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MINISTER OF EDUCATION, SCIENCE AND SPORT OF THE REPUBLIC OF LITHUANIA

ORDER
ON THE APPROVAL OF THE DESCRIPTION OF THE LANDSCAPE ARCHITECTURE STUDY FIELD

31 May 2023 No. V-772
Vilnius

Pursuant to Article 53(11) of the Law on Higher Education and Research of the Republic of Lithuania:

1. I hereby approve the Description of the Landscape Architecture Study Field (attached).

2. I establish that higher education institutions must align their study programmes with the Description of the Landscape Architecture Study Field approved under Paragraph 1 of this Order by 1 September 2024.

Minister of Justice, temporarily acting
as Minister of Education, Science and Sport Ewelina Dobrowolska

APPROVED BY
Order No. V-772 of 31 May 2023,
of the Minister of Education, Science and
Sport of the Republic of Lithuania.

THE DESCRIPTOR OF THE LANDSCAPE ARCHITECTURE STUDY FIELD

CHAPTER I
GENERAL PROVISIONS

1. The Descriptor of the Landscape Architecture Study Field (hereinafter referred to as the "Descriptor") establishes the specific requirements for study programmes in the Landscape Architecture study field (P10), which belongs to the group of Arts study fields (P). The Descriptor regulates the Landscape Architecture study field (hereinafter referred to as the "Landscape Architecture field") to the extent that it is not regulated by the General Requirements for the Implementation of Studies, approved by Order No. V-1168 of 30 December 2016 of the Minister of Education, Science and Sport of the Republic of Lithuania "On the Approval of the Descriptor of the General Requirements for the Implementation of Studies"

2. The Descriptor has been prepared with due regard to the Description of the Directions of the Landscape Policy of the Republic of Lithuania, approved by Resolution No. 1526 of 1 December 2004 of the Government of the Republic of Lithuania On the Approval of the Description of the Directions of the Landscape Policy of the Republic of Lithuania, and Regulation (EU) No 1024/2012 of the European Parliament and of the Council of 25 October 2012 on administrative cooperation through the Internal Market Information System and repealing Commission Decision 2008/49/EC."

3. In order to ensure the integration of studies within the study and professional practice area of the European Union and other countries of the world, the following international legal acts and documents have been taken into consideration: the ECLAS European Council of Landscape Architecture Schools Guidance for Landscape Architecture Studies, Version 27, 2011; the IFLA/UNESCO Charter for Landscape Architectural Education, 2012; the European Landscape Convention, 2000; Recommendation CM/Rec(2008)3 of the Committee of Ministers to member States on the guidelines for the implementation of the European Landscape Convention; and the IFLA Guidance Document for Recognition or Accreditation: Professional Education Programs in Landscape Architecture; the E5 EFLA ECLAS Birmingham Document: Minimum Requirements for European Landscape Architectural Studies to Qualify for Professional Recognition by EFLA and ECLAS, 2012; (*E5 EFLA ECLAS Birmingam Document: Minimum Requirements for European Landscape Architectural Studies to Qualify for Professional Recognitions by EFLA and ECLAS,* 2012); the World Heritage Cultural Landscape, ICOMOS Documentation Centre, June 2007; (*World Heritage Cultural Landscape, ICOMOS Documentation Centre*, June 2007); The Florence Charter: Historic Gardens and Landscapes, 1982; 1982 (*The Florence Charter: Historic gardens and landscapes*, 1982) and the VIENNA MEMORANDUM on World Heritage and Contemporary Architecture – Managing the Historic Urban Landscape, 2005 *(VIENNA MEMORANDUM on World Heritage and Contemporary Architecture – Managing the Historic Urban Landscape*, 2005).

4. This Descriptor shall apply to first-cycle and second-cycle university study programmes delivered only in the full-time mode of studies.

5. Universities may provide joint study programmes together with higher education institutions of the Republic of Lithuania or foreign countries.

