



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS
STUDIJŲ PROGRAMOS *NEKILNOJAMOJO TURTO VADYBA*
(*valstybinis kodas – 612N20013*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *REAL ESTATE MANAGEMENT* (*state code - 612N20013*)
STUDY PROGRAMME
at VILNIUS GEDIMINAS TECHNICAL UNIVERSITY

Experts' team:

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Nekilnojamojo turto vadyba</i>
Valstybinis kodas	612N20013
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	1997.05.19

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Real Estate Management</i>
State code	612N20013
Study area	Social Sciences
Study field	Management
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Management
Date of registration of the study programme	19.05.1997

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
-	Not applicable

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

Vilnius Gediminas Technical University, one of the largest State high schools in Lithuania, is aiming to become a leader of technical education and research in the Baltic States. The four-year, full-time study programme under evaluation commenced in 1997 and is unique in Lithuania. It has been developed based on research conducted and recommendations for

minimum educational requirements received from stakeholders such as the European Group of Valuers Associations, and the European Council of Real Estate Professions. The programme, which attracts a total of 240 credits, is implemented by the Department of Construction Economics and Property Management located within the Faculty of Civil Engineering.

The review panel understands that the curriculum has been constantly upgraded over the years, with a major revision carried out during the implementation of the project “Upgrading of VGTU Construction and Real Estate First Cycle Study Programmes, Including Innovative Tutoring Methods (SNIM)” which was funded by the European Structural Funds, during the period 2010-2012, and was registered as a new study programme. The most recent amendments were introduced in 2015. The implementation of the study programme, including its continual supervision and monitoring, is the responsibility of the Study Programme Committee. In an EU context, the programme’s purpose, aim and intended learning outcomes are said to correspond to the documents of the Bologna Process and the Dublin Descriptors.

In preparation for this review by the external panel, the University produced a comprehensive self-evaluation report (SER). This document confirms that all aspects of study programme design, implementation and appraisal are in accordance with legal norms and other conditions governing Bachelor degree studies of this type. Due to the interdisciplinary nature of the programme and the strong business content, the panel is surprised that the SER team did not include a member from the Faculty of Business Management. This observation is made in the context of the programme being interdisciplinary and the fact that it combines knowledge and skills of business management, with a special focus on the needs of the real estate sector.

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 this BSc study programme is “to prepare Real Estate Management Bachelors with interdisciplinary knowledge of Lithuanian and international real estate market characteristics and functioning principles, processes and assumptions, capable to fully develop and adapt to a dynamic environment, to manage real estate development projects, finance and investments, evaluate performance results, analyse strategic business prospects, apply real estate valuation, management, decision-making methods, and to maintain professional competence through lifelong learning”. The Department of Construction Economics and Property Management benchmarks the degree against similar study opportunities abroad in order to achieve high quality standards. The aim and learning outcomes are achieved through the study of a wide range of subjects. The SER would have been strengthened by the inclusion of a template identifying in greater detail those subjects responsible for the attainment of specific programme learning outcomes.

Discussions with students during the panel visit to the University indicated that the concept of learning outcomes is not fully understood or adopted by all students. The panel suggests that this apparent deficit needs to be explored further so that corrective action may be undertaken.

The role of social partners in reviewing and upgrading the programme objectives is significant in helping to maintain a balance between theory and practice and in ensuring that graduates are generally well prepared for subsequent employment opportunities and future career progression.

The emphasis which learning outcomes place on developing the students' communication skills is commendable. In this context, the panel suggests that the module 'Business Communication' should be mandatory rather than an optional component of the curriculum. Further consideration might also be given to the sociological dimension of real estate management, with a particular focus on demographics and related trends. This could lead to the introduction of a learning outcome that would include 'Sociology' and link it into the impact of demographic change.

The study programme currently has a total of 17 learning outcomes. A more streamlined and integrated approach, with fewer learning outcomes, would result in a somewhat narrower range of ambitions more in line with what is achievable in the time available. It is also essential to ensure that the stated learning outcomes for each subject are not only in harmony with the generic purpose of studies but are also described at the appropriate level. A stronger focus on analysis, evaluation, and decision making is recommended for adoption in any future revision of the wording of learning outcomes.

2.2. Curriculum design

The curriculum consists of a wide range of modules/subjects, with ECTS credit ratings varying from a maximum of nine to a minimum of three. All aspects of the curriculum are understood to comply with legal regulations relating to study programmes of this type and at this level.

Amongst the most recent refinements to programme content have been the following:

The syllabus for each subject was revised and upgraded in accordance with the new aim and learning outcomes.

