



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
STUDIJŲ PROGRAMOS *KRAŠTOVAIZDŽIO ARCHITEKTŪRA*
(valstybinis kodas – 621K13002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *LANDSCAPE ARCHITECTURE* (state code -621K13002)
STUDY PROGRAMME
at Klaipėda University

Experts' team:

1. **Prof. dr. Costas Mantzalos (team leader)**, *academic*,
2. **Dipl. Ing. Thomas Proksch**, *academic, social partner*,
3. **Dr. Gabriella Medveggy**, *academic*,
4. **Prof. dr. Kęstutis Zaleckis**, *academic*,
5. **Mr. Gintautas Rimeikis**, *student's representative*.

Evaluation coordinator – Mrs. Rasa Penkauskienė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kraštovaizdžio architektūra</i>
Valstybinis kodas	621K13002
Studijų sritis	Menai
Studijų kryptis	Architektūra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), Iššęstinė (3)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kraštovaizdžio architektūros magistras, kraštovaizdžio architektas
Studijų programos įregistravimo data	2014-02-06, Nr. SV6-5

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Landscape Architecture</i>
State code	621K13002
Study area	Arts
Study field	Architecture
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2), Part-time (3)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Landscape Architecture, Landscape Architect
Date of registration of the study programme	2014-02-06, No. SV6-5

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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 Klaipeda University on Tuesday 19th of April 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

Klaipeda University was established by the Lithuanian Supreme Council Resolution No. 1-640 on the 1st of January 1991 incorporating existing institutions of higher education in the city. It has since grown to seven faculties. One of these faculties is the Academy of Arts (hereinafter referred to as AA).

Currently the Klaipeda University implements more than 100 different study programmes in all three cycles.

AA is one of the five faculties of Klaipeda University that has academic and economic-financial independence. AA started its activity already in 1971. Currently, the AA consists of 4 departments, among them the Department of Architecture, Design and Fine Arts (hereinafter – DADA) administrating the Landscape Architecture Master’s study programme.

Presently AA offers undergraduate study programmes in performance art (specializations in choral conducting, singing, piano, the winds and the strings, folk music and jazz music), music pedagogy, choreography, dance sport, stage direction, art and landscape architecture. It also offers nine postgraduate study programmes in chorus conducting, singing, the winds and the strings, folk music, music pedagogy, piano pedagogy, drama stage direction, choreography and landscape architecture.

It has to be emphasised that there I no other higher education institution in Lithuania offering a Bachelor’s study programme as well as a Master’s study programme on Landscape Architecture.

AA is not only a regional institution; it is a higher education university-level institution, which is attractive on the international level, too concerning the academic education of professionals in the field of music, theatre, dance and visual arts. Concerning the education of landscape architects there are on-going attempts to internationalize the offered study programmes, particularly by intensified cooperation with foreign Universities

Departments are the most important divisions of study organisation, uniting the pedagogical and research staff of one or a few closely related specialities. Decisions concerning the strategic programme subjects (student admission, programme amendment, renewal, approval of modules, requirements for final works, etc.) are made by the Department collegially with the Faculty (Dean, Council, Programme Committee) and University (Department for Studies, Rector’s Office, Senate).

The members of DADA perceive themselves as a creative academic community developing one’s activities in the areas of academic activity, artistic and methodological activity as well as educational activity of art dissemination.

There are currently 14 teachers working at the Department: 2 professors, 5 associate professors, 7 lecturers.

It has to be underlined that the expert team found the members of the Department highly motivated and enthusiastic to enhance the offered study programmes in an on-going process.

Second cycle (Master's) Landscape Architecture studies began to be implemented at Klaipeda University in 1993. *“Until 2009 the qualification of Landscape Management has been awarded, because there was no Landscape Architecture study programme title in the study register. During 22 years there were 126 graduates, who have completed their KU Landscape Management and later Landscape Architecture Master's studies (i. e. 91 Landscape Management and 35 Landscape Architecture graduates)”* (SER, p.4).

There was an external evaluation of the Landscape Architecture Master's study programme in 2013. Evaluation results were positive and the programme was accredited for 3 years until 2017.

