



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos

**STUDIJŲ PROGRAMOS ARCHITEKTŪRA (612K10002)**

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF ARCHITECTURE (612K10002)  
STUDY PROGRAMME**

at Vilnius Academy of Fine Arts

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Išvados parengtos anglų kalba  
Report language - English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Architektūra</i>
Valstybinis kodas	612K10002
Studijų sritis	Menai
Studijų kryptis	Architektūra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Architektūros bakalauras, architektas
Studijų programos įregistravimo data	1997-05-19

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Architecture</i>
State code	612K10002
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)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Architecture, architect
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	Design works by students of I semester up Final projects
2	Bachelor of Architecture Department 2014 (Final projects catalogue)
3	VDA certification procedures for teachers
4	VDA internal quality evaluation phases
5	Minimum VDU teachers-artists requirements for the position
6	Protocol No. 9, 2014.05.27( extract)

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

Vilnius Academy of Fine Arts (hereinafter – VDA) is a state run higher education university founded by the Parliament of the Republic of Lithuania. It is based at Maironio St. 6, LT-01124 Vilnius, Lithuania.

The collegial government bodies of the Academy are the Council, the Senate and a single-person body, the Rector of the Academy.

The Student Representation is involved at all levels of VDA government. The Representation delegates student representatives to VDA Council and the Senate.

The Bachelor's degree study programme *Architecture* has been taught by the Department of Architecture since 1995.

This programme is integrated in and supports the mission of the Academy and its development strategy set out in the Statute of VDA.

The programme structure is revised yearly in the light of the yearly results and their compliance with the learning outcomes, and on the basis of the conclusions of internal programme audit.

The programme of subjects (modules) are certified by the Council and approved by the Senate. Previous evaluation of the first-cycle programme *612K10002 – Architecture* was conducted in Jan, 2008 by the Centre for Quality Assessment with an international independent peer review group. The programme received an unconditional accreditation.

In 2012, the study programme *Architecture* received an unconditional notification by the European Commission in Brussels under Article 21(7) of the Directive 2005/36/EC Qualifications of Architects.

The experts' group was surprised to find that BA programmes in architecture in Lithuania last eight semesters. In many European countries BA programmes last six 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 a change of the overall duration of architecture programmes has to be expected in the years to come.

The experts' team was concerned by the fact that besides the programme in Vilnius, architectural programmes in Kaunas and Klaipėda are in preparation and/or already in operation without any connection between the courses in content or form. The programme in architecture

in Vilnius risks to be negatively affected, by competing programmes at the same institution, when searching to improve international relations and building up a specific profile.

#### ***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 13th November 2014.

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- 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***

Self-evaluation report (hereinafter - SER) addresses programme aims, justifying it by comparative analysis between number of architects in Lithuania and other EU member states and need to improve rates at the national level. SER relies on set of formal documents (Architects Council of Europe, public agencies and larger Vilnius-located architectural firms) which, along with statements of the social partner representatives during the site visit, thoroughly justify needs of the labour market as well as overall social needs.

In general, the name of the programme, its learning outcomes, content and the qualifications offered are mutually compatible. However, there is a concern as Programme Aims and Learning Outcomes are not updated at the official programme web-site ([https://web.liemsis.lt/vdais/stp\\_report\\_ects.card\\_ml?p\\_valkod=612K10002&p\\_year=2013&p\\_lang=EN&p\\_spec=&p\\_fil=33](https://web.liemsis.lt/vdais/stp_report_ects.card_ml?p_valkod=612K10002&p_year=2013&p_lang=EN&p_spec=&p_fil=33)).

The main programme aims are concise and comprehensive, reaching synthesis (creation) level as per Bloom's taxonomy.

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). The structure and number of the programme outcomes are appropriate and fully reflects given descriptors. However, some of the outcomes (e.g. A1, A2 or C2.) are too complex and comprising two or more different expectations in one.
- B) According to the list of the offered outcomes the study programme expectations are aligned with the LTQF / Level 6.
- C) The programme outcomes generally address 11 points listed in UIA-UNESCO Chapter and Directive 2005/36/EC. However, more accents is expected on meeting users’ requirements, relating buildings and spaces between them to human needs and scale and climate sensible approach (sustainability).
- D) The connection of the learning outcomes and study subjects matrix (SER, pp.7-8) shows that some courses have very extensive expectations (e.g. “studio-based courses”), what draws the doubt about the accessibility of the same. Moreover, complex outcomes (A1, A2 & C2 – e.g. “General university knowledge, appreciation of cultural (art, architectural) phenomena: philosophy, aesthetics, history of art and architecture, sociology, standard Lithuanian, ability to employ this information, to creative analyse and systematize”) are hard to be assessed in a full extent in any of the courses.