For semesters 1-3, core subjects' block for all modules in the management field was introduced. A new subject, 'Introduction to Profession', was also included.

Two professional practices were combined into a single work placement of eight weeks' duration.

More subjects became specialised and directed towards the real estate sector e.g. 'Strategic Real Estate Management', 'Corporate Real Estate Management', 'Fundamentals of Real Estate Project Management', and 'Management of Real Estate Innovations'.

Engineering content was revised and new subjects were introduced, namely: 'Fundamentals of Buildings' Engineering', 'Fundamentals of Buildings' Design', and 'Buildings Refurbishment Technologies and Management'.

Projects on core subjects of real estate management were incorporated into the programme, and the credit factor was changed to 3 or a multiple of 3.

The panel wishes to make the following observations and suggestions in relation to the current version of the curriculum. In doing so, it should be acknowledged that the research undertaken and actions implemented so far to revise the study programme have been taken into account. Further discussions and decision making should include consideration of the following:

The suitability of particular subject titles: for example, earlier references to 'Mathematics' seem to have been replaced by 'Linear Algebra and Essential Analysis,' and 'Probability Theory and Mathematical Statistics'.

In a previous version of the programme, 'Safety' formed part of a subject heading i.e. 'Human Safety and Ergonomics'. An emphasis on health and safety aspects of real estate management should be emphasised within curriculum content and perhaps form part of at least one subject title.

During the first semester there is only a single module i.e. 'Introduction to Speciality', devoted exclusively to the real estate sector. The motivation of students might be strengthened by a greater focus on learning more about their chosen discipline at this early stage.

Some syllabuses are overambitious in the stated expectations with regard to what can be achieved in the time available. There are many examples which could be cited, such as the allocation of one hour to the coverage of "ethical and business communication" as part of the 'Business Communication' module, the stated intention within the 'Protocol and Etiquette' syllabus to teach "the etiquette norms in the world", and the plan to teach marketing and selling in a two-hour period as part of the 'Fundamentals of Real Estate' module.

The categorisation of 'Fundamentals of e-Business' as an optional subject in the third semester should be reassessed, particularly when the syllabus content is taken into account and consideration given to the fact that a subsequent compulsory subject in the fifth semester is called 'Public e-Services' (it is also noted that a module called 'Information Systems of Real Estate and Fundamentals of e-Business' is included in the seventh semester).

While the programme covers different aspects of marketing, there is insufficient emphasis on principles and practices of selling. This shortcoming should be remedied to enable the students to develop a competence in an area which they are likely to need in future

employment. Mandatory status could also be afforded to the subject 'Management Psychology', which is listed as an optional module for delivery in the third semester.

In terms of learning materials associated with the curriculum, the reading material attached to particular subjects is somewhat outdated. Examples in this regard include the modules 'Business Fundamentals', and 'Business Law'.

Consideration could be given to the linkage of certain modules supported, if necessary, by the allocation of additional credits to any newly integrated subjects. Examples in this context could include a possible amalgamation of:

(i) 'Fundamentals of Real Estate Appraisal 2' (3 credits) and 'Fundamentals of Real Estate Appraisal 2' (course project)—also 3 credits.

(ii) 'Market Analysis for Real Estate' (3 credits) and 'Fundamentals of Real Estate Marketing' (6 credits).

(iii) 'Financial Markets and Institutions' (3 credits) and 'Real Estate Finance and Investment' (3 credits).

A semantics adjustment could be made by removing the word 'Fundamentals' from many subject titles. This view is expressed on the basis that the teaching of fundamental aspects is expected to form part of the learning process associated with the teaching of the different modules.

The allocation of 9 credits in the first semester to the module 'Linear Algebra and Essential Analysis' seems to be excessive when compared with the weighting given to other subjects in the programme.

While reference is made to business ethics within the curriculum, the perception and ethos of studies could be reinforced by the inclusion of 'Ethics' or 'Business Ethics' either as a standalone module or part of a subject title.

A greater emphasis on topics such as 'Supply Chain Management', the 'Business Canvas Model' and 'The Balanced Scorecard' is also suggested in any future review of study programme content.

With regard to the sequencing of subjects, the effectiveness of the education and training provided could be enhanced by delivering the subject 'Accounting and Auditing' (currently Semester 4) prior to coverage of 'Financial Decisions Foundations' (currently Semester 3).

The teaching of ethical principles and ethical behaviour is commendable and regarded by the panel as a reflection of the overall ethos of the study programme.

