



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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**EVALUATION REPORT**

**STUDY FIELD of Management**  
at Kaunas University of Technology

**Expert panel:**

1. **Prof. Dr. Douglas Gilbert** (panel chairperson), *academic member*;
2. **Prof. Dr. Joanna Paliszkievicz**, *academic member*;
3. **Ms Reda Stankevičienė**, *representative of social partners*;
4. **Mr Eren Çanga**, *students' representative*.

**Evaluation coordinator – Ms Austėja Pliupelytė**

Report language – English

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## Study Field Data

Title of the study programme	<b><i>Business Digitalization Management</i></b>	<b><i>Innovation Management and Entrepreneurship</i></b> (Double degree study programme)
State code	6121LX074	6211LX031
Type of studies	Bachelor University Studies	Master University Studies
Cycle of studies	First	Second
Mode of study and duration (in years)	Full-time (4 years)	Full-time (2 years)
Credit volume	240	120
Qualification degree and (or) professional qualification	Bachelor in Business Management	Master in Business Management
Language of instruction	Lithuanian and English	Lithuanian and English
Minimum education required	Secondary education	Bachelor's degree
Registration date of the study programme	2021 06 09	2008 11 02

Title of the study programme	<b><i>Enterprise Management</i></b>	<b><i>Management</i></b>
State code	6211LX030	6211LX035
Type of studies	Master University Studies	Master University Studies
Cycle of studies	Second	Second
Mode of study and duration (in years)	Full-time (1,5 years)	Full-time (1,5 years)
Credit volume	90	90
Qualification degree and (or) professional qualification	Master in Business Management	Master in Business Management
Language of instruction	Lithuanian	Lithuanian
Minimum education required	Bachelor's degree	Bachelor's degree
Registration date of the study programme	2011 03 10	2007 02 19

Title of the study programme	<b><i>Management<sup>1</sup></i></b>	<b><i>Industrial Technology Management<sup>2</sup></i></b>
State code	6121LX071	6121LX021
Type of studies	Bachelor University Studies	Bachelor University Studies
Cycle of studies	First	First
Mode of study and duration (in years)	Full-time (3 years)	Full-time (4 years)
Credit volume	180	240
Qualification degree and (or) professional qualification	Bachelor in Business Management	Bachelor in Business Management
Language of instruction	Lithuanian	Lithuanian, English
Minimum education required	Bachelor's degree	Bachelor's degree
Registration date of the study programme	2019 07 11	1997 05 19

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<sup>1</sup> Admission to this programme will not be carried out from the 2023-2024 academic year. The programme will be deregistered when the last students have graduated.

<sup>2</sup> Admission is not carried out from the 2020-2021 academic year. Preliminary deregistration date 10/01/2023.

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# I. INTRODUCTION

## 1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluations of study fields in Lithuanian Higher Education Institutions (HEIs) are based on the Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science and Sport on 17 July 2019, Order No. V-835, and are carried out according to the procedure outlined in the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) on 31 December 2019, Order [No. V-149](#).

The evaluation is intended to help higher education institutions 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 (SER) prepared by HEI*; 2) *site visit of the expert panel to the HEI*; 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 the 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 is evaluated as satisfactory (2 points).

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

## 1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of SKVC on 31 December 2019, [Order No. V-149](#). The site visit to the HEI was conducted by the expert panel on 25 May 2023

1. Prof. Dr. Douglas Gilbert (USA), panel chair - academic member , CEO at Lone Tree Academics LLC, Visiting (Fulbright) Professor in Entrepreneurship at Vilnius University.
2. Prof. Dr. Joanna Paliszkieicz, (Poland), panel member - academic member, Professor at the Warsaw University of Life Sciences, Visiting professor at ISM University of Management and Economics.
3. Ms Reda Stankevičienė (Lithuania), representative of social partners, Executive director at Kaunas Region Industrialists and Employers Association, project manager at TSMA Ltd.
4. Mr Eren Canga (Türkiye), students' representative, fourth-year student of study programme Business Administration at Hacettepe University, member of ESU Quality Assurance Student Experts Pool.

## 1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the SER and annexes, the HEI provided the following additional documents before, during and/or after the site visit:

No.	Name of document
1.	Examples of final theses

## **1.4. BACKGROUND OF MANAGEMENT FIELD STUDIES AT KAUNAS UNIVERSITY OF TECHNOLOGY**

Kaunas University of Technology (hereinafter, KTU) is a public research university located in Kaunas, Lithuania. The university was established in 1922. The primary language of instruction is Lithuanian, although some courses are taught jointly in Lithuanian and English or solely in English. The university evolved from the Higher Education Courses, established in Kaunas in 1920, which was later renamed the University of Lithuania. The University seeks to integrate the results of fundamental and applied research into the study process, focusing on innovation development, internationality and interdisciplinary projects.

In the academic year 2021–2022, student count was 7,654, comprised of the following:

- 5,154 bachelor's;
- 2,071 master's;
- 70 full time studies;
- 328 doctoral; and
- 31 professional pedagogy.

KTU entrolls 1,031 foreign students (714 qualification degree and 317 part-time).

The management field of studies resides in the faculties of School of Economics and Business (hereinafter, KTU SEB) and Panevėžys Faculty of Technologies and Business (KTU PFTB). These faculties are two of the nine in the university.

There are 6 study programmes of the Management Science Field at KTU:

- Business Digitalisation Management (I cycle);
- Management (I cycle);
- Industrial Technology Management (I cycle);
- Innovation Management and Entrepreneurship--Double degree study programme (II cycle);
- Enterprise Management (II cycle);
- Management (II cycle).

In addition, the SER contains considerable material on the doctoral (III cycle) programmes related to the Management Field of Study.

The university has several external partnerships that support the management field of study. KTU SEB is a member of the European Foundation for Management Development (EFMD). KTU SEB has joined the Bloomberg Experiential Learning Partner. The programmes in the Management field of study have also sought accreditation with AACSB and is a member of EFMD.

The programmes submitted for external evaluation were offered in 2019-2021.

## II. GENERAL ASSESSMENT

The *first cycle* of the *Management* study field at Kaunas University of Technology 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	5
2.	Links between science (art) and studies	5
3.	Student admission and support	5
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	5
6.	Learning facilities and resources	4
7.	Study quality management and public information	4
<b>Total:</b>		32

\*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

2 (satisfactory) - the area meets the minimum requirements, and there are fundamental shortcomings that need to be eliminated.

3 (good) - the area is being developed systematically, without any fundamental shortcomings.

4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings;

5 (excellent) - the area is evaluated exceptionally well in the national context and internationally.

The **second cycle** of the **Management** study field at Kaunas University of Technology is given a **positive** evaluation.

*Study field and cycle assessment in points by evaluation areas*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an Area in points*</b>
1.	Intended and achieved learning outcomes and curriculum	5
2.	Links between science (art) and studies	5
3.	Student admission and support	5
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	5
6.	Learning facilities and resources	4
7.	Study quality management and public information	4
<b>Total:</b>		32

\*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

2 (satisfactory) - the area meets the minimum requirements, and there are fundamental shortcomings that need to be eliminated.

3 (good) - the area is being developed systematically, without any fundamental shortcomings.

4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings;

5 (excellent) - the area is evaluated exceptionally well in the national context and internationally.

