



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Gedimino technikos universiteto  
**STUDIJŲ PROGRAMOS ARCHITEKTŪRA (612K11001)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF ARCHITECTURE (612K11001)**  
**STUDY PROGRAMME**

at Vilnius Gediminas Technical University

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Architektūra</i>
Valstybinis kodas	612K11001
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	2002-06-14

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Architecture</i>
State code	612K11001
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	14-06-2002

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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
1.	Supplemented Descriptions of Study subjects
2.	The evidence of the performed student surveys on taught subjects, submitted.

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

The start of the present-day Vilnius Gediminas Technical University (hereinafter – VGTU) goes back to 1956, when Vilnius Evening Division of the Evening Faculty of Kaunas Polytechnic Institute (hereinafter – KPI) was established. 1968 the Department of Urban Construction at KPI Vilnius Branch was established. 1969 KPI Vilnius Branch was restructured into Vilnius Civil Engineering Institute (hereinafter – VISI). 1971 the Faculty of Architecture at VISI started its activities. 1990 Vilnius Civil Engineering Institute became Vilnius Technical University (VTU). There were faculties of Architecture, Construction, Engineering Communications, Mechanics and Electronics. 1996 the Lithuanian Government adopted a resolution on awarding Vilnius Technical University the name of an ancient Grand Duke Gediminas and naming it Vilnius Gediminas Technical University.

Study programmes, which are the subject of the evaluation - Bachelor of Architecture and Master of Architecture - have been established in 1994, and accredited by SKVC decision in 2007, following the Report of the international Review team led by prof. Spyros Amourgis.

Since 2012, both cycles of Architecture study programme (Reference year 2008/2009) have been notified for recognition of professional qualifications in accordance with Directive 2005/36/EC.

The average annual enrollment during the period 2003-2007 was 85 students (2003 - 89; 2004 - 84; 2005 - 85; 2006 - 85; 2007 - 81); during the period 2009-2013 average enrollemnt was 92 (2009-2013: 2009-83, 2010-91, 2011-107, 2012-101, 2013-78).

### **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 11-12th November, 2014.

- 1. Prof. Andreas Wenger (team leader),**  
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- 2. Prof. dr. Bachmann Bálint,**  
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- 3. Prof. dr. Mart Kalm,**  
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- 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

The self-evaluation report (hereinafter – SER) briefly addresses programme aims. The thorough needs (labour market, public needs) analysis is missing. The only evidence provided is the compliance with Directive 2005/36/EC (Recognition of professional qualifications). However, a partial justification by the representatives of the social partners has been given during the experts review team (hereinafter – ERT) site visit. They have confirmed that students' competences are aligned with labour market needs.

Both, programme goals and outcomes are publicly accessible at the VGTU web-site (<http://www.vgtu.lt/virsutinis-menu/studies/-study-programmes-full-range-/bachelors-degree-study-programmes/74212?pid=79161#About>).

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

Remarks about programme learning outcomes are the following:

1. 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 learning outcomes are comprehensive, well designed and structured. However, some of the outcomes comprise several different areas, what might affect their proper assessment (e.g. knowledge in building structures and their operating principles, knowledge in engineering facilities, territory planning and building design or “competence to work in a motivated, independent, creative and responsible way, plan accurately one’s work and time”).
2. Research abilities outcome (GT1, SER, pp.8) could be improved by stressing problem-solving as the final aim of the research process.
3. The listed programme outcomes are compatible with the LTQF / Level 6.
4. The programme outcomes address majority of 11 points listed in UIA-UNESCO Chapter and Directive 2005/36/EC. However, “adequate knowledge of urban design, planning and the skills involved in the planning process” is not sufficiently stressed.
5. Annex 1 of the SER presents the “interface between study programme aims, learning results and study subjects. The matrix tends to address – link study subjects (courses) directly with the programme outcomes. Such an approach does not offer clear justifications in the number of cases (e.g. relation between “competence to work in a motivated, independent, creative and responsible way, plan accurately one’s work and time” or “competence to apply theoretical knowledge of different areas in the creative process and to master new creative methods” with “descriptive geometry” or “competence to monitor continuously and analyse

phenomena of contemporary architecture and to understand innovative trends of space formation” to “all the subjects in the study programme”).