Provided the purpose of the module 'Real Estate Business Planning and Organisation' is mainly to prepare students for the potential establishment of their own business ventures after graduation, a reference to enterprise development in the title is worthy of consideration. The

aspiration to create one's own job is viewed by the panel as being particularly relevant and a more specific subject title would reflect such an intention to greater effect. Some other subject titles might also be reviewed to better reflect the aim and purpose of the respective syllabuses.

Higher education institutions sometimes offer a module (or similar) for first year students to help them make a smooth transition to University. The syllabus, often referred to as 'Learning to Learn', normally covers topics such as learning outcomes, study techniques, note taking, time management, preparation for assessment, stress management, problem solving, introductory research, and career planning. The benefits can be substantial for both students and the University and also help to reduce attrition rates. The review panel understands that students do not participate in a formal induction process upon the commencement of their studies. Consequently, the introduction of this component would seem to be relevant for future consideration.

2.3. Teaching staff

The expertise and commitment of academic staff represents a major strength of the programme. Approximately 83 % of teachers are designated as full-time employees. They are highly active, nationally and internationally recognised, scientists with 95% of team members listed as having a scientific degree. Their consistent record in terms of publications in national and international scientific journals, participation in conferences, and engagement in projects since 2010 is impressive. The Department of Construction Economics and Property Management, in collaboration with other departments, publishes three internationally recognised scientific journals and also has a significant track record of involvement in project work in Europe, USA and Asia.

The teachers to students' ratio has remained consistent over the past three years (varied from 0,39 – 0,45), and became more favourable for students during the last five years changing from 0,22 to 0,45. International mobility records over a six-year period indicate that 62 visits abroad were made by University staff, while 12 foreign guest lecturers participated in the programme. The panel notes that a total of 17 agreements on teacher exchanges have been signed. Internships, at home and abroad, feature in ongoing professional staff development. The University also organises a variety of courses and seminars to meet particular staff training needs.

Due to the fact that the lecturing team consists of representatives from separate departments, effective communication and team working is of major importance. In this context, the panel recommends the organisation of regular, formal meetings amongst the teaching staff. Such meetings, at least once per semester, would strengthen the overall focus by establishing a

clearer understanding of the nature and relevance of each subject within the curriculum. Avoidable overlap between modules could also be identified. The networking would also allow for the introduction of more integrated projects for students, thereby helping them to gain a more unified and coherent understanding of the study programme.

There is much scope for the use of Moodle as a learning platform by all members of the teaching staff. Plans in this regard are understood to be at an advanced stage. It is also essential that staff are fully apprised of and familiar with the use of the latest software in the field of real estate management. The range currently available could be expanded for the extended coverage of specific areas such as facilities management, tenant management, health and safety quality assurance, and financial control.

With regard to pedagogy, staff should ensure that the latest technology is utilised for teaching purposes. It is important that all students understand both the concept of learning outcomes and their significance within the teaching and learning process. An important step in this direction would be the regular communication of already defined learning outcomes for each element of the assessment process administered to students. This approach should result in a greater understanding of target outcomes on the part of students, with a consequent positive impact on their motivation and commitment to studies. The review panel hopes that the aspiration of academic management towards ensuring that teachers from abroad will stay for educational and research purposes beyond just a one-week period is realised.

It is understood that teaching staff are in compliance with all legal regulations and other conditions governing the delivery of study programmes of this type and at this level.

2.4. Facilities and learning resources

The premises, facilities and equipment provided for the delivery of the programme are deemed to be fit for purpose and generally is of a high standard.

In the SER (4.2), it is stated that laboratory work with equipment is not generally performed by the students, due to this being a management-field study programme. However, a listing of the high-quality laboratory equipment within the Department of Construction Economics and Property Management has been provided in the documentation. The panel wonders whether scope exists for introducing some elements of this valuable resource to students over the duration of the programme and not just for final thesis research, as indicated. Such technological exposure would be likely to benefit the graduates in future employment.

The implementation of two work experience practice placements for students helps to strengthen links between theory and practice. With regard to this dimension of the learning process, it is important that all stakeholders involved in both the Introductory Practice (Semester

4) and the Professional Practice (Semester 7) are aware of the specific learning outcomes to be achieved. The role of everyone associated with the process must also be clearly understood. The agreement on practical training is completed in the Information System known as 'Medeine'.

Teachers publish textbooks, methodical materials and teaching aids required for studies. Students have access to the University's central library as well as other Lithuanian and foreign libraries. A listing of both the Lithuanian and international databases available to students and staff is available. Amongst the strengths of the existing material resources are the mainly current teaching resources. However, scope exists for the updating the reading material associated with particular subjects, as may be seen from the curriculum provided to the evaluation panel.

