



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Kauno fakulteto
STUDIJŲ PROGRAMOS ARCHITEKTŪRA (*valstybinis kodas – 621K10003*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ARCHITECTURE (*state code -621K10003*)
STUDY PROGRAMME
at Vilnius Academy of Arts Kaunas Faculty

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Architektūra</i>
Valstybinis kodas	621K10003
Studijų sritis	Menai
Studijų kryptis	Architektūra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Architektūros magistras, architektas
Studijų programos įregistravimo data	2013-06-11, SV2-130

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Architecture</i>
State code	621K10003
Study area	Arts
Study field	Architecture
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Architecture, Architect
Date of registration of the study programme	2013-06-11, SV2-130

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The expert team expressed their gratitude to everyone for their hospitality during the visit to Vilnius Academy of Arts in Kaunas on Thursday 21st of April 2016.

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

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

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

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

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

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

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

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

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. 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.	List of Names of all participants from the Senior Management team, SER team, Teaching Staff team, Graduates and Partners teams
2.	Catalogues of End of the Year Students' works
3.	Annual Report Book of the Academy
4.	Catalogue of Awarded Works of Students' Design Projects
5.	Catalogue of Published works of Students' Design Projects

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

Vilnius Academy of Arts (hereinafter referred to as VAA) is a higher education school of art, which organizes university-level undergraduate studies, master's studies, special professional studies, selective studies, integrated studies, post-graduate art studies, and doctoral studies as well as conducts research and high-quality professional art activity. The founder of the Academy is Seimas of the Republic of Lithuania; however, VAA is autonomous in academic activity, administration, economy, and finances grounded on the principles of self- government and academic freedom and defined by the Constitution of the Republic of Lithuania, Law on Higher Education and Research, and the Statute of the Academy.

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

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

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

VAA Kaunas Faculty (hereinafter referred to as VAA KF) is an indivisible structural part of Vilnius Academy of Arts; therefore, equally uses the facilities and learning resources of the Academy. VAA KF teachers can deliver classes in all the divisions of the Academy (if needed).

VAA KF, which continues and fosters the traditions of the pre-war art school in Kaunas (1922–1940), is the major education center of fine arts in central Lithuania attracting students from almost all the regions of the country. Furthermore, VAA KF is not only a regional institution; it is a higher education university-level institution, which is attractive on the international level, too. Its popularity shows through gradually increasing numbers of students and teachers coming from foreign countries under the framework of the Erasmus exchange programme. Cooperation and best practice sharing is developed with foreign higher education schools, including Kazimierz Pułaski Technical University of Radom (Poland), Warsaw Academy of Fine Arts (Poland), Moscow State Technical University, Kaliningrad division (Russia), Gdansk Academy of Fine Arts (Poland), private higher education design school ‘Scuola Italiana Design’ (Italy), University of South Bohemia in České Budějovice (Czech Republic), The Academy of Fine Arts in Katowice (Poland), Technical University of Ostrava (Czech Republic), etc.

Two level university studies programmes are taught at VAA KF: bachelor degree programme (10 programmes) and master degree programme (10 programmes, one of them is joint). VAA KF consists of the Board of the Faculty, the Dean’s Office, administrative departments (Studies Department, Public Relations Department, Staff Department and Maintenance Affairs Department), academic departments (Architecture, Design, Graphics, Textile, Glass and Ceramic, Visual Arts, Humanities), drawing studio, sculpture studio, painting studio, library, laboratories, and the Open School of Arts, Design and Architecture (Kaunas division).

External evaluation of all the study programmes at VAA has been conducted since 2008. During this period, VAA KF study programmes have been assessed more than once VAA KF teachers and other members of the community have positively responded to the external evaluation process of the study programmes and have understood its importance in the improvement of the quality of studies. Conclusions and recommendations of the external evaluation are presented to the academic community, discussed in the meetings of departments, the dean’s office and the Board and are used as guidelines for the renewal of the study programmes and development of Faculty activities.