In some particular courses the learning outcomes are not listed (e.g. “visual expression 1”, “visual expression 2”, “visual expression 5”, “visual expression 6”, “visual expression 7”, “monument protection basics”, “introduction to philosophy and art theory”, “the history of western art”, “trends in contemporary architecture”, “Lithuanian language”, “theoretical and institutional context of contemporary art”, “20<sup>th</sup> century applied art and design”, “psychology of art”). Some courses have only one or very limited number of outcomes (e.g. “visual expression 3”, “visual expression 4”, “computer-aided work skills”, “computer-aided design methods 2”, “construction and territorial planning law”, “history of western art 15-19<sup>th</sup> c.”, “Architecture of 20<sup>th</sup> c.”, “the history of philosophy”, “computer-aided three-dimensional design”, “introduction to psychology”, “introduction to entrepreneurship”, “research of architectural heritage”, “fundamental of architectural heritage conservation”). Some courses have vague or too general outcomes (e.g. “mathematics” – “Know the basic definitions and concepts and how to apply them”). Some courses have outcomes, which are not fully reflected in the course plan (e.g. “basics of architectural design”). Some courses have outcomes which are not properly proactively defined (e.g. “basics of architectural composition”, “volumetric spatial composition and colour science”, “building and finishing materials”, “building structures and engineering systems”, “structural systems of a low-rise public facility” – e.g. “Foundations of composition”

or “To learn the structural systems and their components of residential houses and public facilities”) and that is why hard to be assessed. In some courses interactions between course and programme outcomes are missing (e.g. “volumetric spatial composition and colour science”, “site planning”, “urban design fundamentals”, “construction and territorial planning law”, “history of western Art 15-19<sup>th</sup> c.”, “history of western Art 20-21<sup>th</sup> c.”, “aesthetics and philosophy of art”, “architecture of 20<sup>th</sup> c.”). In some courses the relation between course and programme outcomes is not justified (e.g. “mathematics”, “structural design of block of flats”, “structural design of unique public facilities”, “building engineering physics”, “construction economics”). Some pairs of courses have identical outcomes (e.g. “professional practice” and “graduation project”). Some courses have extensive list of outcomes (e.g. “introduction to visual culture studies”).

## **2.2. Curriculum design**

The curriculum design meets the legal requirement for bachelor’s study programme, the *Architecture* programme content is in compliance with all provisions of Lithuanian legal acts for study programmes and has features of 1<sup>st</sup> study cycle. The duration of studies in full-time mode of delivery is four years. Following from the general requirements for study programmes, the total of 240 ECTS –30 ECTS per semester– is distributed as follows: 198 credits are allocated to the course units of the study field (15 of them are dedicated to Final thesis); general University education subjects units account for 24 credits, elective subjects of the general University education subjects and elective subjects of main study field account 18 credits. Experts’ group thinks that the number and offer of elective courses is minimal 18 ECTS in comparison with 60 ECTS allowed, and does not give enough opportunities to students for deeper specialization. The number of subjects studied and accountable for one semester is from 3, 6 and 7. The number of optional subjects in the programme is 7.5%.

Study subjects are spread evenly across 8 semesters. The main group of subjects – Architectural Design– is organized on the principle of increasing complexity of building typology (from single-family house to complicated public complex) and contextual environment (from simple natural setting to complicated urban situation). This group of subjects goes horizontal across all 8 semesters. Architectural designs group of subjects supplement subjects in building engineering and structural design, subjects in visual expression and subjects of general and special education. The themes of subjects are not repetitive. In this logical link only the architectural design disciplines (design skills) does not always correlate with knowledge and concepts provided by other disciplines (professional erudition discipline) at the same time:

1. Public building in established historical quarters (design discipline now is in the 6<sup>th</sup> semester)  
/ Basics of heritage protection (professional erudition discipline now is in the 7<sup>th</sup> semester).

Both disciplines should be in the same semester or “Basics of heritage protection” in the semester before.