For further enhancement, the University would welcome additional finance to purchase more of the latest information technology and other learning materials. It is essential that study materials are expanded and updated on a regular basis. However, there is some evidence of scope for improvement. For example, under the 'Development of Energy Efficient Buildings and Renewable Energy Sources' the objective "to present the newest trends of energy-efficient intelligent house development and building policy". However, the most recent reference book listed was published in 2010. The international dimension of the study programme would be strengthened by additional student practice placements abroad. A stronger level of motivation from an increasing number of students interested in such opportunities would also be necessary.

One of the highly impressive features of the facilities currently available is the award-winning Simulation Educational Centre for construction and real estate specialists. Developed in 2012, this is the first resource of its type in the Baltic Region. Use of the Centre allows students to access study materials, conduct experimentation, and analyse practical case studies.

2.5. Study process and students' performance assessment

The admission to the study programme is in accordance with the standard procedure for entry to Lithuanian Universities. There has been a decline in student enrolment within higher education across the country over recent years and this study programme reflects the prevailing trend. However, of particular significance would appear to be the reduction in enrolment from 43 students in 2014 to 17 students in 2015. The percentage of students who graduate has varied over the period in question—in 2013 the figure was 86%, while this was reduced to 66% in 2015. One of the main factors causing student attrition is academic failure, hence the earlier suggestion regarding the possible introduction of a 'Learning to Learn' module, module, or similar, to assist students in making the transition to higher education.

The panel notes that students are actively encouraged to present at academic conferences and to prepare reports for the Young Scientist Conference known as 'Science-The Future of Lithuania' which is hosted by the University. Student feedback, on a regular basis, is utilised to help assure appropriate quality standards. The content of such feedback is generally highly favourable, as reinforced in the discussion which the review panel conducted with student representatives. The support provided for students includes a limited number of scholarships and allowances. Teacher availability for consultation is published on the website and a strong team working ethos appears to exist between all involved in the teaching and learning process. Students are also provided with sports, health and cultural support.

With regard to the assessment process, the panel notes that different approaches are adopted for full-time and part-time students. As a range of methods seems to be used across the various modules, a more standardised approach would be preferable. For example in the subject 'Philosophy' students complete two separate homework assignments, while for the subject 'Management Psychology' homework accounts for only 10% of the marks, the remainder being distributed between an interim task (20%) and the final examination (70%). Specialty English Language 1, on the other hand, appears to involve two tests and four homework assignments to measure the attainment of learning outcomes. In the case of some subjects, the relative weighting as between the different assessment instruments was not included in the documentation supplied to the panel. Irrespective of the volume of assessment tests, it is essential that the most appropriate instrument is used to monitor how well the learning outcomes have been achieved. Staff vigilance is necessary on an ongoing basis in order to guarantee that this is actually the case.

A fundamental aspect of the assessment procedure is the potential for increasing the number of integrated projects/assignments for completion by students. As already proposed, greater collaboration between teaching staff could achieve this outcome, thereby helping to ensure a greater student understanding of the relevance and importance of each subject within the curriculum.

Academic management would welcome a stronger practical focus and wider consultation between students and external social partners in order to strengthen the effectiveness of the final theses. Such an aspiration is fully endorsed by the review panel members. Under the existing process, the credibility of this programme abroad might be adversely affected by the apparently generous marking system applied to this aspect of student work. The average grade of 9.618/10 in 2014 and 9.219/10 in 2015 could be perceived as a lack of awareness of international standards in higher education. Such a conclusion might be reinforced by the fact that in 2014 a total of 24 out of 34 students obtained a perfect thesis score of 10/10. In 2015, 32 students

presented and 14 obtained full marks. From a limited review of the sample presented to the evaluation panel, it is difficult to justify such inflated results.

Also, in the context of thesis presentation, it is essential that a strong analytical and not just a descriptive focus is adopted; this dimension to be evidenced by the inclusion of sections covering 'Conclusions', 'Recommendations', and 'Reflective Learning' in the final document. The panel would also welcome stronger indications and evidence of innovative and creative thinking on the part of students throughout the entire assessment process at this level of studies.

The range of thesis topics chosen by students is impressive. Supervision is conducted by highly qualified and experienced academic staff. However, care must be maintained to ensure that individual supervisors are not overloaded with regard to this dimension of their work. For example, in 2014 one supervisor is listed as having had responsibility for the thesis work of ten students. The University regulates a fair study process for the purpose of eliminating plagiarism and other forms of cheating on the basis of the Rector's Order of 2014 'Description of VGTU Examination Sessions and Final Theses Preparation and Defence Organisation'. The minimum penalty for dishonesty is a repeated course of the subject, and the maximum is a withdrawal from studies.