6. Supplemented descriptions of the study subjects (Annex A) were submitted during the visit, in incomplete form; templates provided are over-administered, not understandable both to teaching staff and evaluation team. Course learning outcomes have not been fully developed and adequately presented in “Part A” (only submitted). However, during the visit, the ERT has been provided with (only) one example of “Part 3” of the study subject descriptors – the matrix linking programme outcomes, course outcomes, teaching methods and assessment method which has been properly designed and fully comprehensive.

## ***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. The “Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013” provides two options to pursue the profession training programs:

- (a) 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; or
- (b) not less than four years of full-time study at a university or a comparable teaching institution leading to successful completion of a university-level examination, accompanied by a certificate attesting to the completion of two years of professional traineeship in accordance with paragraph 4.

By Faculty note the second option is basically consistent with the current structure of the Architecture studies in VGTU, but is not given and it is not clear the manner in which the Faculty provides a certificate attesting to the completion of two years of professional traineeship in accordance with paragraph 4.

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.

The curriculum design meets the legal requirements for Bachelor’s studies 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. Following from the General Requirements for Study Programmes, the total of 240 ECTS (30 ECTS per semester) is distributed as follows: 211 credits are allocated to the course units of the study field (18 of them are dedicated to Final thesis); general university education subjects units account for 21 credits, optional course units attract 8 credits. Elective subjects of the general university education subjects and elective subjects of main study field account 60 credits. The numbers of subjects studied and accountable for one semester are from 5 to 7.

Study subject and modules are not repetitive: study subjects are spread across 8 semesters (the duration of studies in full-time mode of delivery is four years). Very positive, that the main axis of studies is discipline of Design project and it goes horizontal across all 8 semesters. The axis supplement and support by General university subjects and training of Creative methods skills. In every second semester design task is more complicated so other Theory and Practical subjects help students in every step of new task.

The majority study subject and modules are spread evenly, only in II semester there are obviously less hours of lectures (75), then in I semester (165) and in III semester (135).

The content and methods of the subjects/modules are consistent with the type and level of the studies. But the ERT would like to draw attention that in 3 places architectural design tasks do not always correlate with professional erudition disciplines at the same time, for example:

1. Project of Recreation Complex in Natural Environment (designing skills) III semester / Basics of Landscape Architecture (professional erudition discipline) VI semester;
2. Renovation Design of an Architectural Object/Regeneration Project of Urban residential (designing skills) Structures VII semester/Protection of Monuments and Regeneration (professional erudition discipline) VIII semester;
3. The subjects Contemporary Architecture (VI semester) and Language of contemporary Arts and Architecture (VII semester) should support students from the very first design tasks - in the II at least III semester.

The workload structure of the study programme in 8 semesters is: hours for lectures 17%, hours for practical classes 22 %, students independent work 61% (65% of them are dedicated to "Lec + pr"- auditorium work hours). The first cycle architecture studies are finalized with final work project. This structure is logical and the scope of the programme is sufficient to ensure learning outcomes and to achieve programme aims.

The ERT found that design projecting tasks fulfilment in groups, group work experience is not sufficiently provided to students. For professional work collaborations in architectural offices teamwork and with engineering science specialists are required.



The hours of student`s independent work per course should be re-calculated. After the site visit and after talking with students the ERT had the impression, that students are obliged to work much more for the courses than indicated in the descriptions of study modules.

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

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

In Lithuania traditionally doctoral studies among architects are quite spread, which is the reason why so many of teaching staff have doctoral degrees.

From the presented CVs` and during the meetings on the site visit it became clear that the teaching staff is not well integrated to the international community of architects and mostly belongs to the same generation of highly professional Lithuanian architects.

There are no foreign teachers employed but recently the Faculty has started to invite guest professors from abroad to give short workshops. Among teachers there are the first ones with international experience, i.e. returned Lithuanian architects. Students, the ERT had the chance to meet, would like to have much more guest professors coming from abroad.

The studios are supervised by leading local architects. Among 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.

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

The architects teaching in the studios belong to quite the same generation. The ERT would encourage the responsible to employ more and younger architects from emerging offices.

The University has set up strict requirements for research (artistic) and other professional activities for its academic staff. For elected staff architects a three months lasting internship at a architecture office is foreseen in a five years period to recover from teaching. Unfortunately, this privilege does not comprise the staff of theoretical subjects. There is no financial support for artistic activities for teachers but the work organisation in the University provides them with opportunities to participate in public architecture competitions. As incentive it is possible to apply for support for conference participation and/or for study trips.