6. The combined scope of the first and second study cycles must comprise no fewer than 300 credits, in accordance with the *IFLA Guidance Document for Recognition or Accreditation: Professional Education Programs in Landscape Architecture*.

7. Upon completion of a first-cycle / second-cycle study programme, a Bachelor of Arts / Master of Arts qualification degree shall be awarded, corresponding to Level 6 / Level 7 of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning, as well as to the first / second cycle of the Qualifications Framework for the European Higher Education Area. The qualification shall be certified by a Bachelor's / Master's diploma and a diploma supplement issued by the higher education institution.

8. Admission to first-cycle studies should, through a competitive selection process, be open to persons holding at least a secondary education qualification, taking into account their learning achievements and passed entrance examinations, during which the applicants' artistic skills are assessed against the requirements established in the admission procedures of the higher education institution.

9 Admission to second-cycle studies is recommended, in accordance with the procedures established by the higher education institution, for:

9.1 persons holding a Bachelor's degree in the Landscape Architecture study field;

9.2. persons who have completed university first-cycle studies in Design, Conservation and Restoration of Art Objects, or other study fields and have obtained the relevant Bachelor's degree, and who have completed additional studies of no less than 60 credits, the content of which shall be determined by the higher education institution.

9.3. persons who have completed professional higher education studies in the Design or Forestry study fields and have obtained the relevant Professional Bachelor's degree, and who have completed additional studies of no less than 90 credits, the content of which shall be determined by the higher education institution.

10. The principal objective of studies in the Landscape Architecture study field is to educate a highly qualified specialist capable of professionally assessing the condition and resources of natural and cultural landscapes; creating, planning, designing and managing landscapes as sustainably developing systems; creatively applying acquired knowledge to the development of landscape projects that are functionally and aesthetically coherent; understanding the mission and responsibilities of a landscape architect; and pursuing continuous professional development in accordance with the principles of lifelong learning.

10.1. to educate a qualified specialist capable of applying acquired knowledge in the creation of landscape architecture projects and of carrying out professional landscape architecture activities related to the creation of new landscape values and the enhancement of landscape quality;

10.2. to educate a specialist distinguished by well-developed creative potential, critical and systemic thinking, and a broad and profound understanding of the issues being addressed;

10.3. to develop the ability to apply acquired knowledge across different sectors of activity, including the integration and application of landscape protection, management, planning and design principles when addressing issues related to other fields of activity, to cooperate with specialists from other disciplines, and to communicate effectively with the public in pursuit of the best possible outcomes;

10.4. to provide skills in spatial perception, systematic assessment and design, as well as the experience necessary for independent and collaborative professional practice in landscape architecture; to provide academic experience in the fields of landscape assessment (including the analysis and understanding of landscape characteristics and the factors affecting them, the identification of ecological, aesthetic and other spatial values, and the assessment of threats and risks), landscape design, and landscape planning (including experience in planning territories of different levels and status, ensuring the ecological stability of planned territories, establishing principles for the development of ecological networks and structures within different landscape types, formulating solutions for the protection and management of landscape values, and developing and activating recreational areas);

10.5. to develop the ability to act in accordance with applicable legislation and other relevant documents and to understand their role in the preparation and implementation of landscape architecture projects.

CHAPTER II
CONCEPT AND SCOPE OF THE STUDY FIELD

11. A graduate of the first study cycle may, under the supervision of a certified project manager, design simple landscape architecture objects, participate in the preparation of projects for the management and development of separate and dependent green areas, public space projects, plan natural and urbanized landscapes, and participate in the preparation of the site development (site plan) part of a building project.

12. A graduate of the second study cycle may, independently and as a member of interdisciplinary creative teams, under the supervision of a certified project manager, prepare and/or participate in the preparation of landscape development, management, maintenance and other plans; design landscape architecture objects of various scales (parks, squares, public spaces, cultural landscapes, landscapes of infrastructure facilities, etc.); independently carry out research in landscape architecture; and continue studies in doctoral programmes in arts or science.

