



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Kauno fakulteto  
**STUDIJŲ PROGRAMOS ARCHITEKTŪRA** (*valstybinis kodas – 612K10002*)  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF ARCHITECTURE** (*state code -612K10002*)  
**STUDY PROGRAMME**  
at Vilnius Academy of Arts Kaunas Faculty

**Experts' team:**

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2. **Dipl. Ing. Thomas Proksch**, *academic, social partner*,
3. **Dr. Gabriella Medvegy**, *academic*,
4. **Prof. dr. Kęstutis Zaleckis**, *academic*,
5. **Mr. Gintautas Rimeikis**, *student's representative*.

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Architektūra</i>
Valstybinis kodas	612K10002
Studijų sritis	Menai
Studijų kryptis	Architektūra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Architektūros bakalauras, architektas
Studijų programos įregistravimo data	2001-08-02, Nr. 1187

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Architecture</i>
State code	612K10002
Study area	Arts
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 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Architecture, Architect
Date of registration of the study programme	2001-08-02, No. 1187

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The Centre for Quality Assessment in Higher Education

# CONTENTS

<b>I. INTRODUCTION .....</b>	<b>4</b>
1.1. Background of the evaluation process .....	4
1.2. General .....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information .....	5
1.4. The Review Team .....	7
<b>II. PROGRAMME ANALYSIS .....</b>	<b>7</b>
2.1. Programme aims and learning outcomes .....	7
2.2. Curriculum design .....	8
2.3. Teaching staff .....	9
2.4. Facilities and learning resources .....	10
2.5. Study process and students' performance assessment .....	11
2.6. Programme management .....	13
<b>III. RECOMMENDATIONS .....</b>	<b>13</b>
<b>IV. SUMMARY .....</b>	<b>14</b>
<b>V. GENERAL ASSESSMENT .....</b>	<b>17</b>

## 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 Published and Awarded 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 organises 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.

VAA community completely perceives itself as an educational institution of visual art, recognised 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 organisation, uniting the pedagogical and research staff of one or a few closely related specialities. The departments have the following responsibilities:

- organise 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 centre 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 BA study programme in Architecture prepares qualified architects providing knowledge of modern technologies, humanities, social sciences and arts necessary to master design of buildings and formation of architectural environment; to cultivate an innovative and rational professional train of thought, social and professional responsibility and practical abilities to design structures individually and/or in a group.

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 organising Bachelor studies, experienced academic staff, including renowned scientists and artists, a wide network of cultural institutions and business enterprises, experience of design and product firms in the area showing the need for professional designers.

The learning outcomes meet the requirements for the provision of a BA level education. This needs to be substantiated in the future years so that the programmes own dynamics and specific qualities can be realised. The Bachelor study programme of Architecture is a direct response to the socio-cultural infrastructure development prospects in Lithuania and the demand for architectural creators, architects, because it is oriented towards the education of specialists.

## ***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 BA 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 Bachelor 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 Architecture.

It is strongly recommended that the curriculum design for programmes that have the same registration throughout the Academy faculties in Klaipeda as well as Vilnius and Telsiai, need to follow same and exact structure, without any discrepancies. For example all programme modules must have same titles, codes and contents throughout.

There is a very clear spread of modules throughout the 8 semesters/4 years of the programme which follows academic patterns of most undergraduate programmes internationally. Each semester consists of not more than 7 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 4-year cycle.

The content of modules is consistent and follows a rational flow. The curriculum design follows a sequence, which matches other Architectural programmes both locally as well as internationally. It starts from the stage of Art and Design foundation introducing students to

fundamentals of drawing, visualization and expression, basic architectural composition and progresses with architectural communication problem solving, focusing both on the theoretical as well as practical skills.

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 art practitioners – allowing students to develop both a strong and appropriate integration between theory and practise in their work and to develop interdisciplinary practises.

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

Generally the programme reflects the latest achievements in architecture, art, engineering, science, design and technology. There may be some room for improvement especially in relation to the area of new technologies and architectural entrepreneurship, not in terms of curriculum structure, but in terms of curriculum enhancement and diversity. There is a greater need towards design 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 the SER as well as the information provided during the site visit, the distribution of academic staff is as follows: 5 professors, 12 associate professors 5 lecturers and 4 doctors of sciences. 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 practise in new technologies and contemporary architecture and who will allow an increased complementary force to the existing teaching population.

The BA study programme is implemented by 35 permanent and invited members of staff of VAA Faculty. According to the SER, on the basis of need, more lecturers can be invited. 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 recognised architects, 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 BA 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 based on the current number of students who are currently registered on the BA in Architecture. Because of the fact that staff salaries are quite low in Lithuania, 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 BA programme the turnover of staff needs to be retained.

Special attention is paid to the improvement of qualifications of academic staff, since it is important to keep up-to-date with technological achievements in the rapidly changing socio-cultural situation. Therefore, members of teaching staff are involved in architecture, artistic creative as well as academic research activities. They attend research conferences, go on study trips, arrange architectural/arts projects, organise and participate in national and international exhibitions. Opportunities for teaching staff to expand their knowledge, improve their competences and update the courses taught are well supported by the Academy.

All teaching staff is actively involved in research and practise and there is evidence of strong participation in various local and international commissions, competitions, exhibitions and other events. According to the SER during the last 4 years, the staff of the BA in Architecture study programme created a significant body of design work, organised international festivals, exhibitions and conventions, 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 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 the regulatory framework of the Ministry of Education of Lithuania. This system though may be somehow problematic due to its strict procedures in following general entry examinations and not allowing other entry criteria such as portfolio reviews and/or interviews.