The relevance of the study programme is reflected in the demand for graduates, with a number of students gaining related employment in the third or fourth year of studies. For the purpose of attracting additional students, consideration might be given to introducing a systematic, tightly controlled, recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) policy. Applicants with proven, clearly documented, appropriate work experience in the real estate sector could possibly be granted exemption from one or more semesters or from individual subjects (up to a certain limit), thereby increasing the suitability and enhancing the attractiveness of the study programme.

2.6. Programme management

In relation to programme management, the organisation chart supplied to the review panel provides details of the structure and co-existence of the principal bodies with responsibility for decision making in respect of quality assurance, the production of the self-evaluation report (SER), and the monitoring and the implementation of the programme. Responsibility for programme management and quality assurance follows ministerial and SKVC regulations, and University statute and practice. Much of the work involved is delegated from the University Senate and Rectorate to the Vice-Rector for Studies, the Academic Affairs Office, the Faculty of Civil Engineering Council, and the Faculty Studies Committee which is led by the Dean.

The programme implementation and 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 (reflecting the importance and centrality of the department), a representative of the social partners, and a student nominee. This committee is responsible for assuring the quality of the programme and reports to the Dean and the 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 throughout the semester.

There is scope for more practical cooperation between the Faculty and the Department, and more regular, formal meetings would enhance the programme. Greater delegation of functions and decision making to the Study Programme Committee would help to overcome what is referred to in the documentation as "an inflexible and too centralised University system". There is also potential for reducing the high number of quality assurance documents. In positive terms, the University is to be commended on the establishment of 30 partnerships with higher education institutions from up to 20 different countries.

A schedule for the internal self-assessment of the programme is prepared on an ongoing basis. Team work and active participation by teaching staff is evident in this process. However, when the panel met with a number of academic staff there wasn't any teacher representative from the Study Programme Committee present. The overall structures and arrangements in place for programme management and administration purposes are deemed to be good and in compliance with the relevant legislation and other regulations governing study programmes of this type and at this level.

III. RECOMMENDATIONS

The review panel requests that this report be read as a unified document. Within the different sections ideas and suggestions have been presented for the purpose of enhancing the quality of the programme and the competences which graduates will possess on entering the labour market or within existing employment. Not all of these recommendations are repeated below.

The panel's intention at this stage is to reiterate many of the proposals already alluded to above for the purpose of adding value to what is seen as a relevant and valuable passport to employment and career progression within the real estate sector in Lithuania and abroad.

The determination of the University to design, deliver and review a high- quality Bachelor degree in accordance with the needs of the real estate sector nationally and internationally is apparent to the evaluation panel. The following recommendations, in no particular order, are put forward in a spirit of partnership for the achievement of that purpose.

1. The focus of the programme would be sharpened by having fewer learning outcomes and a somewhat more realistic set of objectives for certain modules, as already highlighted above. In this context, it is essential that students fully understand the concept of learning outcomes and their importance throughout the study process.

2. A stronger emphasis should be placed on requiring students to demonstrate evidence of innovative and creative thinking. The assessment system, and the thesis in particular, could become the vehicle for the demonstration of this essential competence.

3. The trend established over the past five years whereby adjustments were made to the curriculum, new study material was introduced, and more attention was given to certain topics should continue. The implementation of those desirable changes to the curriculum which are outlined in this document should complement the process and enhance the learning environment and other positive features of this degree programme.

4. Students and graduates would welcome a greater emphasis on a practical approach to curriculum delivery. Consequently, it is suggested that companies involved in real estate be approached to request their commissioning of assignments for student completion under staff supervision. A more widespread use of integrated projects, encompassing two or more subjects, would copper fasten the learning process, as well as improving students' skills development. The organisation of extra student placements abroad would also contribute towards the attainment of the same goal.

5. The introduction of a 'Learning to Learn' element, along the lines suggested earlier in this report, could help students to adapt more successfully to the higher education

environment and improve their commitment and motivation levels. Student attrition rates should also be reduced.

6. Programme management is aware of the need for greater linkage between theory and practice in many of the theses produced by students. The intention to involve social partners in identifying how this element of project work can be refocused to the extent required is commended by the panel. The deficits in the assessment system referred to earlier in this report need further analysis and attention by programme management.

7. A greater delegation of functions from central authority to the Study Programme Committee would help to overcome the delays caused by the present system and should allow for both a faster response to "rapidly changing government legal acts" and speedier decision making in the context of the widespread and impressive network of companies and international social partners.