13. Study programmes in the Landscape Architecture study field shall reflect links with other study fields and professional activities and shall take into account the integrated nature of solutions to practical landscape architecture problems, including an understanding of the interrelationships between natural, social, economic and urban environments; the challenges arising in the context of ecology, biodiversity conservation and climate change; and the ability to communicate and promote public participation in decision-making processes.

14. The content of study programmes in the Landscape Architecture study field shall reflect the objectives of priority tasks identified in the European Landscape Convention, biodiversity conservation, environmental quality sustainability, and other national strategies, linking these objectives to changes in public attitudes, the promotion of public participation in decision-making, public education and ecological responsibility, while providing for the acquisition of knowledge related to communication and information services.

CHAPTER III
GENERAL AND FIELD-SPECIFIC LEARNING OUTCOMES

15. The intended learning outcomes shall clearly define the body of knowledge, abilities and skills that graduates must acquire upon completion of the study programme and without which professional practice as a landscape architect would not be possible. The learning outcomes of the study programme shall be divided into generic and field-specific learning outcomes.

16. Generic competences provide the knowledge necessary to understand phenomena and actions, as well as their outcomes, while field-specific competences provide the understanding and abilities required for the creation of new landscapes and the management of existing landscapes through landscape planning, design and maintenance; an understanding of the nature of landscape and its change over space and time; and holistic knowledge and understanding of the forces shaping it.

17. Upon completion of first-cycle university studies, the following learning outcomes shall be achieved:

17.1. Knowledge and its application. A person:

17.1.1. is able to apply acquired knowledge in the fields of landscape assessment and the evaluation of impacts on landscape; is familiar with legislation related to landscape protection, management and planning and is able to apply it; is able to identify and understand landscape structure and the physical characteristics of landscape; understands landscape development processes and the factors influencing them and is capable of identifying potential threats and risks; is able to assess and determine landscape values; understands the role of society as an active participant in landscape formation processes, contributing to the preservation of local identity and distinctiveness; and is able to identify relationships and interconnections between landscape elements;

17.1.2. possesses the spatial thinking essential to the profession, understands the natural and cultural identity of a place, understands the key phenomena of traditional and contemporary culture (including landscape architecture and other fields of art), and is able to analyse, systematise and synthesise them creatively;

17.1.3. is able to purposefully apply acquired knowledge of landscape architecture theory in landscape architecture design, using methodologies of landscape architectural composition, planting design and environmental design, preparing conceptual and detailed landscape architecture solutions, and forecasting landscape development trends; possesses knowledge, understanding and skills in landscape planning, design and maintenance necessary for the creation, management and protection of landscapes and for assessing the impact of proposed projects on environmental quality;

17.1.4. is able to apply professional, discipline-specific and interdisciplinary knowledge of landscape management, landscape materials and structures, ornamental vegetation, soil sciences, plant biology and botany, landscape structures and technologies, engineering geodetic surveying, construction and spatial planning law, open space planning, park and garden conservation and maintenance, ecology and environmental policy, required for landscape planning, the preparation of landscape architecture projects and their implementation;

17.1.5. is able to apply acquired general university knowledge (philosophy, foreign languages, aesthetics, art history, sociology, economics, management) and applied study field knowledge (soil science, geology, botany, dendrology, theory and history of landscape architecture, fundamentals of architecture and urban planning, professional language, and other subjects) to practical landscape design.

17.2. Research skills. A person:

17.2.1. is able to investigate processes, synthesise research findings, apply research methodologies in the fields of landscape architecture theory and landscape technology, rely on the results of various scientific studies in professional practice, identify and assess social, artistic and economic priorities, and search for information in primary and secondary sources;

17.2.2. is able to collect and summarise data required for scientific research aimed at addressing issues in landscape architecture, heritage conservation and sustainable environmental development; is prepared to carry out landscape architecture design work for simple objects; and is able to formulate and substantiate conceptual and detailed solutions on the basis of the results of pre-design practical and scientific research.

