



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS  
STUDIJŲ PROGRAMOS *NEKILNOJAMOJO TURTO VALDYMAS*  
(*valstybinis kodas – 621N20013*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *REAL ESTATE MANAGEMENT* (*state code - 621N20013*)  
STUDY PROGRAMME  
at VILNIUS GEDIMINAS TECHNICAL UNIVERSITY

**Experts' team:**

1. **Mr John Cusack (team leader)** *academic,*
2. **Mr Damien Courtney,** *academic,*
3. **Asst. prof. Brigita Baltača,** *academic,*
4. **Assoc. prof. Rasa Apanavičienė,** *representative of social partners'*
5. **Ms Kamilia Pucevič,** *students' representative.*

**Evaluation coordinator -**

***Ms Rasa Paurytė***

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Nekilnojamojo turto valdymas</i>
Valstybinis kodas	621N20013
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės studijos (4); iššęstinės (2)
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	1997.05.19

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Real Estate Management</i>
State code	621N20013
Study area	Social Sciences
Study field	Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5); part-time (2)
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	19.05.1997

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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.	Real Estate Management (621N20013) Supplementary material (changes in the programme).

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

Vilnius Gediminas Technical University is one of the largest state high schools in Lithuania, aiming to be a leader of technical education and research in the Baltic States. The

postgraduate study programme under review is currently available on a full-time (1.5 years) and a part-time/distance learning (2 years) basis. The volume of the programme is 90 credits.

In preparation for the external evaluation, a Self-Evaluation Review (SER) was prepared for the benefit of the assessment panel. Six members of University staff, together with the director of the Lithuanian Real Estate Development Association and a student representative from the Department of Construction Economics and Property Management produced the SER. However, there was no representative from the Business Faculty on this committee. As part of the internal review, highest ranked M.Sc. courses in the same field abroad were analysed for benchmarking purposes. The implementation of the study programme, together with its regular monitoring and refinement, is the responsibility of the Study Programme Committee. Following the last external review of the programme in 2013, academic management has acted upon the recommendations made by that evaluation panel. Since 2016, all study programmes within the University have been further upgraded.

#### **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 13-14/12/2016.

1. **Mr John Cusack (team leader)**, *Council member of the Institute of Certified Public Accountants in Ireland (CPA), Ireland.*
2. **Mr Damien Courtney**, *Consultant and Member of Academic Community of Cork Institute of Technology, Ireland.*
3. **Asst. prof. Brigita Baltača**, *Assistant Professor at BA School of Business and Finance Department of Business Administration, Latvia.*
4. **Assoc. prof. Rasa Apanavičienė**, *Assoc. Professor at Kaunas University of Technology Department of Civil Engineering and Architecture, Lithuania.*
5. **Ms Kamilia Pucevič**, *student of ISM Economic and Management University study programme Management of Innovations and Technology, Lithuania*

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The stated aim of the programme is to prepare Management Master's graduates for both the Lithuanian and the international real estate market who will have a comprehensive knowledge of and are able to:

i) apply scientific and theoretical knowledge necessary to solve theoretical and practical issues in real estate management;

ii) apply the acquired knowledge and understanding, modern methods in practice that requires analytical skills, innovation and integration of knowledge, including scientific research; evaluate the limits of analytical methods' application, assess the research results and their reliability;

iii) apply the acquired knowledge and understanding when solving problems in a new, unknown or constantly changing environment and interdisciplinary contexts;

iv) communicate information to professionals and other persons, to assess it critically, to take responsibility in professional activities;

v) keep self-study; critically evaluate innovations in management theory and practice, make innovative decisions in real estate management and the other fields.”

With regard to the latter, the review panel would welcome a stronger focus on and evidence of innovative and creative thinking on the part of students, both via the theses and other assessment mechanisms. A comparison between current and the upgraded learning outcomes which will come into effect in 2017 is provided in the SER (Table 5.1). While the five factors

- Knowledge and its Application
- Research Skills
- Special Abilities
- Social Abilities
- Personal Abilities

remain constant, the revised learning outcomes are seen to be more analytical and evaluative in approach, as is expected and required at postgraduate study level. However, there appears to be an inconsistency between the stated aim of the programme, as outlined above, and

the latest version of the revised learning outcomes. The aim concentrates to a large extent on 'Application', and does not place sufficient emphasis on the theoretical dimension of studies and the conceptual framework. This issue is worthy of attention in any future review of aims and learning outcomes.

