



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos  
***STATYBOS VERSLO VADYBOS PROGRAMOS***  
**(653N20015)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF CONSTRUCTION BUSINESS MANAGEMENT***  
**(653N20015)**  
**STUDY PROGRAMME**  
at Lithuania Business College, Klaipeda

Grupės vadovas:  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Statybos verslo vadyba</i>
Valstybinis kodas	653N20015
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	31-08-2009, № 1-73

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Construction Business Management</i>
State code	653N20015
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	31-08-2009, № 1-73

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## I. INTRODUCTION

Public institution Lithuania Business College (LBC) formerly known as West Lithuania Business College was founded in 2001 as a School of Higher Education by Decree of the Government of the Republic of Lithuania № 1028, dated 28-08-2001 following the reorganisation of the school of further education for the higher education training of business administrators and managers. The College has 9 higher education study programmes that offer awards in Professional Bachelor degrees.

LBC mission is that of a “modern and innovative school of higher education, striving for being open to the society, orienting its activity to the needs of the region and integrating into the Lithuanian and European education system”.

The responsibility for quality of this programme of study in *Construction Business Management* consistency of research and studies in this field is vested with the *Department of Technologies*. The *Construction Business Management* (state code 653N20015) study programme is granted *accreditation* until 31 December, 2013. No external evaluation of the programme has been made before.

The Self-Evaluation Report (SER) was prepared by the self-evaluation group constituted by the Rector's order dated 14 November 2012. The head of self-evaluation group was the Head of the *Department of Technologies*. The task of preparing the report was distributed among seven members of the teaching staff. The report was discussed within the self-evaluation group. The SER was detailed and thorough and aligned to the SKVC guidelines.

## II. PROGRAMME ANALYSIS

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

Professional Bachelor's Study Programme in *Construction Business Management* has been designed according to the Bologna Process Declaration principles. It reflects the main strategic aims and objectives of the LBC in Klaipėda and the College's vision and mission statement.

The main objective of the *Construction Business Management* study programme is to prepare creative specialists with a broad outlook, sufficient general expertise as well as professional and economic knowledge, who are able to establish and develop the construction and real estate business, and organise and plan business in construction organisations of various types. A specific feature of the *Construction Business Management* study programme is its focus on the construction business sector and its demands not only at regional, but also at national and European levels. The aims of the *Construction Business Management* study programme correlate with the requirements of the Regulations of Management and Business Administration study field (2008). The programme aims are based on the academic and professional requirements, public needs and the needs of the labour market and aligns with governmental and regional regulations in Lithuania.

The College regards it important to reflect the flexibility and the changing requirements of the labour market. For example the College has introduced the *Real Estate* specialisation as a result of suggestions by social partners, as building construction was regarded as too narrow. It was proposed to include knowledge on solar and wind energy, because the social partners need this type of specialism in the future. The College focuses on environment friendly construction materials and has introduced a specialisation on construction materials.

The aims of the study programme are in line with the College's overall mission and the general requirements, but are formulated in rather general terms. This is also reflected in the generalised nature of intended learning outcomes. For example: "Will apply knowledge and understanding when using legislative acts regulating the construction and real estate business; Will be able to plan and organise the process of construction; Will be able to communicate and collaborate, to organise selection of personnel, to motivate employees and organise their professional activity". It was not clear enough to the expert team how study aims and intended learning outcomes are connected to the content of study subjects. It is recommended that the College should clarify the study programme aims and the intended learning outcomes and bring them closer to the content of the subjects and modules. Modifications and improvements should be made by the study

programme committee and it should be connected to the evaluation of final theses, alongside progress of students based on the grades and progression onto further study or into work.

According to the data of Lithuanian Labour Exchange and referring to the “Barometer of employment opportunities”, an increased demand for specialists in the construction sector was forecasted for the year 2012 both in Vilnius and Klaipėda Counties. The College is keen to maintain the programme and continues to refine the content although students indicated that they would like more practical based work and opportunities. There was increasing demand for the graduates until the beginning of the economic crisis. Since 2008 the number of enrolled students has decreased radically. In year 2011 there were only 12 new students enrolled into the programme (full-time and part-time combined). The current number of students met the formal admission requirement numbers. The management of the College is positive that following the economic downturn there will be a demand for the *Construction Business Management* programme. The expert team share this view that seems a realistic expectation and that the programme should be maintained and developed further in anticipation of developments and improvements in the labour market.