8. While facilities and resources are considered to be very good, there is already a recognition of the necessity to acquire additional IT resources, update reading material, and assist staff towards the utilisation of the latest technology for teaching purposes. A target date for the delivery of the degree through English should be set, as such a dimension would also serve to greatly strengthen the internationalisation of studies. The involvement of more foreign experts in curriculum delivery would add significant value to the programme.

9. A greater emphasis on management theory and practice rather than the technological aspects of studies was recommended to the panel by graduate and student representatives. An increase in the number of students going abroad for study or internship reasons could assist in this regard. Currently, there is a greater number of incoming rather than outgoing students, as evidenced by the fact that over 100 foreign students have travelled to Vilnius over the years.

10. Amongst the readily identifiable strengths of the degree is the calibre of staff involved in teaching the different modules. The effectiveness of the teaching team would be further enhanced by having more regular, formal staff meetings for the purpose of sharing ideas and expertise, as well as the gaining of a fuller understanding of the scope and relevance of all subject material delivered by colleagues.

11. Academic staff are encouraged to maintain their scholarly endeavour and to ensure that the content of the various modules is delivered through the use of the latest technology.

IV. SUMMARY

This new B.Sc. replaced the existing programme which was established in 1997. It has been continuously upgraded, at least once every three years. For ongoing monitoring purposes the collection and analysis of pertinent information and data is carried out on a regular basis. 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, and the number of international partners is impressive. SWOT analyses have identified strengths and weaknesses, opportunities and threats for this programme on an ongoing basis.

The quality assurance process requires and ensures that internal and external evaluations of studies are carried out. As a result, there have been important quality improvements and related curriculum changes. There is now a greater integration of modules, both vertically and horizontally, showing the progression of thematic subjects during the programme, and the necessary wider differentiation between subjects at Bachelor and Masters' levels. There is also a greater use of learning outcomes in subject syllabi and a stronger linkage to the assessment strategy and process.

A graduates' data base has been designed and graduates are informed of the existence of an Alumnus Club. Some graduate representatives who were met by the panel would have welcomed the opportunity to contribute to the workings of the Self-evaluation Review Group. 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 curriculum, teaching, learning, research and practice. It is evident that the involvement of the various stakeholders in the quality assurance process has improved review procedures and the programme in general.

A disappointing feature of the current situation is the comparative fall off in student demand for the programme, a trend which in the future may affect enrolment on postgraduate studies in the same discipline. Factors likely to increase student numbers include the introduction of enhancements, such as those outlined in this report, a more effective marketing

and promotional campaign, the increased involvement of social partners in programme design, delivery and review, and efforts to reach the stage where English could be used as the language of instruction. The extent to which the University uses accreditation of prior learning (APL) or of prior experiential learning (APEL), not necessarily of an academic nature, in order to grant exemption from certain subjects within the curriculum was not explored by the panel in discussions during the visit to the University. The identification of how best to deploy such a system on an objective, scientific basis may be worth pursuing by academic management.

This study programme was externally evaluated as a new study programme in 2012 and granted a three-year accreditation by SKVC. Much has been done to implement the recommendations contained in that particular report. The purpose of the current review is to add to the already high quality of this degree programme for the benefit of all stakeholders and the real estate sector, nationally and internationally.

The panel members wish to thank the University for the professional manner in which the evaluation process was organised. The kindness and courtesy shown to us by all stakeholders during our visit is much appreciated. We wish this programme and all associated with it every success and continuous achievement in the future.

V. GENERAL ASSESSMENT

The study programme Real Estate Management (state code – 612N20013) 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
	Total:	20

*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 PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS NEKILNOJAMOJO TURTO VADYBA (VALSTYBINIS KODAS
– 612N20013) 2017-04-24 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-68 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Nekilnojamojo turto vadyba* (valstybinis kodas – 612N20013) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
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
	Iš viso:	20

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ši naujoji bakalauro studijų programa pakeitė senąją, kuri buvo pradėta vykdyti 1997 m. Ji yra nuolat atnaujinama, bent jau kas trejus metus. Nuolatinės stebėsenos tikslais reguliariai renkama ir analizuojama susijusi informacija ir duomenys. Valstybė ir Lietuvos statistikos departamentas teikia demografinius, ekonominius, socialinius ir kitus duomenis, kurie palengvina absolventų ir jų karjeros analizę bei planavimą. Universiteto vidaus statistikos sistema veikia kaip duomenų bankas ir kontekstinis informacijos šaltinis; ją sudaro oficialūs statistiniai duomenys, kasmetinės universiteto rengiamos apklausos ir rinkos tyrimai. Informacija apie ES valstybių narių nekilnojamojo turto vadybos studijų programas naudojama lyginamajai analizei, o tarptautinių partnerių skaičius įspūdingas. Nuolat atliekama SSGG analizė padeda nustatyti studijų programos stiprybes, silpnybes, galimybes ir grėsmes.