Learning outcomes during the period 2014 and 2016 were revised and enhanced following the analysis of similar study programmes offered within the EU, together with an assessment of the current labour market needs and the taking into account of feedback from students and graduates.

The aims and intended learning outcomes of the Programme are announced at VGTU web site, Information system of Ministry of Education and Science of the Republic of Lithuania "AIKOS"<http://www.vgtu.lt/studijos/studiju-programos/magistranturos-studiju-programos/26680?pid=114814#Studij%C5%B3%20tikslai%20ir%20rezultatai>.

The review panel has concluded that the study programme is oversubscribed in terms of the number (17) of learning outcomes which have been identified. Fewer learning outcomes would result in a stronger, more realistic, more coherent focus. The connection established between programme learning outcomes, outcomes of subjects, and learning methods are evidence of a unified, integrated approach to programme development and delivery.

The allocation of so many learning outcomes to numerous individual subjects is seen by the panel as impractical in terms of what is achievable. Additionally, some omissions are evident from the table in the documentation which relates to this dimension of studies. For example, under Personal Skills (p.2) the learning outcome reference is to "act perceiving moral responsibility". Surprisingly, this requirement is not listed as being applicable to the completion of the final thesis where honesty and integrity are emphasised. By way of another example, all programme learning outcomes are attributed to the subject 'Facilities Management', with the exception of R3 and S1, both of which seem to relate closely to the scope of the module. The panel suggests that further analysis and the production of a revised table would enhance the perception and understanding of the programme.

In the internal review of the study programme, the University is commended for the research conducted into discovering what are generally regarded as the key knowledge and skills dimensions to be developed in postgraduate real estate education.

On the occasion of the panel visit to the University, there seemed to be the lack of a clear understanding amongst stakeholders, mainly students, as to the meaning and currency of the term 'learning outcome'. While it is understood that attention is paid to communicating such information, further continuous explanation is needed in respect of this dimension of the education process. An unambiguous student understanding of the connection established

between specific learning outcomes and assessment tests of all types would also be a positive step towards ensuring that the concept becomes imbedded in the culture and implementation of the programme.

It is understood that the aims and learning outcomes conform to the requirements of legal acts, as confirmed by the statement in the documentation to the effect that “at the EU level, the programme purpose, aims and intended learning outcomes correspond to the documents of the Bologna Process and Dublin Descriptors”. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

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

The curriculum design meets legal requirements. The scope of both full-time and part time Master’s Degree Study Programme ‘Real Estate Management’ is 90 ECTS. The duration is 1,5 years for the full-time programme and 2 years for the part-time programme. The structure of the study programme is provided in Tables 2.1 and 2.2 of SER. The structure and scope of the study programme corresponds to the legal requirements for master’s study programmes. Being Management field study programme, 60 ECTS credits are devoted to subjects of this field and 30 ECTS credits are dedicated to research work and preparation of Master thesis.

Since last external assessment the programme, mostly on subject level, was upgraded in 2014 and 2016, some adjustments were made as recently as 2016, which are intended for implementation in the new year. The main changes to the Master’s degree in Real Estate Management have been as follows:

- The ECTS credits allocation was distributed into multiples of three- 3, 6, 9 in terms of volume for the subjects contained in the curriculum.
- Based on the recommendations of the external review panel already referred to above, two alternative subject blocks were introduced in the first semester. Students whose Bachelor degree qualification was in the field of Management are now offered two subject options— 'Real Estate and Construction Project Management' or 'Real Estate and Construction Strategic Management' to assist them in catching up with the technological aspects of the programme. Engineering and Real Estate undergraduates are also provided with two further module options, namely 'Sustainable Development of Built Environment' or 'Real Estate Economics and Finance' to update them on real estate development and economic issues.
- The subject ‘Web-based and Biometric Decision Support in Business Management’ has been replaced by a new module, ‘Smart City and Analytics’, while a further new module entitled ‘International Real Estate Market Analysis’ now forms part of the curriculum in semester 3.