17.3. Field-specific competences. A person:

17.3.1. is able, under the supervision of a project manager, to prepare a landscape architecture project; to address tasks related to the shaping of the surroundings of buildings and infrastructure facilities as well as other open spaces; to create high-quality, multifunctional public spaces, green areas and green corridors that provide a wide range of ecosystem services; is able to propose solutions related to the development of green infrastructure in urbanised areas and to create a high-quality living environment while maintaining harmony between buildings and building complexes and the natural framework of the landscape or its individual elements;

17.3.2. is able to organise the landscape architecture process (research, assessment, design, implementation and maintenance), to design landscape architecture projects of varying purpose and complexity using both traditional and contemporary computer-aided design methods and graphic representation tools;

17.3.3. is able to think creatively, artistically and critically; to apply traditional artistic, digital and other appropriate means of visual representation in landscape architecture; to formulate arguments and criteria in a rational manner; to make timely and optimal decisions; to critically assess and apply theoretical and practical innovations; and to systematise data;

17.3.4. is able to formulate and communicate ideas visually, orally and in writing, to solve problems, and to make well-founded and optimal landscape architecture decisions.

17.4. Social competences. A person:

17.4.1. is able to work effectively in teams with landscape architects and specialists from other fields; to engage in convincing and well-reasoned discussions; to communicate and cooperate with

specialists from other disciplines in Lithuanian and at least one foreign language; to take into account the diversity of natural and urbanised landscape environments as well as multicultural settings; and to adapt to new and changing situations;

17.4.2. is able to communicate orally and in writing, and to use computer-based communication and traditional visual representation methods to clearly convey information and ideas relevant to landscape architecture; is able to solve problems through negotiation, moderation and conflict-management methods;

17.4.3. is able to perform tasks related to the professional justification of landscape architecture solutions responsibly and competently and to fulfil assumed commitments;

17.4.4. is able to assume social responsibility by assessing and forecasting the long-term social impacts of landscape architectural activities; understands the importance of cultural identity, site context and responsibility towards society.

17.5. Personal skills. A person:

17.5.1. is able to plan his or her time and activities accurately and purposefully, and to improve communication, leadership and organisational skills;

17.5.2. is able to pursue methodological innovations in landscape architecture and enhance professional competence, as well as develop and improve professional thinking, learning, landscape design, artistic expression, critical analysis and other skills required for the professional practice of a landscape architect;

17.5.3. demonstrates an interest in the legal environment and is able to analyse and apply the requirements of legal acts related to landscape planning and the design of landscape architecture objects.

18. Upon completion of second-cycle university studies, the following learning outcomes shall be achieved:

18.1. Knowledge and its application. A person:

18.1.1. is able to develop and/or apply the latest professional field-specific knowledge, extending the knowledge acquired during Bachelor’s studies, in an original manner for the understanding of complex cultural phenomena (art and landscape architecture); is able to apply acquired knowledge of philosophy, aesthetics, art, contemporary landscape architecture theory and psychology, creatively analysing and systematising such knowledge; possesses holistic knowledge and understanding of the importance of regional cultural identity, the nature of landscape architecture, its transformation over space and time, and the forces influencing it;

18.1.2. has an in-depth understanding of contemporary research methodology, the methodology for the preparation and implementation of research programmes, methods for analysing natural and urbanised landscape structures, as well as the methodology and application of research into territorial systems of landscape architecture; in carrying out landscape architecture projects, is able to apply methodologies of artistic composition, landscape ecology, the design of complex landscape spaces and environmental planning, as well as knowledge of legal acts governing landscape planning and the design of landscape architecture projects;