Several members of the teaching staff are active writers and researchers. As the Faculty of architecture publishes the Journal of Architecture and Urbanism under the Taylor and Francis Group, a very favourable platform for scholarly publishing is offered on the University.

VG TU presents the CVs` of their teaching staff in a proper way but in case of architecture the ISI Web of Science and other peer-reviewed publications should be privileged. The CVs`

structure is not open to the whole scope of teaching architects very important activities which are mainly oriented to local readers. To discover architects' activities the ERT had to do extra work on Internet and in libraries or even in local bookshops. The real contribution of the teaching staff to the professional field is much more substantial than shown in the CVs' presented by the VGTU.

#### ***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 2007.

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

VGTU's Architecture complex is located in the old town of Vilnius. The total area devoted to the Architecture programmes makes up to 3,770 m<sup>2</sup> including 1,423 m<sup>2</sup> auditorium and 840 m<sup>2</sup> of the classroom areas. The Faculty of Architecture has 5 departments. The Department of Architecture is located in the premises of 210m<sup>2</sup>; the Department of Building Structures, 98m<sup>2</sup>; the Department of Art, 167m<sup>2</sup>; the Department of Fundamentals and Theory of Architecture, 144m<sup>2</sup>; Department of Urban Design, 122m<sup>2</sup>.

19 auditoria with 552 working places are used for lectures, practical classes and seminars. There are 2 auditoriums with 90 seats each, a computer classroom with 23 working places, 4 studios for art classes (one studio with 30 and three studios with 15 working places). The spatial structure of the historic building determines the Architecture complex's interior. It contains spacious halls and corridors on the upper floors. Presently they are used also as exhibition halls. With a didactic purpose, best academic works of students are exhibited there: Architectural designs, models, art works and temporary installations. This year the surface of the Faculty of Architecture was extended by 250m<sup>2</sup> additional ancillary premises obtained after the reconstruction of the cellar of the complex. In the nearest future two additional cellars are planned to adjust for specialised modelling workshops (shaping machines, model painting).

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. There are 2 auditoriums for design works and 10 multifunctional auditoriums (25 working places in ten, and 12 working places in 2 auditoriums). Eleven auditoriums are equipped with stationary monitors and multimedia projectors with audio speakers. Multifunctional auditoriums, design work

auditoriums and art class studios have exhibition systems of academic projects and art works with mobile partitions and sliding wall elements. Students may work in the model workshop equipped with polystyrene cutters, drilling, polishing and cutting machines and racks for keeping models for 32 working places. The university has plans to provide more equipment for painting, computerized fast prototyping, cutting, engraving and 3D printing equipment. There is an access to wireless Internet within the faculty space. The technical and aesthetic state of the classes is suitable. The teaching and learning equipment available for the BA programme is up to date. Students reported about appropriate dormitories even if not many of them live there. On their site visit the ERT found that there is a lack of space for students' independent work that makes group work inefficient or even impossible. The spaces used by the students for model making are not accessible on weekends and at night. This underlines the necessity to improve the facilities further on.

There is a subject "Design Practice" (12 ECTS) during 7th semester of the study programme for professional practical training of students. 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. During the site visit it was stated, that a two months practice is obligatory at the beginning of the 7th semester.

Teaching materials, such as textbooks, reference books and periodicals are adequate and are supplemented by on-line databases. The Specialised Architecture Reading Hall (a unit of VGTU library founded in 2003) offers 67 working places for its readers. It has 5 computers with Internet access. In total the reading hall has 11,450 units of publications, 6,300 out of this number are books, 5,150 professional and scientific magazines (El CROQUIS, Detail, L'architecture d'aujourd'hui, A+U, Domus). 14 periodicals in the reading hall get continuously renewed with latest issues. VGTU Library offers the following electronic resources: databases of electronic magazines EBSCO Publishing (172); Emerald (32); Cambridge Journals Online (12); Oxford Journals Online (4); SAGE (43); Science Direct (217); Springer LINK (87); databases of electronic books E-brary (570); e-books on EBS Cohost (721); Springer LINK e-books (62); ebooks on ScienceDirect (32); databases of directories like Grove Art Online (Dictionary of visual and applied arts and architecture). The architecture collection of VGTU electronic book platform offers 27 electronic books. The VGTU storage media *dSPACE* contains 16 scientific electronic resources. VGTU acquires publications recommended by the teachers for architectural studies from centralized funds. The foundations of the reading hall are annually renewed with 150 new copies per average.