### III. 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*

*(1) Factual situation*

“The objectives, results and content of study programmes of the Management science field are based on long-term EU and national strategies, the prospects for the development of society, the standards of professional associations and the needs of the labour market and students” (SER, 11 p.). Graduates of the studies of the Management study field can work as management specialists or managers in various types of industrial, business or government organisations. Acquired skills and competencies provide opportunities for students who have completed their studies to create their own businesses.

*(2) Expert judgement*

The expert panel declares that the goals and outcomes of the field and study programmes meet the needs of society and the labour market. KTU students actively participate in Erasmus programmes and projects with universities in other EU countries, thus, after completing their studies they have offers to choose jobs not only in Lithuania but throughout the EU.

*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*

The objectives of the programmes in the field of Management correspond to the mission of KTU – “to provide research-based studies at the international level, create and transfer interdisciplinary knowledge and innovative technologies for the sustainable development of society and innovation development, create an open-minded, creative environment inspiring leaders and talented individuals” (SER, 16 p.). All study programmes aim to provide competencies that enable the digitisation of the activities of organisations, great attention is paid to leadership knowledge and abilities, change management.

*(2) Expert judgement*

The objectives and results of the study programmes of the Management field of study are fully in line with the institution's mission, operational goals and strategy. The university's social partners have confirmed with examples of their cooperation with students who graduates have acquired competencies that are important for the labour market - digitalisation solutions, leadership, etc. According to the students, the strong operation of the university at

the international level and the membership of ECIU creates an opportunity to acquire competencies that are needed not only in the Lithuanian market but also in the world market.

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

#### (1) Factual situation

“The study programmes of the I and II cycles of the Management field have been prepared and constantly updated in accordance with the Law on Higher Education and Research of the Republic of Lithuania, the Description of the Lithuanian Qualifications Framework, the Descriptor of Study Cycles, the General Requirements for the Provision of Studies, and the Descriptor of the Study Field of Management” (SER, p. 17).

#### (2) Expert judgement

All study programmes of the study field of Management comply with the description of the study field of Management.

**Table No. 1.** Management study field compliance to general requirements for first cycle study programmes (Bachelor).

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	240 ECST
ECTS for the study field	No less than 120 ECTS	No less than 120 ECTS
ECTS for studies specified by University or optional studies	No more than 120 ECTS	No more than 120 ECTS
ECTS for internship	No less than 15 ECTS	No less than 15 ECTS
ECTS for final thesis (project)	No less than 15 ECTS	No less than 15 ECTS
Contact hours	No less than 20 % of learning	No less than 20 % of learning

**Table No. 2.** Management study field compliance to general requirements for second cycle study programmes (Master).

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	90 or 120 ECTS	120 ECTS

ECTS for the study field Information Services	No less than 60 ECTS	No less than 60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	No more than 30 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	No less than 30 ECTS
Contact hours	No less than 10 % of learning	No less than 10 % of learning
Individual learning	No less than 50 % of learning	No less than 50 % of learning

### *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*

The aims and learning outcomes of study programmes of study field of Management are formulated to meet the type, cycle and academic and/or professional requirements of studies and the requirements of the Description of the Field of Management. The modules of all study programmes are prepared according to the methodology approved by KTU, their relevance is periodically reviewed and checked.

#### *(2) Expert judgement*

The compatibility of the objectives, study results, training and assessment methods of the field and degree programmes meets all requirements. Through evaluation exercises, cutting-edge teaching methods like challenge-based learning strategies, simulations and design thinking methodologies are employed, garnering positive comments from participating students. As for the students, during the evaluation, their representatives mentioned that after each module they provide feedback, during which the purpose of the study programmes and the conformity of the results are evaluated. The team of teachers devotes a lot of time to getting feedback not only from students but also from business representatives and social partners who are involved in the process of implementing the programme, providing students with practical knowledge and skills, which, in turn, also verifies the rapport between learning outcomes, teaching/learning methods and assessment methods.

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

#### *(1) Factual situation*

“The structure and content of the study programmes of the Management study field are designed taking into account the aims and desired learning outcomes of the programmes and the Requirements of the Structure (SER, 22 p.). Taking into account the changing needs of the

labour market and the offers of social partners, there is further individualisation of studies in the chosen curriculum and modules for each student.

*(2) Expert judgement*

The assessment of all subjects/modules of the study programmes is positive, ensuring the consistent development of students' competencies. KTU students have a strong student body that actively cooperates with scientific institutions and social partners. In this way, the implementation of study programmes ensures the necessary competencies that meet the real needs of the market. Moreover, the ongoing study programmes are based on a solid scientific basis, ensuring continuous cooperation with business organisations. Research done by KTU SEB and KTU PFTB groups confirms the successful integration of the latest scientific knowledge into the study programmes. During the review visit, students expressed content with the course of competence development.

*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*

“Bachelor's and Master's degree and students in the KTU Management field have the opportunity to individualise their studies by choosing: bridging courses, general university study modules, alternatives of the study programme, topics of semester works and the final project, an additional study module of up to 6 credits, or an additional internship.” (SER, p. 27).

*(2) Expert judgement*

Students' opportunities to individualise the structure of field study programmes according to personal learning goals and expected study results have many alternatives provided by the HEI. Each student can choose the most valuable and acceptable form for one. Representatives of the student community are satisfied with such opportunities and consider them a great advantage.

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

*(1) Factual situation*

“The preparation and defence of final degree projects are regulated by KTU Guidelines for the Preparation and Defence of Final Degree Projects. The methodological requirements for the preparation and defence of I and II cycle final degree projects of KTU SEB and KTU PFTB are presented to students in the Moodle system” (SER, 30 p.). As for the topics of final projects, they can be submitted by KTU academic staff, students, the university's social partners, industry, business, public sector institutions or scientific institutes. Multifaceted involvement in the formulation of topics helps to prepare topics and research whose content is relevant to the labour market.

*(2) Expert judgement*

The compliance of the direction and cycle of theses with the requirements is ensured by the final communication of the academic community with social partners, as well as the active participation of the Alumni club. Students have the opportunity to write final theses on topics that are relevant to the business market and to receive advice not only from the supervisors of academic work but also to use the help of supervisors-practitioners.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. The goals and results of the study programmes meet the requirements and recommendations of the main international and national regulatory documents, as well as the expectations of the business community regarding university graduates in the field of Management.
2. The study process enables students to acquire the necessary competencies; students use the experience of participating in international projects.
3. The university's close cooperation with institutions, businesses, and industrial companies allows students to get high-quality and valuable practice, as well as to choose study programme modules appropriately, after assessing market needs.
4. The strong and active functioning of the Alumni club helps to shape the final theses of Bachelor's and Master's study programmes in such a way that they best respond to the needs of the market.
5. The opportunity for KTU students to have not only an academic supervisor but also a supervisor-practitioner.

#### ***(2) Weaknesses:***

N/A

## **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<sup>3</sup>***

Based on the final data of the formal evaluation of research works in 2021, the field of Management at KTU received a total of 867.09 weighted points for its research works. This evaluation took into account the results of the formal evaluation of research works conducted in 2019 for Lithuanian universities and research institutes, which were categorised by fields of science.

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<sup>3</sup> Based on the Self-evaluation Report: pages: 36-42.

