



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD of CIVIL ENGINEERING
at ŠIAULIŲ VALSTYBINĖ KOLEGIJA

Expert panel:

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6. Ms. Diana Malkova, *students' representative*.

Evaluation coordinator – Jūratė Čergelienė

Report language – English

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Study Field Data*

Title of the study programme	Construction
State code	6531EX050
Type of studies	College studies
Cycle of studies	First cycle
Mode of study and duration (in years)	Full-time (3 years), part-time (4 years)
Credit volume	180
Qualification degree and (or) professional qualification	Professional Bachelor of Engineering Sciences
Language of instruction	Lithuanian
Minimum education required	Secondary education
Registration date of the study programme	18-04-2012

** if there are **joint** / **two-fields** / **interdisciplinary** study programmes in the study field, please designate it in the foot-note*

CONTENTS

I. INTRODUCTION	4
1.1. BACKGROUND OF THE EVALUATION PROCESS	4
1.2. EXPERT PANEL	4
1.3. GENERAL INFORMATION	5
1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI	5
II. GENERAL ASSESSMENT	6
III. STUDY FIELD ANALYSIS	7
3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM	7
3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES	11
3.3. STUDENT ADMISSION AND SUPPORT	14
3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT	17
3.5. TEACHING STAFF	22
3.6. LEARNING FACILITIES AND RESOURCES	25
3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION	27
IV. EXAMPLES OF EXCELLENCE	32
V. RECOMMENDATIONS*	33
VI. SUMMARY	35

I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluation of study fields is based on the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) 31 December 2019 Order [No.V-149](#).

The evaluation is intended to help higher education institutions to constantly improve their study process 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) *site visit of the expert panel to the higher education institution*; 3) *production of the external evaluation report (EER) by the expert panel and its publication*; 4) *follow-up activities*.

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas was evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas was evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure (hereinafter referred to as the Procedure) as approved by the Director of Centre for Quality Assessment in Higher Education on 31 December 2019 [Order No. V-149](#). The site visit to the HEI was conducted by the panel on 18th November, 2021.

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Ms. Diana Malkova, *student of International Business Studies at Vilnius University of Applied Sciences (Lithuania)*.

1.3. GENERAL INFORMATION

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

No.	Name of the document
1.	Methodological Guidelines for the Preparation of the Final Project of Construction Works, 2016
2.	Methodological Guidelines for the Preparation of the Course Project of Building Structures, 2018
3.	Engineering Studies, 2018
4.	Organisation of Construction Works, 2011
5.	Links and accesses to the college library information resources

1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI

Šiaulių valstybinė kolegija (hereafter – college, ŠVK) is a state higher education institution, acting as a public institution carrying out first cycle college studies. The college was established in 2002 and operates following the Statute and legal Acts of the Republic of Lithuania. Collegiate College governing bodies are the College Council and the Academic Council with the Director as the sole governing body. The statute governs the objectives of the activities, the basic provisions of the organisation of research and studies, the rights, obligations and responsibilities of students and employees. The operational objectives are set out in the Integrated Strategy and Strategic Action Plan 2019–2021. An organisational structure has been established within the college allowing it to plan, organise and control the college's activities, to allocate rationally resources, job positions and responsibilities for the implementation of individual areas of activity, and to ensure the quality of the management of the study programmes.

The college has the Faculty of Health Care (3 departments), Faculty of Business and Technologies (5 departments), Non-formal Education and Centre for Fostering Entrepreneurship and Leadership, 13 operational structural units. In the 2020–2021 academic year there were 1436 students studying at the College (in the Faculty of Business and Technologies there were 910 students). The Construction study programme is offered by the Department of Engineering Science of the Faculty of Business and Technologies and had 94 students in the 2020-2021 academic year. Over the last four years the number of students has varied between 87 and 123 students on the Construction study programme.

II. GENERAL ASSESSMENT

Civil Engineering study field and first cycle at Šiaulių valstybinė kolegija is given a positive evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	3
6.	Learning facilities and resources	3
7.	Study quality management and public information	4
	Total:	23

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

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

3 (good) - the field is being developed systematically, has distinctive features;

4 (very good) - the field is evaluated very well in the national and international context, without any deficiencies;

5 (excellent) - the field is exceptionally good in the national and international context/environment.

STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to HEIs operating in exile conditions)

(1) Factual situation

The first cycle study programmes (full-time and part-time) are in the civil engineering study field, of the Engineering Sciences group of the Faculty of Business and Technologies of the ŠVK has stated in the Self Evaluation report (hereafter - SER). The goals of the study programme comply with the requirements from construction stakeholders taking into account the cooperation with local authorities and with strategic plans of regional bodies in terms of construction developments and the needs of professionals. In fact, Table 1.1 of the SER presents the aims and intended learning outcomes of the programmes that were chosen taking into account the Strategic Development Plan of Šiauliai City and national regional policy priorities.

(2) Expert judgement/indicator analysis

The interviews revealed that cooperation exists between the college administration and related labour market representatives namely alumni and construction companies. It was noted that there is a lack of involvement in European related associations in construction engineering. The faculty has a quality management system that may help the evaluation and fulfilment of the labour market needs. The list of programme outcomes of Table 1.1(SER) indicate that the graduates are intended to have the knowledge, skills and abilities required by the *Employment Opportunities Barometer* and the *Description of Engineering Study Fields Group*.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

(1) Factual situation

Tables 1.1 and 1.2 (SER) present, respectively, the field and cycle study programme aim and outcomes with the mission, objectives and strategy of ŠVK but there is no clear explanation of how the data in these two tables are related. For instance, how does the skill (competence) “to acquire skills and attitudes” (Table 1.1) relate to the information in Table 1.2 (SER).

(2) Expert judgement/indicator analysis

The analysis of the SER and related documents has no explanation of how the contents of Table 1.1 are related with the contents of Table 1.2. In principle, in accordance with this question, both contents should be relatively connected. According to the site visit virtual meetings, to the surveys of students and to the employer's statements, these reveal suitability between the expected performances of graduates to the real-life situations for construction engineering.