2. History of 20th C. Architecture (professional erudition discipline now is in the 6<sup>th</sup> semester) and Trends in contemporary architecture (professional erudition discipline now is in the 7<sup>th</sup> semester) subjects should be in the 2<sup>nd</sup>, 3<sup>rd</sup> at least 4<sup>th</sup> semester (at the beginning of professional skills training).
3. Computer-aided 3D design subject, as one of the most important architects’ working tools, should be the compulsory subject of the study field.

The content of subjects and modules is consistent with type of the studies: the main group of subjects is architectural design, subjects in building engineering and structural design are linked to the main stem - architectural design, subjects in visual expression dedicated to the development of artistic–intellectual abilities.

Experts found only one study description “Visual expression 7” where evaluation methods and criteria are not specified and the content of this subject unclear.

The scope of the programme is sufficient to ensure the learning outcomes, but there is a problem to identify real scope of lectures, independent, individual or team/group work, individual consultations, seminars and creative workshops. There is an easy way to display the real workload structure in the study plan (to supplement Annex 3.1 table “study plan”).

According to study programme components as study plan, especially analysis subjects/models content, shows that programme reflects the latest achievements in architecture: both theory and practice, in construction technologies, in structural and engineering systems, students have access to the latest fine and applied art (see Annex\_3.2. study subjects/modules programmes).

### ***2.3. Teaching staff***

The faculty is well equipped with the staff meeting legal requirements .

The qualifications of the teaching staff are mostly adequate to ensure learning outcomes. There are less teaching staff with doctoral degree (5 of 19 teachers) than in the technical universities but still enough.

It came out from presented CVs’ and during the meetings on the site visit that the teaching staff identifies themselves as too locally and not well integrated into the international community of architects.

There are no foreign teachers employed, however, recently the Department has started to invite guest professors from abroad to give short workshops. Students, the expert team met, would like to have much more guest professors coming from abroad. Among the teachers there

are only some with limited international experience. It was surprising that the members of the faculty (and also the rector's office) preferred to use the aid of an interpreter.

Among teaching architects the expert group identified an attitude undervaluing the role of theory in the creation of contemporary architecture, which does not facilitate achieving the necessary learning outcomes. Visiting the exhibition of students' works confirmed this observation.

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

The started juvenescence process is a positive sign but it should continue with bigger impetus. The architects teaching in the studios belong quite to the same generation and it would be welcoming to employ more and younger architects from emerging offices. Preferably there should not be teaching architects from the same office. On their site visit the expert team detected one case where the University's election process rules were not followed. Lecturer (see Protocol No.9, 2014.05.27) was adopted in breach of "Minimum VDU teachers-artists requirements for the position" with technical-engineering education. It is evident, that the preparation of architects' teacher is required with the technical – engineering to. So, the "Minimum VDU teachers-artists requirements for the position" should be adapt to not only for artists or architects ( see II, and III chapter "Minimum VDU teachers-artists requirements for the position") .

The University has set strict requirements for research (artistic) and other professional activities for its academic staff, which compel them to strive. As incentive it is possible to apply a support for conference participation or for study trips. Academy has a well-equipped residence/holiday home in Nida the best Lithuanian resort.

The studios are supervised by leading local architects. Several members of the teaching staff are active writers and researchers, who have published books like *Laisvės architektūra* (Architecture of Freedom), *A Time of Change. The Architect's Notes etc..*

According to students there are some members of the Faculty who are so deeply involved in their practise that they are not often seen at school.

#### ***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 buildings, auditoriums and infrastructure of VDA dedicated for the education of art comply with the European standards. The premises are recently renovated, new lighting and heating equipment was installed the computer network is modernized. The area of the premises

dedicated for BA degree study programme is 833 m<sup>2</sup>, 5.3 m<sup>2</sup>/ student. The students benefit from the colourful fields of Art studies provided by VDA. BA students have free access to all galleries and exhibition halls of VDA in the city.

For the Architecture BA programme the Department has its facilities in the new building of VDA. Students of each study year have their own studio dedicated to individual and group work. Each studio is equipped with computer, projector, local network, e-library (free access to all), wireless and wired Internet. The auditorium for the presentation of works, discussions and for teamwork hosts 40 students. The programme is supplied with a computer class of 20 workplaces, and an auditorium for theoretical lectures, storage for models and a photography studio. In 2013-2014, LTL 120, 000 (35.000€) were invested into renovation of computer class and computer software.

The facilities provided by the Department of Architecture are adequate for the art oriented study programme needs, both in terms of auditoriums and studios, as well as computers. The technical and aesthetic state of the classes is suitable.