Students use the Reading Hall at the Faculty building because the main Library of the

University is too far for every day use. The architecture students most frequently use the Reading Hall of Architecture instead of VGTU central library because it provides a greater amount of sources related with discipline of architecture than in the stocks of the Central library of VGTU.

### ***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 Internet at the Vilnius Gediminas Technical University official website. As additional requirements a compulsory exam of two parts is requested: theoretical knowledge of art and architecture and as second and practical part academic drawing from memory. For foreign applicants and for secondary school graduates, who wish to study in English language, these exams are also organised in English. Competitive points are counted bipartite: 50% of compulsory subjects selected at a secondary school and another 50% for the compulsory exam.

During the analysed period the admission average competitive score was almost stable with 20.00 or higher. In the year 2011 the competitive score was lowest in the evaluation period and in this year the number of approved applicants was the highest with 107 students.

According to the SER, in the year 2009 a total of 83 students were accepted, 69 of them were state financed and 14 non-state-financed. In the year 2010 91 applicants were approved, 69 of them were state financed and 22 non-state-financed. In 2011 the number of state financed places was increased up to 83, in the next year (2012) from 101 approved first grade students state financed places were given only to 75 students. The admission number last year (2013) shows that the interest to study architecture at VGTU has declined. From totally 258 applications received, 78 of them were approved (to compare: four years before the average number of applications received was 493 per year). In the year 2013 state financed places were given to 44 students and non-state-financed places to 34 students.

According to the SER, in 2012 public funds for art studies were drastically reduced, therefore the admission numbers in 2013 obviously has decreased. The number of received applications is much lower than in other years. It could be that the Architecture study field is becoming less popular than in the years before.

According to the SER, the drop-out-rate is quite low. During the period 2013-2014 20 students left studies by their own request (13 students in the first course, 2 in the second course, 3 in the third course and 2 in the fourth course) and 2 students were expelled, because of under-achievements.

The student assessment and study process is well explained both for the individual exams

and the final works. The assessment system of students' performance is clear, adequate and publicly available on VGTU's website and inner regulations.

Academic support for students is ensured. There are all opportunities to contact lecturers all the time needed and even to meet them for consulting outside from lectures. Almost all important information can be found on the Internet and in VGTU inner information system. Students can feel free to ask questions to the faculty administration and students representatives about recent news and important information.

On their site visit and after talking with students and graduates, the ERT learned that students are missing working places and tools for model making. Alumni and students mentioned that the Faculty has some free spaces but according to teachers and students nobody knows how to get permission to use them.

In the meeting with the ERT students could hardly explain how their interests are represented in the Faculty and how they could help to improve study process, despite the fact that they can express their opinion during lectures. The study process could be improved through the study committee (students learned about this fact during the ERT visit). The committee has 11 members for both study programmes (MA and BA) but just only one student is involved.

The University provides all opportunities to students to participate in student mobility programmes to study abroad. The Faculty has agreements with 23 foreign Universities, out of which students can choose their studies abroad. According to the SER, every year 40 students profit from the possibilities to study abroad, but students can join mobility programmes just after the second year of their studies.

The University provides opportunities to get various scholarships, from state, social partners and University funds. All information about scholarships can be found on the Internet. According to the SER, students, who have great achievements in their study field, can get scholarships. In the SER four types of memorial scholarships for students with achievements in their study field are mentioned.

During the ERT's site visit students stated that most active students are involved in workshops and various projects (SIKON) that are organized by social stakeholders. Students can also participate in various competitions, such as the best BA final work elections. Usually VGTU students are among the best participants. The Faculty twice a year organizes contests, the Faculty tries to improve students' competences and increase their motivation.

The results of final works show that the majority of students were interested in their study field. The average of last two years results is 8,6.

The Faculty of Architecture provides competitions, workshops and other events on national

and international level for students' practical development towards their profession. Possibilities for foreign experience are well promoted by VGTU, students are aware of the Erasmus+ programmes and are keen to participate.