18.1.3. is able to use knowledge of the methodology of landscape architecture theory and the results of fundamental or applied scientific research and artistic research to underpin the understanding of general cultural phenomena; is able to think critically, analyse and systematise creatively, and independently plan and manage projects; is able, within protected area planning documents, to identify landscape management zones and their regulations intended to govern landscape protection and use, directions and measures for the protection and management of natural and cultural heritage objects, as well as landscape formation, recreational landscape development and other management measures; is able to determine the suitability of territories for the development and protection of green spaces, establish individual principles for the protection and management of separate and dependent green spaces, define mandatory protection and use requirements, and perform related tasks.

18.2. Research abilities.. A person:

18.2.1. is able to collect, process, systematise, analyse and synthesise information, and to apply theoretical and field-specific knowledge in the creative practice of a landscape architect; is able to carry out general landscape analysis and apply methodologies for the aesthetic assessment of landscapes;

18.2.2. is able to apply knowledge of the latest research methodologies in applied research activities, employ a variety of research methods and modern information technologies; is able to process, analyse, synthesise and evaluate data and formulate conclusions;

18.2.3 is able to independently conduct applied research by identifying conflict situations affecting the quality of landscape architecture, determining development trends, natural and cultural resources, directions for their use and/or development, and ecological conditions; is able to evaluate alternative solutions, predict potential environmental impacts, apply the principles of sustainable development responsibly, prepare a design brief for a landscape architecture project, plan and organise the design process, address complex systemic issues relating to landscape architecture value, and manage complex processes associated with the preparation, implementation and maintenance of landscape architecture projects.

18.3. Field-specific competences. A person:

18.3.1. is able, through the application of aesthetic and moral values and intellectual creative abilities, to perceive the broad spectrum of cultural and social landscape issues, think conceptually, formulate arguments rationally, and make optimal landscape architecture decisions;

18.3.2. is able to independently and effectively solve complex tasks related to green area development and landscape architecture in the context of research findings and emerging trends, and to participate together with an architect in the preparation of public space projects of various purposes and levels of complexity;

18.3.3. has knowledge of contemporary visual artistic expression, technical design and research tools in landscape architecture, and is able to use both traditional and modern landscape design methods and graphic expression techniques in the preparation of original contemporary landscape architecture projects.

18.4. Social competences. A person:

18.4.1. is able to initiate joint projects and activities; organise their own work, as well as the work of teams and groups; work within teams of landscape architects and interdisciplinary research and creative groups; participate in academic and professional discussions; communicate and collaborate with specialists from other fields; and think critically and self-critically while respecting the diversity of opinions and cultures;

18.4.2. is able to further develop organisational skills (initiative, entrepreneurship and innovativeness) while carrying out assigned tasks related to landscape research, assessment and design; is able to act in accordance with professional ethics and civic responsibility; assume collective and social responsibility; assess and forecast the long-term social impacts of landscape architectural activities; and understands their responsibility towards society;

18.4.3. is able to communicate the information and ideas arising from completed research persuasively, clearly and unambiguously to both specialist and non-specialist audiences; possesses written and oral communication skills in Lithuanian (or, in the case of international students, English) and at least one foreign language; and has experience in universal communication and traditional visual representation.

18.5. Personal competences. A person:

18.5.1. is able to think and act in an integrated and holistic manner, pursue innovation and enhance professional competence, and is capable of developing and improving professional thinking, learning, design, artistic expression, critical analysis and other skills required for the professional practice of a landscape architect;

18.5.2. has a profound understanding of responsibility for the impact of his or her professional activities and their outcomes on the ecological and social environment, economic and cultural development, public well-being, and the preservation of the cultural identity of the country.