Students have access to the computers 24 hours a day. Software for professional usage (AutoCad, ArchiCad, Abvent Artlantis, Rhino 4.0, Educationall Lab, Alphacam, CS6 design Standard programmes package, Adobe programmes package, Photoshop, Illustrator, InDesign, Dreamweaver, Premiere, After Effects, Acrobat Pro) is available for the students. Students have access to the model manufacturing workshop, the laser cutting-machine and the 3D CMM, the printing centre, the photography studio with modern equipment and laboratory, exhibition premises. In 2014 VDA intends to acquire a 3D printer. The teaching and learning equipment available for the BA programme is up to date.

At their site visit on November 13<sup>th</sup> 2014 the experts' group noticed that the facilities are in a very good and adequate condition. The possibilities offered by the workshops and their facilities should positively influence students' form finding processes in their architectural works.

“Practical working placements” are arranged by employing students, and for a period not shorter than two months, with an architectural office or a certified architect. The practical working experience of the students is documented in the Student's final report and in the assessment of the Student's performance, delivered by the receiving Architect. Final grade is composed in the proportions: employer's grade 40%; student assessment 10%; supervisor for practice 50%. 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.

Teaching materials, such as textbooks, reference books and periodicals are adequate, accessible and are supplemented by on-line databases. All the lecture rooms are equipped with archiving technology and local networks. The Department has its own e-reading room with

textbooks, books, periodical and regulatory literature needed for the study programme and the archives of yearly and final projects. The Department subscribes databases (Ebsco Publishing, LABA, Oxford Reference Online, Grove Art/ Grove Music). VDA staff publishes a considerable amount of publications (textbooks including), 50 copies of each title are stocked at the library. Teachers of the Department of Architecture periodically put together new textbooks, methodological materials and monographs. Translated materials are also published.

Reference books indicated by study subject descriptions are available from VDA library and the reading room, or the Department reading room.

### ***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 Vilnius Academy of Arts official website. At their meeting with students the experts' team learned that for the compulsory test in artistic education (drawing, composition, history of art and architecture) preparation courses seem to be common and they were irritated by the fact that they seem to be quite expensive and on which some teachers of the academy of art participate as lecturing tutors. Expert team thinks that is against academic ethics.

Competitive points are bipartite: 50% of compulsory subjects selected at a secondary school and another 50% of compulsory test in artistic education.

According to the SER and during the analysed period, the students drop-out-rate is quite low, just five students left studies. The SER shows that the number of students is growing every year because many students are admitted from other higher education institutions. During the visit it became clear that the drop-out-rate in reality is much higher than stated in the SER but these numbers are counted as study suspension or so called "academic vacation". During the period 2009-2014 the average number of students that temporarily stopped their studies per year is about 25. The main reason for suspending studies is due to financial circumstances.

The Academy has provided opportunities to participate in student mobility programmes to study abroad. The Office of International Relations is directly responsible for the mobility programmes, for the selection of students for the mobility programmes the Department of Architecture is in charge. Students are allowed to take part in mobility programmes after their second study year, but priority is given to students who are in third year of studies. The average number of students who participate in mobility programmes is six per year. Expert team thinks that this is normal amount per year for study program, if to compare other with other HEI in Lithuania.

The assessment system of students' performance is clear, adequate and publicly available on VDA's website and inner regulations. According to the given data, it seems that the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. During the site visit students stated to be very satisfied with their studies even if students sometimes would want more information about decision-making processes in the Department.

Professional practice is included to the study programme and lasts at least two months. Students have to write evaluation reports and present them to their supervisor at the Department.

Academic and social support for students is ensured. There are all opportunities to contact teachers all the time needed and even to meet them for consulting outside the lectures. Also almost all important information can be found on the Internet. The Faculty has a lot of useful and new equipment, which students are free to use for their studies. The Faculty provides opportunities for students to use the newest computers, even printing services are partly free of charge, students just have to pay for materials. The Faculty is student orientated and students can feel free to express their creativity.

During the visit it became clear that the Faculty collaborates with potential employers and presents job offers to architecture students. Most social partners approved that they have strong relations to the Faculty.

The Academy provides opportunities for various scholarships from state and Academy funds. All information about scholarships can be found on the Internet. There are four different types of scholarships that can be given for bachelor students. Students who have great achievements in their study field can get scholarships.