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

The Self Evaluation Report (hereinafter – SER) of the Programme was made available to the expert team in March 2016. The head of the expert team distributed the workload according to each expert’s discipline and each member of the expert team examined the SER individually, preparing problem questions or discussion points. The experts obtained further information during the site visit in Kaunas on Thursday April 21st through interviews with Senior Administration Staff, Staff responsible for preparation of SER, the teaching staff, students, employers and stakeholders. After the visit, on Saturday April 23rd the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every area of the evaluation.

1.4. The Review Team

The review team was completed according *Description of experts’ recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *Thursday 21st of April 2016*.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

There is a thorough definition and clear outline of the programme’s aims and learning outcomes, which were also matched and correlated with the teaching areas/modules. The aims and learning outcomes are readily available and publicly accessible through the Academy’s website as well as through the publicity material published by the Academy. The Master study

programme in Architecture educates professional architects who have creative, analytical and critical thinking, broad views, good communication skills, who are able to combine most modern elements of architecture, engineering, science and art, take an active part in the processes of social and cultural life and critically evaluate the established practices and on-going processes in the community, who already during the process of their studies are able to re-evaluate the existing standards and constantly seek for new creative concepts.

Both the aims of the programme as well as the learning outcomes are based on both the academic and professional requirements. The divisions of VAA carried out self-assessment oriented towards the content of the demand for postgraduate design studies. The distribution and extent of creative activities of the students and graduates of in the city and generally the country and region testified to the necessity of design studies and significance for further development. The need for the programme is supported by the following indicators: a considerable experience accumulated by VAA Faculty in organizing Master studies, experienced academic staff, including renowned architects, scientists and artists, a wide network of cultural institutions and business enterprises, experience of architectural design firms in the area showing the need for professional architects.

The learning outcomes meet the requirements for the provision of a MA level education. This needs to be substantiated in the future years so that the programmes own dynamics and specific qualities can be realized. The Master study programme of Architecture is a direct response to the socio-cultural infrastructure development prospects in Lithuania and the demand for architectural creators.

There is generally good compatibility between the name of the programme and the learning outcomes, content and the qualification that is offered. The key word in the title reflects the content of the Programme, the qualification degree awarded and defines the field of study. This is a programme that can be characterized as quite interdisciplinary offering students knowledge about architecture, engineering modern design technologies, management, sociology, design theory and history, findings of architectural/artistic and scientific research and integrating that knowledge in their creative endeavors. Students are taught to analyze and critically evaluate a certain situation and related social processes and their interpretations in literature, expand their understanding of European social and cultural history and current developments, be aware of cultural and creative similarities and differences of various countries.

2.2. Curriculum design

According to the expert teams' best knowledge and understanding provided by SKCV and the SER, the programme complies with national legal acts and regulations. The compliance

with the Bologna process and the establishment to the European Credit Transfer System (ECTS) is implemented.

The study plan of the Master study programme of Architecture was compiled in accordance with the requirements of VAA Study Regulation and legal acts of the Republic of Lithuania (Law on Higher Education and Research, General Requirements for Master Degree Study Programmes, Descriptor of Study Cycles, Description of the Lithuanian Qualifications Framework, etc.) and taking into account the Description of Study Programmes in the Field of Design.

There is a very clear spread of modules throughout the 4 semesters/2 years of the programme which follows academic patterns of most postgraduate programmes internationally. Each semester consists of not more than 5 modules and students start with bigger number of contact hours in the start developing to bigger number of self-study towards the end of the 2-year cycle.

The content of modules is consistent and follows a rational flow, starting with an introductory period of research methodologies, followed by a period for building a research and practical proposal and followed by the final implementation (the dissertation). A very student-centered approach which complies with the Bologna treaty and which matches the current practice in most educational institutions. Additionally the option for the various 'electives' enhances further teaching and learning and accomplishes further students' development.

