



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto  
**STUDIJŲ PROGRAMOS ARCHITEKTŪRA (621K10001)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF ARCHITECTURE (621K10001)**  
**STUDY PROGRAMME**  
at Kaunas University of Technology

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Architektūra</i>
Valstybinis kodas	621K10001
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
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Architektūros magistras
Studijų programos įregistravimo data	2007-02-19

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Architecture</i>
State code	621K10001
Study area	Art studies
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
Degree and (or) professional qualifications awarded	Master of Architecture
Date of registration of the study programme	19-02-2007

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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 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
A	"The procedure of attestation and organization of competitions for academic staff and researchers" (excerpt)

### **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 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.

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, second cycle study programme of Architecture began to be conducted also in English.

The average annual enrolment on programme is between 10 and 19 with decrease trend.

#### ***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***

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

The set of Learning outcomes is publicly accessible at the KTU web-site: <http://ktu.edu/en/programme/m/architecture>.

In general, the name of the programme, its learning outcomes, content and the qualification offered are mutually compatible. The general list of expected competences (self-evaluation

report, pp.8) is aligned with the LTQF/Level 7 descriptors. However, there is no full synchronization between those competences and programme learning outcomes (SER, pp.9).

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 “newest ... knowledge” 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 expectation of graduate to “do intellectual, artistic and creative work in an autonomous manner” is not clearly stressed (“special abilities”).
- The additional value of LTQF 7 social abilities - to “encourage technical, public and cultural progress favourable to society development” is not covered.
- “Creative intellectual personal abilities” are not stressed under “personal abilities category”.

B) The list of the offered outcomes is sufficient to prove that the study programme expectations are aligned with the LTQF/Level 7. However, the list of outcomes does not clearly define the character of the programme. The dimensions of creativity and originality, highly expected in the advanced architectural education are lacking.

C) The programme outcomes properly address just some of the 11 points listed in UIA-UNESCO Chapter and Directive 2005/36/EC, although it could be considered that those have already been gained during the BA programme. However, it would be expected to have “more in depth” approach at least in some of the major areas such as architectural design or architectural professional practice.

D) Analysing in particular the course learning outcomes, it is clear that research ones are prevailing, which brings the overall study programme much more in the field of the Master of Science than Master of Architecture.

## ***2.2. Curriculum design***

As per national legislation BA programmes in architecture last eight, and MA programmes in architecture in Lithuania last four 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 of one or both programmes in a near future.

Architecture Master’s full-time studies at Kaunas University of Technology last 2 years and are worth 120 credits. The second cycle architecture Master’s studies consist of study field modules (60 credits), university’s defined and freely chosen modules (30 credits) and final degree project (30 credits). The volume of credits for full-time studies for each of the semesters is 30 credits (recommended size for this study form is not lower than 45 and not higher than 60 study credits per one year). The scope and content of the programme are sufficient to ensure achievement of the learning outcomes.

The Master of Architecture part-time studies at Kaunas University of Technology last 3 years with a volume of 120 credits. The volume of credits for part-time studies for each of the semesters is 12-30 credits (per year 32-36). The recommended volume of part-time studies is not less than 30 study credits and not more than 45 study credits per year, therefore studies in this form last up to one and a half times longer than full-time studies. Part-time architecture Master’s studies have not yet been implemented in KTU Architecture Master’s studies.

The number of studied subjects in each semester is not more than 5.

The experts review team (hereinafter – 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 study modules. Moreover, analysing Table 3 (SER, pp 10-12) in some courses there is a concern about the expected students` workload where ECTS – calculated workload is much less (e.g. “methods of scientific” and “applied research” worth 6 ECTS - approximately 150 hours) than demanded 464 hours of students` activities. The student`s independent work hours should be re-calculated together with the programme outcomes.

The study programme`s curriculum design is based on “Research project 1”, “Research project 2”, “Research project 3” and Final Degree project, according to the SER „develop personal abilities and management skills for individual and professional design of buildings and urban complexes and scientific research“. This basis is supported by 8 evenly spread study field subjects: their themes are not repetitive.

In the actual MA programme outlines, as seen during the site visit on November 10<sup>th</sup> 2014, the MA-students are required to choose their topic of their final theses in the first week of the first semester. For students coming from abroad intending to participate in the MA programme this convention is too restrictive.



Besides to their study field-subjects students have to choose 1 of 3 groups of study modules (Architectural Renovation, Interior Design, Heritage Protection), each group consisting of 3 subjects). Each optional study module summarizes the design project. Optional subjects are spread evenly, their themes are not repetitive, but some modules have very similar and short lists of references and additional literature (“Methods of architectural renovation”, “Design of architectural renovation”). In the list, some references date from 1995-1998, hence it is difficult to tell, if all contents reflect the latest achievements, the SER does not mention fundamental publication.