The VDA is organizing health improvement activities such as: pool, lawn tennis, gym and other type activities. The VDA has some leisure facilities and students have all possibilities to use them.

According to the SER, all students can get places in dormitories that are located in Vilnius old town. At the site visit some students stated that they are not living in dormitories. Most of respondents claimed, that it is enough places in dormitory, but most of students more prefer to rent a flat.

All BA final works are related with the study programme. The results of final works shows, that the majority of students were interested in their study field. The average of the last two years results is 8,06.

During analysed period more than 90% of graduated students of the study field have found jobs directly or partly related to their study field. This shows strong relations between social partners and strong graduates motivation to work according their specialization, also it shows high quality of study program.

The experts group noted that despite the excellent working conditions, salaries of teachers' staff are very low and over time this can negatively affect the learning process. The department will lose the best professionals or they will be forced to look for additional work. On the other hand, to attract younger and talented teachers will also be quite complicated.

## ***2.6. Programme management***

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated: VDA government, VDA Council and the Senate, Vice-rectors, Faculty, Department vested with the organization of studies and the implementation of the study programme. The programme committee consists of 8 individuals, 5 Department teachers, one student, one representative of stakeholders, and one representative of LAA. During their site visit the experts' group experienced a confusing situation: students who belong to the programme committee (the experts were informed about student's representation in the committee) knew nothing about their role in this committee.

The specific profile of the BA study programme is hard to identify in the self-evaluation report provided by the SKVC. 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.

In the study course and faculty a formal representative of students (the students' self-government) in organizational and with respect to questions the content of the study plans seem to be in operation. Students representation in the University organization (involved at all levels of VDA Government) is formalized in the university's enactments and programme management structure.

In the programme management descriptions of the SER (2.6. page 26) internal quality assurance measures seem not to be in operation, neither in internal formal nor informal means. In contrast to the self-evaluation documents the expert group at their site visit of November 13<sup>th</sup> 2014 found a quality management system in operation. The applied system produces the adequate outcomes to improve teachers' performance and the study process outcomes.

No specified outcomes of internal and external evaluations of the programme were mentioned in the self-evaluation. Neither in the SER nor in the "VDA internal quality evaluation phases" provided to the expert group at their site visit by the vice-rector of the Academy, specific outcomes of the quality evaluation were mentioned to influence the improvement of the study

programme. Never the less the head of department was aware of the importance of quality assurance measures.

No specified outcomes of internal and external evaluations of the programme were mentioned for stakeholders` involvement in the self-evaluation. Neither in the SER nor in the "VDA internal quality evaluation phases" provided to the expert group at their site visit by the vice-rector of the Academy, specific outcomes of the quality evaluation were mentioned to influence the stakeholders` involvement. Never the less the head of department was aware of the importance of quality assurance measures for social partners.

The mentioned inquiries by informal means, like routine discussions of efficiency of methodological assignments, during final exhibitions/assessments should be part of regular teachers.

### **III. RECOMMENDATIONS**

1. The experts group recommends that for the majority of units, course outcomes have to be reviewed following the listed deficiencies. A new overall programme outcome matrix has to justify the logic behind the programme.
2. The experts' group recommends re-calculating learning, practical tasks, independent work and consultation-hours and their percentage in an overall matrix to make the required workloads understandable to students and teaching staff.
3. The experts' group recommends supplementing study subject "Visual expression 7" so as to be clear content and specifying evaluation methods and criteria of this subject.
4. The new programme scheme has to be developed to address Directive 13/55/EU requirements. Experts' team strongly suggests 3 years of BA + 2 years of MA if national legislative enable.
5. The experts' group recommends focusing on the opportunities of the Art Academy of Fine Arts to strengthen the single position of the study course in Lithuania: based on the obviously good infrastructure and facilities to integrate more internationally known architects and/or teachers with PhD degrees to the programme. The study programme, modern laboratories, adequate literature and international teaching staff stimulate the best of study result.
6. For the appointment of new teaching staff the Art Academy's of Fine Arts process and rules have to be followed. The appointment processes should be transparent for all members of the study course.
7. The experts' group recommends gaining international reputation and building up a unique profile for the study course.
8. The experts' group recommends supporting the head of department's activities by mandating responsible for "scholar activities and international relations", "research and PhD programme" and "teaching structure".
9. The experts' group recommends a coordination of the study programmes in architecture between Vilnius and the branches in Kaunas and Klaipėda.
10. The experts' group recommends continuously applying the quality management system in operation to improve teachers' performance and the study process outcomes.