According to the SER, 50% of the graduates are working directly or partly related with their studies, 30% of graduated students continue their studies in Lithuania or abroad. During the site visit graduates explained that some of them managed to find work by themselves some of them were recommended by their teachers to find work. The Faculty does not fully provide information about job possibilities. During the meeting with the ERT social partners could not explain how they are involved into the programme quality management system. The ERT had no possibility to meet social partners that are involved in study programme committee. According to social partners, who attended the meeting that relation between them and the Faculty is quite strong and social partners can provide information to the Faculty about their needs in the labour market.

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

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated: Senate and Rector of VGTU, Dean's Office, Council of the Faculty of Architecture.

The specific profile of the BA study course is hard to identify in the self-documentations 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 poorly developed. Students representation in the University organization (Senate and Rector of VGTU, Faculty and Council of the Faculty of Architecture) should be formalized in the university's enactments and programme management structures. The students' representation in University organization is already formalized, but the architecture students prefer more informal structures (ASK - Architecture Student Club).

In the programme management descriptions of the SER quality management efforts are in operation, especially for internal formal and informal issues, never the less qualified international standards seem not to be established yet. The present performed surveys and their

results are neither supported by the teaching staff nor would students recognize any outcomes and/or applicable results of the surveys.

Annual freshmen's inquiry on their selection, since 2007 automated students' inquiry system on the University's information system and since 2012 automated students' inquiry system on the quality, relevance, and conditions of studies were launched.

The mentioned inquiries by informal means – by teachers upon completion of teaching of a study subject and/or during summarising lecture consultations – should be part of regular teachers duties. Inquiries by informal means are not the objective of quality evaluation processes following international standards.

Bachelor students in architecture being satisfied with their studies and consider themselves competent specialists is very favourable: 74 % receiving sufficient amount of practical knowledge of the specialty, 96 % saying they received useful theoretical knowledge.

An eye should be kept on students too extensive workload and the pedagogical competences of teachers being excellent professionals.

Facilities and learning resources mentioned in the self-evaluation report and students' feedbacks seem to compromise the teaching and learning ambitions of the different study courses. Working places for individual students work or studios open 24 hours 7 days a week are missing or rare. Modelling workshops exist but in very little extent and with modest infrastructure.

Authoritative representatives of institutions participate in activities of the commissions for defending of final works. Neither in the SER nor at the on site visit quality evaluation processes of social partners were mentioned.

### **III. RECOMMENDATIONS**

1. The new programme scheme has to be developed to address Directive 13/55/EU requirements. ERT strongly suggest 3 years of BA + 2 years of MA if national legislative enable.
2. The programme should develop specific identity to become more recognisable at the international market in order to attract more students from abroad.
3. To enable the thorough evaluation of the programme outcomes, the study programme is required to fully submit the descriptions of study subjects and ensure that the course outcomes are properly designed, assessable and aligned with the programme outcomes.

4. The ERT recommends stressing urban planning learning outcomes in the BA level documentation. In counterpart the descriptions of the studios (project based learning) should be adapted.
5. The ERT recommends to reformulate the learning outcome descriptions of the studios in the different courses and semesters and to focus on problem orientation.
6. The ERT recommends providing group work experiences regularly to students in the curriculum design.
7. The ERT recommends to enlarge the space dedicated for student`s independent and group work. The experts` group recommends to offer access to space for student`s independent and group work 24 hours per day and 365 days per year.
8. The ERT recommends a re-equipment of the model-building workshop with modern adequate technical facilities and to provide large scale printing infrastructure.
9. The ERT recommends to strengthen theoretical components in the BA curriculum design and to link them to students practical work tasks.
10. The ERT recommends to re-calculate the hours of student`s independent work per course.
11. Attention has to be paid to the renewal of a strongly professional teaching staff that mostly will retire within a short time period.
12. The ERT recommends strengthening international components in the study programme by teachers and students mobility programmes and by inviting teachers from abroad.
13. The ERT recommends the introduction of a quality management system following international standards to continuously improve and enhance study course and teaching staff`s performance.
14. 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.



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

VGTU – Bachelor of Architecture programme attracts talented students from Lithuania, who wish to be engaged in an active study schedule. The complexity and quality of students' design projects shows the success of the teaching methods. Appreciated internationally acting Architects are involved, that ensures the development of practice oriented attitude of the graduates.

Faculty leaders are keen to engage more teaching staff with international background, which will bring additional value to internationalization efforts.