The experts recommended in 2013 especially: *“The analysis of the aims and learning outcomes in the report show clearly that the main problem is lack of clarity of the aims and direction of the programme. The effect of this generic problem results in the lack of apparent cohesiveness of the curriculum, through the offered courses and the variety of branching directions in other areas, whether it is humanities, architecture, building preservation or planning.”* (SER Appendix No.3.5 / 2012 Evaluation report, summary).

The teachers of the Department and other members of the community have positively responded to the external evaluation process of the study programme and have understood its importance in the improvement of the quality of the study programme. 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 programme and development of Faculty activities.

The Department of Architecture, Design and Fine Arts is an open institution where the academic spirit is developed and informal interdisciplinary communication of students and teachers takes place in order to 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 Klaipeda on Tuesday April 19th 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 19th of April 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

The aims of the master's study programme Landscape Architecture are in accordance with legal requirements (SER, p. 5). There was no reason for the expert team to contradict this statement.

Programme aims are in general well defined, clear, reproducible and comprehensive. There is now a refined focus on the promotion on „*skills of scientific research based on new specialized knowledge of professional and scientific activity, which would be a reliable basis for achieving original results in artistic and scientific landscape architecture creativity*”, on the implementation of “*applied scientific research, covering the understanding of knowledge of the interface of different areas*” and on “*professional skills of innovative leadership and pursuit of improvement, necessary for solving landscape architecture problems in an unusual and complex situation with many interacting factors*” (SER, p.7).

It is the intention of the Master's study programme to broaden and develop the knowledge acquired during Bachelor's studies based on up-to-date theories and methodologies in the research field of landscape architecture. „In 2013, on the initiative of the SKVC, a Description of the Architectural Study Field has been prepared, which regulates the special requirements of study programmes in the field of architectural studies (i. e. Landscape Architecture branch). Therefore, the aims and results of the (...) Landscape Architecture Master's programme have been essentially clarified" (SER, p.7).

The learning outcomes are described in a clear, reproducible and comprehensive way related to the thematic focal points „knowledge and its application“, „research skills“, „subject-specific skills“, „social skills“ and „personal skills“. The description of the learning outcomes is practice-orientated and matches common requirements for the higher academic education of landscape architects.

There was an essential update of the programme aims, the learning outcomes and in particular the study plan taking into account the conclusions of the external evaluation of the study programme in 2013.

Based on the results of the meetings with the representatives of the Department as well as on the discussions with alumni and social partners there is an on-going process to develop the study programme, considering the changing economic and social conditions of external environment and collaboration with representatives of the business world. „The programme is regularly improved and renewed on the basis of the general requirements of preparing a study programme, by taking into account the changing legislative acts and requirements of vocational training for landscape architects, need of the labour market" (SER, p. 10).

Programme aims are publicly available, although detailed information is provided only partly in English language on the homepage of Klaipeda University.

The meetings with alumni and social partners confirmed that programme aims and learning outcomes are based on public as well as labour market needs. Nevertheless, alumni and social partners suggested providing students with more technical skills and knowledge on the regulatory framework as well as creative expression.

Study programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications provided (Master in landscape architecture).

2.2. Curriculum design

The curriculum meets legal requirements. The duration of studies for full-time is 2 years, part-time – 3 years. The amount of the programme is 120 ECTS. Theory covers 12 ECTS (10%),

creative exercises 14 ECTS (11,7%), consultations and seminars 10 ECTS (8,3%) and practices 84 ECTS (70%).

The final work of the Landscape Architecture Master's studies is rated 30 ECTS. It is required that the candidates for a master's degree show high creativeness reflecting up-to-date skills in landscape design as well as theoretical background knowledge. The final theses that were presented to the expert team corresponded to a large extent the above mentioned requirements.

It is important to state that expert team found that the study programme in the curriculum design has improved significantly since last evaluation in 2013. Study subjects are evenly distributed. The content is appropriate for the achievement of the programme learning outcomes.

There is a main focus on practical training as well as on research activities with manifold opportunities to set individual priorities by choosing optional and alternative subjects.