#### **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)\***

VDA – Bachelor of Architecture programme has been based on the obviously good infrastructure and facilities. Undoubtedly, the study programme offers great opportunities to integrate international experts and teaching staff to the programme and thanks to the latest technology and modern laboratories can offer innovative teaching methods. The Art Academy`s of Fine Arts specific reputation among Lithuanian`s higher education institutions in Architecture and the possibilities offered by the new workshops and their facilities will positively influence students` experimental form finding processes in their architectural works.

In addition, started juvenescence process is a positive sign to engage more teaching staff with international background, which will bring additional value to current internationalization efforts of the study programme.

## V. SUMMARY

The programme aims and learning outcomes formally fulfil the requirements. However, course outcomes are to be significantly improved to justify the logic of the overall programme outcome matrix and to make them understandable to students and teaching staff.

The curriculum design meets the legal requirements for BA study programmes, with the volume of the programme defined by the law on science and studies of the Republic of Lithuania, and the general requirements for study programmes. The scope of the programme is sufficient to ensure learning outcomes, but there is a problem to identify real scope of lectures, independent, individual or team/group work, individual consultations, seminars and creative workshops.

The experts' group could observe that a general juvenescence process had been started in the study course. The faculty is well equipped with the staff meeting legal requirements .

The qualifications of the teaching staff are adequate to ensure learning outcomes. There are less teaching staff with doctoral degree (5 of 19 teachers) than in the technical universities but still enough.

On their site visit the experts' group had the impression that in the displayed BA projects the influence of mostly Lithuania based teachers was obvious.

The experts' group found, that the description "Minimum VDA teachers-artists requirements for the position" is not adapted to the staff who has a technical background (the study of the architect is required).

The experts' group noted that despite the excellent working conditions, salaries of teachers' staff are very low and over time this can negatively affect the learning process .The department will lose the best professionals or they will be forced to look for additional work. On the other hand, to attract younger and talented teachers will also be quite complicated.

Based on the obviously good infrastructure and facilities the programme offers great opportunities to integrate more international experts and teaching staff to the programme. The study programme, modern laboratories, adequate literature and international teaching staff stimulate the best of study result.

To gain international reputation and to build up a unique profile for the study course, the experts' team suggests, to support the head of department's activities by mandating responsible for "scholar activities and international relations", "research and PhD programme" and "teaching structure".

The experts' team was concerned by the fact that besides the programme in Vilnius architectural programmes in Kaunas and Klaipėda are in preparation and/or already in

operation without any connection between the courses in content or form. The programme in architecture in Vilnius risks to be negatively affected, by competing programmes at the same institution, when searching to improve international relations and building up a specific profile.

At their site visit on November 13<sup>th</sup> 2014 the experts' group noticed that the facilities are in a very good and adequate condition. The possibilities offered by the workshops and their facilities should positively influence students' form finding processes in their architectural works.

During their site visit the experts' group experienced a confusing situation: students who belong to the programme committee (the experts were informed about student's representation in the committee), knew nothing about their role in this committee.

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 to recruit more international students in the future.

In contrast to the self-evaluation documents, where a quality management system based on international standards practically was not mentioned, the expert group at their site visit of November 13<sup>th</sup> 2014 found a quality management system in operation. The applied system produces the adequate outcomes to improve teachers' performance and the study process outcomes.

The expert group was surprised to find that BA programmes in architecture in Lithuania last eight semesters. In many European countries BA programmes last six 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 a change of the overall duration of architecture programmes has to be expected in the years to come.

## VI. GENERAL ASSESSMENT

The study programme *Architecture* (state code – 612K10002) at Vilnius Academy of Fine Arts is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	3
	<b>Total:</b>	<b>20</b>

\*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: Prof. Andreas Wenger  
Team leader:

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

Prof. dr. Mart Kalm

Assoc. Prof. Marco Savic

Ramunė Staševičiūtė

Gintautas Rimeikis

**VILNIAUS DAILĖS AKADEMIJOS PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS ARCHITEKTŪRA (VALSTYBINIS KODAS – 612K10002) 2015-01-26  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-20 IŠRAŠAS**

&lt;...&gt;

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus dailės akademijos studijų programa *Architektūra* (valstybinis kodas – 612K10002) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>20</b>

\* 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)