*\* if there are any to be shared as a good practice*

#### **V. 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.

A specific profile of the BA study course in Architecture at Vilnius Gediminas Technical University is hard to identify following the self-evaluation report provided by the SKVC. A mission statement describing the specific educational concept, the programme aims and the discrete educational profiles to attract talented Lithuanian and foreign students should be developed and published on VGTU`s website.

The self-evaluation report briefly addresses programme aims. However, the needed analysis was missing before the site visit. The necessary documents were provided to the ERT at their site visit on November 11<sup>th</sup> 2014. After examining the provided documents the ERT could discover that the learning outcomes of the BA programme in general are in accordance to the affording. Urban planning is not stressed sufficiently on BA level, even if taught and practiced in the studios.

In the descriptions of the studios (project based learning) the ERT had the impression that these courses are still more topic driven than problem and learning outcome oriented.

Group work experience is not or not sufficiently provided to students. For professional work in architectural offices teamwork and collaborations with engineering science specialists are required.

The experts found that theoretical architectural components linked to practical work tasks were missing or not sufficiently provided in the study plan.

The necessity of practical internships linked to the BA programme in architecture is acknowledged by the ERT. The actual positioning of the internships in the curriculum structure should be reconsidered.

The hours of student's independent work per course should be re-calculated. After the site visit and after talking with students the ERT had the impression, that students are obliged to work much more for the courses than indicated in the descriptions of study modules.

The ERT observed that the teaching staff is well equipped at Vilnius Gediminas Technical University, especially in the courses dedicated to the studios. The well-known and strongly professional teachers belong to the leading Lithuanian architects.

On their site visit the ERT gained the impression that the teaching staff involved in the studios is not very open to theoretical components that could enhance architectural thinking and a concept driven design approach.

The study courses are sufficiently equipped in both technical and in spatial belongings. However, space for students' independent work is too small and not accessible 24 hours per day and 365 days per year. Accessibility to the infrastructure of the study courses has to be improved. A modern equipment of the model building workshops is missing. Printing facilities and machines for efficient mock-up production are missing.

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.

The admission requirements to the first cycle Architecture study programme are well-founded. The assessment system of students' performance is clear, adequate and publicly available on VGTU's website and inner regulations.

The Faculty of Architecture provides competitions, workshops and other events on national and international level for students' practical development towards their profession and every year 40 students profit from the possibilities to study abroad.

Following the self-evaluation report, BA students are missing in the programme committee. The representative of architecture student organisation is included in the study programme

committee (SER pp 2,) Delegates of both architectural study programmes (BA and MA) should be represented in the programme committee.

In the self-evaluation report there was no evidence found, that a quality management system based on international standards was in operation. During the site visit on November 11<sup>th</sup> and 12<sup>th</sup> 2014 the ERT did find the proof that questionnaires regularly are provided to the students. Never the less the surveys and/or their results are presently neither supported by teaching staff nor can students recognize any outcomes and/or applicable results of the surveys.

The study course descriptions based on the University standards seem over administrated, credit calculations on a one-tenth scale are not adequate. Amendments “Part A” and “Part 3” could be most useful for the communication of aims, outcomes and workload of each course. Only one example of the amendments was provided to the ERT during their site visit.

## VI. GENERAL ASSESSMENT

The study programme *Architecture* (state code – 612K11001) at Vilnius Gediminas Technical University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>19</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. dr. Marco Savic

Ramunė Staševičiūtė

Gintautas Rimeikis

**VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO PIRMOSIOS PAKOPOS  
STUDIJŲ PROGRAMOS ARCHITEKTŪRA (VALSTYBINIS KODAS – 612K11001)  
2015-01-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-21 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus Gedimino technikos universiteto studijų programa *Architektūra* (valstybinis kodas – 612K11001) 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	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>19</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)

<...>

**IV. IŠSKIRTINĖS KOKYBĖS PAVYZDŽIAI**

VG TU bakalauro studijų programa *Architektūra* pritraukia talentingus studentus iš Lietuvos, norinčius aktyviai studijuoti. Studentų dizaino projektų sudėtingumas ir kokybė rodo, kad dėstymo metodai yra sėkmingi. Programoje dalyvauja tarptautiniu mastu vertinami architektai, užtikrinantys į praktiką orientuotą absolventų požiūrį.