The scope of the programme is regarded sufficient to ensure achievement of learning outcomes. The content of the subjects and/or modules is consistent with the type and level of the study; especially compared to similar programmes outside Lithuania.

The content of the programme reflects latest achievements in science, art and technologies in most subjects. However the following improvements would help to better meet the needs of students and social partners, they expressed at the meetings with the expert team and to increase the qualification of the graduates related to the labour market

1. There has to be an increased focus on the support of individual creativity and artistic design within the existing practical training.

2. In reaction to the needs of the labour market and the attempts to internationalize the study programme there should be a reinforced focus on outdoor planning tasks in an urban context (square design, design of public promenades etc.).

2.3. Teaching staff

Legal requirements are considered. In the study programme work 11 teachers. Among the full-time teachers there are 3 professors, 3 associate professors and 5 lecturers.

It is stated that the average length of pedagogical working time of the study programme teachers is 17 years, while practical work experience is about 22 years (SER, p. 18). Qualification of teaching staff in general is adequate to ensure learning outcomes.

There are on-going activities to integrate young and high qualified teachers in the Department's staff. *„Currently, there are five PhD students of the Studies of Art, who will be gradually integrated into studies and scientific research. (...) If more students are to be admitted,*

4 more experienced teachers-experts from other higher educational institutions are expected to be involved” (SER, p. 18).

While multidisciplinary of the teaching staff can be regarded as a specific quality there are only few high qualified landscape architects with relevant experience employed at the Department. In order to keep up with current technologies and contemporary trends in landscape design it has to be recommended to benefit from additional visiting landscape architects who are involved in the contemporary design scene.

It seems necessary to benefit from the practical and theoretical knowledge of landscape architects with long-time experience as practitioners in other European countries due to the fact that the establishment of landscape architecture as a fully-fledged discipline and not only as a side-line of architecture in Lithuania actually is not completed. Therefore the above mentioned recommendation to benefit from additional visiting landscape architects is an important request.

A main quality of the study programme is due to the small actual number of students the students-teacher-ratio. The average number of students in a group working with a teacher is 4-5 students.

The teaching staff is encouraged to participate in ERASMUS programmes, to increase publishing activities, to advance team teaching methods and to be prepared also to teach in English. It has to be mentioned that there were relevant improvements concerning the participation of the teaching staff in national and international scientific conferences and the collaboration with foreign universities, as for example with Turkish Higher Education Institutions, since last evaluation in 2013.

The participation of teachers in international conferences and contact to foreign colleges or universities should be further improved to ensure the intended internationality of the study programme. The ongoing activities to improve the English language skills of the teaching staff have to be continued.

Publication activities should be extended to international journals to better document on-going research activities.

Further qualification of teaching staff is managed as on-going process. It has to be mentioned that most of the teachers working at the Department are teacher-lecturers combining practical creative and academic work. At the moment there are no teachers having a full post and working in the Master's programme only.

2.4. Facilities and learning resources

In 2013 the study premises of the Department were newly established and are in general well-equipped now. There are two methodical-consulting rooms, two auditoriums, two studios,

two computer classes for theoretical lessons and a room with reproduction equipment (large format plotter, copier, large format scanner). There is a sufficient supply of computer technologies and software (AutoCAD, ArchiCAD, Google SketchUp etc.).

For self-studies students can use the computer classrooms and the above mentioned software programmes and also other technical facilities as plotters and scanners.

It has to be mentioned that future investments in 3D-printers and scanners as well as CNC laser cutters will add essential advantages to both the department as well as the students.

Practical classes are held in Seaside Regional Park, Palanga Birute Park, the local Botanical Garden and different public places of Klaipeda city.

„Scientific and methodological literature, required for the Landscape Architecture studies, can be found in the Central Klaipėda University library (...) Every year there are about 170 titles of periodicals and 30 electronic databases subscribed. (...) All databases are available from computers, belonging to the University network. Students and teachers can connect to Wiley Interscience and EBSCO Publishing package (16 databases) from home computers, other work places” (SER, p. 24).