While some different material was presented to the review panel, our analysis has been confined mainly to the most recent version of the documentation. Due to the second-level nature of the programme, a higher-level approach to subject descriptions should be considered in order to reinforce the distinction between undergraduate and postgraduate studies. The inclusion of the term 'Strategic' in relevant subject titles, backed up by syllabus content, would make a statement in this regard.

The rationale behind the decision to introduce four new optional subjects to facilitate either management- field graduates or engineering and real estate graduates (two for each, from which one must be selected) is understood. However, due to the importance of all four subject areas, certain anomalies arise. For example, a management graduate at Bachelor degree level will not necessarily study the 'Sustainable Development and the Built Environment' module, while engineering and real estate first degree holders could miss out on the coverage of 'Real Estate and Construction Strategic Management'. A similar dilemma is posed in the second semester where the option rests between 'Real Estate Investment and Development' and 'International Real Estate Market Analysis'. The international aspirations of the programme would require at least that students take the latter subject, while a study of investment and development in the real estate sector is also important. A further review of this situation is suggested.

The curriculum does not include a specific subject related to 'Strategic Marketing', in a national and an international context. While the panel does not wish to be prescriptive, it is suggested that suitable strategic marketing content, including selling and sales techniques, might be integrated with the coverage proposed for international real estate market analysis to form a single subject with mandatory status. The restrictive subject choice issue referenced earlier in the context of students from different undergraduate backgrounds might be resolved by reducing the credit value of one or both 9-credit modules to 6 credits to allow scope for the study of the important modules which is not currently possible. A previous version of the curriculum included the subject 'Legal and Technical Regulations of the Building Process'. Surprisingly, this module no longer forms part of the curriculum. In light of the above comments regarding programme content, consideration might perhaps be given to extending the duration of studies beyond three semesters.

The subject 'Building Life Cycle and its Multiple Criteria Analysis' has been a module on the distance learning studies mode but not on the full-time studies programme. A further example of the difference between the content under both modes of delivery has been the inclusion of the module 'Development of Energy Efficient Buildings' as a compulsory element within full-time studies and as an optional module for part-time students. It is assumed that the

rationale for any such divergence may be based on the assumption that work experience in the real estate sector will help to compensate for any material content deficit within the formal learning system. However, this perception requires close, continuous monitoring if the quality and integrity of the award granted in both student categories is to have equal credibility. The absence of professional practice from the curriculum is a concern, especially in relation to those students who are not working in real estate management. The strengthening of links between theory and practice would enhance the learning process and further develop the competence of the graduates.

Still on the theme of the curriculum, it is understood that the University would welcome more feedback from stakeholders in order to ensure that the programme continues to be updated in accordance with the likely job opportunities and career prospects available for graduates.

The content of the programme reflects the latest achievements in science, art and technologies. The subject descriptions reveal that recommended list of sources of information for the course includes quite new publications and mostly follows the general guidelines, recommending to focus on literature not older than 5 to 10 years.

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

There are seven principal academic staff members involved in the delivery of the study programme, four of whom are responsible for the majority of teaching hours. Despite the qualifications, experience and expertise of the lecturers concerned, their volume of teaching on the same study programme, at such a high level, could be regarded as somewhat exceptional by international standards in the field of higher education.

As it is stated in SER changes in composition of programme's teaching staff is not high. The number of teachers slightly decreased from 9 to 7. During the assessed period, two teachers retired and were replaced by younger teachers, also teachers of two courses were replaced by more qualified teachers.

As was the case with the Bachelor degree programme in the same field, the teachers involved are highly active scientists. Although there has been a reduction in their research output in 2015, as compared to 2014, members of academic staff publish extensively in international and other scientific journals and in the proceedings of international conferences. Their qualifications are enhanced in many different ways, such as through their participation in internships, international projects and expert jobs, peer exchanges, staff training and seminars. They also produce textbooks, methodical materials and teaching aids. Of particular significance

in this regard has been the publication of a textbook entitled 'Sustainable Real Estate Development'. The scientific research field of all teachers is compatible with the subjects taught.

The Department of Construction Economics and Property Management, in collaboration with other departments, is responsible for producing three internationally recognised scientific journals. Since 1997, 'The International Journal of Strategic Property Management' has been published. The Department also has long-standing, high-level experience in the completion of projects on an international scale. Another justifiable boast is the number and range of granted educational and scientific assignments which have been completed over the years. Therefore, the qualifications of teaching staff are of a high standard to ensure learning outcomes.

