity of practical internships linked to the BA programme in Architecture is acknowledged by the ERT. The actual positioning of the internships while preparing the BA final thesis project has to be changed. Students should be able to fully concentrate on their final thesis topics in the 7th semester.

The hours of student`s independent work per course should be re-calculated. The ERT, after the site visit and after talking with students, had the impression, that students are obliged to work more for the courses than indicated in the descriptions of the study modules. The necessity to re-calculate the student`s independent work hours should be renewed together with the general re-arrangement of all programme outcomes.

The ERT would encourage the study course responsible to invite their students more actively to participate in internationals exchange programmes.

The teaching staff CVs' provided in the self-evaluation reports reflected a positive activity in the international community of professionals involved in the programme. International exchange should be additionally strengthened not only by student`s mobility but also for the teaching staff. Introduced incentives to enhance international community activities of the teaching staff have been commended. Although in Annex A there's no formal requirement, the ERT considered that more research-qualified teaching staff should be engaged in both, BA and MA programmes.

The study courses are well equipped both in technical and in spatial belongings. Never the less space for student`s independent work is too small and access 24 hours per day and 365 days per year is missing. Accessibility to the infrastructure of the study courses has to be improved.

CAAD equipment and drawing facilities are in a good state but will have to be kept up-to-date following the technical development of the devices. Library and Internet access are in a good condition.

Following the self-evaluation reports BA students are missing in the programme committee. Delegates of both architectural study programmes (BA and MA) should be represented in the programme committee. Moreover, external (social) partners' representatives should play a more active role.

Faculty`s "round tables" are organized twice per year since 2013 to involve students to informal inquiries. Improvements due to round "round table" activities have been introduced.

However, during the site visit on November 10th 2014 the ERT did not find sufficient proof that quality assurance activities would have sufficient influence to the improvement of study courses and/or teaching staff. At present applied questionnaires are neither supported by teaching staff members and students of the Architecture programme nor do they produce relevant feedback data. Dean and Vice-Deans will have to make sure, that results of the surveys are provided to students and teaching staff in an adequate way. The general acceptance of the instruments of quality management should gain acceptance by teaching staff and students.

VI. GENERAL ASSESSMENT

The study programme *Architecture* (state code – 612K10001) at Kaunas University of Technology 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	2
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**17**

*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. Andreas Wenger

Grupės nariai:
Team members: Prof. dr. Bachmann Bálint

Prof. dr. Mart Kalm

Ass. Prof. dr. Marko Savic

Ramunė Staševičiūtė

Gintautas Rimeikis

Vilnius
2014

KAUNO TEHCNOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ARCHITEKTŪRA* (VALSTYBINIS KODAS – 612K10001) 2015-01-26 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-18 IŠRAŠAS

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Architektūra* (valstybinis kodas – 612K10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**17**

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

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IV. IŠSKIRTINĖS KOKYBĖS PAVYZDŽIAI

Į Kauno technologijos universitete (toliau – KTU) vykdomą bakalauro studijų programą *Architektūra* pavyko pritraukti studentų iš užsienio rengiant studijas anglų kalba ir pasiūlius kokybiškus jų priėmimo išteklius. Tai leido kompensuoti per pastaruosius metus ypač sumažėjusį studentų iš Lietuvos skaičių ir užtikrinti programos egzistavimą ateityje.

Be to, fakultetas ir katedra dėjo pastangas, siekiant pritraukti daugiau tarptautinį išsilavinimą įgijusių dėstytojų, o tai duos pridėtinę vertę siekiant įgyvendinti tarptautiškumą.

V. SANTRAUKA

Kauno technologijos universiteto Statybos ir architektūros fakultete vykdoma bakalauro studijų programa *Architektūra* pateisino gebėjimą rengti architektus, kurie vėliau įsilieja į darbo rinką. Tačiau KTU architektūros bakalauro studijų programos plėtros planams ateityje turės įtakos ES teisės aktų, susijusių su teikiamų profesinės kvalifikacijos studijų trukme (Direktyva 2013/55/ES), pokyčiai.

Remiantis savianalizės suvestine, programos tikslų ir studijų rezultatų koncepcija nėra išsami, joje EG nerado pakankamai įrodymų, kad studijų programos lūkesčiai dera su LTKS 6 lygiu. Studijų programoje nėra tinkamai pateiktas struktūrizuotas studijų rezultatų sąrašas, jų skaičius per didelis, apibrėžtys iš esmės neleidžia tinkamai jų įvertinti, nepavyko tinkamai apibrėžti nemažos dalies dalykų lūkesčių, akcentuojant studijų padalinio ypatumus. Tačiau programos pakeitimų projektas (B priedas), pristatytas per 2014 m. lapkričio 10 d. vizitą, leido EG išsiaiškinti preliminarius dalykus: dokumentas įrodo bendros filosofijos ir studijų programos vykdymo koncepcijos egzistavimą. Pristatytoje koncepcijoje pateikiamas tinkamas požiūris, kaip tiesiogiai susieti teorinę dalį su darbu studijose, ir siūlomi iš viso 12 kreditų moduliai.

Tačiau reikia apskritai ir iš esmės pertvarkyti studijų programos rezultatus, optimizuoti bendrą studijų rezultatų skaičių ir juos visiškai suderinti su LTKS 6 lygio aprašais. Bendra koncepcija padėtų iš esmės pertvarkyti programos rezultatus, kai už programą atsakingi asmenys turės nuspręsti, kaip įgyvendinti ES direktyvas, kuriomis reikalaujama ne mažiau nei penkerių metų trukmės nuolatinių studijų, norint dirbti architektu Europoje.