The breadth of curriculum, strongly supported by opportunities offered through optional studies and the freedom to participate in a range of extra curriculum activities – including presentations by visiting professors and architectural practitioners – allowing students to develop both a strong and appropriate integration between theory and practice in their work and to develop interdisciplinary practices.

It seems that since the last report in 2013 the MA programme has developed themes, forms and methods that reflect international practice in postgraduate education. Nevertheless further enhancement of these initiatives and the creative development of programme content utilizing new initiatives will greatly enhance the value of the MA programme. The creative development of programme content will be a continuous requirement.

Generally the programme reflects the latest achievements in architecture, science, design and technology. There may be some room for improvement especially in relation to the area of new technologies and entrepreneurship, not in terms of curriculum structure, but in terms of curriculum enhancement and diversity. There is a greater need towards architectural entrepreneurship through the context of design management and marketing. Doing so, students

may have an option to develop expertise in these areas and may have the chance to research and provide solutions towards this direction.

2.3. Teaching staff

The teaching staff implementing the study programme is compiled according to Description of General Requirements of The Degree-awarding Second Study Cycle and Integrated Studies approved by the Minister of Education and Science of the Republic of Lithuania.

All faculty's credential were found adequate to ensure the learning outcomes. All members of staff hold postgraduate degrees in relevant areas of the content of the programme. According to academic degrees the distribution of academic staff is as follows: 4 professors, 8 associate professors and 5 lecturers. In order to ensure that the learning outcomes are supported by teaching staff, there is also a greater diversity of qualifications from a variety of visiting staff who have increased and complemented the existing teaching population. In order to ensure that the learning outcomes are supported by teaching staff, there may also be a greater added diversity of qualifications from a variety of visiting staff who practice in new technologies and contemporary architecture and who will allow an increased complementary force to the existing teaching population.

The Master study programme is implemented by 17 full-time members of staff of VAA Faculty. According to the SER, on the basis of need, more lecturers can be. This situation complies with the general requirements for study programme, which provide that not less than half of the courses in the field of studies must be taught by recognized artists or scientists. The description of general requirements for study programmes does not regulate the number of full-time and invited lecturers. Compared to the number of students on the MA programme the number of the teaching staff is satisfactory. The additional input of teaching from visiting staff both national as well as international, as well as the cross-disciplined teaching from other departments of the Academy needs to be enhanced so that it can contribute further to the achieving of the learning outcomes.

The turnover of the teachers was found to be of a satisfactory level. As mentioned, because of the fact that staff salaries are quite low, there is always the risk for academics to seek employment in their creative fields, resulting negatively towards commitment to teaching. Although this is not in the jurisdiction of the expert team, measures towards alleviating the financial situation will improve the quality of teaching and learning. Furthermore in order to fully embrace the aims of design and adequately support the learning outcomes of the MA programme the turnover of staff needs to be retained.

Special attention is paid to the improvement of qualifications of academic staff, because in their work with students it is important to keep up-to-date with technological achievements and rapidly changing socio-cultural situation. Therefore, members of teaching staff are involved in architectural/artistic creative as well as academic research activities. They attend research conferences, go on study trips, arrange arts projects, organize and participate in national and international exhibitions. Members of teaching staff regularly participate in the defense of Master theses/projects and the work of Admission Committees. All this provides opportunities for teaching staff to expand their knowledge and improve their competences and update the courses taught.

All teaching staff is actively involved in research and practice and there is evidence of strong participation in various local and international competitions/exhibitions and other events. According to the SER during the last 3 years, the staff of the MA in Architecture study programme created significant architectural and artistic activity, were organizing international festivals, exhibitions and conventions, conducted educational creative workshops and participated in seminars and research conferences in Lithuania and abroad.

2.4. Facilities and learning resources

Studio spaces and labs were found to be satisfactory, providing students with an environment where they can work efficiently and comfortably. Facilities and generally physical resources have improved in the last 3 years. It is encouraging to see the development of the new building (old hospital), for which, the Academy will have greater spaces for residencies and exhibitions. Nevertheless we bring to the attention of the Academy that continuous enhancement and improvements must always be on the agenda, matching the development of new technologies and the industrial evolution.