Nevertheless the expert team came during the visit to the conclusion that the lack of relevant books and international journals regarding contemporary landscape design is striking. The funding for the acquisition of new technical literature is obviously far too low.

Without an adequate provision of up-to-date books and international journals on the field of landscape architecture and landscape design it seems nearly impossible to ensure a high-quality academic education as well as topical scientific research.

There is a need for qualified landscape architects in the region and there are a lot of companies and institutions offering possibilities for practical training and internships.

Essential learning materials and scripts are virtually provided using Moodle. This is particularly advantageous for part-time students.

2.5. Study process and students‘ performance assessment

The admission requirements are well-founded. Persons having a Bachelor’s degree in architecture or landscape architecture can be admitted to the Master’s study programme Landscape Architecture. Admission to the Master’s study programme is conducted by mean of tender. *„The competition grade, when joining the Landscape Architecture Master’s study programme, is very diverse and ranges from 20 to 14 points” (SER, p.26).*

The organization of the study process ensures an adequate provision of the program and the achievement of the learning outcomes. It has to be mentioned that there were relevant improvements in comparison with the situation in 2013.

Only 1-2 students participate in the Erasmus exchange programme every year. On the other hand 1-2 foreign students participate in the study programme.

In 2013 1 teacher of the Department participated in the ERASMUS exchange programme. Related to the on-going activities to intensify the contacts to foreign universities 12 teachers of Cankiri Karatekin University (Turkey) visited KU for academic work under the ERASMUS exchange programme in 2013.

At the moment only 50% of the course units can be taught in English and Russian language. To attract more ERASMUS students from abroad at least some teachers have to improve their English knowledge in the nearest future to ensure conversation with foreign students.

Klaipeda University seems to ensure an adequate level of academic and social support. The assessment system of students' performance is clear, adequate and publicly available. Also a systematic evaluation of all single study subjects by the students has been implemented. There are different forms of feedback implemented: discussion of task performance or examination evaluation (in groups or individually), comments by means of electronic communication, students' self- or peer assessment, discussion of works in groups, etc.

During the last lecture, students are encouraged to assess one's strengths and learning outcomes, to identify one's weaknesses and their causes and to foresee relevant opportunities of revising the learning process.

Due to the small number of students and an intensive collaboration and ongoing communication between students and lecturers the above mentioned forms of feedback mostly have an informal character. An increasing number of students in the future would require a more formal application of the assessment instruments.

As the expert team was told by graduates as well as by social partners of the University there is an actual need for qualified landscape architects in Lithuania. The labour market offers manifold opportunities for future graduates to get employed at municipalities, park administrations and offices for garden design and landscape architecture etc. For this reason it is not surprising that nearly all graduates who completed the Landscape Architecture Master's study programme work according to their academic education.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme seem to be clearly allocated. The University appears to have clearly defined rules that have been adopted and improved since the last evaluation in 2013 regarding the programme management.

Administration and programme management were found to be well structured. The programme has a good leadership and is well supported by the university as well as by social and professional partners in the region. This is an activity which needs to be continued and made more formal including all members outlined under the regulation requirements.

As the expert team was told by students as well as by graduates of the study programme there is a positive atmosphere in the collaboration and conversation between students and lecturers related to the small number of students. But informal contacts and discussions partly replace the inclusion of students in decision-making bodies of the university, for example the study programme committee. This is an essential shortcoming and needs to be addressed immediately.

During the last years complex internal quality assurance measures were implemented according to the standards of ISO 9001. The internal quality management is based on the „activity process structure’s methodology and scheme“ (SER, p. 34). 5 main quality assurance processes area provided: Strategic Management, Study, Scientific Research and Art, Improvement of Activity and Support.

A main problem is at the moment the decreasing number of students affecting Klaipeda University more than other Lithuanian universities. In 2014/15 only 10 students took part in the Masters’ study programme; 4 completed their studies.

It has to be mentioned that there is an actual need for a large number of high qualified landscape architects in Lithuania and there is no other university in Lithuania offering a comparable Master’s study programme. Therefore it is necessary to pay high attention to this study programme by the state also from a financial point of view.