3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements

(1) Factual situation

According to Annex 1 of the SER, the programme in Construction of the college has duration of six semesters for full-time students and eight semesters for part-time students. The numbers of course units vary in each semester and have different weekly workloads. The total number of credits is 180 from the ECTS framework. Table 1.3 of the SER presents compliance between programme and the *Description of General Study and Implementation Requirements* in terms of credits of the ECTS for different areas of the studies. According to the SER page 7, the programme of study cycles comply with the descriptors of level 6 of the *Lithuanian Qualifications Framework (LQF)*, the *Description of Study Cycles*, the *Description of General Study Implementation Requirements* and the *Description of Engineering Study Fields Groups*. These compliances are stated without the provision of concrete evidence and justification. In accordance with the college's *Description of Study Subjects Accreditation Procedure (2020)*, the study subjects are accredited for a maximum of 3 years as stated in the second paragraph of page 8 of the SER.

(2) Expert judgement/indicator analysis

The SER includes a statement that the requirements of the Lithuanian Qualification Framework for level 6, and other Lithuanian legal acts, are met by the programmes of studies but it does not provide concrete evidence like a comparison table. Although it is not a legal requirement it was noted during the site visit virtual meetings that the programme outcomes did not take into account any European quality label for Engineering Education in academic or in professional terms.

3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes

(1) Factual situation

Table 1.4 (SER) presents examples of the coherence between learning outcomes and assessment methods and methods of study that are nominal lists of learning outcomes of a study subject, methods of studies and methods of assessment. The SER does not present any pedagogical justification for the alignments between these three groups to justify the compatibility. Description in detail or examples of the contents of the lists are not presented in English for the assessment and the teaching/study methods.

(2) Expert judgement/indicator analysis

The SER and site visit virtual meetings did not clarify how the transitions between the learning outcomes, teaching/learning and assessment of different levels/phases of study subjects design were established in terms of any common pedagogical or educational theory like the constructive alignment model between learning outcomes and assessment methods. A similar conclusion was made in terms of definition of learning outcomes and teaching and respective teaching/learning methods.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students

(1) Factual situation

Section 1.5 of the SER presents the general notions that were used to guarantee a consistent development of competences of students. Details about the choices made about programme subjects/modules to align these with the competences of students are not provided. Explanations about the decision process and about those involved in these choices are not provided in the SER. It is stated in the SER that subjects are arranged in a logical sequence to ensure consistent delivery of the study programme content. The reasons for this conclusion are not presented. The sequence of phases of the process is presented from Mathematics to the Final Project. However, it is not stated why it is a logical sequence and how it is assured that the competencies of graduates are acquired.

(2) Expert judgement/indicator analysis

The SER and site visit virtual meetings did not provide a rationale to justify the conclusions about the consistent development of student competencies. There is no plan to verify the acquisition of the intended competencies to programme outcomes. It was expected that there would be a justification of competence A development and how the assessment X, Y verifies the acquisition of the competence. From the SER and especially the site visits virtual meeting with employers and alumni, it was apparent that expected graduate competencies were acquired, in general, by graduates.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes

(1) Factual situation

It was noted that students may choose some courses for self-development (6 credits), field exploitation (15 credits) and free subjects (6 credits). Students can opt for professional practical placement of their choice. Students can also choose to participate in the Erasmus+ programme in a foreign HEI for two semesters (30 ECTS credits per semester) for studies or a minimum of two months and 10 ECTS credits for practical placement.

(2) Expert judgement/indicator analysis

Taking into account the possibility that students have to choose the topic of the final thesis and the company to realise the internship and the topic of final thesis, it is adequate to consider that each student can adjust the professionalization part of their studies to respective inclinations of deepening qualifications in a subject of interest.

3.1.7. Evaluation of compliance of final theses with the field and cycle requirements

(1) Factual situation

Titles of themes of theses comprise mostly new constructions, repair and rehabilitation/renovation of existing constructions. Following the request of local stakeholders, a thesis project was chosen for the reconstruction of a public building in accordance with the strategy of the college of meeting local needs in terms of construction. The college has a procedure to choose the topics of the final theses which intends to guarantee that the intended learning outcomes of each thesis are met. Each student can choose a supervisor, carry out independently their work and the final thesis is appreciated in a public session by a Qualification Committee that is composed of academics and experts.

(2) Expert judgement/indicator analysis

The relationship between the faculty supervisor and the companies in terms of responsibility and of sharing the supervision of the thesis is not detailed. The titles of theses reflect a professional trend leading towards the application of techniques and of knowledge. The description of the verification of compliance between the intended learning outcomes of the programme and the thesis is not provided.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Cooperation with local stakeholders in the construction engineering area.
2. Surveys of students and feedback to the college's quality management system.
3. The final theses topic is chosen by each student.
4. Cooperation with construction companies about competencies and topics of theses.
5. Surveys of alumni and of companies are considered about the updating of competencies.
6. Topics of theses chosen based on previous student's internships.
7. Use of labs and software to develop student's competences in construction.

(2) Weaknesses:

1. The lack of involvement with European quality engineering education models and labels.
2. The choice of assessment methods in terms of module learning outcomes is not justified by any common educational or pedagogical model.

3. The choice of teaching methods is not justified in relation to respective intended learning outcomes.
4. Construction safety and sustainability competences not sufficiently represented in the study programme outcomes.
5. Establishment of a permanent commission with stakeholders to observe the need for updates.
6. The list of programme learning outcomes is not presented in accordance with the European Qualification Framework grouping them into three groups of knowledge, skills and attitudes.
7. International mobility of graduates may be hindered due to the lack of involvement with engineering international professional organisations.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

(1) Factual situation

The college's aim is to increase the productivity of applied research so as to improve student achievement of learning outcomes and engage further with the social partners in the region.

The college achieve this ambition through the participation of teachers and students in the national and international conferences, participation in the scientific community and publishing of papers. For example, *Adaptive MCMC method for multivariate stable distributions* at the 17th Applied Stochastic Models and Data Analysis International Conference with Demographics Workshop Proceedings, June 6-9, p.815-823, *Assessment of market reaction on the share performance on the basis of its visualisation in @D space* in the Journal of Business Economics and Management 18(2), p.309-318 and *Algorithm for estimating the parameters of the multivariate stable distribution* in Data Analysis and Applications 4: Financial Data Analysis and Methods, Vol 6, p. 61-73. Scientific activities of teachers are assessed following the Description of Assessment of Applied Scientific Activities of the Teaching Staff (2020).