The Art Academy has embarked on an ambitious programme of physical renewal and development of its infrastructure. Although this is quite evident in the last 3 years, there still needs to be additional development to include latest digital technologies such as large format printers, CNC, laser cutters, 3D printers and scanner etc.

The curriculum demands a professional practice, allowing students to have first hand experience with the industry. There is a strong link with the industry and a very good relationship with stakeholders where students can apply practical experience. Also, the establishment of the VAA Art and Design Laboratory will prove to be of great value both for teachers as well as staff.

The Academy has a Library, which stocks a big variety of the latest books, periodicals and journals in contemporary art and design. Furthermore the library provides access to

bibliographical databases to which students have direct access both within the Academy as well as through their personal environment. These databases are EBSCO Publishing, Oxford Reference, 24 Online Premium Collection, Grove Art Online, Springer LINK, Emerald Management eJournals Collection. Continuous development of the library is an essential requirement.

2.5. Study process and students' performance assessment

There is a clear statement on students' admission, which follows an open period for applications and portfolio reviewing by a committee from the Department. The portfolio reviewing consists of a personal interview and a presentation of a project proposal. This is an activity, which is widely practiced in most countries.

There is a good structure and organization of the study process, similar to other postgraduate programmes internationally. There is a strong student-centered approach to teaching at postgraduate level, one may say, a collegiate approach to facilitating student learning that takes particular account of individual learning needs and artistic career aspirations of the student.

Students are engaged into research, architectural/artistic and applied research activities by default through their curriculum. Additionally the introduction of projects from the industry and/or other local as well as international projects and events also enhanced this activity. This is quite evident in the activity of students' work and projects.

According to the SER, postgraduate students are less keen in mobility programmes mainly because of the involvement and commitment to other activities – mainly professional; however there are opportunities for them through the EU Life Long Learning programme (Erasmus and NordPlus). The Department has also structured the mobility period during the 2nd semester of the MA cycle facilitating a greater number for participation.

The Academy should keep encouraging such participations as well as establish more bilateral agreements with more countries. The team of experts strongly feels that mobility of both students and staff will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

There is adequate level of support through the allocation of personal academic advisors for each student and through a scholarship scheme - at an academic level. Students are also supported socially through various facilities and services provided by the VAA such as gym, dormitory etc.

Student grants and allowances are regulated by the Ministry of Education and Science of the Republic of Lithuania. The procedure for grant allocation is described in VAA Provisions for

Student Grants approved by the Senate. VAA students are eligible for social and incentive grants and one-off social allowances. Students who are eligible for a social allowance in accordance with the Law on Social Support in Cash for Badly-off Families can get a social grant. Incentive grants are allocated to students of all programmes for the best academic. In case of difficult financial situation, a student can apply for a one-off social allowance. The number of student grants depends on the amount of allocated funding. Priority is given to students in need of social support. Students (from families in need of social support who have shown good academic and creative results) can apply for financial support.

The criteria for student achievement assessment are tied up with the learning outcomes. The system and procedure of student assessment is based on the principles of reliability, clarity and objectivity. The knowledge and skills of all the students of the programme are assessed by ten-point criteria-based system. (The system is based on the recommendations from the Ministry of Education and Science and the Study Regulations of the Academy). The Assessment system is clearly outlined in the SER and is publicly available to students online as well as through printed publications of the Academy.

It seems that MA students in Architecture and the alumni of the programme are active and successful players of the Lithuanian and international architectural scene. This is evident from the facts presented in the SER as well as the graduates' profile information supplied by the Department.

2.6. Programme management

The instigation of Programme Study Group is a good initiative that needs to be constantly developed. There is a satisfactory level of staff and student engagement in discussions about change and development that can be fruitfully extended.