Išskirtinį bakalauro studijų programos profilį nustatyti sunku. Įgyvendinus Bolonijos susitarimus, daugelyje Europos architektūros studijų programų sukurtos labai konkrečios ugdymo koncepcijos, studijų turinys ir išskirtiniai studijų profiliai, siekiant pritraukti talentingų studentų ir žymių dėstytojų, nors atitinkamai tenka įgyvendinti palyginamas organizacines struktūras ir vienodas kredito sistemas Europoje. Originalus požiūris padėtų ateityje pritraukti daugiau studentų iš užsienio.

EG pripažino, kad būtinos specialiosios praktikos, susietos su architektūros bakalauro programa. Specialiąsias praktikas reikia perkelti iš laikotarpio, skirto bakalauro baigiamajam darbui rengti. Tuomet studentai 7-ajame semestre galėtų visą dėmesį skirti baigiamajam darbui.

Turėtų būti perskaičiuotos kiekvieno dalyko studentų savarankiško darbo valandos. Vizito metu universitete pabendravusi su studentais EG susidarė įspūdį, kad studentai priversti dirbti daugiau, nei nurodyta studijų modulių aprašuose. Būtina perskaičiuoti studentų savarankiško darbo valandas ir pertvarkyti visus programos rezultatus.

EG ragina už studijų programą atsakingus asmenis skatinti studentus aktyviau dalyvauti tarptautinių mainų programose.

Savianalizės suvestinėse pateikti dėstytojų gyvenimo aprašymai atspindi teigiamą programą vykdančių specialistų veiklą tarptautinėje bendruomenėje. Turėtų būti stiprinami ne tik studentų, bet ir dėstytojų tarptautiniai mainai. Dėstytojų tarptautinės veiklos paskatos yra pagirtinos. Nors A priede nėra formalaus reikalavimo, tačiau EG mano, kad tiek bakalauro, tiek magistrantūros studijų programose turėtų dėstyti daugiau mokslinių tyrimų kvalifikaciją turinčių dėstytojų.

Studijų programa gerai aprūpinta technine įranga ir patalpomis. Tačiau mažai patalpų skirta studentų savarankiškam darbui, jos nėra prieinamos 24 valandas per parą 365 dienas per metus. Būtina gerinti studijų dalykams skirtos infrastruktūros prieinamumą.

CAAD įranga ir piešimo priemonės – geros būklės, tačiau turi būti nuolat atnaujinamos atsižvelgiant į techninę raidą. Biblioteka ir interneto prieiga yra geros būklės.

Remiantis savianalizės suvestine, bakalauro studijų programos komitete nėra studentų. Į programos komitetą turėtų būti įtraukti abiejų architektūros studijų programų (bakalauro ir magistro) atstovai. Be to, turėtų aktyviau dalyvauti išorės (socialinių) partnerių atstovai.

Siekiant įtraukti studentus į neformalias apklausas, nuo 2013 m. du kartus per metus organizuojamos fakulteto apskritojo stalo diskusijos. Atsižvelgiant į apskritojo stalo diskusijas, įgyvendinta pakeitimų. Tačiau 2014 m. lapkričio 10 d. lankydamasi universitete EG nerado pakankamai įrodymų, kad kokybės užtikrinimo veikla lemtų pakankamą studijų programos ir (arba) dėstytojų tobulėjimą. Šiuo metu rengiamų apklausų studijų programos *Architektūra* dėstytojai ir studentai nepalaiko, iš jų negaunama svarbių grįžtamojo ryšio duomenų. Dekanas ir prodekanai turi užtikrinti, kad apklausų rezultatai studentams ir dėstytojams būtų pateikiami tinkamai. Būtina, kad dėstytojai ir studentai pritartų taikomoms kokybės valdymo priemonėms.

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III. REKOMENDACIJOS

1. Atsižvelgiant į Direktyvos 13/55/ES reikalavimus, turi būti sukurta nauja programos studijų schema (B priedas). Ekspertų grupė (toliau – EG) primygtinai siūlo 3 metų bakalauro studijų ir 2 metų magistrantūros programos schemą, jei leidžiama pagal šalies teisės aktus.

2. Bakalauro studijų programoje reikia perdaryti studijų rezultatų sąrašą, siekiant optimizuoti bendrą jų skaičių, priderinti programos studijų rezultatus prie Lietuvos kvalifikacijų sandaros (toliau – LTKS) 6 lygio reikalavimų ir pertvarkyti dalykų studijų rezultatus taip, kad būtų galima įvertinti.

3. EG rekomenduoja keisti specialiųjų praktikų laiką ir perkelti jas iš laikotarpio, kuris skirtas bakalauro baigiamajam darbui rengti.

4. Bakalauro studijų programa turėtų turėti išskirtinį identitetą, kad ją būtų galima atpažinti tarptautinėje rinkoje ir pritraukti daugiau studentų iš užsienio.

5. Pertvarkant studijų turinį, reikėtų pabrėžti per studijas atliekamų užduočių svarbą suskirstant jas į modulius ir priderinant teorinę dalį, taip pat optimizuoti studentų darbo krūvį.

6. Bakalauro studijų programoje ir toliau turi būti investuojama į jai vykdyti reikalingus išteklius, tarp jų – studijų patalpas ir įrangą.

7. Programos valdymo veikloje turėtų aktyviau dalyvauti dalininkai (studentai, socialiniai partneriai). Programoje turi būti numatyti mokymai studijų programos komiteto nariams, siekiant užtikrinti jų indėlį.

8. Reikia tobulinti kokybės procedūras, siekiant užtikrinti, kad iš visų dalininkų (studentų, dėstytojų, vadovybės, socialinių partnerių) gautas grįžtamasis ryšys turėtų įtakos būsimiems programos pakeitimams.

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