ŠVK organizes an international scientific conference *Business, Studies and Me* every two years (on 18 April 2019 it was the 8th such conference). Over the past three years, the college has hosted two scientific conferences, nine scientific-practical conferences, eight of which were international.

The college publishes a periodic scientific journal *Professional Studies: Theory and Practice* for ŠVK teachers and students, seeking new ideas for further work in the field of professional study theory and practice. During the last three years, teachers who are involved in the programme published 6 scientific articles related to the subjects they teach in reviewed scientific journals.

The priority scientific research activities at the college in the field of engineering sciences are *Optimisation of construction through digitalisation while creating a sustainable environment.*

(2) Expert judgement/indicator analysis

According to the current situation in the college, there are links between science (art) and study activities evidenced by:

- The scientific articles published by the teachers;
- The teachers and student activities in the local and international conferences and seminars;
- Participation in the research activities in the themes of civil engineering science.

3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology

(1) Factual situation

The college teachers are analysing these latest developments in the civil engineering field:

- Sustainable construction as the practice for creating a healthy environment based on ecological principles;
- Building management systems;
- Renewable energy usage;
- Augmented reality in the construction industry;
- BIM (Building Information Modelling);

According to the Lithuanian Construction Sector Expansion and Development Guidelines 2015 - 2020, the college is involved in the implementation process and are teaching Building Information Modelling/Digital Construction as separate subjects.

(2) Expert judgement/indicator analysis

ŠVK has links between the content of studies and the latest developments in civil engineering science. The main indicators are:

- The college is interested in innovative themes for civil engineering science;
- The newest themes for civil engineering science are involved in the teaching materials;
- They are following the Lithuanian Construction Sector Expansion and Development Guidelines 2015 – 2020.

3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle

(1) Factual situation

Each year the College organises a scientific-practical conference for students. In the 2017-2018 academic years it was organized as a local conference and in 2019 - 2020 academic year as an international conference. The aim of the conference is to promote students' interest in the latest technologies. The programme teachers participate in the organisation of the conference and together with the students prepare papers and publications.

Besides that, the students participate in competitions, present the study programme and organise workshops. The students participate in events, such as *SVAKO Studies Live*, preparing the expositions in exhibitions and participating in the events such as the *Professions Fair*. The college has a *Scientific Society* of Students and a *Group of a Young Builders*. Thermo-vision research commenced in 2016 based on several papers and articles prepared for the students' scientific conferences.

(2) Expert judgement/indicator analysis

Students are encouraged to be involved in scientific activities for example:

- The annual scientific-practical conference for students;
- Preparing papers for publication;
- Participation in specialised events;
- Cooperation between teachers and students.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. There are papers published by the teachers in international conferences.
2. Participation in research activities in the novel civil engineering themes.
3. The newest themes for civil engineering science are involved in the teaching materials.
4. The college organises an annual scientific-practical conference *Business, New Technologies and Smart Society* for students.
5. The teachers, together with students, prepare papers and publications.

(2) Weaknesses:

1. Low numbers of participation in the international conferences for teachers and low numbers of published papers in international conferences.
2. Low numbers of participation in the International level for students (including Erasmus).
3. Low level of cooperation between social partners and the college in applied research because the social partners have low levels of activity with the college.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

(1) Factual situation

Admission to the Construction programme can be by joint admission to state funded and state non-funded places or by direct admission to state non-funded places. The entrance competitive score is calculated from four specific subjects of the State Maturity Examination (mathematics, physics, Lithuanian language and literature and another subject). Additional points may be added to the competitive score in accordance with the criteria laid down by the Ministry of Education, Science and Sport or criteria established by the college. Admission to later years of a programme is based on the recognition of prior learning or by approval of the Dean.

The number of students who signed agreements to enter the Construction programme has decreased from 25 in 2017 to 11 in 2020 but the competitive score was highest in 2019 and 2020. New forms of publicity are being considered to attract students to the programme.

The programme is taught in Russian and foreign students (mainly from Ukraine) are also admitted to the programme. According to the SER there is a specific registration system for foreign students.

(2) Expert judgement/indicator analysis

Admission to the first year of the Construction programme is controlled by the regulations set out in the national Lithuanian Ministry of Education, Science and Sport and criteria set by the college. Admission to later years of the programme is based on the recognition of prior learning or by approval of the Dean. The number of students admitted to the programme has been reducing in line with national norms for engineering and construction programmes in Lithuania. The admission of the Ukrainian students supports the viability of the programme.

The panel is of the opinion that promotion of the Construction programme to prospective students could be enhanced by promoting construction careers to students with the assistance of the social partners and by increasing the use of social media platforms to promote construction careers and hence the construction programme.

Provision of greater visibility of the construction programme on the college website should also support this endeavour as panel members found it difficult to locate the programme on the college's website.

3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application

(1) Factual situation

The college recognises competencies acquired through formal and non-formal education and experience where the prospective student can substantiate the learning outcomes. Acquired competencies are recognised as learning outcomes of the study programme.

During the review period the programme recognised one student through non-formal education. 774 subjects of the programme were credited as the competencies acquired through formal education with a total of 3395 ECTS credits were credited.

(2) Expert judgement/indicator analysis

The Study Programme Committee evaluates the recognition of formal and non-formal education and experience of prospective students according to college policies and procedures. From the number of subjects and ECTS credits recognised in this way and in discussion with faculty staff, the panel has confirmed that student's prior learning and experiential learning are recognised for the Construction programme.

3.3.3. Evaluation of conditions for ensuring academic mobility of students.

(1) Factual situation

The college runs a selection contest for Erasmus+ opportunities twice a year and this is advertised to students. The programme is delivered to Ukrainian students on a full-time basis who represent approximately one quarter of the total student population on the Construction programme. The college has signed cooperation agreements with ten foreign universities. The number of students who travel for the practical elements (work placement) under the Erasmus+ programme has decreased in the last three years. There are more students outgoing under the Erasmus+ programme than incoming.