There is a good structure and organization of the study process, similar to other undergraduate programmes internationally. There is a strong student-centred approach to teaching at BA level, one may say, a collegiate approach to facilitating student learning that takes particular account of individual learning needs and 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 as well from students' feedback during the site visit, students are keen in mobility far beyond the designated places through the mobility contracts. It would be suggested for the VAA KF to enhance the mobility by establishing more contracts through the Erasmus+ and NordPlus programmes. 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. 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 BA 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 centre for architectural education, but also to attract non-local as well as international candidates.
2. Aim and Learning Outcomes as well as the curriculum design for programmes that have the same registration throughout the Academy faculties need to follow same and identical structure.
3. 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.

4. 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.
5. 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.
6. 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.
7. 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 BA programme.

#### **IV. SUMMARY**

It seems that the BA in Architecture programme comes across with clear aims and learning outcomes. It should be stressed out though, that these aims and learning outcomes must be formal and identical throughout the faculties of the Academy, matching any other programme in Architecture, which uses the same registration code. The importance of the BA 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 centre for architectural education, but also to attract non-local as well as international candidates.

The curriculum design follows a sequence, which matches other undergraduate programmes. The BA programme starts from the stage of Art and Design foundation introducing students to fundamentals of drawing, visualization and expression and progresses with advanced level of design problem solving, embracing both on the contextual as well as technical skills.

However the team of experts strongly believes that curriculum design for programmes that have the same registration throughout the Academy faculties need to follow same structure.

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 and 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. A relationship that both staff and students have is 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 BA programme.

Generally speaking the BA 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 – 612K10002) 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
	<b>Total:</b>	<b>18</b>

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

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

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

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

Grupės vadovas: 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 PIRMOSIOS PAKOPOS  
STUDIJŲ PROGRAMOS ARCHITEKTŪRA (VALSTYBINIS KODAS – 612K10002)  
2016-06-20 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-140 IŠRAŠAS**

&lt;...&gt;

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

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

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Bakalauro laipsnio studijų programa *Architektūra* turi aiškius tikslus ir studijų rezultatus. Vis dėlto reikia pabrėžti, kad šie tikslai ir studijų rezultatai turi būti oficialiai įforminti ir identiški visuose Akademijos fakultetuose ir nuosekliai atitikti bet kurią architektūros studijų programą, kuriai suteiktas toks pat registravimo kodas. Bakalauro 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 daugiau dėmesio skirti strateginiam planavimui, kad taptų ne tik architektūros studijų centru regione, bet ir pritrauktų ne vietinių bei tarptautinių studentų.

Programos turinys sudarytas tokia seka, kuri atitinka kitų pirmosios pakopos studijų programų studijų turinį. Bakalauro laipsnio programa pradedama nuo meno ir dizaino pagrindų, kuomet studentai supažindinami su piešimo, vizualizacijos ir išraiškos pagrindais, paskui

pereinama prie aukštesnio lygmens dizaino problemų sprendimo apimant tiek kontekstinius, tiek techninius gebėjimus.

Vis dėlto ekspertų grupė tvirtai įsitikinusi, kad visuose fakultetuose vykdomų programų, kurioms suteiktas vienodas registravimo kodas, sandara turėtų būti vienodos struktūros. Dabar vykdomoms programoms pridėtinę vertę suteiktų papildomi arba įvairesni naujų technologijų, medžiagų tyrimo bei projektų vadybos sričių moduliai.

Dėstytojai yra atsidavę ir pasiaukoję dėstymui ir mokymuisi ir programą praturtina savo sukauptą 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. Deja, iš kalbintų dabartinių studentų, 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 pagrindiniai materialieji išteklių pagerėjo. Malonu matyti rengiamą naują pastatą (senoji ligoninė), kurį atidarius Akademija turės daugiau erdvės parodoms 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 bakalauro laipsnio programos studentams.

Apskritai bakalauro laipsnio programa *Architektūra* pasiekė galimo didelio potencialo ne tik Kauno mieste, bet ir visoje šalyje tašką, 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. Visų Akademijos studijų programų su vienodu registravimo kodu tikslai ir studijų rezultatai bei programos sandara turėtų būti identiškos struktūros.
3. Dabar vykdomoms programoms pridėtinę vertę suteiktų papildomi arba įvairesni naujųjų technologijų, medžiagų tyrimo bei projektų vadybos sričių moduliai.
4. 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.
5. Siūloma intensyvinti judumą ir komunikaciją su Akademijos fakultetais Vilniuje ir Klaipėdoje, tokiu būdu skatinant geresnį dialogą tarp visų filialų.
6. 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.
7. Jei Akademija nori neatsilikti nuo naujųjų technologijų pažangos ir pramonės raidos, jos darbotvarkėje turi būti numatyta, kaip nuolat gerinti materialiuosius išteklius ir kurti tobulėjimo planus. Pavyzdžiui, tolesnės investicijos, skirtos bibliotekos papildymui didesniu knygų ir periodinių leidinių apie architektūrą, meną ir dizainą kiekiu arba skaitmeninių technologijų, tokių, kaip didelio formato spausdintuvai, CNC lazerio pjaustyklės, 3D spausdintuvai ir skeneriai, naudojimas duotų daug naudos ne tik fakultetui, bet ir bakalauro 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)