Kokybės užtikrinimo procesas reikalauja ir užtikrina, kad būtų vykdomas vidinis ir išorinis studijų vertinimas. Taigi, buvo atlikti svarbūs kokybės pagerinimai ir susiję studijų turinio pokyčiai. Pasiiekta didesnė vertikali ir horizontali modulių integracija, nuosekliai išdėstant teminius dalykus studijų programoje, ir labiau diferencijuoti bakalauro ir magistro studijų

programų dalykai. Taip pat atskirų dalykų turinyje plačiau naudojami studijų rezultatai ir nustatytos tvirtesnės sąsajos su vertinimo strategija ir procesu.

Sukurta absolventų duomenų bazė; absolventai informuojami apie Alumnų klubo egzistavimą. Kai kurie absolventų atstovai, su kuriais susitiko ekspertų grupė, pageidautų turėti galimybę prisidėti prie savianalizės suvestinės rengėjų grupės veiklos. Alumnai asmeniškai arba per Alumnų draugiją turi galimybę „dalytis savo patirtimi su dėstytojais ir studentais“ ir taip prisidėti prie studijų turinio, dėstymo, mokymosi, tyrimų ir praktikos gerinimo ir kokybės. Akivaizdu, kad įvairių socialinių dalininkų dalyvavimas kokybės užtikrinimo procese pagerino peržiūros procedūras ir studijų programą apskritai.

Šiuo metu nuvilia santykinis šių studijų programą pasirenkančių studentų skaičiaus mažėjimas, ir ši neigiama tendencija ateityje gali turėti poveikį priėmimui į tos pačios disciplinos magistrantūros studijų programą. Veiksniai, galintys padidinti studentų skaičių, apima įvairius šiose išvadose nurodytus pagerinimus, veiksmingesnę rinkodarą ir reklaminę kampaniją, didesnę socialinių partnerių dalyvavimą kuriant, vykdam ir peržiūrint studijų programą, taip pat pastangas siekiant dėstyti programą anglų kalba. Vizito į universitetą metu ekspertų grupė nenagrinėjo, kokia apimtimi universitetas naudoja ankstesnio mokymosi akreditavimą ar ankstesnio patirtinio mokymosi akreditavimą (nebūtinai akademinio pobūdžio), kad atleistų studentus nuo kai kurių studijų programos dalykų. Akademinei vadovybei praverstų toliau panagrinėti klausimą, kaip galima geriausiai įdiegti tokią sistemą, remiantis objektyviu moksliniu pagrindu.

Ši studijų programa buvo išoriškai vertinama kaip naujoji studijų programa 2012 m. ir SKVC jai suteikė trejų metų akreditaciją. Daug darbų atlikta įgyvendinant to vertinimo išvadose pateiktas rekomendacijas. Šio vertinimo tikslas yra dar labiau pagerinti jau aukštą šios studijų programos kokybę visų socialinių dalininkų ir nekilnojamojo turto sektoriaus naudai tiek šalies, tiek tarptautiniu mastu.

Ekspertų grupės nariai nori padėkoti universitetui už profesionalumą organizuojant vertinimo procesą. Labai vertiname visų socialinių dalininkų geranoriškumą ir malonų sutikimą. Linkime šiai studijų programai ir visoms susijusioms šalims visokeriopos sėkmės ir nuolatinės pažangos ateityje.

<...>

III. REKOMENDACIJOS

Ekspertų grupė prašo skaityti šias išvadas kaip vieningą dokumentą. Įvairiose išvadų dalyse pateikiamos idėjos ir pasiūlymai, kaip gerinti studijų programos kokybę ir absolventų kompetenciją, kurią jie įgis prieš patekdami į darbo rinką ar jau dirbdami. Toliau pakartojamos ne visos rekomendacijos.

Šioje dalyje ekspertų grupė ketina pakartoti daugelį pasiūlymų, apie kuriuos jau užsiminta aukščiau, siekiant sustiprinti įsidarbinimo ir karjeros galimybes nekilnojamojo turto sektoriuje Lietuvoje ir užsienyje.

Ekspertų grupei akivaizdus universiteto pasiryžimas kurti, vykdyti ir peržiūrėti aukštos kokybės bakalauro studijų programą, atsižvelgiant į nekilnojamojo turto sektoriaus poreikius šalies ir tarptautiniu mastu. Toliau nenuoseklia tvarka pateikiamos rekomendacijos, siekiant padėti pasiekti šį tikslą.