(2) Expert judgement/indicator analysis

Opportunities to participate in academic mobility for a semester or for a practical placement element of the programme is available to students where the ECTS credits and work experience achieved in the foreign higher education institution is recognised when students return to the college. ŠVK advertises the Erasmus+ opportunities and supports students with a coordinator within the college. The panel notes that the number of Lithuanian students opting to carry out their practical placement abroad has reduced year on year and that few students opt for part-time studies abroad. The panel also noted that the Lithuanian language is a barrier to inward student mobility. The panel recommends that the academic mobility of students be encouraged further with an emphasis on the benefits of mobility promoted to students.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

(1) Factual situation

The college provides academic support and scholarships to students. During the review period, the Construction programme students received 104 incentive scholarships, 65 one-off scholarships, 8 social scholarships and 13 nominal scholarships. In addition, programme students received 3 state subsidised loans, 4 loans for living expenses and financial assistance 11 times. Student's requests for accommodation in the college dormitories were met.

The college also provides psychological and personal support to students. Construction programme students were also involved in public activities and the *Young Builders* competition.

(2) Expert judgement/indicator analysis

The number of students who received scholarships and other financial support from the Lithuanian State and college is high. The panel is impressed with the range of academic and financial supports available for students and recommends that this be further extended to supporting students to get involved further in presenting academic work at conferences.

3.3.5 Evaluation of the sufficiency of study information and student counselling

(1) Factual situation

Information about the programme is provided by the Department and the college. Induction is organised for first year students. Regular information/consultation meetings for full-time students' are held with their monitors. Information is shared with students in a variety of ways including the college website, email, Moodle, Zoom and other face-to-face and online methods including social media platforms.

(2) Expert judgement/indicator analysis

Students are provided with appropriate Construction programme information by the college and the Department commencing with induction in first year. The use of face-to-face interactions with faculty staff as well as electronic information tools are utilised to provide students with up to date information at appropriate times. Discussions with staff and students provided evidence to the panel that the study information provided is sufficient. The students have access to a free psychologist service provided by the college and it is available on a one-to one basis.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Academic, financial, social, psychological, personal and other supports for students are available and are communicated to students.
2. There are clearly defined criteria and procedures to admit students to programmes.
3. The procedures for recognising formal and experiential learning are well established and applied for students of the Construction programme.

(2) Weaknesses:

1. Promotion of the programme on the website.
2. Marketing of programme with employer (social partner) support.
3. Student numbers attending the programme are decreasing and this may affect the viability of the programme.
4. Further encourage and support the mobility of students and teachers. Integration of the Ukrainian students and the Lithuanian students for joint projects or site visits could improve the international experience of students on the programme.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

(1) Factual situation

There are full-time (60 credits per year) and part-time (45 credits per year) study plans. There is a lecture schedule prepared for each semester for full-time students. Part-time students study throughout weekends and via introductory sessions, following the approved study schedule. A student may choose individual studies but this was not implemented during the analysed period.

The studies are organised in accordance to the college's Description of Study Programme Development General Requirements (2019) as well as College's Practical Placement Organizing and Assessing Procedure (2019), when it comes to practical placements. It means that there are different ways of delivering theoretical and practical knowledge and skills. Full time, session, session/remote are the three dominant forms of studying based on the Study Regulations (2020). This allowed the session/remote form to be introduced, by virtual means of communication, during the announced quarantine in Lithuania, mainly for transferring the theoretical study materials. Nevertheless, the laboratory work was delayed and completed after the lockdown.

The members of the expert panel were informed by the college senior management they will continue to develop distance studies, as they are useful for students who are on individual studies and also for part-time students.

Students are well informed about aims and learning outcomes as well as the assessment system and criteria at the beginning of the semester. The ways of assessing students' achievements are decided by the teachers and approved by the Study Programme Committee.

The Law on Higher Education allows progression to a higher educational level, university second cycle, through bridging subjects.

(2) Expert judgement/indicator analysis

The system of teaching and learning is well organised. The study system takes into account individual approaches to students, regarding the types of studies, forms of delivering/teaching (especially practice learning) and personal choices and needs (choice of individual studies) as per college policies and procedures.

Assessing the practice learning outcomes is conducted in a very professional manner in the host company with public defence of the practice report.

The cumulative assessment system is a useful tool for an objective and unbiased approach based on individual cumulative index (ICI). The continuous monitoring of students' progress is also well organised using study record documents in the electronic exam sheets system of learning achievements and based on numerous legal acts.

3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs

(1) Factual situation

In accordance with the SER and discussions during meetings, various measures for providing support services for socially vulnerable groups and students with special needs are undertaken. Initiatives undertaken in the college include the methods for studying appropriate to their individual abilities (font size increasing, speaking at the slower pace, more time for assessment procedures), adapting the environment (location of parking spaces near the buildings, library and self-study centre adjusted for persons with limited mobility, IT equipment), providing physical resources (entrances, lifts), financial support provided by the Ministry and Social Security and Department for the Affairs of the Disabled, as well as medical and psychological care (State Fund for the Improvement of Public Health).

(2) Expert judgement/indicator analysis

The college staff protects students' rights through equal treatment of all students and the creation of study conditions that will enable them to achieve the expected learning outcomes.

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

(1) Factual situation

The student's study progress is monitored on a regular basis by keeping a record of examination results in the Dean's Office. The obtained results are discussed during the Department and Dean's Office meetings. Additionally, they are part of the Faculty reports. Measures for supporting the students and their effects on study process are discussed at the Dean's Office meetings, and the final results after the each semester are analysed.

In order to meet the individual student's needs, students can repeat subjects, postpone the session, take a break or leave the academic environment. The biggest number of students who drop out of their studies is noticed in the first year of the programme. Discussions with students have confirmed that the reasons for drop out of studies are varied. The College staff takes measures to limit this phenomenon. Specifically, for encouraging first year students by organising various visits to companies, exhibitions and seminars. Choosing the supervisor and topic for the final project at the beginning of the final year is a very good method to encourage students to complete their study programme.

The continuous monitoring of the student's assessment and feedback are conducted in several ways including providing comments on the students' work, allowing consultations during the lectures or after for a group of students or individually. The role of the teacher in strengthening the students' self-confidence is very important and it is done by active student involvement in the processes of teaching, learning and assessment. Additionally, objective analyses and discussions with students, about strengths and weaknesses in the study process, lead to students' progress.

The electronic exam sheets system and the student's individual performance are used for appraising the student about the cumulative and final assessment of the subject. The analysis in the SER shows that the average marks of the students do not differ significantly over the learning period.