&lt;...&gt;

**IV. IŠSKIRTINĖS KOKYBĖS PAVYZDŽIAI**

Vilniaus dailės akademijos studijų programa *Architektūra* akivaizdžiai turi gerą infrastruktūrą ir patalpas. Studijų programa neabejotinai suteikia puikias galimybes įsitraukti tarptautiniams ekspertams ir dėstytojams, dėl naujausių technologijų ir šiuolaikiškų laboratorijų galima taikyti inovatyvius mokymo metodus. Aiški Dailės akademijos reputacija tarp Lietuvos aukštojo mokslo institucijų architektūros srityje ir naujų dirbtuvių bei jų įrenginių siūlomos galimybės turės teigiamą poveikį studentų architektūros darbų eksperimentinių formų paieškos procesams.

Be to, jaunėjantis kolektyvas yra teigiamas ženklas, padedantis pritraukti daugiau tarptautinį išsilavinimą turinčių dėstytojų, o tai reiškia pridėtinę vertę siekiant studijų programos tarptautiškumo.

## V. SANTRAUKA

Programos tikslai ir studijų rezultatai formaliai atitinka reikalavimus. Tačiau programos rezultatus reikia reikšmingai patobulinti, siekiant pateisinti bendrą programos rezultatų matricos logiką, ir padaryti suprantamus studentams ir dėstytojams.

Programos sandara atitinka bakalauro studijų programoms keliamus teisinius reikalavimus, Lietuvos Respublikos mokslo ir studijų įstatyme apibrėžtą programos apimtį ir bendruosius studijų programų reikalavimus. Programos apimtis yra pakankama studijų rezultatams pasiekti, tačiau sunku nustatyti realią paskaitų, savarankiško, individualaus ar komandinio darbo, individualių konsultacijų, seminarų ir kūrybinių dirbtuvių apimtį.

Ekspertų grupė pastebėjo, kad prasidėjo bendras studijų programos dėstytojų jaunėjimo procesas. Fakultete dirba teisinius reikalavimus atitinkantis personalas.

Dėstytojų kvalifikacija yra pakankama studijų rezultatams pasiekti. Dėstytojų, įgijusių daktaro laipsnį, yra mažiau (5 dėstytojai iš 19) nei techniniuose universitetuose, tačiau jų skaičius pakankamas.

Lankydamosi akademijoje ekspertų grupė susidarė įspūdį, kad eksponuojamuose bakalauro projektuose akivaizdi Lietuvos dėstytojų įtaka.

Ekspertų grupė nustatė, kad minimalūs VDA dėstytojų menininkų pareigybių reikalavimai nėra pritaikyti darbuotojams, turintiems techninį išsilavinimą (reikalaujama architektūros studijų).

Ekspertų grupė pažymėjo, kad, nors darbo sąlygos puikios, dėstytojų darbo užmokestis labai mažas, o laikui bėgant tai gali turėti neigiamos įtakos studijų procesui. Katedra praras geriausius specialistus arba jie bus priversti ieškoti papildomo darbo. Kita vertus, pritraukti jaunų ir talentingų dėstytojų taip pat bus gana sudėtinga.

Programa aprūpinta akivaizdžiai gera infrastruktūra ir įranga, todėl yra puikios galimybės į ją pritraukti daugiau tarptautinių ekspertų ir dėstytojų. Studijų programa, šiuolaikiškos laboratorijos, tinkama literatūra ir tarptautinis dėstytojų kolektyvas skatina siekti geriausių studijų rezultatų.

Kad būtų galima įgyti tarptautinę reputaciją ir sukurti unikalų studijų programos profilį, ekspertų grupė siūlo padėti katedros vedėjui paskiriant asmenis, atsakingus už mokslinę

veiklą ir tarptautinius ryšius, mokslinius tyrimus ir doktorantūros programas bei mokymo struktūrą.

Ekspertų grupei kelia nerimą, kad, be programos Vilniuje, rengiamos ir (arba) jau vykdomos architektūros programos Kaune ir Klaipėdoje, tačiau jos nėra suderinto turinio ar formos. Kyla rizika, kad tai neigiamai paveiks architektūros studijų programą Vilniuje, nes toje pačioje institucijoje susidarys programų konkurencija, siekiant gerinti tarptautinius ryšius ir sukurti išskirtinį profilį.