There seems to be an on-going and continuing effort towards the implementation of the programme through a regular collation data and analysis. This is carried out formally through the various committees of the Department and the Academy as well as informally (made possible due to the small number of the academic community) from the daily staff and student activity as well as external and alumni feedback.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme and this is quite evident, taking in consideration the improvements and further development of the programme since the recommendations of the last evaluation team in 2013. It is positive to note the enhancement of the programme context with the structure development and the addition of courses, which cover the field of design theory and criticism.

Stakeholders seem to have an open access to the Department and the BA programme through formal and informal representation. This is a very healthy relationship, which needs to be encouraged and continued. Additionally a stakeholder is officially represented and is a member of the Committee of the Architecture Study Programme.

Given the changes made since the previous evaluation in 2013 and the commitment from both the Academy and the Department it is obvious that the internal quality assurance activity is effective and efficient. It is believed that the internal quality assurance provides a firm basis for developing a formal enhancement agenda that will help the Academy not only to address any areas of weakness but to also continually improve all aspects of its provision.

III. RECOMMENDATIONS

1. The Academy may look into strategic planning not only to establish a regional center for architectural education, but also to attract non-local as well as international candidates.

2. As an added value to the current programmes, additional or diverse modules in the area of new technologies, material exploration as well as design management and may be considered.

3. In order to keep up with current technologies and contemporary trends all programmes could benefit from an ongoing enrichment of visiting creative practitioners who are practicing in the local as well as international contemporary design scene

4. It is suggested that greater mobility as well as communication among the faculties of the Academy from Vilnius and Klaipeda could be established allowing a greater dialogue among all campuses.

5. The Academy should develop more bilateral agreements with more countries. Mobility of both students and staff will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

6. A continuous enhancement and improvements for the facilities must always be on the agenda of the Academy, matching the development of new technologies and the industrial evolution. For example a further investment in a greater number of books and periodicals in architecture, art and design for the library, or the introduction to digital technologies such as large format printers, CNC, laser cutters, 3D printers and scanners will add greater advantages to both the faculty as well as the students of the MA programme.

IV. SUMMARY

It seems that the MA in Architecture programme comes across with clear aims and learning outcomes. The importance of the MA programme is well defined in the SER and by everybody during the meetings, giving emphasis on the specific location and its significance in the greater region. This is an interesting point, which needs to be explored further. The Academy may look into strategic planning not only to establish a regional center for architectural education, but also to attract non-local as well as international candidates.

The curriculum design follows a sequence, which matches other postgraduate programmes. The MA programme starts from the stage of the research proposal, with instruction of research methodologies and techniques and progresses into a self-negotiated project, concluding into a theoretical and practical outcome.

As an added value to the current programmes, additional or diverse modules in the area of new technologies, material exploration as well as design management and may be considered.

Teaching staff came across as devoted and committed towards teaching and learning, bringing their own good practice into the Academy. There was a clear understanding on the structure of the faculty who works like a community in a collective as well as in a diverse but complimentary mode. In order to keep up with current technologies and contemporary trends all programmes could benefit from an ongoing enrichment of visiting creative practitioners who are practicing in the local as well as international contemporary design scene. It is also suggested that greater mobility as well as communication among the faculties of the Academy from Vilnius and Klaipeda could be established allowing a greater dialogue among all campuses.

There is a small population of students which results in a better and more efficient staff/student relationship. It is a relationship that both staff and students have well praised. Current students were found to be very enthusiastic and motivated. They seemed to show interest in acquiring new knowledge, and they exhibited projects, which were found to be experimental, exciting and professional, both in making as well as in concept. Students showed enthusiasm in participating in the Erasmus mobility scheme. From the current students that the team had met, there were a few who actually took part in this scheme. The Academy should keep encouraging such participations as well as establish more bilateral agreements with more countries. The team of experts strongly feels that mobility of both students and staff will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

Administration and programme management were found to be well structured. The programme has a good leadership and staff structure and it is well supported by the faculty, as well as the social and professional partners in the region. This is an activity, which needs to be continued and maintained, as this is outlined and required by the Academy Regulations.

