



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto  
**STUDIJŲ PROGRAMOS NEKILNOJAMO TURTO VALDYMAS**  
*(valstybinis kodas – 621J80002)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT OF *REAL ESTATE MANAGEMENT***  
*(state code - 621J80002)*  
**STUDY PROGRAMME**  
at Kaunas University of Technology

**Experts' team:**

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- 2. Prof. Rui Ramos, *academic***
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- 4. Prof. Wojciech Gilewski, *academic***
- 5. Mr Artiomus Kuranovas, *representative of social partners'***
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**Evaluation coordinator - *Gintarė Petrulytė***

Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Nekilnojamo turto valdymas</i>
Valstybinis kodas	621J80002
Studijų sritis	Technologijos mokslai
Studijų kryptis	Statybos inžinerija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji studijų pakopa
Studijų forma (trukmė metais)	Nuolatinės (2); Iššęstinės (3)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Statybų technologijų magistras
Studijų programos įregistravimo data	2013.02.21

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Real Estate management</i>
State code	621J80002
Study area	Technological Sciences
Study field	Civil Engineering
Type of the study programme	University Studies
Study cycle	Second cycle studies
Study mode (length in years)	Full time (2) Part time (3)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Building Technology
Date of registration of the study programme	2013.02.21

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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.

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

The second cycle study programme Real Estate Management (here in after referred to as REM or Programme) in the study area of Technological sciences is carried out by Kaunas University of Technology (here in after referred to as KTU or University). In KTU the results of fundamental and applied research are integrated into the study process, focusing on innovations creation and interdisciplinary projects.

The mission of KTU is to provide research-based studies of international level, to create and to transfer knowledge and innovative technologies for the sustainable development and

innovative growth of the country, to provide open-minded creative environment inspiring leaders and talented individuals. The vision of KTU is to be a leading European University with knowledge and technology development and transfer-based activities. Students and the academic staff are working in partnership in order to improve the quality of the student experience by involving students into the process of decision making at all levels. The REM programme was established by Decision No 209 of 20 April 2005 of the Senate of the University. The previous external evaluation of the Programme was carried out in November 2012. The Programme was given positive evaluation and accredited until September 1, 2016.

The REM programme is run by the Faculty of Civil Engineering and Architecture and is attributed to the field of Building Technology. The structure of the Programme was developed taking into consideration the experience of technological universities of Western European countries. The Programme graduates after three years of practical experience are eligible to seek for professional certification by SPSC – the independent certification body under the Ministry of the Environment of the Republic of Lithuania.

#### ***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 25/10/2016.

- 1. Prof. Roode Liias (team leader), Professor, Tallinn University of Technology, Estonia**
- 2. Prof. Rui Ramos, Professor, University of Minho, Braga, Portugal**
- 3. Prof. Wojciech Gilewski, Professor, Warsaw University of Technology, Poland**
- 4. Prof. Nikolaos Theodosiou, Professor, Aristotle University of Thessaloniki, Greece**
- 5. Mr Artiomus Kuranovas, "Trevita", director, Lithuania**
- 6. Ms Milena Medineckienė, student of KTH Royal Institute of Technology, Sweden**

## **II. PROGRAMME ANALYSIS**

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

According to SER, the learning outcomes of the Programme were formulated involving the representatives of social partners taking into consideration market requirements and the relevant recommendations from international and national real estate organisations. The learning outcomes are comprehensive, clearly defined. General information about the Programme has been published on the KTU website ([www.ktu.lt](http://www.ktu.lt)). The Programme is aimed at training real estate management specialists with integrated knowledge.

The learning outcomes of the Programme have been periodically reviewed by the Study programme committee in cooperation with social partners. In 2014 learning outcomes were adjusted in accordance with the recommendations of the SKVC experts. At the beginning of 2016 learning outcomes were revised according to the Descriptor of the Study Fields of Technology.