The outstanding achievements of researchers at KTU in the fields of Management and Economics are further evidenced by the annual evaluation of their research and development (R&D) activities, particularly their participation in international research projects. According to the Council's results, KTU has received the largest amount of funding among all Lithuanian universities, research institutes, and university hospital clinics in the field of social sciences, totalling 153.78 thousand euros. Additionally, KTU has also secured the highest amount of funding, totalling 125.42 thousand euros, for research and experimental orders from economic entities. It is noteworthy that the evaluation of R&D activities in 2020 has shown a significant increase in the funds allocated to KTU, reaching 379.27 thousand euros. These results reflect the deliberate efforts in advancing research in the fields of Economics and Management, with a strong focus on achieving a high international standard. According to the findings from the R&D activities in 2020, KTU received a funding amount of 70.66 thousand euros for carrying out research and experimental projects related to social and cultural development in the field of social sciences.

The publication trends among researchers in KTUs Management and Economics science fields indicate a significant increase in the number of articles published in international journals listed in WoS and SCOPUS. Comparing the data from 2018 to 2021, there has been a notable growth of 119.2% in the publication of such articles. Moreover, an increasing number of articles are being published in journals listed in the AJG-2021 (previously ABS) list, showing a growth rate of 81.8% during the same period. However, the analysis also reveals a decline in the publication of research results in national journals listed in WoS and SCOPUS. The number of articles published in these journals decreased by 43.8% between 2018 and 2021.

Since 2018, KTU SEB has established four research groups: Innovation and Entrepreneurship, Digitalisation, Sustainable Economics, and Sustainable Management. These research groups serve as centres that bring together scientists from the fields of Management and Economics and showcase their accomplishments. While researchers from all KTU SEB research groups contribute to the implementation of the analysed study programmes in the field of Management, the majority of them are members of the Sustainable Management, Digitalisation, and Innovation and Entrepreneurship research groups. These groups play a significant role in advancing research and knowledge in their respective areas within the field of Management.

The active involvement of teachers in the Management study programmes in various international initiatives, such as the Horizon 2020 EU research and innovation programmes, Erasmus+, and scientific projects funded by the European Institute of Innovation and Technology, demonstrates the international nature of their scientific activities. Additionally, the participation of students in individual activities related to scientific projects contributes to their research skills development, including data collection and processing of research findings.

Of particular significance in terms of scientific research and competency development is the participation of teachers from the analysed study programmes in the ERA Chair project

“Industry 4.0 Impact on Management Practices and Economics (IN4ACT).” This involvement provides valuable opportunities for research and contributes to the understanding of the impact of Industry 4.0 on management practices and economics.

### *(2) Expert judgement*

Participation of the key personnel in scientific projects and publications activities is clear from the information provided in SER and can be assessed very positively. The support and promotion of research in the Management field, particularly related to the analysed study programmes, are facilitated through various effective initiatives. These initiatives enable us to engage in collaborations and disseminate research globally. Moreover, there is a strong emphasis on enhancing international research cooperation and fostering applied research by actively involving stakeholders and implementing projects. These measures play a crucial role in maintaining the vitality of research in the Management field, enabling significant contributions to both the academic community and broader society.

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

#### *(1) Factual situation<sup>4</sup>*

The field of Management ensures a strong connection between study content and scientific and technological advancements through various measures. The study outcomes and modules are regularly updated to incorporate the latest knowledge in the field, such as sustainable management concepts, innovation management, entrepreneurship, and digitalisation. The study materials are continuously reviewed, and relevant scientific works are included, with access to subscribed databases and resources provided by KTU. The module certification process, conducted every two years, ensures the novelty and timeliness of the study material, with input from Study Programme Committees (hereinafter, SPC) and department heads. The teaching staff, with their high scientific and didactic competence, actively participate in international scientific events and internships, bringing the latest knowledge and technological innovations into the ongoing study programmes.

In the field of Management, an effective approach to connecting study content with the latest scientific and technological advancements involves utilising data obtained from project activities for Master’s degree final projects. During scientific and applied projects, valuable databases comprising qualitative or quantitative data are often generated. These databases contain high-quality data that surpasses what individual students can collect on their own. Students pursuing a degree in the Management field are encouraged to leverage these secondary, non-publicly available data sets in their final projects. By doing so, they can benefit from the resources and quality of data amassed by research teams during their projects. This approach enhances the relevance and robustness of the Master’s degree final projects, allowing students to tap into valuable information derived from research endeavours.

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<sup>4</sup> Based on the Self-evaluation Report: pages: 42-44

To foster the connection between study content and the latest scientific and technological achievements, students are encouraged to write scientific articles and participate in conferences. This engagement allows them to explore the frontiers of knowledge and utilise modern scientific methods. By presenting their research and contributing to scientific articles, students gain valuable experience and stay informed about relevant research. During the analysed period, students in the Management field produced three articles in Web of Science, eight articles in conference report materials, and delivered 46 scientific research presentations at conferences. These activities not only develop students' presentation skills but also facilitate their exposure to the latest scientific and technological advancements.

### *(2) Expert judgement*

During the visit to the institution, it was evident that the teaching staff at KTU is committed to engaging students with the most recent research findings through various assignments, including research projects, the use of databases, writing articles and collaborative initiatives. This pedagogical approach provides students with valuable opportunities to stay updated with the latest advancements in their field of study. The site visit confirmed that a majority of the lecturers at KTU actively incorporate real-life cases that reflect current market issues or their own research findings as examples in their teaching. The expert committee acknowledges and praises KTU's efforts to integrate research outcomes into its teaching practices. Additionally, the collaboration with external partners contributes to further progress in this area, enriching the educational experience for students.

### *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<sup>5</sup>*

Throughout the evaluation period, a total of 61 students actively engaged in research activities. These students participated in scientific events both at the national level, such as the "Science Roots" research conference organised by the Panevėžys College Student Scientific Society and the "Challenges and Social Responsibility in Business" international conference organised by the Kolping College, as well as international events organised by renowned organisations and scientific communities. Examples of such conferences include the "Changes in the Social and Business Environment" conference organised by KTU PFTB in collaboration with international partners, the "International Technology, Education, and Development Conference" organised by the IATED Academy, and the "Rural Environment, Education, Personality" conference organised by the University of Life Sciences and Technology of Latvia.

During these conferences, students presented their research findings based on scientific articles they had written, which were subsequently published in the conference proceedings. In addition to conference presentations, students also had opportunities to enhance their research competence through higher-level activities, such as co-authorship in scientific articles published in reputable journals indexed in the Web of Science or Scopus databases.

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<sup>5</sup> Based on the Self-evaluation Report: pages: 44-45.

The list of research activities for second-cycle students identifies these avenues that require advanced research skills.

Furthermore, the Research Council of Lithuania plays a significant role in fostering student engagement in scientific endeavours and developing their scientific competence. The council provides funding for projects such as the “Student Research during Semesters” and the “Student Research during Free Time from Studies/Summer Internship” initiatives. These projects support students in conducting research under the guidance of a research supervisor during the fall and spring semesters or during their free time, encouraging their active participation in scientific activities. Throughout the evaluation period, five second-cycle students in the Management field participated in projects funded by the Research Council of Lithuania, with one student being involved in two projects.

Regular meetings are organised by the KTU SEB Study Centre, the KTU PFTB Study Centre, and the Heads of study programmes to engage with students and provide them with important information. These meetings serve as platforms for discussing various opportunities, including those related to scientific activities. Students are informed about the available avenues for involvement in scientific endeavours and can actively participate in discussions regarding their participation in such activities. These meetings aim to encourage and support students’ engagement in scientific pursuits and create a conducive environment for their academic growth and development.