(2) Expert judgement/indicator analysis

There is an organised and systematic approach for monitoring the student's study progress (on different levels – Department and Dean's Office), starting from the teaching, (acquiring new knowledge, skills and competencies throughout lectures, preparation of students works, group or individual consultations, practice work, final projects), including the different ways of assessment of the learning outcomes (involvement in lectures, realisation of seminar or practical works, final project) and to the electronic recording of the obtained learning outcomes.

3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field.

(1) Factual situation

The college monitors the alumni career development, regarding graduate employability through its own data base as well as other resources (Career Management Information System, Employment Service and the Government's Strategic Analysis Centre). As can be seen from the Self Evaluation Report, there is no data related to the graduates who work abroad or have their own business, as well as, Ukrainian students.

During the discussions with graduates, the expert panel was informed that the links with the college are constantly maintained through events, gatherings, and meetings. The main goal is to get the information about the study programme quality, its attractiveness, the need for upgrading in order to be in line with the labour market requirements. Graduates also expressed satisfaction with their acquired knowledge, skills and competences, which are, in their opinion, sufficient for working in the real environment.

(2) Expert judgement/indicator analysis

The college should upgrade its own data base in order to enable it to store all the relevant data and requirements regarding the graduates who are not from Lithuania (for example graduates from Ukraine, as it is mentioned in the SER), work on individual tasks and actions, work outside country or have their own business.

Fulfilment of this recommendation will enhance the data integrity as well as enable the system to detect potential and prevent future errors.

The team in charge of preparation of the SER emphasises that the expansion of distance studies should be supported (main results of self-evaluation in the evaluated area). Although this way of organising the study process has proved very useful, especially during lockdowns, the expert panel recommends not using it for practical classes keeping in mind the learning outcomes, the contents of studies and assessment methods of study subjects.

3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination

(1) Factual situation

Ensuring academic integrity, tolerance and non-discrimination is based on numerous legal acts and institutional policies and procedures including the College Statute, Code of Academic Ethics (2019) and the Academic Ethics Committee.

The college has adopted the following policies and procedures to achieve validity and reliability of the assessment processes:

- Study Regulations, (2020);
- Description of Procedure for Awarding Incentives and Imposing Disciplinary Measures to Students (2020);

- Description of Personal Data Protection Procedure (2018);
- Description of Procedure of Graduation Project Development;
- Defence and Assessment (2019);
- Description of Assessment of Study Subject Outcomes (2018).

For providing publicity and transparency leading to social responsibility, annual reports are presented on the College's website. Additionally, the College is a member of the United Nations Global Compact.

(2) Expert judgement/indicator analysis

Establishment and enactment of college policies and procedures is the way that the basic and fundamental values in respecting of human rights, honesty, trust, fairness, responsibility, courage and non-discrimination are met. Membership in the United Nations Global Compact is another action for meeting the universal principles of academic integrity in different areas of the whole study process.

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

(1) Factual situation

The procedure for submitting the appeals and complaints is regulated in accordance with the Student Appeals Regulations (2020). It means that the college deals with appeals and complaints regularly, on two levels: the Appeal Board and the Dispute Resolution Commission. This procedure is not applied to bodies such as the Study Subject Learning Outcomes Assessment Commission or the Qualification Commission of Graduation Projects.

(2) Expert judgement/indicator analysis

The Student Appeals Regulations, (2020), is a legal act for protecting the rights of different stakeholders including students, teachers and administration, as well as ensuring the objectivity and transparency of the process as a whole. It regulates the way of applying the appeals and complaints, respecting the principles of transparency, objectivity, equitable and fair and open process.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Established teaching and learning process that takes into account individual students' needs enabling them to achieve the intended learning outcomes.
2. The college offers suitable conditions to socially vulnerable groups and students with special needs.
3. Well organized monitoring system of the student's study progress and feedback to students for promotion of self-assessment and subsequent planning of study progress, based on several legal acts.

4. Implemented policies that provide academic integrity, tolerance and non-discrimination.
5. Developed and introduced procedures for the submission and examination of appeals and complaints regarding the study process within the civil engineering study field.

(2) Weaknesses:

1. Evaluation of employability of graduates and graduate career tracking in the study field, particularly evaluation of employability and graduate career tracking in the study field of graduates who move abroad or own their own business. Institutional Alumni society is weak at this point.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

(1) Factual situation

There are 14 teachers working in the programme. The teachers' average age is 49 years. Eight teachers deliver the civil engineering study field subjects. From these eight teachers, three are associate professors and five are lecturers. The programme teachers who deliver the civil engineering study field subjects have at least three years practical experience. Study field subjects are also taught by one associate professor who is a practitioner working less than 0.5 of the workload. During the last three years 18.44 percent of the scope of study field subjects is taught by persons with a doctoral degree, 75 percent of teachers have more than 3 years of practical work experience in the field of their taught subject. Three field teachers are employed in construction and project management companies. Teachers are rotated between the programme's subjects thus ensuring their interchangeability and the diversity of teaching methods in the study process. The teachers involved in the programme have published three scientific articles during the last three years. During the last five years the teachers of the study field participated in 133 seminars, 15 conferences, 31 training events, and 11 practice internships. They also participated in the 9 projects funded by European Union Structural Funds.

Scientific and practical activities of a teacher are assessed in accordance with the Description of Evaluation of the College Applied Science Activities of the Teaching Staff (2020) and the Description of Practical Activity Internship Procedure of the College Teacher (2019). Teachers are accepted to primary positions for each 5-year term in an open competition. The programme is organised for full-time field study students in the Lithuanian and Russian languages. Subjects of the programme for part-time foreign students are prepared in the English language. There are foreign teachers who participate in the programme under the Erasmus+ exchange programme. Fifty percent of the field study teachers speak English.

(2) Expert judgement/indicator analysis

The teaching staff has appropriate qualifications and competences. The SER has highlighted the following in relation to the teaching staff on the programme:

- the number of teaching staff is sufficient to deliver the programme;
- the teaching staff publish scientific articles;
- the teaching staff have the appropriate scientific and teaching background;
- the teaching staff are active in competitions and events, including International events;
- Scientific and practical activities of a teacher are assessed in accordance with the Description of Evaluation of the College Applied Science Activities of the Teaching Staff;
- Teachers are accepted to positions for each 5-year term in an open competition.