Though the name of the Programme and its learning outcomes are compatible with each other, already in the previous accreditation report it has been highlighted that the Programme name and the qualification offered are not in balance. The qualification being offered is a Master of Building Technology, whereas the Programme is in Real Estate Management (REM). In fact, the REM studies do not include subjects related to building technology, rather the subjects are related to different other methods and processes related to built environment. This does not give clear description of what has been achieved by the graduates and is clearly misleading for the potential employers. This unclear and confusing situation was discussed with the employers during the current assessment mission.

The previous assessment report includes also the remark as to the description or definition of real estate management. The problem is still there – how one in Lithuania defines real estate management as the professional field of activities. The learning outcomes give the very broad description of competences to a person dealing with real estate (plots) and different buildings (developments).

When analysing the learning outcomes in more detail the following problems may be listed:

- the SER highlights that the “...learning outcomes reflect ... the main areas of construction sector...”, at the same time in the learning outcomes there is not a word about construction sector rather only about buildings and real estate management;
- though there are 6 chapters of the leaning outcomes, each of them has three sub-outcomes and the whole puzzle of describing the subjects may be carefully balanced, but the system is still too complicated for understanding and following them;
- misleading can be using the different descriptions/translations “achievements of building technologies” and “innovative construction technologies” in the learning outcomes; the keyword “construction technology” is used in the description of the elective subjects only once; therefore the learning outcomes A3 and B1 are not well enough supported by the whole Programme and the qualification “building technology” is not maintained by the Programme;
- in the learning outcome C1 real estate development is highlighted; in fact the local market needs even more maintenance, redevelopment and management of the existing

buildings' stock which is not clearly covered by the learning outcomes; shortly – life cycle concept is split amongst several subjects and the holistic approach is missing from the Programme.

As SER does not give the interpretation to the results of the feedback surveys, therefore it is the role of the assessment team to do it. 50% of the graduates have stated, that the REM studies have been not very significant for their professional life and only 8% have noted that they were very significant [Appendix 8; survey 5]. In the same appendix, survey 9 shows, that from the 12 answers listed there only 4 of these show their field of activities as real estate related, one (1) in education and the rest/majority in construction and manufacturing. Based on these data the studies have been not very efficient, though the situation was explained by the SER-team during the meetings of the mission that there are still no or too little number of relevant real estate management companies in Lithuania.

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

REM study Programme is designed according to the requirements of the Law on Higher Education and Research of the Republic of Lithuania, General Requirements for Graduate Study Programmes and Descriptor of the Study Fields of Technology.

Full-time REM studies at KTU take two (2) years giving 120 credits. The recommended scope of part-time studies is at least 30 and maximum 45 study credits a year, which is why this mode of study takes 3 years. The part-time study programme of REM has not been implemented and there are also no indications to do it in the future. Therefore, no detailed analysis of this mode of study is available, neither the study programme is analysed by the assessment team.

Contact hours of theoretical and practical work make maximum 50% of the scope of study subjects, while individual work takes at least 50% of the number of hours planned for a subject; part of the time is also dedicated to individual consulting. The number of obligatory subjects does not exceed 5 per semester.

The study programme has been the subject to regular revisions during the recent years. In 2013, several subjects either remained and/or were replaced. In 2014 according to the recommendations of the external reviewers (in 2012) and to the opinion of study programme students the intended learning outcomes as well as curriculum of the programme were revised.

As the result of these changes, nearly half of the core/compulsory subjects have been changed (renamed or relocated in the Programme) and for the current assessment the structure of the study Programme is provided for the academic years 2015/2016 [Annexes 1 and 6]. At the same time the feedback information about the study activities is probably related to the previous

versions of the study Programme. Thus, the information about the Programme and its outcomes provided for assessment is not in balance.

The previous Programme assessment report highlighted the necessity of including a practical training module to the curricula. The same idea is very strongly recommended according to the surveys provided in the SER [Annex 8, survey 4]. By today professional practice is included as the second semester subject – this change was introduced in 2014. In the current report it is still impossible to assess the possible positive or negative feedback from this modification – we can only state that the relevant changes have been introduced by now.