Facilities and generally physical resources have improved in the last 3 years. It is encouraging to see the development of the new building (old hospital), for which, the Academy will have greater spaces for residencies and exhibitions. Nevertheless we bring to the attention of the Academy that continuous enhancement and improvements must always be on the agenda, matching the development of new technologies and the industrial evolution.

For example a further investment in a greater number of books and periodicals in architecture, art and design for the library, or the introduction to digital technologies such as large format printers, CNC laser cutters, 3D printers and scanners will add greater advantages to both the faculty as well as the students of the MA programme.

Generally speaking the MA programme in Architecture, has come to a point where there is great potential not only for the city of Kaunas but the rest of the country, and everyone involved in this, needs to make a point of exploiting all possibilities in pushing the programme further.

V. GENERAL ASSESSMENT

The study programme Architecture (state code – 621K10003) at Vilnius Academy of Arts Kaunas Faculty 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
	Total:	18

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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

**VILNIAUS DAILĖS AKADEMIJOS KAUNO FAKULTETO ANTROSIOS PAKOPOS
STUDIJŲ PROGRAMOS ARCHITEKTŪRA (VALSTYBINIS KODAS – 621K10003)
2016-06-20 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-141 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos Kauno fakulteto studijų programa Architektūra (valstybinis kodas – 621K10003) 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
	Iš viso:	18

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Magistro laipsnio studijų programa *Architektūra* turi aiškius tikslus ir studijų rezultatus. Magistro laipsnio programos svarba yra gerai argumentuota SS, ją pabrėžė visi per susitikimus akcentuodami specifinę lokalizaciją ir svarbą regionui. Tai įdomus požiūris, kurį būtina toliau tyrinėti. Akademija turėtų pasigilinti į strateginį planavimą, kad taptų ne tik architektūros studijų centru regione, bet ir pritrauktų ne vietinių bei tarptautinių studentų.

Programos turinys sudarytas tokia seka, kuri atitinka kitų antrosios pakopos studijų programų studijų turinį. Magistro laipsnio programa pradedama nuo mokslinio tyrimo pasiūlymo etapo, kuomet mokoma mokslinio tyrimo metodologijos ir atlikimo metodų ir baigiamas savarankiškai sukurtu projektu, kuriame pateikiamas teorinis ir praktinis studijų rezultatas.

Dabar vykdomoms programoms pridėtinę vertę suteiktų papildomi arba įvairesni naujų technologijų, medžiagų tyrimo bei projektų vadybos sričių moduliai.

Akademinis personalas atsidavęs ir pasiaukojęs dėstymui ir mokymuisi ir programą praturtina savo sukaupta šiuolaikine gerąja praktika. Personalas aiškiai supranta fakulteto, kuris dirba kaip bendruomenė kolektyviniu režimu ir papildančios įvairovės režimu, struktūrą. Siekiant neatsilikti nuo modernių technologijų ir šiuolaikinių tendencijų, visas programas reikėtų ir toliau nuolat turtinti kviečiantis kūrybiškus praktikus, kurie dirba šiuolaikinio dizaino srityje vietos ir tarptautiniu lygmenimis. Taip pat siūloma intensyvinti judumą ir komunikaciją su akademijos fakultetais Vilniuje ir Klaipėdoje, tokiu būdu skatinant geresnį dialogą tarp visų filialų.

Dėl negausaus studentų skaičius personalo ir studentų santykiai yra geresni ir efektyvesni. Santykiai tarp personalo ir studentų labai geri. Dabartiniai studentai labai entuziastingi ir motyvuoti. Jie rodė norą įgyti naujų žinių bei pademonstravo projektus, kurie buvo eksperimentiniai, prikaustantys ir profesionalūs tiek atlikimo, tiek koncepcijos požiūriu. Studentai entuziastingai vertino galimybę dalyvauti „Erasmus“ judumo programoje. Iš kalbintų dabartinių studentų, deja, vos keli iš tiesų šioje programoje dalyvavo. Akademija turėtų skatinti dalyvavimą judumo programose ir sudaryti daugiau dvišalių sutarčių su daugiau valstybių. Ekspertų grupė įsitikinusi, jog tiek studentų, tiek dėstytojų judumas atvertų naujas kryptis ir sukurtų naują potencialą vystyti programą ir suteikti jai dar daugiau tarptautiškumo ir tarptautinės orientacijos.