3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility (not applicable to studies carried out by HEIs operating under the conditions of exile)

(1) Factual situation

The teachers have a flexible procedure for giving lectures in other national and foreign HEIs and the expenses incurred as a result of improving their competences are reimbursed. The teachers are encouraged to improve their competences and have the opportunity (including the Erasmus+ programme) to share best practices in foreign higher education institutions.

The teachers from foreign countries participate in seminars and deliver lectures to the students on the programme. During the last three years, seven teachers travelled abroad to Bulgaria, Romania, Latvia, Norway, Greece and Poland.

The teachers are active in the Erasmus+ exchange programme. During the evaluation period, eleven Erasmus+ exchange visits were organised to three foreign HEIs. The college provides teachers with opportunities to improve professional qualifications in foreign organisations and this supports the updating of the content of the programme's subjects.

(2) Expert judgement/indicator analysis

Academic mobility of the teaching staff is improving. The SER has highlighted the following in relation to the mobility of the teaching staff on the programme:

- The teachers are encouraged to improve their competences;
- The teachers participate in the Erasmus + exchange programme;
- The foreign teachers are involved in the delivery of the programme.

3.5.3. Evaluation of the conditions to improve the competences of the teaching staff

(1) Factual situation

The teacher together with the college administration plans the development of their competences each year according to the Description of Teachers' Full Time Working Day Workload. It takes into account the implementation of the College's mission, quality assurance of activities and economic situation.

ŠVK administration manages the expenses to upgrade teacher qualifications. There are other opportunities to get financial support from the state budget, the Erasmus+ programme and other funds raised by the College or from other sources. The college pays the participation fee and internship expenses and provides administrative assistance to teachers. The college pays the fees for teachers who are studying for a doctorate degree.

Teachers are actively improving their qualifications and competencies by participating in internships, qualification improvement courses, seminars, scientific conferences, developing scientific papers and by taking part in project activities where they acquire new knowledge, get acquainted with the new innovations of the delivered subject and new teaching methods and apply the acquired knowledge when developing pedagogical material.

According to the description of Order of Teachers' Practical Internship (2020), it is recommended that the study field teachers improve their practical competences once during their term of office, at least every 7 years. During the last three years some of the teachers developed their practical competencies through internships and by working in local companies of the Šiauliai region. For example, the teachers increased their practical competencies in PC D. Radžvilas, JSC "Architektūra ir konstrukcijos", JSC "Proplanas", JSC "Dakronas" and others.

The teachers of the Programme are the members of the Lithuanian Builders Association, Lithuanian Association of Civil Engineers, Lithuanian Scientific Society, Lithuanian Colleges Mathematics Teachers Association, the scientific committee for international conferences *Business, New Technologies and Smart Society* and *Business, Studies and Me*, reviewers of journal *Young Scientists' Works*, members of the expert group of the *Young Mathematicians Competition*. In 2019, the associate professor was included in the experts working group of CQAHE for updating study descriptions of technologies and engineering fields.

(2) Expert judgement/indicator analysis

The programme teachers are improving their competences on an on-going basis. The SER has highlighted the following in relation to the teachers improving their competencies:

- The teachers together with the Head of Department plans the development of their competences each year;
- The college pays expenses to teachers to improve their competencies;
- It is possible to get the financial support from the state budget, the Erasmus+ programme and other funds raised by the college or from other sources;

- The college recommends that the teachers improve their practical competences;
- The teachers develop their practical competences in the local region companies.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The teaching staff publishes scientific articles.
2. The teachers are encouraged to improve their competences.
3. The teachers participate in the Erasmus + exchange programme.
4. The teachers together with the Head of Department plan the development of their competences each year.
5. The teachers develop their practical competences in local region companies.
6. The teachers are members of various professional associations.

(2) Weaknesses:

1. The teaching staff is not involved in international associations.
2. The teachers are not very active in International conferences outside of Lithuania.
3. Most of the scientific articles are published in Lithuania.

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process

(1) Factual Situation

The SER states that for the execution of the programme the existing material base of the college (*auditoriums, computer classes, laboratories, library, etc.*) located at Aušros al. 40 and at Vilnius str. 137 are used.

The SER provides that there are an average 30 workplaces in the classrooms for theoretical lectures. When theoretical lectures are read in-stream, in-stream classrooms with 70 workplaces are used. Auditoriums and laboratories are equipped with modern computer software (*MS Office, Robot Structural Analysis, RoofCon / TrussCon, PAMIR, Sqmata, ProSama, MS Project, BIM, TEKLA BIMSight, Solibri, Autodesk AutoCAD, Revit*) and multimedia projectors. There are work places devoted to the delivery of the programme including three specialised rooms with 26 to 30 workplaces. Premises intended for studies are repaired, tidy, and meet the requirements of hygiene standards.

In order to ensure the quality of studies for students with special needs, the college has acquired special equipment (*Dolphin EasyConverter, JAWS for Window, Wintalker Voice v.1.6, Brailiant BI 40 Braille device, Topaz XL HD image enhancer, etc.*) which is adapted for people

with vision, hearing and/or mobility impairments. Students with special needs are provided with appropriate conditions to study according to their special needs.

An internship is intended to help a student gain the professional experience required for practical work (*Order No. V-1168 of the Minister of Education and Science of the Republic of Lithuania of 30 December 2016 "On the Approval of the Description of General Study Requirements"*). The SER states that the professional practice of the Construction study programme will take place in companies, institutions, their subdivisions with which regular contacts are maintained and cooperation agreements are signed (*Description of the Procedure for Organizing Student Internships, 2019*). The college has signed cooperation agreements with the following construction companies: JSC "Zstatyba", JSC "Įžvalga", JSC "Normaida", JSC "Raseinių statyba", JSC "Marmaroc", JSC "Eternit Baltic", JSC "Kasada".

The college library and the Centre for Independent Studies are provided with IT tools where various software packages are installed including *AutoCAD and MS Office*. Access is provided to subscribed international databases (*EBSCO Publishing, Emerald Management eJournals Collection, Taylor & Francis, etc.*). In order to deliver the programme, the Library has collected 468 copies of books intended for achieving the study results of the civil engineering field. The e-book collections of VGTU and KTU publishers are available to lecturers and students. New literature sources are added to the library every year.