At the same time the aim and essence of some changes in the study Programme done in 2013 are not very clear. For example, what is the reason of changing the subject ‘Real property law and insurance’ to ‘Real estate law’. The description of the (new) subject still massively includes the keyword ‘insurance’ and the previous subject is still listed as one of the prerequisites in the Programme. There are some other ‘non existing’ (probably the remains from the previous versions of the Programmes) prerequisites in the current descriptions of the subjects.

Learning outputs of a study programme are to be supported by the designed study programme and by the study subjects. Analyses of the descriptions of the compulsory study subjects [listed in Annex 1] show that in one third of the cases the literature proposed (under references) for the students has been published more than 10 years ago. Therefore, these sources do not provide the newest knowledge and knowhow in the field of built environment management. About the same is the ratio of study subjects where the first choice study literature is older than 5 years.

As to the contemporary trends mentioned in the learning outcomes (e.g. BIM) there are no BIM related textbooks and/or handbooks listed amongst the recommended literature. No titles of European Standards are listed as the sources for studies (e.g. related to Facilities Management, or Maintenance of Buildings, or BIM, etc).

Originating from the learning outcomes (‘understanding the real estate management and its applications to practical problems’) the studies should address specifically the housing sector management issues.

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

The academic staff related to the studies meets all the relevant legal requirements. The teaching staff of the Programme is adequately qualified, normally up to doctorate level, but there are also the staff members who do not hold a doctorate level qualification currently and working



towards this qualification. Staff members have relevant and up to date professional experience in their respective disciplines.

REM study Programme on average has currently 16 teachers involved. In 2015-2016, there were 8 professors, 4 associate professors, and 4 lecturers. The distribution of teachers as for their pedagogical degree has changed over the last couple of years – the number of professors has doubled and the share of teaching lecturers has significantly decreased. All professors working under the programme and one associate professor participate also in the third study cycle.

The qualification of the teachers is currently suitable for attaining the learning outcomes of the Programme. The qualification of the programme teachers corresponds to the General Requirements for Graduate Study Programmes and the Descriptor of the Study Fields of Technology.

One of the major recommendation in the previous assessment report was: “There needs to BE a shift in emphasis away from civil engineering towards real estate in terms of staff and research outcomes”. Currently from the 12 full-time staff members 7 have still civil engineering (02T) background [Annex 2]. Study of the CV-s of the academic staff involved in the Programme [Annex 3] in depth shows that the staff is quite multi-skilled covering the different aspects of law, finance and social sciences related to built environment. Still, it can be advised to expand inter-departmental co-operation in KTU through involving academic staff from different faculties to generate broader synergy for the REM studies.

The level of academic education of the teachers of the programme, fields of their research, practical and teaching experience, ability to communicate in at least one of the languages widely used in European countries (English, Russian and German) allow the achievement of the aims and learning outcomes of the programme. Communication skills are to be improved.

The current proportion between the teachers and students is very high – one (or more) teacher per one student in the Programme on the average. This proportion may guarantee excellent quality of study results, but still it is not feasible neither for KTU and for the Faculty to service these courses (when no significant changes are introduced) in long-term especially when admission numbers will remain the same.

As the study programme has the inter-field/inter-disciplinary character, teachers from four departments of the Faculty and two departments of Economics and Business Faculty are involved in the delivery of core study subjects of the programme of REM:

- Department of Building Technologies (42 ECTS),
- Department of Building Energy Systems (6 ECTS),

- Department of Architecture and Urbanism (6 ECTS)
- Department of Building Materials (6 ECTS)
- Department of Economics (6 ECTS)
- Department of Management (6 ECTS)

Accordingly – from the 72 core/compulsory ECTS, the business and management background departments provide only 12 ECTS (one sixth). Though the elective subjects are taught by the teachers of 7 different departments of KTU, the Programme is still quite mono-disciplinary (not inter-disciplinary) as more than 80% of the core/compulsory subjects are provided by one Faculty and mainly by the Department of Building Technologies.