*In conclusion the study programme aims and some of the intended learning outcomes are defined but are too general. The aims of the Construction Business management study programme correlate with the mission of Lithuania Business College. The qualifications offered are compatible with the name of the study programme and its intended learning outcomes. The study programme has adjusted to the changing requirements of the market with new specialisations launched to meet the need of social partners. The decrease in student numbers in a consequence of the economic crisis. Parallel with growth of the economy there is a perceived need for increasing the number of construction management graduates.*

## **2. Curriculum design**

The curriculum design meets legal requirements and regulations. According to the SER, the programme complies with the national legal acts and the regulations for the undergraduate study programmes, such as Law on Science and Studies of the Republic of Lithuania (2009), Description of Full-time and Part-time Study Modes (2009), Description of General Requirements for First-level Degree and Integrated Study Programmes (2010), WLBC Regulations of Study (2009). The study subjects in the curriculum assist the achievement of the intended learning outcomes. The content and methods of subject and modules is consistent with the type and level of studies. Theoretical and practical knowledge are both present in the curriculum with acceptable ratios.

The students especially expressed their satisfaction with the practical knowledge they have gained and with the contribution of teaching from industry experts.

In the *Construction Business Management* study programme the total study volume is 180 ECTS credits. It includes individual subjects and their blocks (theory subjects, course papers, practices and final theses), examinations. The volume of student self-work and contact hours is based on and corresponds with accepted legal requirements. The study plan includes general subjects, freely chosen elective courses, basic professional subjects, specialisation courses, practices and preparation of the final thesis. Attention is paid both to management subjects (Principles of Management, Principles of Marketing, Personnel Management, and Market Research) and construction-related subjects (Construction Material, Engineering Mechanics, Technology and Organisation of Construction Work, Structural Unit of Buildings and Structures). The overall structure of courses seems to be well established but closer connections to the intended learning outcomes would be advisable. Although the College have implemented new specialisations and courses related to them as a reflection of changing market demand, the expert team would welcome more subjects providing up-to-date knowledge in new technologies in construction business. Students as well as social partners mentioned the positive and realistic approaches to the study programme. For example International Logistics was introduced as the result of suggestion made by social partners. It was emphasized during the visit that graduates of *Construction Business Management* study programme can easily continue their studies at technical universities, for example in Vilnius.

*In conclusion the Construction Business Management study programme meets the legal and professional requirements and flexibly reflects to the changes of labour market. The study plan is carefully designed and ensures achievements of the intended learning outcomes. However some courses closer connection to the intended learning outcomes would be advisable. Also the experts team would welcome more subjects providing up-to-date knowledge in new technologies in construction business. While construction business-related and general management modules within the programme are balanced. The ratio of theoretical and practical knowledge in the study programme is in accordance with the type and level of the programme.*

### **3. Staff**

Selection of members of the teaching staff follows formally set criteria, specified by national laws (Description of General Requirements for First-level Degree and Integrated Study Programmes (2010), Regulations for Attestation of the College Lecturers (2003)), and College level documents (College Statute, Quality Assessment Standard of the College (2009), Integrated

Quality Manual (2012)). Turnover of teaching staff is low. The *Construction Business Management* study programme is delivered by 24 teachers comprising of 11 associate professors, 8 lecturers and 5 assistants.

The College provides teachers with adequate conditions for development of qualifications and professional competences. Each year the College organizes international conferences and provides support for teachers to participate at conferences, both domestic and international. The College organise courses in English language that are freely available for the teachers. In spite of that the expert team shares the view that the foreign language competence of teachers is insufficient and it should be improved. The teaching staff can and do participate in Erasmus exchanges, for example to the Czech Republic, Cyprus, and Bulgaria. The number of staff participating in academic work abroad varied between 8 and 47 persons during the last five years. The highest exchange was realized in academic year 2010/11, the lowest in year 2008/09. There is an increasing tendency among teaching staff to take opportunities to go abroad, but there is still room for improvement. More extensive exchange could contribute not only to the professional development of the teaching staff but also to improvement of language capabilities.