The personal initiatives of teachers and the sharing of successful experiences play a crucial role in fostering students’ interest in scientific activities. It begins with students expressing curiosity and a desire to delve deeper into the topics they are studying. During lectures, teachers present the latest scientific research findings, sparking new ideas and generating discussions. Students are actively encouraged to contribute to ongoing scientific projects conducted by research groups. As a result, each year, students in the Management field become involved in these projects, allowing them to enhance their research skills and develop competence in project management. This collaborative approach enables students to actively participate in scientific endeavours and further their understanding of the subject matter.

### *(2) Expert judgement*

During the site visit, it was confirmed that students have the opportunity to actively participate in different activities consistent with their study cycle.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Research groups are formed and clear performance indicators are established as part of the annual activity planning.
2. The teaching staff affirmed their commitment to engage students in the most recent research findings through various projects and conferences.
3. KTU takes an active role in the participation in different projects.

4. The university has good-quality research and publications level.
5. The inclusion of Management research subjects in scientific publications and projects, active participation in professional networks at an international level, and the dissemination of research outcomes at renowned scientific events all contribute to creating an environment conducive to integrating the latest scientific advancements into the existing study programmes within the Management field.
6. The establishment of sustainable international academic partnerships and collaborations with companies, associations, and their networks in project activities play a crucial role in enhancing the international dimension of Management studies. These partnerships and collaborations significantly contribute to fostering a more global and diverse learning environment within the field of Management.
7. The integration of the latest knowledge, scientific advancements, and applied research findings in the field of Management is facilitated through the design of study modules that prioritise the attainment of study outcomes in Management programmes. This is further supported by the regular review and updating of study module topics, the inclusion of effective study methods, and the utilisation of relevant literature sources.

***(2) Weaknesses:***

N/A

### **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***

Due to easy access to information via the university website and direct communication, students feel well-informed about the admissions process. By providing information about events, training opportunities, and Alumni clubs, the institution's social media presence was successful in satisfying the demands of students, resulting in a sufficient performance grade. Along with all of the aforementioned initiatives, KTU has embraced social media platforms like Facebook, Instagram, and LinkedIn to better serve the diverse needs and interests of undergraduate and graduate students.

The students in the focus group during the evaluation expressed satisfaction with the volume of material that was easily accessible on admission requirements and application procedures, accessible either through their official web portal or via direct contact. The university and programmes were chosen by the students for a variety of reasons. Some participants expressed a desire to study more or get insight into specific programme topics. Another important reason cited was the university's reputation, particularly its mix of technology and management. Additionally, the Panezevys campus's flexible timetable and clearly defined

curriculum structure were mentioned as motivating elements. These data show how well-informed the students are about the programmes' offers and how well they match each student's own goals.

#### *(2) Expert Judgement*

The team have given the university with its Lithuanian headquarters well-deserved acclaim for its excellent student admissions procedure and strong support system. This university stands out for its commitment to delivering thorough information via both its website and direct communication channels, attention given to technology management and accommodating campus hours that provide a great education for students from a variety of backgrounds. Fully capable of using social media channels to keep them updated on new opportunities or future events. By increasing awareness of its Business Digitalisation Management programme within the local student populations, the university is totally committed to providing transparency surrounding its admissions processes. The institution's dedication to fostering its students is demonstrated favourably by the students' eagerness for attending it and their happiness with its social media presence and feedback system.

### *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 institution assessed how it recognised earlier non-formal or informal learning techniques, partial studies, and international qualifications. Results also demonstrate that students were satisfied with the institution's recognition procedure, which complies with KTU Guidelines for Crediting of Study Outcomes and Learning Achievements Assessment. According to student feedback, they had no problems or discomfort with the institution's process for recognising their prior academic achievements, which went off without a hitch because the courses met all official standards. These findings might therefore support how committed KTU is to recognising various kinds of learned information that is pertinent to its students.

#### *(2) Expert Judgement*

The university has taken a commendable stance when it comes to accepting foreign credentials, past non-formal education or courses that have only been partially finished. It helps the candidates by providing them with clear instructions and information about the application procedure. Students have expressed gratitude for the institution's effective processes for recognising prior learning or foreign credentials because there have not been any implementation issues.

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

#### *(1) Factual Situation*

To facilitate academic mobility among students and encourage international cooperation in the higher education sector, KTU employs a comprehensive approach. In order to provide international exposure to its students through internships or partial studies abroad

adequately, there are diverse opportunities available. This prepares the students with foreign language proficiency skills combined with intercultural communication abilities essential for global exposure at personal as well as professional levels. All interested parties who actively participate are informed about the availability of alternatives for international mobility, including scholarships. Some participants opt to participate through projects involving applied scientific research or project financing.

To bring aboard diverse cultures' learning opportunities within Europe, consequently forming an important member within multinational relationships there are many strategic alliances made between European universities. Apart from this diversity in courses offered, there are study trips for busy schedules requiring lesser durations where there is still much knowledge gain guaranteed over short periods. To create maximum participation in these initiatives information is regularly shared through newsletters, mentoring programmes, websites, events etc.

The additional effort includes streamlining application processes and expanding the network of Erasmus partner networks. Further, the International Relations Coordinator's appointment is dedicated to facilitating international study opportunities. The university recognises student mobility as an extremely important factor and is working consistently to restore pre-pandemic engagement levels.

#### *(2) Expert's Judgement*

The university is strongly committed to providing its students with academic mobility. Students have excellent opportunities to extend their knowledge and acquire foreign experience thanks to the variety of options given in international internships and partial studies abroad. Through a variety of communication channels, efficient information dissemination makes sure that students are aware of these options. By streamlining the application process and actively interacting with Erasmus partner networks, the university shows that it is committed to improving student mobility. The launch of mentorship initiatives and intercultural learning modules demonstrates how seriously this organisation takes helping its students while they are studying abroad. Even so, external circumstances like the COVID-19 epidemic and geopolitical issues have had some influence on student movement.

It is obvious that KTU pursues these goals with great passion through carefully constructed procedures and future developments that demonstrate an earnest commitment to fostering academic mobility opportunities among students with an emphasis on global collaboration. Continuous attentiveness and adaptive strategies can result in advancements.

#### *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*

According to the SER, the university provides substantial academic support services like mentoring and talent development programmes in keeping with its dedication to student

welfare and whole-person development philosophy, which realises its mission. The mentorship programme offers in-depth descriptions and experts from many industries who direct real-time initiatives that provide exciting outcomes for all parties concerned. Additionally, there are financial aid programmes like extensive fee-free arrangements for students via scholarships or various incentive schemes, as well as psychosocial services like counselling services and one-on-one consultations, all of which are aimed at easing the way for future success in their chosen fields. Moreover, numerous students engaged in activities related to applied research, whether through applications for project funding or scientific initiatives.

### *(2) Expert Judgement*

KTU keeps its commitment to providing appropriate help by giving extensive assistance in this area. KTU commits significant resources to the overall performance of its student support initiatives. To begin with, they demonstrate a clear approach towards work that is actually based around the needs and desires of students. Therefore, the institution's focused strategy incorporates flexible schedule options in addition to a carefully designed academic curriculum to offer a fully immersive learning environment. Finally, the institution's commitment to the development of each and every student on its campus is further affirmed by scholarships combined with additional student-focused services including academic mentorship programmes.