The teachers of the evaluated programme have substantial research experience. There are 55 articles published under conference reports materials, 23 articles published in other periodic publications and single article collections, 88 other publications, 2 scientific monographs and more than 13 methodical publications (course books, etc.). The staff members have visited other institutions in foreign countries, conferences, symposiums, and other events. During the last 5 years the Programme teachers took part in scientific traineeships and international exchange programmes for more than 20 times.

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

REM students use the premises and facilities of the Faculty of Civil Engineering and Architecture of the University, but also the services of the library. Libraries and the reading-rooms are located in the Faculty of Civil Engineering and Architecture and the central Library. REM students, during their study process, and by performing laboratory, practical and research works can use the services of the Laboratory Centre that is developed at and for the Faculty of Civil Engineering and Architecture.

The premises used by the studies are adequate both as to the size and as to the quality. The academic premises generally conform to the requirements of occupational safety and hygiene. The lecture-rooms are equipped with renovated or modern furniture. More attention should be paid to contemporary accessibility standards of the multi-functional premises and lecture-rooms.

Audio-visual equipment and internet connection are available in classrooms. The Computation Centre of the University takes care of the purchase of University's software and licensing. The students of REM courses also use an appropriate range specialised software for economic and investment analysis. This is generally satisfactory.

On the meetings with the students, they complain to the lack of workplaces for independent working outside the service hours of the library and during the free time from

academic classes. Contemporary learning methods require also using teamwork when preparing different course-papers. During our visit to the library, the reading room was rather fully occupied by the students working with their laptops rather than using the literature.

Though the library has the contemporary electronic catalogue, it is not very well equipped to textbooks and journals related to different aspects of real estate management. This statement is based on the analyses of the data provided in Annex 1. The textbook resources are split between the library and the methodological study/cabinet of the department and generally the sources proposed for the students according to the study programme descriptions are quite out of date. More professional international literature (especially in English) should be added to the library stock.

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

Persons who have graduated from the first cycle of university studies and who meet the requirements defined in the list of Master's studies can, based on competition, become students of the KTU REM study Programme. Information about the Programme and admission requirements is publicly available.

Persons who have completed their first cycle university studies in the fields of Building Technology, Civil Engineering and Architecture may pursue the REM programme. Persons who choose second cycle studies of REM and who have graduated the first cycle study programme in another field, as well as persons with the professional Bachelor's degree are required to complete additional studies the scope of which is determined by the University. This requirement can be well understood, but it is clearly the major restriction for several graduates with different backgrounds to give in the application for REM studies. At the same time this limitation (necessity to complete the additional courses) when entering the REM studies shows clearly that the Programme is still not as inter-disciplinary as it should be and in fact is targeted too much to building sector competences.

The numbers of admitted students during 2011-16 have been accordingly 10; 6; 8; 11; 10; 0. During the years 2013-15 the numbers of graduates have been accordingly 9; 6; 4. During the assessment mission the team was informed that this autumn (2016) the first year studies in REM were not opened due to very low number of applicants. These numbers clearly rise the question about sustainability and efficiency of these studies.

Studies are organised based on the general schedule of 16 weeks in each semester. The academic workload of a student of the study programme is 30 credits (800 academic hours) per semester. At least 50% is dedicated to individual work of students. Academic staff has prepared also electronic resources on the open-source online virtual learning environment MOODLE. The

system is also used for communication between students and teachers directly. Processes of study programme administration and quality assurance is reflected in the academic information system (AIS).

The Manager of the study programme and the relevant lecturers consult students on the study issues. Advice can be received also from the supervisors of the final thesis. Every semester starts with informing the students of the goals and objectives of the study subjects and provision of other information relevant to studies. Students perform their research works dependant on the character of the topic either individually or as teamwork in smaller groups.