Fakulteto vadovai siekia pritraukti daugiau tarptautinį išsilavinimą įgijusių dėstytojų, kurie galėtų padėti siekti tarptautiškumo.

## 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) būtinos bent penkerių metų studijos pagal nuolatinio mokymo programą universitete arba lygiavertėje mokymo institucijoje, užbaigiamos sėkmingai išlaikius universiteto lygio egzaminus. Ateityje Lietuvoje architektūros bakalauro ir magistro studijų programų bendra trukmė turėtų keistis.

Remiantis SKVC pateikta savianalizės suvestine, sunku nustatyti išskirtinį Vilniaus Gedimino technikos universitete vykdomos bakalauro studijų programos *Architektūra* profilį. Turėtų būti sukurta ir VGTU interneto svetainėje paskelbta misija, apibūdinanti konkrečią studijų koncepciją, šios programos tikslai ir išskirtinis programos profilis, kuris leistų pritraukti talentingų studentų iš Lietuvos ir užsienio.

Programos tikslai glaustai aptarti savianalizės suvestinėje. Tačiau prieš vizitą neatlikta būtina analizė. Reikiami dokumentai buvo pateikti per EG vizitą 2014 m. lapkričio 11 d. Išnagrinėjusi pateiktus dokumentus, EG nustatė, kad bakalauro studijų programos rezultatai apskritai atitinka tuos, kuriuos galima pasiekti. Bakalauro studijose nepakankamai dėmesio skiriama miesto planavimui, nors šis dalykas dėstomas ir per studijas atliekamos praktinės užduotys.

Iš dalykų aprašų (į projektą orientuotas mokymasis) EG susidarė įspūdį, kad šie kursai labiau orientuoti į temą, o ne į problemą ir studijų rezultatus.

Studentai neįgyja arba įgyja nepakankamai komandinio darbo patirties. Profesionalams, dirbantiems architektūros biuruose, komandinis darbas ir bendradarbiavimas su inžinerijos mokslo specialistais yra būtinas.

Ekspertai nustatė, kad nėra teorinės architektūros dalies, susietos su praktinio darbo užduotimis, arba ji nepakankamai atspindima studijų plane.

EG pripažįsta, kad būtina specialioji praktika, susijusi su architektūros bakalauro programa. Reikėtų persvarstyti specialiųjų praktikų vietą programoje.

Turėtų būti perskaičiuotos kiekvieno kurso studentų savarankiško darbo valandos. Vizito metu universitete pabendravusi su studentais EG susidarė įspūdį, kad studentai dirba daugiau, nei nurodyta studijų modulių aprašuose.

EG pastebėjo, kad Vilniaus Gedimino technikos universiteto akademinis personalas, ypač dalykų, kurie dėstomi studijose (dirbtuvėse), yra gerai aprūpintas. Garsūs ir profesionalūs dėstytojai priklauso geriausių Lietuvoje architektų ratui.

Per vizitą universitete EG susidarė įspūdis, kad studijų akademinis personalas nėra labai linkęs į teoriją, kuri galėtų padėti patobulinti architektūrinį mąstymą ir taikyti į koncepciją orientuoto dizaino (projektavimo) metodus.

Studijų programa pakankamai aprūpinta techninėmis priemonėmis ir patalpomis. Tačiau studentų savarankiško darbo patalpų yra per mažai ir jomis negalima naudotis 24 valandas per parą 365 dienas per metus. Reikia gerinti studijų programos infrastruktūros prieinamumą. Modelių kūrimo dirbtuvėse trūksta šiuolaikiškos įrangos. Trūksta spausdinimo įrenginių ir efektyvios natūralaus dydžio modelių gamybos įrangos.

CAAD įranga ir piešimo priemonės – geros būklės, tačiau jas būtina nuolat atnaujinti, siekiant neatsilikti nuo techninės pažangos.

Biblioteka ir interneto prieiga yra geros būklės.

Priėmimo į pirmosios pakopos architektūros studijų programą reikalavimai tinkami. Studentų pasiekimų vertinimo sistema aiški, tinkama ir viešai prieinama VGTU interneto svetainėje ir vidaus taisyklėse.

Architektūros fakultetas rengia konkursus, seminarus ir kitus nacionalinio ir tarptautinio lygio renginius, siekdamas užtikrinti studentų praktinį tobulėjimą rengiantis profesijai. Kasmet 40 studentų pasinaudoja galimybe studijuoti užsienyje.