The student-teacher ratio on the Master's programme compares less favourably with Bachelor degree studies in the same discipline (admittedly the latter is skewed on account of the relatively small number of enrolled students). Last assessment year (2015–2016) ratio was 7 students per 1 teacher. Teacher mobility, both in terms of incoming and outgoing staff, is a feature of the programme with the balance clearly in favour of the numbers going abroad. Evidence of the imbalance is indicated by the fact that there have been only four visiting experts to the University since 2012 in connection with the programme under review.

While staff mobility is normally a highly desirable aspect in the field of higher education, it can be somewhat problematic when there is a comparatively small number of teachers responsible for curriculum delivery. The review panel also is aware of the level of academic staff participation in scientific conferences, a factor which forms part of the attestation process. Amongst the strengths of programme staff is their additional roles as specialists/practitioners which enable them to bring real-life experience into the teaching and learning process. In order to enhance the education process, the University would welcome additional resources to allow for invitations to be sent to more visiting lecturers from abroad, and for longer periods. There is also a stated intention to apply to participate in international education projects such as Erasmus+ for capacity building purposes.

#### ***2.4. Facilities and learning resources***

The physical infrastructure and the accommodation provided for studies can be described as very good and fit-for-purpose. Such infrastructure is understood to be in compliance with health and safety regulations. An impressive listing of the laboratory equipment available within the Department is provided in the SER (4.2). However, the equipment is not regarded by academic management as having much practical relevance for the students, other than for scientific research and, occasionally, particular aspects of the final thesis. This judgement

should be open to reassessment in light of the continuously evolving technological developments across the real estate sector within which students expect to develop their careers.

The Department Is committed to the further development of web-based intelligent biometric and computer learning systems for "real-world construction and real estate management applications"(please see below). These systems are deployed in the study programme under review for the completion of practical tasks, as well as in some cases for the production of theses. The establishment of a Simulation Centre for Construction and Real Estate Specialists represents a landmark in the provision of appropriate infrastructure for this and other study programmes within the University.

It would seem, based on the information supplied to the evaluation panel, that an investment could be made in additional up-to-date software relevant for professional staff and students engaged in real estate management studies. The panel is aware of suitable software which could be introduced for functions such as tenant management, maintenance, facilities management, accounting and reports, online property management solutions, etc. However, ethical and commercial sensitivity issues do not allow for a prescriptive approach in the context of this report.

The Department has developed 23 web-based intelligent, biometric and computer learning systems for real-world construction and real estate applications over the past five years and some of these are relevant for the production of Master's theses. The University library has access to almost 23,000 e-journals and approximately 300,000 e-book titles, as well as subscribing to 30 databases. The panel understands that 1200 e-journals and 3,000 e-books relate to this programme. There is also an opportunity to use the resources of other libraries in Lithuania.

A major development took place in the period 2010-2012 under the project 'Establishment of Simulation Educational Centre for Construction and Real Estate Specialists'. The innovative nature of this project was confirmed when it was granted the accolade of best 'Innovative Idea' by the European Social Fund Agency. A textbook entitled 'Sustainable Real Estate Development' has also been published, the first of its kind and scope in the realms of real estate to be written in Lithuania (an electronic version is also available).

In general terms, it is concluded that the material resources, are highly impressive in the context of the overall teaching and learning environment.

### ***2.5. Study process and students' performance assessment***

Access to the programme is open to holders of Bachelor degree qualifications in different branches of engineering, as well as in management and business-related disciplines. Compulsory

subjects which should have formed part of undergraduate studies include Mathematics (6 ECTS), Information Technologies (3 ECTS) as well as Microeconomics, Macroeconomics, and Management (9 ECTS). As is explained below, the eligibility system can pose a dilemma.

The number of students who enrolled on a full-time basis has averaged 20 per year in the five years up to 2014. For part-time studies/distance learning, the average number entering the programme over the same period amounted to nine students. Of concern to the University, and the panel, has been the decline in student demand for the programme over the past two years. To facilitate the smooth administration of the teaching and learning process, a special coordinator for the distance learning mode of delivery has been appointed.