Subjects of the study field and of other fields as well as optional subjects are delivered besides individual research (research project) until the fourth semester. During the fourth semester students prepare the 30 credit Master's thesis, which is mainly individual research work. The supervisors of final degree projects provide opportunities for students to take part in the research activities by analysing and modelling real estate management systems, foster the need for scientific research and the ability to perform them.

The Faculty of Civil Engineering and Architecture of the University has signed 34 agreements with international partners. A sufficient number of teachers of the programme take internship in foreign higher education institutions in order to deliver the lectures. Lectures were delivered to the students by the visiting teachers from the USA, the UK, Italy, Netherlands, Spain, Romania, Portugal, Poland and Turkey. The number of visiting teachers from foreign higher education institutions is adequate.

But students' mobility is poor – according to SER during the assessment period (2013-2016) only one student has had his successful ERASMUS+ studies abroad.

Members of the academic community of the University are obliged to comply with the requirements of the Academic Ethics Code. The students of the Programme are encouraged and the teachers are obliged not to tolerate any form of unfair academic behaviour and make all efforts in order to reveal and eliminate similar occurrences. The Faculty promotes closer communication between students and teachers in order to ensure mutual understanding, respect, independence and continuous improvement.

In order to ensure active performance of students throughout the semester, ability to use theoretical knowledge in practice, objective assessment of learning outcomes, KTU uses a criteria-based ten-point scoring system and the accumulative assessment, which encourages systemic work during the semester. The current assessment methods are fully appropriate to measure the intended outcomes achieved by the students. Students receive feedback on their achievements by informing them about the evaluation results of their independent assignments and written examinations, by giving the teacher's feedback either in verbal form or in writing.

The admission requirements are well-founded, organisation of the study process in the REM programme ensures an adequate provision of the Programme and the achievement of the learning outcomes; the assessment system of students' performance is clear, adequate and publicly available. KTU ensures the proper level of academic and social support to all students; they are encouraged to participate in research activities and student mobility programmes.

Financial support is provided to the students of the programme in the form of social, onetime social, incentive and onetime incentive scholarships paid from the national budget according to the Procedures for Scholarships at KTU. There are also scholarships provided by the sponsors. Social scholarships are granted to the students of higher education institutions according to the procedure defined by the Government of the Republic of Lithuania.

Information about financial support to students (scholarships, loans, support for international activities, state allowances, and support for the disabled) is published in detail on the KTU website.

The opinion of the assessment commission is that the majority of graduates meet the programme providers' expectations about the professional career. This opinion is basically built on the results of interviewing the stakeholders, but also on the data provided in Annex 10 of the SER.

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

The management of the evaluated study Programme (REM) is implemented by following the KTU Statute, approved by the temporary Academic Regulamina of the University, other legal acts of the University and the Republic of Lithuania which regulate the area of higher education. Any study programme administration and the activities for interior assurance of the study programme quality are managed and coordinated by the Vice-Rector for Studies who is assisted by the Study Organisation, Study Quality Assurance and Development, Student Affairs Department and other administrative units.

The collegial management body for the academic issues of the University, the Senate, performs the functions of study programme approval, study quality system assurance and improvement, study organization changes monitoring and other functions defined under the Statute of the University. The Committee of Studies and Academic Ethics of the Senate:

- analyses the study programmes submitted for approval and provides its conclusions to the Senate concerning the launching of these studies;
- discusses the quality assurance system of all study cycles and controls its implementation; evaluates the quality of studies literature;

- analyses and provides to the Senate proposals on the issues related to the studies and academic culture.

The Quality Assurance Committee of the Senate:

- performs the monitoring of studies, scientific research and the quality of their supporting processes in respect to quality assurance
- performs the analysis of interior legal acts of the University related to the regulation of quality
- initiates new projects, analyses them and submits for the approval of the Senate.