Following the concept of continuous improvement and “lifelong learning”, the College continues to focus on professional development of its academic staff as one of the highest priorities. Priorities of the College in development of quality of human resources are part of the strategic objectives set in “Strategic Plan for the Years 2009-2014” and includes the competence development of academic staff. Staff updating and competence development include organization of conferences in the College, participation at scientific conferences and seminars, publication of methodological materials helping research and publication activities.

The teaching staff are highly competent lecturers-practitioners who share their practical knowledge and experience with students, and actively contribute to the improvement of the study programme. The students expressed their satisfaction with teachers coming from practice and their practical knowledge regarded often more valuable than theoretical knowledge.

Teachers are involved in research work especially related to the subjects they teach. They also take part in international projects where the financial support is provided by the project organiser. The publication lists show a presence of research activity amongst teachers although this area could be improved by intensive and sustained research activity. The CVs of teaching staff include the five most important publications. These publications are mainly papers published in the journal edited by the College, or papers in conference proceedings. There are



few scientific papers published in refereed journals, hardly any in foreign languages. There are many CVs which include less than five publications.

The students expressed their overall satisfaction with their teachers, who were supportive and provided guidance in explaining the teaching materials, and also provided support for preparing the final theses and practice placements.

*In conclusion the number and structure of the teaching staff correlated with the study requirements. The teachers have the necessary qualifications, but their foreign language capabilities could be improved. More intensive research and publication activity of teaching staff should be promoted in the future.*

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

LBC is located centrally in Klaipėda and is in the heart of the city and easily accessible. The accommodation (1583 m<sup>2</sup> area) is in modern building and the interior is well appointed and conducive to a good working atmosphere and ethic.

The College has well-equipped resourced with 14 classrooms, 1 conference hall that can accommodate up to 127, 4 classrooms for lectures, 4 classrooms for seminars, 4 computer rooms and 2 laboratories. Approximately 330 students at a time can work in all classrooms. Following implementation of the European Higher Education Credit Transfer and Accumulation System (ECTS), the College has adapted their resources to promote the study process, and also strives to assure quality of student self-study. Self-study centre was established in 2011. There are 40 work stations in the library, 7 of them with the Internet access although the students noted that the Colleges PCs are quite dated and often quite slow. Taking into account the number of full-time students the computers available at the College seems to be sufficient and enables integration of information technologies into the study subjects of the study programme.

Students also have access to a scanner, printer, and photocopier. Computer software includes Microsoft Office, AutoCAD drawing programme and Sistela estimate making programme. The College offers a free Wi-Fi access and a virtual learning environment (Moodle) that is widely used by students in College and accessed outside the College further enhancing self study and independent learning. The College has a reasonably sized library with over thirteen thousand books (more than 724 titles), so students are provided with all necessary resources for self-study. The library compiles the latest literature in Lithuanian and foreign languages in accordance with the requirements of the study programme and the general needs of the College. There are 240 titles of books, in total approx. 1000 copies for the *Construction Business Management* study

programme. Students also have access to the Klaipėda University library and noted that access to books journals was very good and sufficient to conduct for their studies and research.

The study programme includes three practices: introductory, professional training and pre-diploma practice. The College has a well-developed network of social partners, who offer sufficient opportunities for practical placements. Among the social partners we could identify managers of construction companies in and around Klaipėda, members of the local government organization, and alumni. Social partners also participate in defence of diploma theses, Career Day and improvement of intended learning outcomes. The practical simulation training firm “Biurometa” was established in 2004 and plays an important role in the organisation of practices of the programme. The College has improved the procedure of organisation of professional practice of students and student opinion surveys demonstrated that the applied form of practice – “student performs practice in the company found by himself/herself” is optimal and was expressed by 94% of the College students who took part in the opinion survey.

*In conclusion the College has adequate facilities and learning resources for the Construction Business Management study programme. However the computers should be renewed to assure faster performance. The books in the library provide the necessary resources and students have access to the library of Klaipėda University as well. Places for practice are provided in adequate number and variety.*

### **5. Study process and student assessment**

There are no specific admission requirements to the study programme. Applicants are evaluated based on their school grades. The following exam results are taken into consideration: Mathematics (with weight 0.4), Lithuanian Language (with weight 0.2), foreign language (with weight 0.2) and as a study subject History (with weight 0.2).