Academic management is concerned at the student dropout rate from studies. For example, in 2014 only 50% of the part-time students who had enrolled for the programme actually graduated. For undergraduate students some Universities organise a 'Learning to Learn' module or similar. This non-subject element covers factors which influence the level of student motivation, such as study and research techniques, time management, examination preparation, stress management and career planning. Perhaps, a similar intervention would be relevant also for postgraduate students.

The fact that students may join the programme from different undergraduate backgrounds is considered to be somewhat problematic by the review panel. For example, because of the differences in undergraduate study programmes completed, not all graduates with the M.Sc. qualification will have acquired the same knowledge or developed the same skills focus in terms of real estate management. This could reflect adversely on the reputation of the qualification if stakeholders, and in particular employers, are not fully aware of the different avenues available for entry into this postgraduate studies opportunity. It can also be problematic for lecturers striving to achieve the postgraduate learning outcomes while teaching students from both a specialist and a non-specialist background in the field of real estate management. Some higher education institutions resolve this issue by providing a tailor-made study programme leading to the award of a Graduate Diploma for those Bachelor degree holders without a specialist qualification in the particular discipline.

Candidates for the Master's qualification are encouraged to undertake scientific research and to present the outcomes at the 'Science-Future of Lithuania' Conference organised by the University. The final thesis is the capstone project completed by students. An average grade of 9.28/10.00 was achieved for this element in 2015; in 2016, the average score was 9.06. Over both years combined, a total of 16 out of 35 presenting students gained the maximum 10/10 for their work. In an international higher education context, this would suggest either exceptional quality students or a lenient approach towards the marking process on the part of those tasked

with assigning the relevant grades. The evaluation panel concludes that grade inflation is responsible for such high marks. A brief review of, admittedly, a small sample of these reinforces this opinion. A similar perception arises when the results obtained for thesis production by part-time students are reviewed. Here, the average grade in 2015 was 9.22 ( with four maximum scores out of nine students presenting).

A variety of assessment tools and techniques has been developed to determine student progress. The provision of more integrated assignments involving at least two modules/subjects would enrich the learning process and also assist in unifying the curriculum for students. The mobility of students from this programme is regarded as reasonable by the panel. It is accepted that family and other commitments, including demands of employment, can make it difficult for many students to travel abroad for study or internship purposes. The success of the study programme is reflected in the satisfactory career prospects for graduates over the 2010-2015 period when a total of 135 students gained the qualification. Significantly, all students are already employed while embarking on studies. It is understood that they are seeking the qualification for career enhancement purposes, not necessarily in real estate management but also in related fields such as in banking and other financial institutions, as well as in construction companies.

The integrity of the assessment process is regulated by the order of the University Rector (2014) entitled 'Description of VGTU Examination Sessions and Final Thesis Preparation and Defence Organisation'. The minimum penalty for a plagiarism or other cheating breach during studies is “a repeated course of the subject, and the maximum is a withdrawal from studies” (SER, p. 32).

Academic management would welcome a more practical focus and a strengthening of links between theory and practice across the programme generally. In the context of the thesis, this goal could be at least partially achieved by an insistence that all such student work contains sections with substantial analytical material devoted to ‘Conclusions’, ‘Recommendations’, and ‘Reflective Learning.’ Theses and other student assignments at this level of studies should invariably include strong evidence of innovative and creative thinking leading to the proposal of new models and practices rather than just being confined to an analysis of those already in existence.

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

The structures and arrangements in place for effective programme management and the maintenance of quality standards have been developed and improved upon on a continuous basis. Documents such as 'European Standards and Guidelines for Quality Assurance in Higher Studijų kokybės vertinimo centras

Education' are supplemented by various internal publications on the same theme in order to ensure that the design, delivery and review of this postgraduate study programme not only complies with regulations but also is effective in producing high quality graduates to meet the needs of the real estate sector not only in Lithuania but also abroad.

Responsibility for programme management and quality assurance follows ministerial and SKVC regulations, and University statute and practice. Much of the duties involved are delegated from the University Senate and Rectorate to the Vice-Rector for Studies, the Academic Affairs Office, and the Faculty of Civil Engineering Council and the Faculty Studies Committee which are led by the Dean. The programme implementation as well as its continual supervision and monitoring is carried out by the Study Programme Committee which consists of the Head and three other members of the Department of Construction Economics and Property Management, a representative of the social partners, and a student. This committee is responsible for assuring the quality of the programme and 'is subordinate and reports to the Dean and Faculty Studies Committee'. Typically, it meets formally twice a year although there are many informal meetings and opportunities for teaching and other staff to engage with each another.