### ***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 the learning outcomes. Among all employed 15 teachers there are 8 with doctoral degree and happily 5 of them are designing architects.

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.

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 the 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. Among the research and popularisation achievements the website [www.autc.lt](http://www.autc.lt) is worth to be mentioned.

#### ***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 full-time studies of second study cycle (MA) is 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 five years period the University assigned 1,5 mln Lt (450.000€) for 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 MA 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. Courses for foreign students are organized separately, which results in no interaction with Lithuanian students.

During the site visit MA students reported about the minimum requirement of one month of practice at an Architect's office at the last semester of their BA studies. The obligation to attend final project work and practice in parallel causes high working load for the graduating students. Students of Architecture would benefit much more from practice experience in an earlier phase

of their studies.

Possibilities for foreign experience are well promoted by KTU, students are aware of the Erasmus+ programmes and are keen to participate usually two months.

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. Recently 70 new publications were added to the Department's library, subscriptions for journals (e.g., *Topos*, *The Plann*, *Architecture and Technologies in Detail*, *Urbanistika ir architektūra, Werk' Bauen und Wohnen*) were provided. The University's library has a specialized exhibition of literature, when ordered books are annually transferred to the Faculties' libraries. The renewed library is equipped with Internet access for students and staff, 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 second cycle study programme Architecture meets all rules and procedures approved by KTU Senate and the Government of the Republic of Lithuania. All admission rules can be found on the Internet. In order to motivate students, extra points can be given to the admission grade for participation in scientific or artistic activities. Admission competitive point is calculated: 80% depends on BA Diploma supplements and 20% extra mark of scientific and artistic activities, extra mark is given by the Faculty admission committee.

There is slight decrease in the number of admitted students during the last five years. However, the drop-out-rate is relatively low: during the analysed half of period 2009 – 2011, just one student left his (her) studies (group entered in 2009) – it composes just 5,3%. Compared with previous years: In the group that entered in 2007 the drop-out-rate was 27,8%. Following the SER information the Faculty already undertook actions to control the situation of such huge drop-out-rates. 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 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, 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 the ERT had the

impression that students are satisfied with their study process and that the study process is compatible with practical work. However, during the meetings with students, graduates and social partners some additional information was given: students and social partners suggested to focus more on legal acts and their present changes, which are related with architect work.

According to the SER, teaching staff and faculty administration involve and encourage the “smartest” students to participate in scientific and research activities, to attend in conferences, annual workshops, exhibitions (“Technorama”) and represent their research in the Department and/or during lectures. During the analysed period students with teachers prepared 6 articles (just 3 students were involved) and participated in three conferences.

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. However, during the analysed period, just two students participated in mobility programmes. According to the SER, the main reason, why students are not active in mobility programmes is that most of them are employed or have already been engaged in mobility programmes during their BA studies. 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.

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. Almost all 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 the official KTU website.

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.

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.

According to the SER 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 teachers are giving recommendations, how to get sponsor scholarships. At KTU 10% of the students per semester get scholarships.

According to the SER, all efforts are made, to organise dormitories for students, who are not from Kaunas.

All MA final projects are related with the study programme. 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 8,68.

During the analysed period and according to the SER 70% of graduates, have been employed within their specialization. This ratio shows that most of graduates are motivated to work according their specialization; also that after second cycle studies, architects are more appreciable.

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

Responsibilities for the programme management are distributed among the extensive number of stakeholders. The interplay between the Dean of the faculty, the programme's coordinators, the head departments, 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).

On their site visit the ERT gained the impression that the 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 to be managing and coordinating by KTU study pro-rector.

The amount of master students in architecture being unsatisfied with their lecture rooms intended for independent work (after lectures) with 23% not satisfied, which is less than at Bachelor programme as most of the Master students are employed. In general, facilities and learning resources mentioned in self-declarations seem to compromise the teaching and learning ambitions of the study course except the lack of model-making resources which have been already purchased (according to SER, pp.20).

The amount of master students in architecture declaring that study programme is not comprehensive and/or logically structured (69%) is extensive. The programmes` structure needs either a redesign (based on learning outcomes), and/or the information about the programme didactic concept have to be communicated completely different to the students.

Since the aim of every study programme – not only in a Master 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 (54%), the setting of the MA programme will need deep and fundamental transformation.

Authoritative representatives of institutions (external stakeholders) participate in activities of the commissions for defending of the final works. Other improvement processes by stakeholders involved are not mentioned. Moreover, formal representatives of the social partners interviewed were not fully informed about their role and expectations by the Faculty.