In 2015, to assure more effective management of the study programmes and to ensure their quality, the University improved its model of study programme management. The University Committee for Study Programmes (UCSP) under control of the Studies Vice-Rector was established. The University Committee for Study Programmes is responsible for the strategy and policies of the University studies.

Since 2016 the Committees for Study Field Programmes (CSFP) were established instead of the Faculty Study Programme Committees and they are in a closer relationship to the study programmes ascribed to them. CSFP is headed by the Manager of Study Field Programmes (MSFP). CSFPs are under the subordination of the Dean.

Based on the information provided above in KTU there is a formally well established study programme management system there with the necessary and regular feedback system to improve and update the running study programmes. Also the changes in national legislation, but also outcomes and results of evaluations are mainly considered when the study programmes are designed. The opinion of stakeholders has been considered. Potential students have had the possibility to get the general information about the programmes on the KTU website.

Currently, REM study Programme is under the subordination of the Building Technologies Study Field Programme Committee. The Faculty's Study Centre, under the leadership of the Vice-Dean, coordinates main processes of studies and ensures implementation of procedures set for the execution of the study programme. Data of the study programme and other programme material necessary for external and internal assessment are collected, stored and systematized at the Study Centre.

Shortly – formally, REM study Programme is administered according to the decrees of KTU. The responsibilities for the programme are allocated and monitoring of the decision-making is established. The study programme has been regularly updated according to internal and external assessment results. But still it seems the internal quality assurance system is not functioning very efficient and reliably as the current study programme has serious problems when managing it.

Though there have been positive changes as for the quality of the academic staff and the current students are very motivated as to their academic studies and future perspectives, the management of the REM study Programme is suffering the crises:

- admission of 2016 has failed totally;
- not all the remarks done during the previous assessment (2012) were considered or analysed in depth in the current SER (lack of REM relevant professional literature; name and qualification of the courses – these problems are still existing);
- the efficiency of studies has fallen considerably, both as to the number of graduates and considering the academic input by the staff involved to run the courses
- the feedback information provided in the Annexes 8 and 9 highlight several problematic issues that are not analysed in SER and in fact these results are not related to the current version (2015/16 study year) of the study Programme
- massive changes in the study Programme introduced during the recent years have not been properly administered in the academic documents causing contradictions in the information provided in the SER documents
- there is no any reliable action plan provided by the REM Programme management to assure sustainability of the courses in long-run; the assessment team keeps the opinion that currently the endeavour to launch a double degree programme is not the way out from the current critical situation
- much has to be done to attract student candidates with much wider range of educational background to attend the REM studies

### **III. RECOMMENDATIONS**

1. Real estate management studies are definitely required in Lithuania. For this, clear definition of the Programme area is needed to be described where the learning outputs and professional qualification requirements are reasonably balanced as to technological, financial, legal and management competences.
2. The current Programme requires a realistic vision and an emergency plan for long-term survival to be compiled by the Faculty and the Department. For attracting more new students with different and much broader educational background the enrolment criteria should be more universal, not giving the reasonable preference to the graduates of the profiling Department or other similar study programmes. Mobility should be the 'must' component for these students and their studies.
3. When designing and updating the REM study Programme it is advisable to involve more academic staff from different other faculties and departments of KTU rather than covering all the core subjects using mainly the academic sources of one department. This will be the key-prerequisite to generate an interdisciplinary study programme. International academic co-operation will be highly welcomed.
4. The first choice literature of the core subjects in the Programme recommended for the students has to be fully updated, and furnished with the newest sources. This situation has to be maintained permanently either with national (in Lithuanian), or international (mainly in English) publications.
5. As currently the Programme is designed for introducing individual independent research but also for team-working, it is required more facilities and spaces in the Faculty building to be upgraded and developed for the students to be used all-day-round.



## **IV. SUMMARY**

The Real Estate Management study programme is currently suffering serious crises.