This Master of Science programme was last evaluated externally three years ago and prior to that in 2005. The recommendations contained in the 2013 review formed the basis for further progress in enhancing the teaching and learning process. Cooperation between the Faculty and the Department was strengthened, meetings organised more regularly, and decision making became more prompt. Greater delegation of functions and decision-making authority to the Study Programme Committee could now help to achieve a more flexible and less centralised administrative system, as well as facilitating the streamlining of a number of quality assurance documents

The regular meetings of the Study Programme Committee, the Department and the Faculty use the collection and analysis of pertinent information and data when focusing on this study programme. The State and Statistics Lithuania provide demographic, economic, social and other data which facilitate graduate and career analysis, and planning. The University's internal statistics system provides a data bank and contextual source of information consisting of official statistics, annual University surveys and market research. Details of Real Estate Management programmes in EU countries are used for comparative analyses as part of the programme management process.

The outcome of many regular meetings with real estate associations and related labour market representatives is a valuable source of information about the sector which is used in a number of ways including the promotion of the programme. Job prospects and career

opportunities for graduates are in line with worldwide practice. Management recognises the significance of programme learning outcomes and, in this respect, the programme will be further reviewed and updated when the management descriptors become available. Feedback from all stakeholders is collected and analysed on a regular basis for quality assurance purposes, while SWOT analyses have identified strengths and weaknesses, opportunities and threats. Use is also made of the 'Alma Informatika', an internal system which contains all the information pertaining to the implementation of the programme.

Alumni, either individually or through the Alumnus Association, have the opportunity to 'share their experience with teachers and students' and in this way contribute to the improvement and quality of the programme curriculum, teaching, learning, research and practice. Some graduates who met with the review panel expressed disappointed that they didn't have any other formal involvement in the self-evaluation review process, as they are keen to assist in improving the programme. Students too can exert influence and they are engaged in the decision-making process, individually or through the Student Body, one of whose functions is to improve this and other study programmes.



### **III. RECOMMENDATIONS**

The recommendations below do not encompass all of the suggestions made by the panel already in this document. Therefore, the report should be considered in its entirety in order to identify the various proposals which are being put forward in a spirit of cooperation for the purpose of enhancing and adding further value to what is already an impressive study programme.

Some of the main recommendations emanating from this external evaluation are as follows:

1. The aim of the programme places a strong emphasis on the application of knowledge which is an important study programme outcome. However, the conceptual framework and the development of innovative and creative thinking skills are also essential learning dimensions at postgraduate level and should be afforded greater significance in the stated aim of this programme.
2. An improved direction would be given to the programme by reducing the number of learning outcomes at both programme and subject level. This would help to consolidate the teaching and learning process and allow for a much deeper study of fewer topics, thereby strengthening the students' analytical and strategic thinking skills in preparation for the challenges and opportunities which they are likely to experience in their careers.
3. A more strategic focus of studies should be reflected in a number of subject titles, as appropriate. This would help to reinforce the existence of higher-level learning outcomes, as expected at postgraduate level.
4. In the section headed 'Curriculum' above, a number of recommendations were made. Academic management should implement these proposals, unless there are compelling reasons not to do so.
5. The reservations about existing flexible entry standards, as expressed above, are intended to prompt a further review of the current situation by programme management.
6. Opportunities to enable students become more familiar with the extensive range of technical equipment and other resources available within the University should be explored. This does not suggest that it is essential for them to use such facilities but rather

that they have an opportunity to become more up to date with technological trends and developments within the real estate sector.

7. Ongoing efforts to encourage student mobility, with a particular focus on their going abroad, are worthy of continuing attention. The internationalisation of the programme would be greatly facilitated if it could be delivered in English.
8. There has been much reference earlier in this report to the thesis component of the study process. At this point, it is sufficient to repeat the emphasis which the review panel wishes to place on the need for a further analysis of theses, particularly in the context of the outstanding scores being allocated and the scope which exists to further enhance thesis quality.
9. Reference was already made to the necessity for balance as between theory and practice throughout the programme. The commissioning for student completion of extra advanced- level project work by social partners and employers generally could be most worthwhile in this regard. The result would be a development of both the academic and practical dimensions of studies and of the work experience which students are already gaining in conjunction with their completion of this degree programme..
10. The continuing active involvement of all stakeholders is essential for the ongoing maintenance of programme quality. The feedback from students, graduates and employers is of particular significance in this regard.