1. Programos orientacija galėtų būti tikslesnė sumažinus studijų rezultatų skaičių ir nustačius labiau realistiškus kai kurių modulių uždavinius, kaip jau buvo pabrėžta

- anksčiau. Šiomis aplinkybėmis būtina, kad studentai visiškai suprastų studijų rezultatus ir jų svarbą visų studijų metu.
2. Reikėtų labiau akcentuoti reikalavimą, kad studentai demonstruotų novatorišką ir kūrybinį mąstymą. Vertinimo sistema, ypač baigiamųjų darbų, galėtų tapti priemone šiam svarbiam gebėjimui demonstruoti.
 3. Per pastaruosius penkerius metus studijų turinys buvo koreguotas, įtraukta nauja studijų medžiaga, daugiau dėmesio skiriama tam tikroms temoms, tad šią tendenciją reikėtų išlaikyti. Šiame dokumente išdėstytų pageidautinų studijų turinio pokyčių įgyvendinimas turėtų papildyti procesą ir sustiprinti mokymosi aplinką bei kitus teigiamus šios studijų programos bruožus.
 4. Studentai ir absolventai pageidautų, kad daugiau dėmesio būtų skiriama praktiniam studijų turinio aspektui. Todėl siūloma kreiptis į nekilnojamojo turto įmones, kad šios pateiktų užduotis, kurias turėtų atlikti studentai, vadovaujami dėstytojų. Plačiau naudojant integruotus projektus, apimančius du ar daugiau dalykų, sustiprėtų mokymosi procesas ir būtų geriau ugdomi studentų įgūdžiai. Papildomos studentų praktikos užsienyje organizavimas taip pat padėtų siekti to paties tikslo.
 5. Įgyvendinus „mokymosi mokytis“ elementą, kaip siūloma šiose išvadose, studentai galėtų sėkmingiau prisitaikyti prie aukštojo mokslo aplinkos ir sustiprintų savo atsidavimą bei motyvaciją studijuoti. Studentų skaičiaus mažėjimą taip pat reikėtų stabdyti.
 6. Programos vadovybė žino, kad daugelyje baigiamųjų studentų darbų trūksta geresnio teorijos ir praktikos sąryšio. Ekspertų grupė giria ketinimą įtraukti socialinius partnerius nustatant, kaip šis projektinio darbo elementas galėtų būti perorientuotas, kad atitiktų reikalavimus. Programos vadovybė turėtų toliau analizuoti ir atkreipti dėmesį į pirmiau išvadose nurodytus vertinimo sistemos trūkumus.
 7. Perdavus daugiau centrinės valdžios funkcijų Studijų programos komitetui, būtų galima išvengti dabartinės sistemos sukkelto vilkinimo ir greičiau reaguoti į „skubiai keičiamus vyriausybės teisės aktus“, taip pat sparčiau priimti sprendimus, atsižvelgiant į platų ir įspūdingą įmonių ir tarptautinių socialinių partnerių tinklą.
 8. Materialioji bazė ir išteklių yra labai geri; pripažįstamas poreikis įsigyti papildomų IT išteklių, atnaujinti literatūrą ir padėti darbuotojams naudoti naujausias technologijas mokymo tikslais. Reikėtų nustatyti terminą, kada studijų programa bus pradėta vykdyti anglų kalba, nes tai labai sustiprintų studijų tarptautiškumą. Į studijų programos vykdymą įtraukus daugiau užsienio ekspertų, žymiai padidėtų jos vertė.
 9. Absolventai ir studentų atstovai ekspertų grupei išreiškė pageidavimą daugiau akcentuoti vadybos teoriją ir praktiką, o ne technologinį studijų aspektą. Tam galėtų padėti užsienį studijuoti ar praktikos atlikti vykstančių studentų skaičiaus didinimas. Šiuo metu yra daugiau atvykstančiųjų nei išvykstančiųjų studentų – remiantis duomenimis, per kelerius metus daugiau nei 100 užsienio studentų atvyko į Vilnių.
 10. Tarp lengvai nustatomų studijų programos stiprybių minėtina skirtingus modulius dėstančių dėstytojų kompetencija. Dėstytojų veiksmingumą galima dar sustiprinti, reguliariau organizuojant formalius personalo posėdžius, kuriuose būtų dalijamasi idėjomis ir profesine patirtimi ir būtų galima visapusiškiau suprasti kolegų dėstomų dalykų medžiagos apimtį ir svarbą.
 11. Dėstytojai skatinami toliau stengtis kelti savo akademinį lygį ir užtikrinti, kad įvairių modulių turinys būtų pateikiamas taikant naujausias technologijas.

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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)