### *3.3.5 Evaluation of the sufficiency of study information and student counselling*

#### *(1) Factual Situation*

The site visit observations and the SER show that this university prioritises offering its students trustworthy counselling services and important study materials. For greater student support throughout their academic careers, KTU has also developed measures including fostering efficient communication technologies.

KTU's entrance webpage provides thorough information that is important to potential students looking for chances in the institution. The information provided is comprehensive yet clear enough for anyone to understand it without any trouble or complication. Reaching out directly may be beneficial for individuals who require further assistance. Specialists make sure people receive all the assistance required.

KTU has a robust social media presence that is mostly focused on the Facebook and Instagram platforms, where a variety of events regularly take place alongside skill-building programmes aimed at improving computer proficiency or language aptitude among students. The institution's commitment to promoting diversity and inclusion through Alumni clubs is highlighted by feedback from the student community. KTU's objective as a top academic institution which depends on fostering a campus atmosphere that generates a sense of belonging and support is visible.

#### *(2) Expert judgement*

It is evident that KTU prioritises student success after taking into account a number of various viewpoints from an on-site review as well as open criticisms expressed through the SER. According to the expert panel observations, administrators make many admirable efforts to guarantee that all students have access to timely communication channels and comprehensive support services at all academic phases, including study advice or counselling as needed.

The university makes a significant effort to keep potential students informed by providing thorough information and direct communication opportunities on its website. They demonstrate their dedication to students' education through programmes like Welcome Week, a pre-study session where students may learn in-depth details about the resources accessible to them, how to study etc. Such initiatives clearly demonstrate the KTU's commitment to providing its students with useful knowledge.

The variety of avenues accessible for consultation, including the KTU intranet, bulletins, emails and social networks demonstrates KTU's commitment to answering student questions and concerns. Additionally, giving first-year students peer mentors helps with the adjustment and provides a crucial support network for newcomers.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Effective communication and information accessibility at which the university excels by providing clear, comprehensive and readily accessible information to students through its website, direct communication channels, and strong social media presence.
2. The university is strongly committed to promoting academic mobility among students. It offers diverse opportunities for international experiences, including internships and study trips abroad. KTU actively communicates these opportunities through various channels and continuously seeks to expand its network, demonstrating its dedication to fostering global collaboration and exposure for students.
3. Responsive and diverse student support services of mentoring programmes, financial aid, counselling services and academic mentorship using modern technology.

#### ***(2) Weaknesses:***

*N/A*

## **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*

The SER documented a variety of teaching and learning methods suitable to the level of the particular study focus and the cycle of the academic programmes (SER, p. 62-64). KTU distinguishes among a variety of methods including auditory techniques such as lectures, team assignments and activities, formative/summative assessments, integrative tools such as simulations, and exposure to external organisations and individuals practising management. The university has documented analysis to ensure that the amount, level, and rigour of teaching and learning methods fulfil the requirements of the ETCS being awarded for the particular course and programme.

### *(2) Expert judgement*

KTU has a balanced approach to the delivery of educational content and experiences commensurate with the cycle of the given programme and the particular types of subject matter. One area to note, conveyed during the site visit, was that further emphasis on the formalisation of the scholarship of teaching and learning (SoTL) represents an opportunity to further improve offerings and student success. Moreover, the provision of immersive, hands-on learning opportunities through creative pedagogical strategies and mentoring programmes all aim to greatly increase students' academic achievement.

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

### *(1) Factual situation*

"KTU aims to provide equal opportunities for studies and work to all the community members, including the disadvantaged groups of students and the students with special needs – any direct or indirect forms of discrimination are not tolerated at the university" (SER, p. 65). For students with special needs, the university provides physical conditions that meet them.

### *(2) Expert judgement*

The university provides practical and physical support and facilities to ensure the opportunity to study for socially vulnerable groups and students with special needs. If necessary, special training for academic staff is organised.

## *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*

Every year in autumn, the Department of Academic Affairs prepares an annual report on the monitoring of students' study results and submits it to the Rector. The report evaluates student progress and indicators of retaken exams and the effectiveness of newly introduced study quality assurance measures. This information is monitored and evaluated in the deanships of KTU SEB and KTU PFTB, SPCs, joint faculty meetings, as well as specifically in the meetings of the teachers of Management. Those responsible for the field study and academic

staff are not only introduced to this information but also reflect each module and its students in context. This is aimed at continuous quality assurance of studies.

*(2) Expert judgement*

The systematic nature of monitoring student study progress and feedback to students meets the requirements. The evidence in the SER was collaborated and verified during the in-person visits.

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

*(1) Factual situation*

In order to find out the opinions of students who have completed the Management study programme, KTU constantly maintains formal and informal communication with graduates. This is also done by current Heads of study programmes, members of SPCs, former thesis supervisors or teachers. Communication support and Alumni feedback take many forms: informal conversations, meetings, planning mutually beneficial activities such as joint research (often integrated into student final projects) and Alumni participation in project activities.

*(2) Expert judgement*

KTU has established a leading position among universities in Lithuania in this area, with one of the highest student employment rates. The results evaluated included those Lithuanian graduates, together with the results of foreign students who came to study in Lithuania. The university has a strong community of students and Alumni and various cooperative relations with social partners. A significant challenge appears to be the retention of young specialists to remain and work in Lithuania after the completion of their studies. Moreover, KTU has recognised the challenges in tracking students' progress post-graduation. Conversations during the site visit revealed that the university is aware of this issue and is actively taking steps to address it.

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

*(1) Factual situation*

KTU has developed and implemented policies and procedures relating to ensuring academic integrity, tolerance, and non-discrimination. Students, faculty, and staff are made aware of relevant policies and procedures through familiarisation and documented acknowledgements. The policies and procedures are supported by mature processes and appropriate technologies.

*(2) Expert judgement*

The institution has documented and exercised approaches to ensuring academic integrity, tolerance, and non-discrimination. The documentation in the SER was verified on-site during the interviews.

### *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*

KTU has developed and implemented policies and procedures governing the submission and examination of appeals regarding the study process within the field studies. The SER has documented both the existence of the policies, procedures, and processes as well as their use and application.

#### *(2) Expert judgement*

The institution has provided evidence during the site visit that the requirements of this area are fulfilled.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. KTU has built an impressive set of partnerships with business organisations which themselves use advanced and sophisticated methods of learning, development and design.
2. Modern and convenient facilities and learning technologies are used for study evaluation and results monitoring.
3. KTU students with special needs are provided with physical and practical conditions to study, communicate, and move. Upon requirement, teaching staff are provided with periodical training on how to accommodate such students.

#### ***(2) Weaknesses:***

1. Additional emphasis on formalisation of the scholarship of teaching and learning (SoTL) could be placed which represents an opportunity to drive systematic and repeatable continuous improvement in academic offerings and student success.
2. KTU has acknowledged the difficulties in following the progress of students after the completion of their studies. Discussions during the site visit demonstrated that this is a known area of concern and is being addressed by the university which the panel appreciates, however, the shortcoming is yet to be eliminated.

## **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<sup>6</sup>*

A team of 101 teachers, comprising 24 professors, 52 associate professors, and 25 lecturers, takes charge of coordinating and delivering the modules within the Management study programmes. The composition of the academic staff responsible for implementing the field study programmes complies with the general requirements for conducting studies in the Republic of Lithuania.