#### **IV. SUMMARY**

This programme is an example of a postgraduate study opportunity, unique in Lithuania, which provides an educational pathway and career progression possibilities for existing and future real estate management providers and related businesses. The management structure encompassing the Academic Affairs Office, the Faculty Council, the Department, and especially the Study Programme Committee consists of appropriate processes and key staff with a positive attitude who are engaged in ensuring that their internal quality assurance measures are generally effective and efficient. These are designed to satisfy the needs of stakeholders, meet labour market requirements, and ensure the sustainability of the programme, given their acute awareness of the demographic, economic, business and societal demands of real estate and construction generally within the country.

The operating structures and methodology facilitated the production of a rigorous Self-evaluation Report which greatly assisted the external evaluation panel in the conduct of the current review. The approach adopted by the panel was to not only identify the many strengths of this postgraduate study opportunity but also to highlight areas where improvements could be made to further increase the competence levels of graduates. As was stated above, the report should be regarded as a unified document in the sense that all of the panel's proposals and recommendations are confined to the recommendations section. The goodwill towards the programme which was expressed by all stakeholders in discussions with the panel is ,most encouraging and the reputation of the qualification reflects well on the design, delivery and review of this important postgraduate studies opportunity.

The members of the evaluation panel wish to acknowledge the professional manner in which the entire review process was organised. The kindness and courtesy shown to us during the visit is greatly appreciated. We wish the students continued success and commend the staff on what has been achieved to date.

## V. GENERAL ASSESSMENT

The study programme Real Estate Management (state code – 621N20013) 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	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>20</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:	Mr John Cusack
Grupės nariai: Team members:	Mr Damien Courtney
	Asst. prof. Brigita Baltača
	Assoc. prof. Rasa Apanavičienė
	Ms Kamilia Pucevič

**VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO ANTROSIOS PAKOPOS  
STUDIJŲ PROGRAMOS NEKILNOJAMOJO TURTO VALDYMAS (VALSTYBINIS  
KODAS – 621N20013) 2017-04-24 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-69  
IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus Gedimino technikos universiteto studijų programa *Nekilnojamojo turto valdymas* (valstybinis kodas – 621N20013) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>20</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**

Ši studijų programa yra Lietuvoje unikalus magistrantūros studijų galimybių pavyzdys. Ji suteikia galimybes mokytis ir daryti karjerą esamiems ir būsimiems nekilnojamojo turto vadybos specialistams ir susijusioms įmonėms. Vadovybės struktūroje, kurią sudaro Akademinių reikalų skyrius, Fakulteto taryba, Katedra ir ypač Studijų programos komitetas, nustatyti tinkami procesai ir dirba pagrindiniai darbuotojai, turintys teigiamą požiūrį ir užtikrinantys, kad jų taikomos vidinio kokybės užtikrinimo priemonės būtų iš esmės veiksmingos ir efektyvios. Šios priemonės sukurtos, siekiant tenkinti socialinių dalininkų poreikius, atitikti darbo rinkos reikalavimus ir užtikrinti studijų programos tvarumą, puikiai suvokiant demografinius, ekonominius, verslo ir visuomeninius poreikius verslo šalies nekilnojamojo turto ir statybos sektoriuje.

Veikiančios struktūros ir metodologija padėjo kruopščiai parengti savianalizės suvestinę, kuri labai pravertė išorinio vertinimo ekspertų grupei atliekant šį vertinimą. Ekspertų grupė siekė ne tik nustatyti šios magistrantūros studijų programos stiprybes, bet ir pabrėžti tobulintinas sritis, siekiant kelti absolventų kompetenciją. Kaip jau minėta anksčiau, išvadas reikėtų traktuoti kaip vieningą dokumentą, o visi ekspertų grupės pasiūlymai ir rekomendacijos išdėstyti rekomendacijų dalyje. Puikūs visų socialinių dalininkų, dalyvavusių diskusijose su ekspertų grupe, atsiliepimai apie studijų programą teikia daugiausia vilčių, o kompetencija puikiai atsispindi kuriant, vykdam ir peržiūrint šią svarbią magistrantūros studijų programą.