During the virtual meeting, the virtual learning environment "Moodle" was demonstrated, which allows for direct communication between students and lecturers.

(2) Expert Judgement/Indicator Analysis

Based on SER of the college and information received during the virtual meetings, the number of students in groups is not large (from 11 to 25 students) and therefore the number of classrooms and laboratories used to implement the programme is sufficient, but the study software only partially meets the needs of students and lecturers because not enough attention is paid to the acquisition of digital modelling software, for digitalisation in the civil engineering study field. More digital modelling software programmes are needed to achieve the study results of the field.

Good conditions have been created for students to do professional internships due to the fact that students can choose companies, which activities are in line with the goals of the programme of study and internship, also enables students to acquire the necessary practical knowledge and skills in the design, installation and maintenance of civil engineering systems, so it is very important that the cooperation agreements concluded with various companies in the Šiauliai region remain valid.

Civil engineering study field students prepare the final project at the end of their studies by following the Methodological Instructions for the Preparation of the Final Project. The literature (textbooks, periodicals) available in the college library is suitable and sufficient for the implementation of the programme. The library has adequate opening hours (from 8:00 to 19:00), thus creating conditions for students to deepen their studies after the lectures.

Lecturers have developed many electronic resources in the “Moodle” system, which provide students with all the literature, information, assignments and other resources they need.

3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies

(1) Factual Situation

The program focuses on hands-on training audiences and laboratories. A plan for the acquisition and renewal of resources required for the implementation of studies is prepared for a period of five years. Also, in accordance with the procedure of Financial Management (2014), the budget for study resources is formed annually on the initiative of the Department, by the decision of the Dean of the Faculty, according to the anticipated need and priorities.

(2) Expert judgement/indicator analysis

Based on the information provided in the SER and obtained during the virtual meeting, it can be concluded that the higher education institution is ready to carry out studies developing the competencies in the civil engineering study field.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The college, in cooperation with the social partners, have the opportunity and conditions to organise traineeships.
2. Appropriate study conditions have been created for students with special needs.
3. Teaching materials (textbooks, books, periodicals, databases) in the library are easily accessible with a good supply of the latest literature.

(2) Weaknesses:

- 1 Not enough attention is paid to the acquisition of digital modelling software, for digitisation in the civil engineering study field.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

(1) Factual situation

The quality assurance of teaching at the College is based on the standards and guidelines for quality assurance in the European Higher Education Area (ESG). It is stated that at least once a month the Department organises staff meetings to deal with factual issues (course, graduation projects assignments, exam tasks approving). The regular evaluations of the Programme are

also performed involving students and employers. All the documented decisions are published through the college's internal document management system *Kontora*, in the internal document (DRAC) database (<http://kvrđ.svako.lt>) and are available on the website www.svako.lt.

Responsibilities of the Department as well as of the Head of the Department as the main pursuers of the programme are defined by the Regulations of the Department Activities and Head of the Department Regulations (2020). The self-assessment report was developed in accordance with CQAHE Methodology for External Evaluation of Study Fields.

(2) Expert judgement/indicator analysis

Based on the information obtained during the site visit virtual meetings and provided by the SER, the college is taking sufficient steps to provide quality education and improve the system of the studies. The college involves teachers, students and employers to participate in meetings regarding academic issues, implementation and monitoring of the programme.

3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance

(1) Factual situation

Representatives of all parties participate in the implementation of the programme. Social partners, teachers and students participate in the Study Programme Committee. The composition of the Study Programme Committee is approved by the Dean and has 6 members, as follows: 4 Department teachers, 1 student and 1 social partner. Students' interests are represented in the Student Representative Body. The social partners collaborate by proposing the final project topics, implementing the practice, assessing the graduates' readiness for practical activity and suggesting opportunities for improving the practice. The main social partners of the programme are the following construction companies:

- JSC “Zstatyba”;
- JSC “Įžvalga”;
- JSC “Medilana”;
- JSC “Normaida”;
- JSC “Raseinių statyba”;
- JSC “Marmaroc”;
- JSC “Eternit Baltic”;
- JSC “Kasada”;
- American capital company “INTUS Windows”.

The college is a member of Lithuanian Builders' Association. Teachers who are members of this association have some benefits including the ability to utilise the latest construction legislation and participate in seminars and qualification improvement events organised by the association free of charge.

(2) Expert judgement/indicator analysis

The governing bodies include representatives of all parties interested in the quality of training. The composition of the Study Programme Committee is satisfactory, as are the programme implementation processes in which social partners and stakeholders are involved.

After the site visit virtual meetings with the college, it was determined that the connection with social partners could be improved through further collaboration with teaching staff and commitment to engaging in the marketing of the programme and further support for the practical elements of the civil engineering study programme.

3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes

(1) Factual situation

The department keeps records of data on teachers (qualifications, scientific, project, expert and consulting activities), students (learning outcomes, reasons for dropping out, etc.), projects (topics of final projects, career monitoring of graduates, results of students researches). In addition the Department receives the following feedback:

- from employers (organizing thematic round tables, conferences, at various events such as the annual Šiauliai Business);
- from students (group curators hold discussions with students about improving the quality of education, post-subject surveys, post-practical surveys).

The results of the polls are analysed at meetings of the committee, department, dean, faculty council, and measures for improvement are planned.

The college has developed and is constantly improving computerised systems for managing educational information: databases of employees, students and employers, free electives, internship records, calculation of tuition fees, curriculum development, electronic exam sheet systems (with the function of informing students).

(2) Expert judgement/indicator analysis

The collection, use and publication of information about studies at the college is sufficiently good. The Department monitors a large volume of data regarding staff, students, partners and others. Afterwards, the collected data is analysed at the meetings of the Study Programme Committee. At these meetings improvement actions are planned. Group curators discuss them with students which allow a variety of proposals, remarks and comments from students to be included. It demonstrates good interaction between the college and its students.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

(1) Factual situation

Surveys are conducted to ensure the quality of education. They are often held at the end of each semester. In the Spring Semester (2019-2020) survey, 78% of students took part. The following elements garnered high scores:

- objectivity of the assessment of subjects, practicality of teachers, possibilities to consult, introduction to subject results, topics, methods;
- 92% agree that the assessment of the subject is clear and understandable;
- The resources of a subject were available and sufficient for 87% of students.