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

Positive: the Programme is targeted to meet the national real estate market needs and there has been the clear intention to run an inter-disciplinary Programme in this field

Negative:

- the major remark done already during the previous evaluation of the Programme about the definition of real estate management has not been clearly considered; mainly the property development aspect is strongly supported in the real estate management by the studies, not the whole lifecycle approach that should be expected
- no clear message is given for the national market about the actual competence of the graduates – MSc degree in Building Technology, and the Programme in Real Estate Management are clearly contradicting and misleading
- the learning outcomes include contradicting statements about ‘the main areas of construction sector’ and ‘innovative construction technologies’, that in fact are not covered by the study programme

### **Curriculum design.**

Positive: reasonable share of independent work is planned for the students

Negative: too narrow orientation to building construction sector rather than to real estate management activities

### **Teaching staff.**

Positive: qualified, motivated and multi-skilled staff, the formal quality of which has been improved during the assessment period

Negative: foreign language communication skills are still to be improved, and the profile of the academic staff involved for the Programme should be compiled from a longer list of the academic staff from the other structural units of KTU

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

Positive: suitable premises for academic classes and the formal quality assurance system of study process are on place for the Faculty and for the Programme

Negative: literature sources recommended for the students related to the Programme are greatly outdated and will need considerable and constant updating

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

Positive: students are highly motivated and communicative

Negative: very poor mobility of the students

### **Programme management.**

Positive: formally well considered management system on various levels of the University

Negative:

- the remarks that have been done during the previous evaluation of the Programme have partly not been considered
- the efficiency of studies as for input/output has fallen considerably during the assessment period
- the feedback information provided in the Annexes of the SER for the evaluation report has not been seriously analysed
- there are gaps and contradictions in the SER documentation provided for the assessment caused mainly due to massive changes in the Programme
- there is no vision and action plan provided by the Programme management to come over the current crises

## V. GENERAL ASSESSMENT

The study programme *Real Estate Management* (state code –621J80002) at Kaunas University of Technology 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	2
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	2
	<b>Total:</b>	<b>16</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. Roode Liias

Grupės nariai:  
Team members:

Prof. Rui Ramos

Prof. Wojciech Gilewski

Prof. Nikolaos Theodosiou

Mr Artiomus Kuranovas

Ms Milena Medineckienė

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Kauno technologijos universiteto studijų programa *Nekilnojamo turto valdymas* (valstybinis kodas – 621J80002) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>16</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)

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**IV. SANTRAUKA****Programos tikslai ir studijų rezultatai.**

Stiprybės: šios studijų programos tikslas – patenkinti šalies nekilnojamojo turto rinkos poreikius – buvo akivaizdus noras vykdyti tarpdalykinę šios krypties studijų programą.

Silpnybės: Pagrindinė pastaba dėl nekilnojamojo turto valdymo apibrėžimo, kuri jau buvo pateikta po ankstesniojo studijų programos vertinimo, nebuvo aiškiai išspręsta. Nekilnojamojo turto valdymo studijose daugiausiai akcentuojamas nekilnojamojo turto plėtros aspektas, tačiau ne viso gyvavimo ciklo metodas, kurio tikimasi. Visiškai neaišku, kokių faktinių kompetencijų įgyja absolventai (statybų technologijų magistrai). Studijų programa *Nekilnojamojo turto valdymas* aiškiai prieštaraujanti ir klaidinanti. Studijų rezultatai numato prieštaraujančius teiginius apie „statybos sektoriaus pagrindines sritis“ ir „inovatyvias statybų technologijas“, tačiau faktiškai į šią studijų programą tie dalykai neįtraukti.

**Programos sandara**

Stiprybės: studentams suplanuota pagrįsta savarankiško darbo dalis.

Silpnybės: pernelyg siaura orientacija į pastatų statybos sektorių, o ne į nekilnojamojo turto veiklą.

**Personalas**

Stiprybės: kvalifikuotas, motyvuotas ir įvairiapusis personalas, kurio kokybę vertinamuoju laikotarpiu pagerėjo.