It seems to be necessary to intensify the efforts to promote the high importance of landscape architecture in general and a high-quality academic education of landscape architects in particular by publications, public events and via digital media. Landscape architecture has to be a public topic in Lithuania. This should be managed in a close cooperation of the members of the Department on the one hand and the Lithuanian Association of Landscape Architects on the other hand.

The study programme as well as the department has come to a point where it is necessary to exploit all possibilities in pushing the programme further.

III. RECOMMENDATIONS

1. To make the study programme more attractive for ERASMUS students from abroad there should be detailed information about the study programme (study aims, curriculum, learning outcome etc.) be provided in English language on the KU homepage.

2. There has to be an increased focus on the support of individual creativity and artistic design within the existing practical training. Also there should be a reinforced focus on outdoor planning tasks in an urban context (square design, design of public promenades etc.).

3. In order to keep up with current technologies and contemporary trends in landscape design it has to be recommended to benefit from additional visiting landscape architects who are involved in the contemporary design scene.

4. The teaching staff has to be further encouraged to participate in ERASMUS programmes, to continue and expand collaboration with foreign universities, to increase publishing activities, to advance team teaching methods and to be prepared to teach in English.

5. It is indispensable to increase the funding for the acquisition of new technical literature (books, international journals) and to establish a specialised library on contemporary landscape design orientated to international standards. Future investments in 3D-printers and – scanners as well as CNC laser cutters would add essential advantages to both the department as well as the students.

6. In spite of the friendly atmosphere promoting informal discussions between students and teachers the formal inclusion of students in decision-making bodies of the university has to be ensured.

7. It is necessary to intensify the efforts to promote the high importance of landscape architecture in general and a high-quality academic education of landscape architects in particular by publications, public events and via digital media.

IV. SUMMARY

The Master's study programme "Landscape Architecture" at Klaipeda University aims on the promotion of high skilled and scientifically qualified landscape architects being able to solve complex landscape architectural problems on the basis of a comprehensive design approach complying with international standards.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered.

In comparison with the situation three years ago (previous evaluation 2013) the expert team realized some improvements concerning the curriculum design, the qualification and motivation of the teaching staff, the study process, the study programme administration and relevant facilities.

Nevertheless there is a potential for on-going activities to maintain current qualities of the programme, to react on already existing weaknesses and to attract new applicants.

To further strengthen the focus on landscape design it seems necessary to increase the support of individual creativity and artistic design within the existing practical training. Also there should be a reinforced main focus on outdoor planning tasks in an urban context (square design, design of public promenades etc.).

In order to keep up with current technologies and contemporary trends in landscape design it has to be strongly recommended benefiting from additional visiting landscape architects who are involved in the contemporary design scene. It seems necessary to benefit from the practical and theoretical knowledge of landscape architects with long-time experience as practitioners in other European countries due to the fact that the establishment of landscape architecture as a fully-fledged discipline in Lithuania actually is not completed. Also it is a prerequisite for the attraction of a greater number of students from abroad to win well-known international visiting landscape architects for lectures.

The participation of teachers in international conferences and contact to foreign colleges or universities should be improved to ensure the intended internationality of the study programme. The ongoing activities to improve the English language skills of the teaching staff have to be continued.

The premises for studies in terms of facilities and learning resources are for the most parts adequate in their size and quality. Consulting rooms, auditoriums, studios, computer classrooms, reproduction equipment, computer technologies and software (AutoCAD, ArchiCAD, Google SketchUp etc.) match largely the needs of the students as well as of the teaching staff.

An exception is the specialised library. It is indispensable to increase the funding for the acquisition of new technical literature (books, international journals) and to establish a specialised library on contemporary landscape design orientated to international standards. Without an adequate provision of up-to-date books and international journals on the field of landscape architecture and landscape design it seems nearly impossible to ensure a high-quality academic education as well as topical scientific research.

The organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Students are encouraged to participate in research, artistic and applied research activities.

The higher education institution seems to ensure an adequate level of academic and social support.