The teachers of the Management study programmes possess extensive academic experience. Nearly 90% of the teachers in this field have been actively involved in academia for over a decade, with 43% having more than 20 years of experience. On average, the teachers implementing the Management programmes are 49 years old.

The competence of the teachers in the field of Management is exemplified by their active involvement in study projects. Throughout the analysed period, these teachers participated in or led a total of 37 study projects, showcasing their dedication and expertise in their respective areas of study.

Over 80% of the teachers in the Management field programmes possess valuable practical experience in the subjects they teach. This practical expertise enables them to enhance the theoretical knowledge imparted to students with real-world insights and examples, enriching the learning experience and bridging the gap between theory and practice.

Additional expertise and practical insights are brought into the study process through the inclusion of part-time teachers and practitioners. These individuals are invited to share their specialised knowledge in specific topics or lectures, or to contribute to particular modules as required. Throughout the evaluation period, a total of 8 teacher-practitioners were engaged through employment or service contracts, enriching the educational experience with their real-world experience and industry insights.

The study programmes in the Management field prioritise the integration of real-world cases and solutions presented by social partners and business representatives. This integration is facilitated through various methods, including the analysis of practical cases and solving real challenges faced by companies. Moreover, guest lecturers, who are professionals and practitioners from the business sector, are frequently invited to share their experiences during lectures. These initiatives aim to provide students with valuable insights from industry experts and enhance their understanding of real-world business scenarios.

### *(2) Expert judgement*

The faculty members involved in the Management programmes possess the necessary qualifications and professional experience to deliver evaluated study programmes effectively. This ensures that the desired study outcomes can be successfully achieved. The teachers are

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<sup>6</sup> Based on the Self-evaluation Report: pages: 73-76.

committed and passionate and are highly appreciated by both present students and former graduates.

### *3.5.2. Evaluation of conditions for ensuring teaching staff academic mobility*

#### *(1) Factual situation<sup>7</sup>*

KTU encourages its employees to take advantage of the Erasmus+ mobility programme, which facilitates teacher mobility and fosters collaboration with research and academic institutions worldwide. Apart from Erasmus+, there are various other opportunities available, including national and international projects, personal partnerships, and more, that allow teachers to engage in training, teaching, and research activities. By participating in scientific conferences, internships, seminars, and teaching or learning visits, teachers enhance their scientific, subject-specific, and pedagogical qualifications. The knowledge and experience gained from these events and trips are then applied in the implementation of study programmes, through taught modules and research activities, thereby ensuring professional development in their respective fields of interest.

Under the Erasmus+ programme, teachers have had teaching assignments at prestigious universities such as Hamburg University of Technology (TUHH) in Germany, Prague University of Economics in the Czech Republic, University of Warmia and Mazury in Olsztyn in Poland, Brno University of Technology in the Czech Republic, Beijing Institute of Technology in China, Armenian State University of Economics (ASUE), Tampere University of Applied Sciences in Finland, Universidad Catolica de Valencia in Spain, Koblenz University of Applied Sciences in Germany, Radboud University Nijmegen in the Netherlands, Lille Catholic University in France, University of Split in Croatia, University of Porto in Portugal, University of Padua in Italy, and others. Moreover, through other academic exchange programmes, teachers have conducted teaching assignments at institutions such as Kiel University of Applied Sciences in Germany, University of Montpellier in France, University of Alicante in Spain, and more. In the years 2019-2022 there were realised 300 scholarships.

During the analysed period, there has been a noticeable increase in the number of visiting foreign lecturers and researchers in the Management programmes, with the exception of a decline in activity due to the Covid-19 pandemic in 2020. Guest lecturers from various foreign universities, including Laperanta University in Finland, Hamburg University of Technology in Germany, University of the Basque Country in Spain, Manchester Metropolitan University in England, Prague University of Economics and Business in the Czech Republic, Bingol University in Turkey, School of Business and Finance in Latvia, Portland State University in the USA, and others, have been invited to give lectures in the Management programmes.

#### *(2) Expert judgement*

The active involvement of teachers in the Management field at KTU is evident through their active participation in numerous academic mobility opportunities. These opportunities

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<sup>7</sup> Based on the Self-evaluation Report: pages: 76-78.

encompass a wide range of activities, including teaching, learning, and scientific pursuits. Teachers in the Management field have access to various international mobility programmes that enable them to enhance their teaching methodologies, expand their knowledge base, and engage in collaborative research endeavours. By actively utilising these opportunities, teachers in the Management field demonstrate their dedication to continuous professional growth and their commitment to fostering a globalised and enriched learning environment within KTU's Management field. Nevertheless, during the interview with students, they expressed a wish for an even bigger share of visiting lecturers to attend classes in response to their desire for a diverse academic experience.

### *3.5.3. Evaluation of the conditions to improve the competencies of the teaching staff*

#### *(1) Factual situation<sup>8</sup>*

Teachers in the Management study programmes actively develop their didactic competencies by participating in various training programmes offered by the EDU\_Lab. Upon completion of these training courses, teachers have the opportunity to join the “Follow up” programme, where they collaborate with experts from the EDU\_Lab to create and enhance their teaching activities within the study modules. During the evaluation period, approximately 55% of the teachers in the Management study programmes improved their qualifications by attending training courses organised by the EDU\_Lab. Most teachers participated in 1-3 training courses, with a total of 86 EDU\_Lab trainings being attended by Management teachers. These trainings covered various topics such as problem-based learning, virtual learning tools and methods, case studies, teamwork, design-based thinking, challenge-based learning, distance education, didactic competence improvement, project-based teaching/learning, and problem-solving learning.

Starting from 2022, all KTU teachers have the opportunity to apply for investments to integrate the challenge-based learning (CBL) method into their studies. This initiative further promotes the use of innovative teaching approaches.

To continually enhance their scientific and practical competence, teachers in the Management study programmes actively participate in national and international scientific conferences, scientific internships, long-term training programmes, and seminars both in Lithuania and abroad. The needs and plans for professional development and competence enhancement are regularly discussed in annual interviews organised by the Heads of academic centres, Heads of study programmes, and Principal Researchers of research groups at KTU SEB and KTU PFTB.

Individual teacher professional and competence development plans are created for each academic year, considering the faculty's development strategy, changes in teaching methods, didactics requirements, feedback from student surveys, and teachers' expressed needs and preferences. Student surveys conducted at the end of each semester provide valuable insights

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<sup>8</sup> Based on the Self-evaluation Report: pages: 78-81.

into the teachers' preparedness, communication with students, subject expertise, teaching methods, and other aspects of the study modules and teachers' work. These assessments play a crucial role in shaping individualised professional development plans for teachers.

### *(2) Expert judgement*

The ongoing development of teaching staff competencies is crucial to maintaining the quality of education and adapting to the changing demands of students and the educational environment. The panel was convinced that the teachers are actively engaging in various training programmes and that opportunities for professional growth are available to them.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. The staff members involved in the Management programmes meet the overall requirements of study programmes, including didactic, and professional experience.
2. Dedicated and enthusiastic teachers who are valued by current students and Alumni.
3. KTU actively promotes academic mobility among lecturers.
4. Teachers actively participate in didactic training, equipping themselves with innovative and student-centred teaching and assessment methods. They have access to various opportunities for professional development, including Erasmus+ mobility programmes and other internal and external sources.
5. The teachers in the Management field possess a high level of scientific expertise and demonstrate their commitment to research through active engagement in scientific activities, including participation in international conferences and publication of research findings. These research outcomes are effectively incorporated into the content of the taught modules, enriching the learning experience for students.
6. The involvement of professionals from esteemed business organisations greatly enhances the implementation and advancement of the Management study programmes.