Silpnybės: vis dar reikia tobulinti užsienio kalbų įgūdžius; studijų programą vykdančio akademinio personalo sąrašas turi būti platesnis, į jį reikėtų įtraukti dėstytojų ir iš kitų KTU struktūrinių padalinių.

**Materialieji ištekliai**

Stiprybės: akademinėms studijoms skirtos patalpos yra tinkamos; studijų kokybės užtikrinimo sistema formaliai skirta tiek fakultetui, tiek programai.

Silpnybės: studentams rekomenduojama su šia studijų programa susijusi literatūra yra ypač pasenusi, ją reikia smarkiai ir nuolat atnaujinti.

#### **Studijų eiga ir jos vertinimas**

Stiprybės: studentai yra labai motyvuoti ir komunikabilūs.

Silpnybės: itin menkas studentų judumas.

#### **Programos vadyba**

Stiprybės: gerai apibrėžta vadybos sistema visuose universiteto lygmenyse.

Silpnybės:

- atlikus ankstesniųjų studijų programos vertinimą pateiktos pastabos buvo įgyvendintos tik iš dalies;
- vertinamuoju laikotarpiu žymiai pablogėjo studijų efektyvumas, tai susiję su įstojusiųjų į programą ir ją baigusiuju skaičiumi;
- Savianalizės suvestinės (toliau – SS) prieduose pateikta grįžtamojo ryšio informacija, kuri buvo skirta vertinti, nebuvo atsakingai išanalizuota;
- SS dokumentuose, kurie buvo pateikti vertinti, yra spragų ir prieštaravimų, daugiausiai atsiradusių dėl studijų programos masinių pakeitimų;
- studijų programos vadovybė nepateikė vizijos ir veiksmų plano, kaip įveikti esamą krizę.

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### **III. REKOMENDACIJOS**

1. Nekilnojamojo turto valdymo studijos Lietuvoje yra būtinos. Dėl šios priežasties reikia aiškiai apibrėžti studijų programos sritį, kur būtų tinkamai suderinti studijų rezultatai ir profesinės kvalifikacijos reikalavimai, t. y. technologinės, finansų, teisės ir vadybos kompetencijos.
2. Šiuo metu vykdoma studijų programa reikalauja realiai įgyvendinamos vizijos ir ilgalaikio išlikimo plano, kurį turi parengti fakultetas ir katedra. Siekiant pritraukti daugiau studentų, turinčių įvairų ir platesnį išsilavinimą, priėmimo kriterijai turėtų būti universalesni, nesuteikti pagrįstos pirmenybės absolventams, baigusiems katedros vykdomas ar kitas panašias studijų programas. Judumas turėtų būti privalomas šiems studentams ir šioms studijoms.
3. Sudarant ir atnaujinant studijų programą *Nekilnojamojo turto valdymas* (toliau – NTV), siūloma įtraukti daugiau dėstytojų iš įvairių KTU fakultetų ir katedrų, o ne apimti tik pagrindinius dalykus pasitelkiant vienos katedros akademinius išteklius. Tai bus pagrindinė sąlyga sudarant tarpdalykinę studijų programą. Tarpautinis akademinis bendradarbiavimas būtų ypač sveikintinas.
4. Reikia iš esmės atnaujinti studijų programos studentams dėstomų pagrindinių dalykų rekomenduojamos literatūros sąrašą ir papildyti jį naujausiais šaltiniais. Jį būtina nuolat peržiūrėti ir pildyti šalies (lietuvių kalba) arba tarptautiniais (daugiausia anglų kalba) leidiniais.
5. Šiuo metu studijų programa sudaryta taip, kad studentai susipažintų ne tik su individualiais nepriklausomais moksliniais tyrimais, bet ir dirbtų komandoje, todėl fakulteto pastate verta numatyti daugiau materialiuju ištekliu ir patalpų, kurias reikėtų atnaujinti ir sudaryti sąlygas studentams jomis naudotis visą dieną.

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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)