The assessment system of students' performance is clear, adequate and publicly available. Professional activities of nearly all graduates of the master's study programme meet the program providers' expectations.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The internal quality assurance measures seem to be well organized. Nevertheless deficits concerning the formal inclusion of students' representatives in the decision-making bodies of the university according to regulations at Klaipeda University have to be eliminated in any case.

To increase the number of students it seems necessary to intensify the efforts to promote the high importance of landscape architecture in general and a high-quality academic education of landscape architects in particular by publications, public events and via digital media.

V. GENERAL ASSESSMENT

The study programme Landscape Architecture (state code – 621K13002) at Klaipėda University 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	3
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	15

*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

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
KRAŠTOVAIZDŽIO ARCHITEKTŪRA (VALSTYBINIS KODAS – 621K13002) 2016-06-20
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-142 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa Kraštovaizdžio architektūra (valstybinis kodas – 621K13002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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

Klaipėdos universiteto magistro laipsnio studijų programos *Kraštovaizdžio architektūra* tikslas yra rengti aukštos kvalifikacijos ir mokliškai kompetentingus kraštovaizdžio architektus, gebančius spręsti sudėtingas kraštovaizdžio architektūros problemas laikantis visapusiško projektavimo požiūrio, tenkinančio tarptautinius standartus.

Programos tikslai ir studijų rezultatai atitinka studijų tipą ir pakopą bei siūlomą kvalifikaciją.

Palyginti su situacija prieš trejus metus (ankstesnis išorinis vertinimas buvo atliktas 2013 m.) ekspertų grupė pamatė tam tikrus patobulinimus programos sandaros, akademinio personalo kvalifikacijos ir motyvacijos, studijų eigos, studijų programos vadybos ir materialiujų išteklių srityse.

Vis dėlto esama potencialo tęsiant vykdomą veiklą išlaikyti gerąsias programos savybes, reaguoti į esamas silpnąsias vietas ir pritraukti naujų norinčiųjų studijuoti.

Norint dar labiau sustiprinti orientaciją į kraštovaizdžio projektavimą, būtina didinti paramą individualiam kūrybiškumui ir meniniam projektavimui šiuo metu organizuojamos praktikos metu. Be to, reikėtų sustiprinti pagrindinį dėmesį lauko erdvių planavimo užduotims urbanistinėje aplinkoje (aikščių projektavimas, pėsčiųjų alėjų projektavimas ir pan.).

Norint neatsilikti nuo naujų technologijų ir kraštovaizdžio projektavimo šiuolaikinių tendencijų, itin rekomenduotina kviesti daugiau atvykstančių kraštovaizdžio architektų, kurie yra aktyvūs šiuolaikinio dizaino srityje. Būtų gerai pasisemti praktinių ir teorinių žinių iš ilgametę patirtį turinčių kraštovaizdžio architektų, praktiškai dirbančių kitose Europos šalyse, dar ir dėl to, jog kraštovaizdžio architektūra, kaip atskira disciplina, Lietuvoje dar nėra iki galo susiformavusi. Be to, norint pritraukti daugiau studentų iš užsienio, būtina pakviesti kviestiniais dėstytojais tarptautiniu mastu gerai žinomus kraštovaizdžio architektus.

Norint pasiekti numatyto studijų programos tarptautiškumo, reikėtų skatinti dėstytojų dalyvavimą tarptautinėse konferencijose ir gerinti kontaktus su užsienio kolegijomis ar universitetais. Reikia tęsti ir vykdomą akademinio personalo anglų kalbos gebėjimų tobulinimo veiklą.

Studijoms skirti materialieji ir mokymosi ištekliai iš esmės yra tinkami savo dydžiu ir kokybe. Konsultacijų klasės, auditorijos, studijos, kompiuterių klasės, gamybinė įranga, kompiuterinės technologijos ir programinė įranga („AutoCAD“, „ArchiCAD“, „Google SketchUp“ ir pan.) didžiąja dalimi tenkina tiek studentų, tiek akademinio personalo poreikius.