Administracija ir programos vadyba pasižymi gera struktūra. Programą vykdo geri vadovai ir personalas, kuriuos remia tiek fakultetas, tiek socialiniai ir profesiniai partneriai regione. Šią veiklą būtina tęsti ir palaikyti, kadangi tai išdėstyta ir to reikalaujama VDA nuostatuose.

Per paskutinius 3 metus patalpos ir materialieji išteklių apskritai pagerėjo. Malonu matyti, įrengiamą naują pastatą (senoji ligoninė), kurį atidarius Akademija turės daugiau erdvės parodomis ir ekspozicijoms. Vis dėlto ekspertai atkreipia dėmesį, jog nuolatiniai pagerinimai ir patobulinimai visuomet privalo būti Akademijos darbotvarkėje, jei ji nori neatsilikti nuo naujų technologijų pažangos ir pramonės raidos.

Pavyzdžiui, tolesnės investicijos, skirtos papildyti biblioteką daugiau knygų ir periodinių leidinių apie architektūrą, meną ir dizainą, arba naudojant tokias skaitmenines technologijas, kaip didelio formato spausdintuvai, CNC lazerio pjaustyklės, 3D spausdintuvai ir skeneriai, būtų daug naudos ne tik fakultetui, bet ir magistro laipsnio programos studentams.

Apskritai magistro laipsnio programa *Architektūra* pasiekė didelio potencialo ne tik Kauno mieste, bet ir visoje šalyje taška, todėl visi šia programa suinteresuotieji asmenys turėtų pasvarstyti, kaip pasinaudoti visomis galimybėmis ir dar labiau pagerinti programą.

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III. REKOMENDACIJOS

1. Akademija turėtų didesnę dėmesį skirti strateginiam planavimui, kad taptų ne tik architektūros studijų centru regione, bet ir pritrauktų ne vietinių bei tarptautinių studentų.

2. Dabar vykdomoms programoms pridėtinę vertę suteiktų papildomi arba įvairesni naujų technologijų, medžiagų tyrimo bei projektų vadybos sričių moduliai.

3. Siekiant neatsilikti nuo modernių technologijų ir šiuolaikinių tendencijų, visas programas reikėtų ir toliau nuolat turtinti kviečiantis kūrybiškus praktikus, kurie dirba šiuolaikinio dizaino srityje vietos ir tarptautiniu lygmenimis.

4. Siūloma intensyvinti judumą ir komunikaciją su Akademijos fakultetais Vilniuje ir Klaipėdoje, tokiu būdu skatinant geresnį dialogą tarp visų filialų.

5. Akademija turėtų sudaryti daugiau dvišalių sutarčių su daugiau valstybių. Tiek studentų, tiek dėstytojų judumas atvertų naujas kryptis ir sukurtų naują potencialą vystyti programą ir suteikti jai dar daugiau tarptautiškumo ir tarptautinės orientacijos.

6. Jei Akademija nori neatsilikti nuo naujų technologijų pažangos ir pramonės raidos, jos darbotvarkėje turi būti numatyta, kaip nuolat gerinti materialiuosius išteklius ir kurti tobulėjimo planus. Pavyzdžiui, tolesnės investicijos, skirtos papildyti biblioteką daugiau knygų ir periodinių leidinių apie architektūrą, meną ir dizainą, arba skaitmeninių technologijų tokių, kaip didelio formato spausdintuvai, CNC lazerio pjaustyklės, 3D spausdintuvai ir skeneriai, naudojimas duotų daug naudos ne tik fakultetui, bet ir magistro laipsnio programos studentams.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)