The study plan and the subjects to be taught are discussed before beginning of each semester in the meeting of the heads of Departments. Timetable of lectures are published on the College web-site no later than one week before the beginning of the semester. Schedules for examinations are also announced before the beginning of examination sessions. Visiting lecturers are invited from companies and other social partners.

Student academic progress is monitored during interim evaluation and exams, and at the defence of thesis.

The students obtain feedback on their work, however much of this feedback is rather general and didn't provide sufficient detail to allow students how they might improve their knowledge, study and written skills. The College broadly uses oral feedback. Short written comments are made by the teachers related to written assignments prepared by students. It is recommended that the College encourage and support staff in providing more detailed and supportive written feedback on student work. The implementation of a structured written evaluation form is in progress, but it has not been implemented yet.

The students can gain scholarship support if they have an average grade above 8. They may get study loan from the Studies Foundation. 7 students of the *Construction Business Management* study programme used this loan during the last 3 years. 7 students took a state-supported subsistence loan from credit institutions in the same period. A social grant in amount of 390 LTL per month can be provided for eligible students, and 8 students obtained the grant during the last two academic years.

Requirements for final theses are set and published by the College and include a methodological guidelines. Themes of final theses are recommended by the lecturers of subjects, but students may find themselves topics for their thesis work. Themes of final theses are approved in the Department meetings. Theses are evaluated by one teacher and one specialist-practitioner from the social partners in written form before the session of the thesis defence committee. The two evaluators participate at the theses defence committee. The expert team reviewed the final theses submitted during the last year and found them appropriate and meeting the awarding requirements and accurately marked. It is worth to pay attention, that the grades awarded to students in the *Construction Business Management* programme was generally around or below 7. Staff indicated that this reflects a general problem with motivation of students and one that staff were looking to improve. The lack of student take up in extended study activities either though participation in conferences or international student exchange programmes could be a factor. Only one student mentioned participating in scientific conference in each of the previous academic years. The Erasmus exchange programme is available but only 3 students used this opportunity from the *Construction Business Management* study programme during the last 5 years. It is recommended that the College take appropriate actions to address these weaknesses and create conditions that will raise student performance and motivation.

The professional expectations of employers have raised a number of questions, for example the balance of specialisation area subjects and rather general teaching that takes place during the first year. Students and employers would like more practical subjects at the beginning of studies. It is

therefore recommended that the College should have more focus on professional subjects from the outset, because students appear to lose their motivation after learning 1,5 year general subjects. One way of assisting the motivation of students, could be by providing real life examples by organising excursions to the companies, and working directly with social partners exploring work contexts and expectations.

*In conclusion, after the SER analysis and during the site visit it is clear, that the study process of AEI study programme is on a good quality. However College needs to find mechanisms to improve students motivation. One of the ways for that could be incorporation more practical subjects into the first year of studies. The involvement of students in research work and mobility programmes could be strengthened as well.*

## **6. Programme management**

According to the SER, the objective of internal quality assurance system is to assure the quality of knowledge and effectiveness of studies, to satisfy needs of employers, to assess and improve quality of institutional performance. The integral quality assurance system includes – as its separate constituent part – the direct study quality assurance, which in turn covers the following framework: students (study programmes, assessment of study process); lecturers (self-analysis, plans); study subject (certification of study subject); department (analysis of the study process and action plan at department level). Internal quality assurance is conducted by the Study Department, the Study Programme Committee, the Technologies Department responsible for the study programme and by individual teachers delivering the classes.

During the meeting with social partners they exhibited great interest in cooperation with LBC in Klaipėda concerning the *Construction Business Management* study programme. Social partners have impact on the study programme architecture, by taking part in discussion and providing feedback, mainly during final theses defenses. Although the feedback from social partners is not always acted on. There is strong support from social partners and further cooperation should be encouraged. College is doing some positive work in maintaining relations with alumni by sending emails or communicating using social networks like Facebook. Alumni also expressed their wish to be more involved in College life. Currently Alumni take part in surveys, but are not provided with feedback on outcomes or what changes might take place in future.

The College strives to be a competitive institution of higher education and has implemented measures to improve research work, foreign language capabilities of teachers. The study

programme is evaluated regularly and social partners are involved in it. As the partners expressed their interest and readiness, this resource could be used more intensively in the future.