Išimtis yra specializuota biblioteka. Gyvybiškai svarbu skirti daugiau lėšų naujai techninei literatūrai (knygoms, tarptautiniams žurnalams) įsigyti bei sukurti specializuotą šiuolaikinio kraštovaizdžio projektavimo biblioteką, orientuotą į tarptautinius standartus. Be tinkamo aprūpinimo naujausiomis knygomis ir tarptautiniais žurnalais apie kraštovaizdžio architektūrą ir kraštovaizdžio projektavimą aukštos kokybės akademinio rengimo ir aktualių mokslinių tyrimų vykdymo užtikrinti praktiškai neįmanoma.

Studijų eigos organizavimas užtikrina tinkamą programos vykdymą ir studijų rezultatų pasiekimą. Studentai skatinami dalyvauti mokslinių tyrimų, meno ir taikomųjų tyrimų veikloje.

Panašu, kad aukštoji mokykla užtikrina tinkamą akademinę ir socialinę paramą.

Studentų pasiekimų vertinimo sistema yra aiški, tenkina reikalavimus ir skelbiama viešai. Beveik visų magistro laipsnio studijų programos absolventų profesinė veikla atitinka programos vykdytojų lūkesčius.

Atsakomybė už sprendimų priėmimą ir programos vykdymo stebėseną aiškiai paskirstyta. Vidaus kokybės užtikrinimo priemonės gerai struktūrizuotos. Vis dėlto būtina šalinti trūkumus, susijusius su formalizuotu studentų atstovų įtraukimu į universiteto sprendimus priimančių organų veiklą pagal Klaipėdos universiteto nuostatus.

Norint padidinti studentų skaičių, būtina suintensyvinti pastangas, skirtas viešinti kraštovaizdžio architektūros svarbą apskritai ir kraštovaizdžio architektų aukštos kokybės akademinio rengimo svarbą, ypač rengiant publikacijas, per viešus renginius ir skaitmeninėje žiniasklaidoje.

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III. REKOMENDACIJOS

1. Kad studijų programa būtų patrauklesnė ERASMUS studentams iš užsienio, KU svetainės pagrindiniame puslapyje reikėtų pateikti išsamią informaciją apie studijų programą (studijų tikslai, studijų turinys, studijų rezultatai ir pan.) anglų kalba.

2. Praktikos metu reikia skirti daugiau dėmesio individualaus kūrybiškumo ir meninio projektavimo stiprinimui. Be to, reikėtų daugiau dėmesio skirti lauko erdvių planavimo užduotims urbanistinėje aplinkoje (aikščių projektavimas, pėsčiųjų alėjų projektavimas ir pan.).

3. Norint neatsilikti nuo naujų technologijų ir kraštovaizdžio projektavimo šiuolaikinių tendencijų, rekomenduotina kviesti daugiau atvykstančių kraštovaizdžio architektų, kurie yra aktyvūs šiuolaikinio dizaino srityje.

4. Akademinį personalą reikia toliau skatinti dalyvauti ERASMUS programose, tęsti ir plėsti bendradarbiavimą su užsienio universitetais, spausdinti daugiau darbų, plačiau taikyti grupinio dėstymo metodus ir stiprinti pasirengimą dėstyti anglų kalba.

5. Gyvybiškai svarbu skirti daugiau lėšų naujai techninei literatūrai (knygoms, tarptautiniams žurnalams) įsigyti bei sukurti specializuotą šiuolaikinio kraštovaizdžio projektavimo biblioteką, orientuotą į tarptautinius standartus. Itin naudingos tiek katedrai, tiek studentams būtų investicijos į 3D spausdintuvus ir skenerius bei CNC lazerio pjaustyklės.

6. Nepaisant draugiškos atmosferos, kuri skatina neįpareigojančias diskusijas tarp studentų ir dėstytojų, būtina užtikrinti formalizuotą studentų dalyvavimą sprendimus priimančių organų veikloje.

7. Būtina suintensyvinti pastangas, skirtas viešinti kraštovaizdžio architektūros didelę svarbą apskritai ir kraštovaizdžio architektų aukštos kokybės akademinio rengimo svarbą, ypač rengiant publikacijas, per viešus renginius ir skaitmeninėje žiniasklaidoje.

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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)