Per 2014 m. lapkričio 13 d. vizitą akademijoje ekspertų grupė pastebėjo, kad patalpos yra labai geros ir tinkamos veiklai būklės. Dirbtuvių ir jų įrangos teikiamos galimybės turėtų turėti teigiamą įtaką studentų architektūros darbų formų paieškos procesams.

Per vizitą ekspertų grupė nustatė painią situaciją – programos komitetui priklausantys studentai (ekspertai buvo informuoti apie studentų atstovavimą komitete) nežinojo, koks jų vaidmuo šiame komitete.

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

Skirtingai nei savianalizės suvestinės dokumentuose, kuriuose tarptautiniais standartais pagrįsta kokybės vadybos sistema praktiškai nebuvo minima, ekspertų grupė per vizitą 2014 m. lapkričio 13 d. nustatė, kad kokybės valdymo sistema veikia. Taikoma sistema duoda tinkamus rezultatus gerinant dėstytojų darbą ir studijų proceso rezultatus.

Ekspertų grupė nustebė, kai sužinojo, kad architektūros bakalauro studijų programos Lietuvoje trunka aštuonis semestrus. Daugelyje Europos šalių bakalauro studijų programos trunka šešis semestrus. Pagal 2013 m. lapkričio 20 d. Europos Parlamento ir Tarybos direktyvą 2013/55/ES, kuria iš dalies keičiama Direktyva 2005/36/EB dėl profesinių kvalifikacijų pripažinimo, ir Reglamentą (ES) Nr. 1024/2012 dėl administracinio bendradarbiavimo per Vidaus rinkos informacijos sistemą (IMI reglamentas) yra būtinos bent penkerių metų studijos pagal nuolatinio mokymo programą universitete arba lygiavertėje mokymo institucijoje. Studijos užbaigiamos sėkmingai išlaikius universiteto lygio egzaminus. Ateityje Lietuvoje architektūros bakalauro ir magistro studijų programų bendra trukmė turėtų keistis.

<...>

### III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja, atsižvelgus į išvardytus trūkumus, peržiūrėti daugumos dalykų studijų rezultatus. Nauja bendra programos rezultatų matrica turi pateisinti programos logiką.
2. Ekspertų grupė rekomenduoja perskaičiuoti mokymosi, praktinių užduočių, savarankiško darbo ir konsultavimo valandas ir jų procentinę dalį bendroje matricoje, kad studentai ir dėstytojai suprastų reikalaujamą darbo krūvį.
3. Ekspertų grupė rekomenduoja papildyti studijų dalyką *Vizualinė raiška 7*, kad turinys būtų aiškus ir būtų nurodyti šio dalyko vertinimo metodai ir kriterijai.
4. Atsižvelgiant į Direktyvos 13/55/ES reikalavimus, turi būti parengta nauja programos schema. Ekspertų grupė primygtinai siūlo 3 metų bakalauro studijų ir 2 metų magistrantūros studijų programą, jei leidžiama pagal šalies teisės aktus.
5. Ekspertų grupė rekomenduoja sutelkti dėmesį į Vilniaus dailės akademijos galimybes ir stiprinti bendrą studijų programos poziciją Lietuvoje: remiantis akivaizdžiai gera infrastruktūra ir įranga, į programą siekti pritraukti daugiau tarptautiniu mastu garsių architektų ir (arba) dėstytojų, įgijusių daktaro laipsnį. Studijų programa, šiuolaikiškos laboratorijos, tinkama literatūra ir tarptautinis dėstytojų kolektyvas skatina siekti geriausių studijų rezultatų.
6. Skiriant naujus dėstytojus būtina laikytis Vilniaus dailės akademijos tvarkos ir taisyklių. Skyrimo procesas turėtų būti skaidrus visiems studijų programos nariams.
7. Ekspertų grupė rekomenduoja įgyti tarptautinę reputaciją ir sukurti unikalų studijų programos profilį.
8. Ekspertų grupė rekomenduoja padėti katedros vedėjui paskiriant asmenį, kuris būtų atsakingas už mokslinę veiklą ir tarptautinius ryšius, mokslinius tyrimus ir doktorantūros programą ir studijų struktūrą.
9. Ekspertų grupė rekomenduoja koordinuoti architektūros studijų programas tarp Vilniaus ir Kauno bei Klaipėdos filialų.
10. Ekspertų grupė rekomenduoja nuolat taikyti kokybės valdymo sistemą dėstytojų darbui ir studijų proceso rezultatams gerinti.

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