#### ***(2) Weaknesses:***

N/A

## **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***

KTU offers the field of studies programmes in a set of buildings featuring building and classroom design supported by modern technologies. Some of the offerings in the field of study are offered in historic buildings, which have been modernised with technologies such as computer labs, Bloomberg laboratory allowing students to work with financial markets data, and technology-equipped classrooms. Learning technology resources include a customised version of Moodle, offering standardisation of content delivery across courses.

The library at the university stands out as a rich source of knowledge with its impressive collection ranging from textbooks to academic journals. For students' research purposes, this inclusive compilation aids vital studies on every level as it encompasses a wide range of subjects. Students can readily access current and appropriate knowledge crucial to their area of interest.

### *(2) Expert judgement*

On reviewing the learning amenities and resources provided by KTU, has led the panel to conclude that this institution supports a very good learning environment for its students. The library is committed towards keeping these materials up to date and providing suitable study places. Having access to a Bloomberg markets lab laboratory further enhances student experiences by allowing them practical exposure opportunities aligned with real-world financial scenarios. Moreover, KTU benefits from a prime city location in Kaunas, enabling students to make use of the resources provided by nearby businesses. However, one concern raised by students was the issue of parking accessibility, as there is no free parking available in the vicinity.

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

#### *(1) Factual situation*

KTU prioritise addressing the evolving needs by regularly assessing resource requirements each semester. They receive requests from various sources, including the Study Centre, Administration, and SPCs, regarding necessary equipment, software, or licenses. The university maintains and monitors its infrastructure and equipment, promptly addressing breakdowns or the need for updates when feasible within budget constraints (SER, p. 90). There are plans are underway to add additional new buildings over time.

Library resources are planned using a collection management process that ensures fit to need for the management studies area. The collection management process includes faculty engagement with the process of selecting appropriate resources, including journals and other publications. Of note, the library has made extensive use of the *SAGE Business Cases*. Evidence was provided that the library resources have been enhanced through a cycle of improvement based on comments in previous accreditation evaluations (SER, p. 90).

Improvements in resources and technologies have also reflected the pursuit of international accreditation through AACSB and affiliation with EFMD.

### *(2) Expert judgement*

The planning mechanisms at KTU demonstrate a commendable approach to addressing the evolving needs of students and faculty. Planning at KTU exhibits regularity, collaboration, proactive infrastructure maintenance, effective resource management, and investment in relevant databases. These aspects collectively contribute to a conducive learning environment and support the university's commitment to meeting the needs of its academic community.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. KTU provides a suitable set of modern facilities supported by real-world technologies which support effective teaching and learning.
2. KTU has an excellent urban location within Kaunas allowing for students to leverage the facilities of the nearby businesses.
3. A systematic process of continuous upgrading and improvement in this area is evident.

#### ***(2) Weaknesses:***

1. As an urban centre campus, KTU has challenges with adequate parking facilities. This is only partially offset by the availability of transit options.

## **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 university uses a study quality assurance system as described in the *Description of the Internal Study Quality Assurance System (VSKUS)*. This system is based on six essential elements: study management, student-centred studies, teachers, ensuring student success, monitoring study quality, publicity, and impact on society.

The system relies on a study quality assurance processes, procedures, tools, and specific activities. It is linked to the mission, vision, and values of the institution. Various levels of responsibility are assigned to faculty and administrative staff.

#### ***(2) Expert judgement***

The VSKUS approach appears to have a robust collection of activities and procedures to assure the quality of studies. The processes appear well organised and integrated into the faculty governance system.

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

#### *(1) Factual situation*

The internal quality assurance system is designed to gather and act on the feedback of a range of stakeholders. Stakeholder feedback mechanisms include feedback and evaluations from students, graduates (immediately after graduation), Alumni (no earlier than one year after graduation), employers, and employees. The types of instruments used to collect data are typical to such a system and include surveys and more informal types of data collection including interviews and focus groups.

#### *(2) Expert judgement*

KTU has clearly identified relevant stakeholders, including social partners, who are relevant to the internal quality assurance efforts. The HEI has further implemented appropriate instruments and techniques to collect data and frame appropriate action on that data. KTU has struggled to increase the involvement of Alumni in the quality assurance process with only around 25% of the group involved. Thus, the area of engagement of Alumni remains a challenge to this institution (as with many other HEIs) both in terms of defining engagement and increasing meaningful participation of Alumni.

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

#### *(1) Factual situation*

Data collected for evaluation and improvement of processes and outcomes is systematically analysed and used to generate action programmes. The system is clearly defined but there are some gaps in the consistency of deployment across organisational units.

#### *(2) Expert judgement*

The consistent and systematic use of data and information for improvement is a well-articulated approach with relatively strong levels of deployment across the organisation. It was evident during the on-site interviews that deployment is not consistent in all organisational units.

### *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*

Student feedback plays a pivotal role in improving the quality of studies at KTU. The university values feedback received from students and uses it to guide changes and enhancements within its academic community. Students complete surveys and anonymously express their opinions about study modules and teachers (SER, p. 97).

Overall, evaluations of both cycles of Management study programmes are consistently good or very good, reflecting the university's commitment to evolving teaching methods and content based on student input. The Master's programmes tend to have slightly lower evaluations in the spring semester, influenced by modules covering philosophies of science. The Enterprise Management study programme stands out with higher ratings, attributed to its concentrated curriculum and experienced student cohort. Graduates generally express satisfaction with the quality of studies, emphasising qualified teachers and innovative teaching methods (SER, p. 98).

Students generally recommend the Management study programmes to others. The university actively engages in round table discussions and systematically analyses feedback, leading to programme improvements and investment plans. These feedback-driven measures not only enhance specific study programmes but also align with the long-term goals (SER, p. 99).

### *(2) Expert judgement*

The KTU's feedback methods have drawn notice for its strength in carefully considering it and using it for future development. Overall, the institution received positive comments from the students as it assists them in identifying their personal objectives and goals, offers a welcoming environment with enthusiastic faculty and staff and imparts lessons that are application-focused for use in the real world. However, the students also made recommendations for improvement, such as using more varied assessment methods, providing students with advance notice of syllabus structures, ensuring a constant workload distribution, and wanting more feedback from the university about their achievements and potential prospects.

Thus, the expert panel recommends ensuring that feedback mechanisms collect such opinions regularly. An effective feedback system should offer students efficient means to express their feedback, facilitating prompt action, and providing updates on the implementation and communication of discussed solutions.

### *Strengths and weaknesses of this evaluation area:*

#### *(1) Strengths:*

1. KTU has a well-designed and deployed system of internal quality assurance. The system is designed to gather and act on input from its key stakeholders.
2. Data and information gathered using the VSKUS approach are used to drive improvements in performance.
3. Students have a generally positive outlook on their studies and teaching staff.

#### *(2) Weaknesses:*

1. KTU, like many HEIs, has struggled to increase the involvement of Alumni in the quality assurance process. The SER noted engagement levels but there was a lack of definition of what is a suitable type and level of engagement.