CHAPTER IV
TEACHING, LEARNING AND ASSESSMENT

19. Study programmes in the Landscape Architecture study field must ensure the achievement of the intended learning outcomes. They must include the study of artistic and functional principles of spatial and volumetric design, the relationship between newly designed environments and historically developed environments, the development of creative, research and information retrieval skills, and the fostering of both individual and collaborative creative work experience. Fundamental sciences (philosophy, aesthetics, art history, geography and ecology) and applied sciences (plant biology, botany, dendrology, geology and environmental engineering) must form an integral part of the curriculum of the Landscape Architecture study field. Students' competences shall be developed by combining theoretical studies with complex practical tasks through the preparation of landscape architecture projects, continuous consultations with project supervisors, and learning from the problems encountered during project development. Not less than half of the time allocated to study field course units shall be devoted to practical activities (design studios, practical training, and the final thesis).

20. The placement and sequence of study field course units within the study programme shall be based on interdisciplinary links. The major part of the study programme shall be devoted to study field course units and shall ensure appropriate professional preparation. The principal teaching and learning methods include lectures, consultation seminars, practical assignments, case analysis, problem-solving and innovation-based learning, individual projects, team projects, experiential learning, research-based learning, and other relevant methods.

21. Professional practical training shall be carried out in enterprises engaged in landscape architecture, architecture, urban design, or other activities related to landscape architecture. Its purpose is to verify and deepen the knowledge acquired during studies and to develop skills for independent professional practice. The supervisor (mentor) of professional practical training may be a landscape architect actively engaged in professional creative practice. For the organisation of professional practical training, it is recommended that cooperation agreements be concluded with landscape architecture design companies (social partners) that possess the necessary material and software resources and have staff qualified to work with students.

22. The criteria for the assessment of student achievement shall be directly linked to the objectives of the study programme and the measurable learning outcomes. Assessment shall focus on the application of acquired knowledge in practice, artistic and aesthetic as well as engineering and technological competence, the ability to communicate ideas persuasively, and the capacity for independent learning and work. Various assessment methods may be applied during the study process, including diagnostic assessment (initial concept sketch), formative assessment (informal assessment during individual consultations and assessment of interim reviews), and summative assessment (case analysis and assessment of a course project (final project)).

23. The assessment system for course units shall be:

23.1. valid and reliable, meaning that assessment is linked to the objectives of the study programme and is carried out from several perspectives, such as broad intellectual awareness, a systemic approach, the quality of solutions, innovativeness, and the ability to present and engage in reasoned discussion. The final grade shall consist of several assessment components covering different stages of the course project (assignment) and the study process;

23.2. designed to assess competences, knowledge and the coherence of studies, meaning that knowledge, its application and creativity are evaluated;

23.3. impartial, objective and transparent, meaning that student projects shall be assessed by a panel consisting of several academic staff members (experts). During the panel meeting, the presentation, discussion and assessment of projects shall take place in the presence of representatives delegated by the student organisation. Assessment shall be carried out in accordance with the criteria established by the university. Students shall be informed of the assessment system and assessment

criteria when the specific project (assignment) is issued. The assessment criteria applicable to a student's studies shall be publicly available.

24. The study process shall aim to implement the principle of lifelong learning. The programme, its curriculum and its didactic system shall motivate students to use a variety of resources and sources of knowledge during their studies and encourage academic staff to integrate innovations into the study process.

CHAPTER V
REQUIREMENTS FOR THE IMPLEMENTATION OF STUDY PROGRAMMES

25. Academic staff shall be evaluated on the basis of their research, teaching, artistic and professional experience, including participation in research activities and the preparation of landscape architecture projects, the application of advanced teaching methods, experience in the international academic and educational environment, the ability to communicate in foreign languages, participation in conferences, professional development through training programmes and placements, recognition within professional and academic communities, professional insight, personal interest in students' academic progress, and the ability to advise students on study plans, professional careers, and the criteria used for assessing the knowledge and skills acquired during studies.

Each higher education institution shall establish minimum qualification requirements for academic positions, which must not be inconsistent with the applicable legal acts. Academic staff must be familiar with and understand the criteria on the basis of which study programmes are accredited.