### **III. RECOMMENDATIONS**

1. KTU is advised to improve programme-learning outcomes stressing the importance of the newest scientific and professional contributions, utilizing adequate research methods and additionally employing dimensions of creativity and originality.
2. The character of the study programme is more research than project-based. The lack of design-oriented or professional practice-oriented courses indicates that this programme hardly can be considered as a base for the professional recognition as per Directive 2005/36/EC (even if it has been already recognized so). Therefore, the Department is advised to reconsider the character of the programme to move it either towards Master of Science or to adjust it towards Master of Architecture (more project-based). The fact that new Directive 2013/55/EU will be enforced from January 2016, demanding five years of architectural education as a foundation for the professional recognition could be a precious driver towards general reconstruction of the programme.
3. More time has to be reserved within the MA programme for the students' choice of the topic of their final theses.
4. The hours of student`s independent work per course should be adequately re-calculated and adjusted to course ECTS values (capacities).
5. The ERT recommends further enhancing of international activities of the teaching staff by incentives.
6. The ERT recommends to enlarge the space dedicated for student`s independent and group work.
7. The engagement of stakeholders (students, social partners) in the programme management has to become more proactive. The programme should provide training to 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. SUMMARY**

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 programme meets the general requirements of the LTQF – Level 7. Never the less the main structure of the programme reflected through the programme outcomes does not fully satisfy the expectations of the EU regulations about professional recognition. The programme in general has to improve the learning outcomes set by specifying and properly assessing the missing areas.

The character of the study programme is more research than project-based. The lack of design-oriented or professional practice-oriented courses indicates that this programme hardly can be considered as the base for the professional recognition.

The hours of student`s independent work per course should be adjusted to ECTS values. 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 study modules.

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

In the actual MA programme outlines, as seen during the site visit on November 10<sup>th</sup> 2014, the MA-students are required to choose their topic of their final theses in the first week of the first semester. For students coming from abroad intending to participate in the MA programme this convention is too restrictive.

The teaching staff CVs` provided in the self-evaluation report and did not reflect a positive activity in the international community of professionals involved in the MA programme. International exchange should be strengthened not only by student`s mobility but also for the teaching staff.

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. 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.



Delegates of both architectural study programmes (BA and MA) should be represented in the programme committee. Moreover, external (social) partners' representatives should play more active role.

During their site visit of November 10<sup>th</sup> 2014 the ERT did not find sufficient proof that quality assurance activities would have 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.

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.

Never the less the ERT would recommend the introduction of a quality management system following international standards to continuously improve and enhance study course and teaching staff's performance.

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.

## V. GENERAL ASSESSMENT

The study programme *Architecture* (state code – 621K10001) 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	3
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
	<b>Total:</b>	<b>18</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

Ass. Prof. Marko Savic

Ramunė Staševičiūtė

Gintautas Rimeikis

**KAUNO TECHNOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS ARCHITEKTŪRA (VALSTYBINIS KODAS – 621K10001) 2015-01-26  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-19 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Kauno technologijos universiteto studijų programa *Architektūra* (valstybinis kodas – 621K10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</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)

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**V. SANTRAUKA**

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) bendrą studijų trukmę turi sudaryti penkerių metų studijos pagal nuolatinio mokymo programą universitete arba lygiavertėje mokymo institucijoje, užbaigiamos

sėkmingai išlaikius universiteto lygio egzaminus. Tikimasi, kad per ateinančius metus architektūros bakalauro ir magistro studijų programų Lietuvoje bendra trukmė keisis.

Programa atitinka bendruosius Lietuvos kvalifikacijų sandaros (toliau – LTKS) septinto lygio reikalavimus. Tačiau pagrindinė programos struktūra, kuri atsispindi programos rezultatuose, nevisiškai atitinka Europos Sąjungos (toliau – ES) teisės aktų, kuriais reglamentuojamas profesinis pripažinimas, lūkesčius. Apskritai programos studijų rezultatai turi būti tobulinami, nurodžius ir tinkamai įvertinus trūkstamas sritis.

Studijų programos pobūdis labiau grindžiamas tyrimais, o ne projektais. Į dizainą ar į profesinę praktiką orientuotų dalykų trūkumas rodo, kad ši programa vargu ar gali būti laikoma profesinio pripažinimo pagrindu.

Studentų kiekvieno dalyko savarankiško darbo valandų skaičius turi būti pakoreguotas pagal ECTS kreditus. Vizito metu universitete pabendravusi su studentais EG susidarė įspūdį, kad studentai yra priversti dirbti daugiau, nei nurodyta studijų modulių aprašuose.