Savianalizės suvestinėje nurodyta, kad bakalauro studijų programos komitete nėra studentų. Į studijų programos komitetą (SS, 2 p.) įtrauktas architektūros studentų organizacijos atstovas, tačiau jame turėtų būti abiejų architektūros studijų programų (bakalauro ir magistrantūros) atstovai.

Iš savianalizės suvestinės nenustatyta, kad veiktų tarptautiniais standartais pagrįsta kokybės valdymo sistema. 2014 m. lapkričio 11 ir 12 d. lankydamosi universitete EG nustatė, kad studentams reguliariai pateikiami apklausų klausimynai. Tačiau apklausų ir (arba) jų rezultatų šiuo metu dėstytojai nepalaiko, o studentai apklausos rezultatų ir (arba) jų taikymo galimybių nepripažįsta.

Pagal universiteto standartus parengti programos dalykų aprašai yra pernelyg kontroliuojami, kreditų skaičiavimas pagal skalę nuo vieno iki dešimties nėra pakankamas. Siekiant tinkamai informuoti apie kiekvieno kurso (dalyko) tikslus, rezultatus ir darbo krūvį, vertėtų padaryti pakeitimų A ir 3 dalyse. Per vizitą EG buvo pateiktas tik vienas pakeitimų pavyzdys.

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### **III. REKOMENDACIJOS**

1. Siekiant įgyvendinti Direktyvos 13/55/ES reikalavimus, reikia parengti naują programos schemą. Ekspertų grupė (toliau – EG) primygtinai rekomenduoja įgyvendinti tokią programos schemą: trejų metų bakalauro ir dvejų metų magistrantūros studijos, jei leidžiama pagal šalies teisės aktus.
2. Turėtų būti sukurtas išskirtinis programos identitetas, kad ją būtų galima atpažinti tarptautinėje rinkoje ir pritraukti daugiau studentų iš užsienio.
3. Siekiant nuodugniai įvertinti programos rezultatus, būtina pateikti visus studijų programos dalykų aprašus ir užtikrinti, kad dalykų rezultatai būtų tinkamai parengti, išmatuojami ir suderinti su programos rezultatais.
4. EG rekomenduoja bakalauro studijų lygio dokumentuose akcentuoti miesto planavimo studijų rezultatus. Kartu turi būti pritaikyti studijų (projektais grindžiamas mokymasis) aprašai.
5. EG rekomenduoja performuluoti skirtinguose kursuose ir semestruose naudojamų studijų rezultatų aprašus dėmesį sutelkiant į problemą.
6. EG rekomenduoja studijų programoje numatyti nuolatinį darbą grupėse, kad studentai įgytų komandinio darbo patirties.
7. EG rekomenduoja skirti daugiau patalpų studentų savarankiškam darbui ir darbui grupėse. Ekspertų grupė rekomenduoja sudaryti sąlygas studentams naudotis patalpomis savarankiškai ir dirbti grupėmis 24 valandas per parą 365 dienas per metus.
8. EG rekomenduoja naujai įrengti modelių kūrimo dirbtuves ir aprūpinti jas šiuolaikiška tinkama technine įranga ir didelio mastelio spausdinimo infrastruktūra.
9. EG rekomenduoja sustiprinti bakalauro studijų programos teorinę dalį ir ją susieti su studentų praktinio darbo užduotimis.
10. EG rekomenduoja perskaičiuoti kursui skirto studentų savarankiško darbo valandas.
11. Būtina atkreipti dėmesį, kad reikės pakeisti ypač profesionalius dėstytojus, nes dauguma jų greitai išeis į pensiją.
12. EG rekomenduoja stiprinti studijų programos tarptautiškumą pasinaudojant dėstytojų ir studentų judumo programomis ir kviečiant dėstytojus iš užsienio.
13. EG rekomenduoja įdiegti tarptautinius standartus atitinkančią kokybės valdymo sistemą, siekiant nuolat gerinti ir stiprinti studijų programos ir dėstytojų darbą.



14. Dekanas ir prodekanai turi užtikrinti, kad studentams ir dėstytojams būtų tinkamai pateikiami apklausų rezultatai. Dėstytojai ir studentai turi iš esmės pritarti kokybės valdymo priemonėms.

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