*In conclusion the study quality assurance system is in place, but its efficacy could be improved especially in respect of the provision of regular supporting written feedback to students. Social partners are involved in teaching and thesis defense and this is a resource that could possibly be used more intensively in the future. It is also recommended to develop further feedback provision system to alumni.*

### **III. RECOMMENDATIONS**

1. Study programme aims and some of the intended learning outcomes should be more clear and more specific.
2. To increase knowledge related to new technologies in construction business.
3. To renew the computers in order to speed up their functioning.
4. To use social partners more intensively in the teaching process and study programme development.
5. To improve motivation of students partially by introducing more practical subjects at the beginning of the study programme.
6. To improve foreign language capabilities of the teaching staff.
7. To strengthen research activity of both teachers and students.
8. The feedback from the College to alumni, students and social partners should be improved.

## IV. SUMMARY

Main strengths and weaknesses of the *Construction Business Management* study programme.

### Strengths:

- This is the only one *Construction Business Management* study programme at Professional Bachelor level available in Lithuania;
- The programme enjoys strong support from social partners;
- Work readiness of graduates;
- Incorporation of courses related to environment-friendly construction materials;
- Dedicated teaching staff supporting the mission of the College;
- Possibility to continue studies at Klaipėda University.

### Weaknesses:

- Too general definition of study programme aims and some of the intended learning outcomes;
- Limited emphasis on dealing with new technologies in construction business in the study programme;
- Decreasing number of enrolled students;
- Foreign language knowledge of teaching staff;
- Limited research capacity and publication activity;
- Low level of participation in international exchanges by students;
- The feedback from College to alumni, students and social partners is not sufficient.

## V. GENERAL ASSESSMENT

The study programme *Construction Business Management* (state code – 653N20015) at Lithuania Business College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>18</b>

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

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

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

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

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**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
STATYBOS VERSLO VADYBA (VALSTYBINIS KODAS – 653N20015) 2013-06-25  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-243 IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos verslo kolegijos studijų programa *Statybos verslo vadyba* (valstybinis kodas – 653N20015) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

## IV. SANTRAUKA

Pagrindinės *Statybos verslo vadybos* studijų programos stiprybės ir silpnybės.

### Stiprybės:

- Tai yra vienintelė Lietuvoje vykdoma profesinio bakalauro *Statybos verslo vadybos* studijų programa;
- Studijų programai būdingas glaudus bendradarbiavimas su socialiniais partneriais;
- Geras absolventų pasirengimas integracijai į darbo rinką;
- Studijų dalykų, susijusių su ekologinėmis statybos medžiagomis, įtraukimas į studijų programą;
- Motyvuotas akademinis personalas, pritariantis kolegijos misijai;
- Galimybė tęsti studijas Klaipėdos universitete.

Silpnybės:

- Per abstraktus studijų programos tikslų ir kai kurių numatomų studijų rezultatų apibrėžimas;
- Per mažai dėmesio skiriama naujų technologijų naudojimo klausimams statybų versle;
- Mažėjantis priimamų studentų skaičius;
- Nepakankami akademinio personalo anglų kalbos įgūdžiai;
- Nepakankamas mokslinių tyrimų ir skelbiamų mokslinių publikacijų skaičius;
- Žemi studentų dalyvavimo tarptautinėse studentų mainų programose rodikliai;
- Nepakankamas kolegijos grįžtamasis ryšys absolventams, studentams ir socialiniams partneriams.

**III. REKOMENDACIJOS**

1. Studijų programos tikslai ir kai kurie iš numatomų studijų rezultatų turėtų būti aiškiau ir konkrečiau suformuluoti.
2. Suteikti daugiau žinių apie naujas technologijas statybų versle.
3. Atnaujinti kompiuterinę įrangą, siekiant padidinti jos veikimo greitį.
4. Aktyviau įtraukti socialinius partnerius į dėstyto ir studijų programos tobulinimo procesus.
5. Skatinti studentų motyvaciją, kaip pavyzdį galima paminėti praktinių dalykų dėstymą pirmaisiais studijų metais.
6. Tobulinti akademinio personalo anglų kalbos įgūdžius.
7. Daugiau dėmesio skirti dėstytojų ir studentų mokslo tiriamajai veiklai.
8. Reikėtų skatinti kolegijos grįžtamąjį ryšį absolventams, studentams ir socialiniams partneriams.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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<sup>1</sup> Žin., 2002, Nr.37-1341.