Ekspertų grupės nariai vertina profesionalumą organizuojant visą vertinimo procesą. Taip pat labai vertiname vizito metu pademonstruotą geranoriškumą ir malonų sutikimą. Linkime studentams sėkmės ir giriame personalą už pasiekimus.

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### **III. REKOMENDACIJOS**

Toliau pateiktos rekomendacijos neapima visų šiame dokumente jau išdėstytų ekspertų grupės pasiūlymų. Todėl šias išvadas reikėtų skaityti kaip vieningą dokumentą, norint išskirti įvairius pasiūlymus, pateiktus bendradarbiavimo labui, siekiant pagerinti jau dabar puikią studijų programą ir suteikti jai dar daugiau vertės.

Keletas pagrindinių rekomendacijų, kilusių atlikus išorinį vertinimą, yra šios:

1. Studijų programos tikslas ypač akcentuoja žinių taikymą, kuris yra svarbus studijų programos rezultatas. Vis dėlto, konceptualus pagrindas ir novatoriško bei kūrybinio mąstymo įgūdžių ugdymas taip pat yra svarbūs magistrantūros studijų pakopos mokymosi aspektai, todėl jiems turėtų būti teikiama didesnė reikšmė šios studijų programos tikslo formuluotėje.
2. Programą pagerinti būtų galima sumažinus studijų rezultatų skaičių tiek studijų programos, tiek atskirų dalykų lygmeniu. Tai padėtų sustiprinti mokymo ir mokymosi procesą ir leistų nuodugniau studijuoti mažesnę temų skaičių, taip stiprinant studentų analitinio ir strateginio mąstymo įgūdžius jiems rengiantis priimti iššūkius ir galimybes darant karjerą.
3. Labiau strateginė studijų orientacija turėtų atitinkamai atsispindėti dalykų pavadinimuose. Tai padėtų sustiprinti aukštesnio lygmens studijų rezultatus, kokių tikimasi magistrantūros studijų pakopoje.
4. „Programos sandaros“ dalyje taip pat pateikiama keletas rekomendacijų. Akademinei vadovybė turėtų įgyvendinti šiuos pasiūlymus, nebent yra įtikinamų priežasčių to nedaryti.
5. Pirmiau išsakytomis abejonėmis dėl lanksčių stojimo į studijų programą reikalavimų programos vadovybė raginama toliau peržiūrėti esamą situaciją.
6. Reikėtų paanalizuoti galimybes, kaip sudaryti sąlygas studentams artimiau susipažinti su universitete esančia įvairia technine įranga bei kitais išteklių. Tai nereiškia, kad jie privalo naudotis šia infrastruktūra, bet pageidautina, kad turėtų galimybę susipažinti su naujausiomis technologijų tendencijomis ir pasiekimais nekilnojamojo turto sektoriuje.
7. Vertėtų nuolat stengtis skatinti studentų judumą, ypač akcentuojant jų išvykimą į užsienį. Studijų programos tarptautiškumas žymiai padidėtų, jei studijos vyktų anglų kalba.
8. Pirmiau šiose išvadose nemažai kalbėta apie baigiamuosius darbus. Čia pakanka tik pakartoti ekspertų grupės akcentuotą tolesnės baigiamųjų darbų analizės poreikį, ypač atsižvelgiant į puikius darbų įvertinimus ir galimybes gerinti darbų kokybę.
9. Jau buvo minėta, kad reikia subalansuoti teorijos ir praktikos dalis visoje studijų programoje. Tam labiausiai praverstų papildomi aukštesnio lygio užsakovieji projektai studentams iš socialinių partnerių ir darbdavių apskritai. Tai padėtų vystyti tiek akademinį, tiek praktinį studijų aspektus ir kaupti darbinę patirtį, kurią studentai jau dabar įgyja baigdami šią studijų programą.
10. Vykdomai programos kokybės stebėsenai būtinas nuolatinis aktyvus visų socialinių dalininkų dalyvavimas. Ypač svarbus studentų, absolventų ir darbdavių grįžtamasis ryšys.

<...>

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)