2. The VSKUS approach is deployed widely through the organisational units of KTU. Some evidence during the site visit pointed to a certain degree of uneven deployment and familiarity in certain organisational units.

## IV. EXAMPLES OF EXCELLENCE

**Core definition:** *Excellence means exhibiting exceptional characteristics that are, implicitly, not achievable by all.*

1. **Research activities.** The robust nature of III cycle research and how it is used to inform and support teaching and learning in the I and II cycles is evidence of a commitment by faculty at all levels to acquire new knowledge and assist students with effective use.
2. **Integration of external partners.** KTU actively uses resources beyond the standard curriculum in its delivery of teaching and learning. For example, the partnership with Bloomberg represents a best-in-class practice in Lithuania. Other external partners are also effectively leveraged to provide real-world perspectives in the classroom.
3. **Integration of multiple quality systems.** KTU's use of multiple quality systems such as EFMD and AACSB has allowed it to raise the international profile of the programmes and to drive toward best-in-class performance in meeting the needs of students and other stakeholders.
4. **Challenge-based learning.** The use of challenge-based learning provides a focal point for curriculum design and development that creates a centering of teaching and learning on the real-world challenges faced by managers in practice.

## V. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ol style="list-style-type: none"> <li>1. Social partner involvement. In order to improve the cooperation between the university, students and social partners, it is recommended to involve social partners more through practical forms in the search for internship forms and in preparing theses, through joint events so that students can harness direct practical benefits.</li> <li>2. Leveraging Alumni stakeholders. A more active discussion between the university's representatives, Alumni Club and social partners is encouraged in order to find the best form for students to gain experience, and to develop studies that are needed for the labour market.</li> </ol>
Links between science (art) and studies	<ol style="list-style-type: none"> <li>1. Research groups and performance indicators. Form research groups and establish performance indicators as part of annual planning. Continuously evaluate and update these indicators to ensure relevance and alignment with evolving research goals. Encourage cross-departmental collaboration among research groups.</li> <li>2. Commitment of teaching staff. Foster stronger commitment from teaching staff to engage students in research projects and conferences. Promote closer collaboration between teaching staff and students in research projects and offer pedagogical training.</li> <li>3. Active participation in different projects. Capitalise on the university's active involvement in various projects by seeking more collaborative partnerships, providing project management training, and maintaining research support and publication incentives.</li> <li>4. Integration of research in management programmes. Develop research-centric courses, organise regular research symposia or conferences, and promote international academic partnerships. Facilitate global student exchanges, internships, and the integration of the latest knowledge into study modules through regular curriculum review and interdisciplinary modules.</li> <li>5. Linking research to external stakeholders. Develop methods to align research with the needs of external stakeholders, not just within the academic community, and consider the use of good practice frameworks for curriculum design and structure.</li> </ol>

<p>Student admission and support</p>	<ol style="list-style-type: none"> <li>1. International student recruitment. Given the quality of the management programmes at KTU, the pursuit of specialised international accreditation, and the solid levels of research activities, it is likely that an opportunity exists to increase and enhance enrolment through targeted international recruitment. The realities of national visa restrictions may occur, however, consideration of new types of programme delivery such as low residency programmes.</li> </ol>
<p>Teaching and learning, student performance and graduate employment</p>	<ol style="list-style-type: none"> <li>1. Practice-based learning. Incorporate more practice-oriented learning and increase industry involvement in the study process.</li> <li>2. It is recommended to invest more time and ideas in strengthening Alumni activities, which could enhance the quality of studies and promote the name of KTU both in Lithuania and abroad further.</li> <li>3. KTU has built an impressive set of partnerships with business organisations which themselves use advanced and sophisticated methods of learning, development and design but those partnerships do not seem to be leveraged to bring the real-world methods into the classroom. It may be helpful to include more substantial use of such partner resources and techniques in the learning design.</li> </ol>
<p>Teaching staff</p>	<ol style="list-style-type: none"> <li>1. Qualified staff members. The faculty involved in Management programmes meet the requirements. To strengthen this, the university should maintain rigorous hiring practices. Attracting international faculty through innovative programme structures is an opportunity.</li> <li>2. Dedicated and enthusiastic faculty. To further motivate the teaching faculty, the university should establish recognition and reward mechanisms, encourage professional development, and enable teacher feedback.</li> <li>3. Professional development opportunities. Offering tailored training and pedagogical training is proactive. To enhance this further, assess staff needs more thoroughly and offer training accordingly.</li> <li>4. Incorporating research into teaching. Develop research-focused courses and organise research-sharing events like symposia to disseminate knowledge.</li> <li>5. Broadened view of research. Consider the impact of faculty research beyond academia and focus on providing meaningful insights to external stakeholders.</li> <li>6. Involvement of foreign professors and professionals. Expand collaboration with international experts in teaching, research, and mentorship through global partnerships.</li> </ol>

<p>Learning facilities and resources</p>	<ol style="list-style-type: none"> <li>1. Adapting facilities to the demands of digitisation. Many of the legacy facilities will require near-term adaptation to meet the needs of digitisation. Areas such as the use of data analytics, the Internet of Things, artificial intelligence, cloud operations, enhanced automation, and other “smart” technologies are accelerating and fording changes in on-site and remote teaching, learning, and other organisational processes. Facilities will, of necessity, need to adapt.</li> <li>2. KTU should explore options for improving parking facilities and further promote the use of transit options to address parking challenges on its urban centre campus.</li> </ol>
<p>Study quality management and public information</p>	<ol style="list-style-type: none"> <li>1. Enhancement of the quality improvement system. The VSKUS improvement system represents a well-developed approach to ensuring the quality of the study area elements. There was evidence that the deployment of the system is not consistent and may vary in some areas or work units. Central units such as the library seem to have differing, although robust, improvement processes. Potentially expanding VSKUS to ensure consistency across units may be desirable.</li> <li>2. Some students have suggested improving assessment methods, module structures, workload consistency, and feedback on their results and career avenues. Therefore, the expert panel recommends increasing the sensitivity of the student feedback mechanism to address these concerns.</li> </ol>

## VI. SUMMARY

Overall, KTU presents an example of very strong programmes delivered through high-quality people, processes, and technologies. Key points of each have been described in detail above.

Faculty and staff exhibited an engaged and dedicated approach to serving students and other stakeholders. The enthusiasm and caring nature of the faculty was evidenced consistently in the comments and reactions of students. Some key opportunities to build on this strength include developing methods to leverage the expertise of international faculty.

KTU has invested in developing solid and refined processes to support its mission, vision, and values. Within the field of studies, it was evident to the expert team that concerted efforts have been used over time to improve processes for design and delivery of learning experiences. The processes related to faculty research are also highly developed. There are opportunities for further improvement by embracing engaged scholarship above the norms of academic research and the scholarship of teaching and learning.

Creative methods of instruction and evaluation, possibilities for global mobility and participation in real-world research-based activities all considerably improve the entire university experience for students.

The university has invested in technology in a thoughtful and helpful manner. Learning systems, library resources, and adjunct technology have been selected and aligned to support educational efforts. The ability to use and leverage technology to expand the research of the programmes through greater internationalisation represents an opportunity for the institution.

The expert panel wishes to express its sincere appreciation for the welcoming nature of the staff, faculty and students at KTU and the engagement with the field of study accreditation process.

Expert panel chairperson signature:

Dr. Douglas Gilbert