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

Pagal dabartinius magistro studijų programos dalykų aprašus, kurie EG buvo pateikti per vizitą 2014 m. lapkričio 10 d., magistrantūros studijų studentai privalo pasirinkti baigiamojo darbo temą pirmo semestro pirmą savaitę. Iš užsienio atvykstantiems studentams reikalavimas studijuoti šią magistrantūros programą tokia tvarka būtų pernelyg griežtas.

Savianalizės suvestinėje pateikti dėstytojų gyvenimo aprašymai neatspindi magistrantūros studijų programą vykdančių dėstytojų teigiamos veiklos tarptautinėje bendruomenėje. Turėtų būti stiprinami ne tik studentų, bet ir dėstytojų tarptautiniai mainai.

Studijų programa yra gerai aprūpinta tiek technine įranga, tiek patalpomis. Tačiau studentų savarankiško darbo patalpos per mažos. CAAD įranga ir piešimo priemonės – geros būklės, tačiau turės būti atnaujinamos atsižvelgiant į techninę raidą. Biblioteka ir interneto prieiga yra geros būklės.

Abiejų architektūros studijų programų (bakalauro ir magistro) atstovai turėtų būti įtraukti į studijų programos komitetą. Be to, jame turėtų aktyviau dalyvauti išorės (socialinių) partnerių atstovai.

2014 m. lapkričio 10 d. lankydamosi universitete, EG nerado pakankamai įrodymų, kad kokybės užtikrinimo veikla lemtų pakankamą studijų programos ar dalykų ir (arba) dėstytojų tobulėjimą. Šiuo metu rengiamų apklausų studijų programos *Architektūra* dėstytojais ir studentais nepalaiko, iš jų negaunama svarbių grįžtamojo ryšio duomenų.

Siekiant studentus įtraukti į neformalias apklausas, nuo 2013 m. du kartus per metus organizuojamos fakulteto apskritojo stalo diskusijos. Atsižvelgiant į apskritojo stalo diskusijas buvo įgyvendinta pakeitimų.

Tačiau EG rekomenduoja įdiegti tarptautinius standartus atitinkančią kokybės valdymo sistemą, siekiant nuolat gerinti studijų programą ir dėstytojų darbą.

Dekanas ir prodekanai turi užtikrinti, kad studentams ir dėstytojams būtų tinkamai pateikiami apklausų rezultatai. Būtina, kad dėstytojai ir studentai pritartų taikomoms kokybės valdymo priemonėms.

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### **III. REKOMENDACIJOS**

1. Kauno technologijos universitetui (toliau – KTU) rekomenduojama tobulinti programos studijų rezultatus, akcentuojant naujausių mokslo pasiekimų ir specialistų indėlio svarbą, naudojant tinkamus tyrimo metodus ir papildomai įtraukiant kūrybiškumo ir originalumo aspektus.
2. Studijų programos pobūdis labiau grindžiamas tyrimais, o ne projektais. Į dizainą ar į profesinę praktiką orientuotų dalykų trūkumas rodo, kad ši programa vargu ar gali būti laikoma profesinio pripažinimo pagrindu, kaip nurodyta Direktyvoje 2005/36/EB (net jei ji jau pripažinta). Todėl katedrai rekomenduojama apsvarstyti programos pobūdį ir rinktis: arba suteikti mokslinį magistro laipsnį, arba priderinti ją prie architektūros magistro studijų (kurios būtų daugiau grindžiamos projektais). 2016 m. sausį įsigalios naujoji Direktyva 2013/55/ES, kuria reikalaujama penkerių metų trukmės architektūros studijų, siekiant įgyti profesinės kvalifikacijos pripažinimą, o tai gali būti geras postūmis apskritai pertvarkyti programą.
3. Magistrantūros studijų programoje daugiau laiko turi būti skiriama studentų baigiamojo darbo temos pasirinkimui.
4. Reikėtų tinkamai perskaičiuoti studentų kiekvieno dalyko savarankiško darbo valandas ir pritaikyti jas prie dalyko ECTS kreditų (apimties).
5. Ekspertų grupė (toliau – EG) rekomenduoja toliau stiprinti ir skatinti dėstytojų tarptautinę veiklą.
6. EG rekomenduoja suteikti daugiau patalpų studentų savarankiškam darbui ir darbui grupėse.
7. Į programos valdymą reikėtų aktyviau įtraukti dalininkus (studentus, socialinius partnerius). Programoje turėtų būti numatytas programos komiteto narių mokymas, siekiant užtikrinti jų indėlį.

8. Reikia tobulinti kokybės procedūras, kad iš visų dalininkų (studentų, fakulteto, vadovybės, socialinių partnerių) gaunamas grįžtamasis ryšys turėtų poveikį būsimiems programos pokyčiams.

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