From the survey of the academic year 2020–2021 first-year students' adaptation/induction:

- 95% of the surveyed students replied that they have chosen the study programme correctly or partially correctly;
- 77% feel that they successfully adapted to the College;
- 85% of the students during their studies know where to ask for help in case of difficulty;
- 31% of respondents of the first-year students acknowledged that they rarely or do not attend the events organised by the College at all.

In most elements of the survey, more than 75% of respondents provided positive feedback.

(2) Expert judgement/indicator analysis

Based on the information obtained during the site visit virtual meetings and provided by the SER, it can be confirmed that surveys influence the decisions taken and the quality of studies. The surveys are provided in the language of the studies, so it is convenient for international students to complete them. Most of the students provide positive feedback regarding their studies, teaching methods etc.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Conferences, seminars, training excursions are organised for students to interact more closely with social partners.
2. The use of computerised systems to manage study information.
3. Social partners are involved in the programme's implementation process.

(2) Weaknesses:

1. To encourage students to express their opinion, make concrete proposals and actively participate in the decision making of their programmes of study.

IV. EXAMPLES OF EXCELLENCE

None Found.

V. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ol style="list-style-type: none"> 1. Group the programme learning outcomes in terms of the European Qualification Framework (Knowledge, Skills and Attitudes) and thus reflect how the programmes align with the European engineering quality educational or professional model/label. 2. Link the assessment methods to a common model across the programme in the civil engineering study field. 3. Demonstrate how the choice of teaching methods will achieve the respective intended learning outcomes. 4. Increase the emphasis on construction safety and sustainability in the Construction programme. 5. Establish a permanent commission with stakeholders to consider the need for programme updates.
Links between science (art) and studies	<ol style="list-style-type: none"> 1. Increase the level of cooperation between social partners and the College with respect to applied research projects.
Student admission and support	<ol style="list-style-type: none"> 1. Promotion of the Construction programme to prospective students could be enhanced by promoting construction careers to students with the assistance of the social partners and by increasing the use of social media platforms to promote construction careers and hence the construction programme. 2. Provision of greater visibility of the construction programme on the college website as panel members found it difficult to locate the programme in the English language on the College's website. 3. Further encourage and support the mobility of students and teachers. Integration of the Ukrainian students and the Lithuanian students for joint projects or site visits could improve the international experience of students on the programme.

Teaching and learning, student performance and graduate employment	<ol style="list-style-type: none"> 4. Evaluation of employability of graduates and graduate career tracking in the study field, particularly evaluation of employability and graduate career tracking in the study field of graduates who move abroad or own their own business. Upgrade the system (the college database where it is easy to intervene) in order to get a more accurate and realistic view on the graduates' employability. 5. Avoid the method of distance learning for practical classes.
Teaching staff	<ol style="list-style-type: none"> 1. Teaching staff should be encouraged and supported to attend conferences and publish scientific papers in international journals outside of Lithuania. 2. Teaching staff should be encouraged to be members of international professional associations.
Learning facilities and resources	<ol style="list-style-type: none"> 1. Pay more attention to the acquisition of digital modelling software, for digitisation in the civil engineering study field.
Study quality management and public information	<ol style="list-style-type: none"> 1. Encourage students to express their opinion, make concrete proposals and actively participate in the decision making of their programmes of study.

*If the study field is going to be given negative evaluation (non-accreditation) instead of RECOMMENDATIONS main **arguments for negative evaluation** (non-accreditation) must be provided together with a **list of “must do” actions** in order to assure that students admitted before study field's non-accreditation will gain knowledge and skills at least on minimum level.

VI. SUMMARY

Main positive and negative quality aspects of each evaluation area of the study field of Civil Engineering at Šiaulių valstybinė kolegija:

Intended and Achieved Learning Outcomes and Curriculum

The main positive aspects are that the construction programme has a good balance between core and elective subjects which produces graduates with competencies and skills relevant to local, regional and national needs. The regular surveys of students and feedback to them and the college's quality management system is appropriate. The main weaknesses include the lack of involvement with European engineering quality educational or professional models/labels and that the construction safety and sustainability competencies are not sufficiently represented in the study programme outcomes.

Links between Science (Art) and Studies

The main positive aspects are that teachers publish scientific articles and together with students cooperate in undertaking applied research and prepare papers and publications. This enables the newest themes in the civil engineering study field to be included in the teaching content of programme's subjects. The main weaknesses are that teachers and students need to have greater participation in international conferences and publications outside of Lithuania and that the college needs to encourage greater collaboration with the social partners.

Student Admission and Support

The main positive aspects are that there are clearly defined criteria and procedures to admit students to the programme as well as procedures for recognising formal and non-formal learning. The academic, financial, social, psychological, personal and other supports are available and are communicated to students. The main weaknesses are that there is a need to further encourage and support the mobility of students and teachers, marketing of the programme could be enhanced with additional employer support and promotion of the English language version of the programme on the website.

Teaching and Learning, Student Performance and Graduate Employment

The main positive aspects are that there is an established teaching and learning process that takes into account the individual student's needs and that there is a well organised monitoring system of the student's study progress and feedback is provided to students. The main weakness is the evaluation of the employability of graduates and graduate career tracking, particularly for graduates who move abroad or own their own business.

Teaching Staff

The main positive aspects are that the teachers, together with the Head of Department, plan the development of their competencies each year, publish scientific papers and are involved with the Erasmus + mobility programme.

The main weaknesses are that the teachers should be further encouraged to attend international conferences, publish outside of Lithuania and be involved in international engineering educational and professional associations.

Learning Facilities and Resources

The main positive aspect of the programme of study is that appropriate study conditions have been created for all students including students with special needs. Facilities are made available by the social partners during internships and for the practical placement elements of the programme. The main weakness is that not enough attention is paid to the acquisition of digital modelling software, for digitalisation in the civil engineering study field.

Study Quality Management and Public Information

The main positive aspects are that conferences, seminars and training excursions are organised for students to interact more closely with the social partners. There are no serious weaknesses, although students could be further encouraged to express their opinion, make concrete proposals and actively participate in the decision making of the construction programme.

Expert panel signatures:

Dr. Maria Kyne, (panel chairperson), academic