When determining the structure of academic staff, it is recommended that attention be paid not only to research achievements but also to achievements in professional practice within the subject area being taught. In first-cycle studies, not less than 15 per cent of the scope of study field course units must be taught by academic staff holding the position of professor. No more than 40 per cent of the academic staff teaching study field course units may be practitioners who, within the last seven years, have acquired at least three years of professional experience corresponding to the applied course units they teach.

26. The need for and qualification requirements applicable to support staff (mentors, laboratory assistants, technicians and other specialists) necessary to ensure the achievement of the learning outcomes of the study field shall be determined by each university in accordance with its specific circumstances.

27. Landscape Architecture studies shall be completed by the graduate through the public defence of a final thesis (creative project) before a qualification committee of the relevant level. The purpose of the final thesis (creative project) is to demonstrate the knowledge and skills acquired during studies, their application in the creation of landscape architecture objects, and the ability to defend the proposed creative and professional solutions. The final thesis (creative project) shall be subject to the same protection of intellectual property and/or commercial secrets as publicly disseminated scholarly (artistic) work.

28. The Bachelor's final thesis (creative project) shall be an independently prepared original landscape architecture project based on applied pre-design research, through which the student demonstrates the general knowledge of landscape architecture acquired during the studies, an understanding of systemic landscape issues, and the ability to develop landscape architectural solutions under complex natural or urban conditions.

29. The qualification commission for the defence of the Bachelor's final thesis (creative project) shall consist of not fewer than three competent specialists in the study field, including researchers, artists, professional practitioners and representatives of social partners. At least one member of the commission (normally the chairperson) must be from another research and higher education institution.

30. The second-cycle final thesis (creative project) shall be an independently prepared creative project addressing a complex landscape architecture undertaking (landscape planning, landscape

design or landscape management), based on comprehensive research and demonstrating the student's creativity through the application of the latest knowledge, theories, methods and technologies in landscape architecture and other fields of science and art.

31. The qualification commission for the defence of the second-cycle final thesis (creative project) shall consist of five competent specialists in the study field, including researchers, artists, professional practitioners and representatives of social partners. The chairperson of the commission must be from another research and higher education institution.

32. The following physical resources shall be available to ensure the successful delivery of the study programme:

32.1. classrooms, buildings and infrastructure shall comply with the requirements established by hygiene standards and other legal acts in force in the Republic of Lithuania (including requirements relating to floor space per student, heating of premises, noise protection, natural and artificial workplace lighting, and other relevant requirements);

32.2. classrooms shall be equipped with modern audio-visual equipment and presentation facilities necessary for the delivery of the programme. The equipment and facilities of classrooms designated for study field course units shall be sufficient to enable students to acquire practical skills in applying traditional visual representation methods and contemporary digital design and graphic visualisation techniques, digital processing of materials, model-making, drawing printing (including 3D printing), scanning, and scientific research data processing methods;

32.3. classrooms shall be equipped with appropriate facilities for the preparation of landscape architecture projects and shall provide internet access;

32.4. The number of computers available shall correspond to the needs of the study programme. All computers must be equipped with standard word-processing and graphic software packages. Continuous access must be ensured to contemporary computer-aided educational software for landscape architecture design, spatial (3D) design and 3D modelling;

32.5. For field-based landscape architecture research, applied botany, ornamental dendrology and other field studies, cooperation agreements shall be concluded with botanical gardens, directorates of national and regional parks, municipal administrations, and Lithuanian and foreign universities delivering comparable study programmes.

33. Continuous improvement of studies shall be carried out through the regular assessment of labour market needs, surveys of students, graduates, employers, staff and social partners, and by monitoring changes in the relevant legal framework and introducing students to such changes. Based on the data obtained, the study programme and the course units (modules) taught within it shall be revised accordingly.