



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT

STUDY FIELD

MANAGEMENT

at Mykolas Romeris University

Expert panel:

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5. Mr. Matthew Kitching, *student representative*.

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Report language – English

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Study Field Data

Title of the study programme	<i>E-Commerce Management*</i>	<i>Cybersecurity Management</i>	<i>Logistics Management</i>	<i>Sports Industry Management</i>
State code	6211LX064	6211LX066	6211LX068	6211LX070
Type of studies	University studies	University studies	University studies	University studies
Cycle of studies	Second	Second	Second	Second
Mode of study and duration (in years)	Full-time (1.5 years); Part-time (2 years);			
Credit volume	90	90	90	90
Qualification degree and (or) professional qualification	Master of Business Management			
Language of instruction	Lithuanian, English	Lithuanian, English	Lithuanian, English	Lithuanian, English
Minimum education required	Higher education	Higher education	Higher education	Higher education
Registration date of the study programme	2007.06.15.	2013.04.10.	2012.05.18.	2013.05.13

**The English name of this programme was changed to Electronic Business Management;*

Title of the study programme	<i>Performance Audit</i>	<i>Public Relations Management</i>	<i>Project Management</i>	<i>Crisis Management**</i>
State code	6211LX075	6211LX084	6211LX072	6211LX069
Type of studies	University studies	University studies	University studies	University studies
Cycle of studies	Second	Second	Second	Second
Mode of study and duration (in years)	Full-time (1.5 years); Part-time (2 years);			
Credit volume	90	90	90	90
Qualification degree and (or) professional qualification	Master of Business Management			
Language of instruction	Lithuanian	Lithuanian	Lithuanian	Lithuanian
Minimum education required	Higher education	Higher education	Higher education	Higher education
Registration date of the study programme	2011.06.01	2012.05.18.	2008.02.22	2012.03.20.

***The study programme will be terminated on 2023.06.30*

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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 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 (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 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 *11th of May 2023*.

Prof. dr. Jannis Angelis (panel chairperson) of *AFE0 division, KTH Royal Institute of Technology, Sweden*;

Ass. Prof. Dr. Giacomo Marzi, *IMT School for Advanced Studies Lucca, Italy*

Prof. Dr. Iveta Ludviga, *RISEBA University of Applied Sciences, Latvia*

Mrs. Saulė Motiejūnienė, *Director, UAB "Linolitas", Lithuania*;

Mr. Matthew Klitching, *Lancaster University, UK*.

1.3. GENERAL INFORMATION

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

No.	Name of the document
1.	-

1.4. BACKGROUND OF MANAGEMENT FIELD STUDIES AT MYKOLAS ROMERIS UNIVERSITY

Mykolas Romeris University (MRU) is a state university established in 2004, with its roots in the 1990s. MRU is the largest social science university in Lithuania, and it implements studies in three cycles of HE, and has four faculties: Law School; Public Security Academy (Kaunas); Faculty of Human and Social Studies; and the Faculty of Public Governance and Business (FPGB). More than half of these students are in the first cycle, around 40 percent of students are in second cycle studies, and there are many doctoral students. For internationalisation, there are extensive staff and student international exchanges for mobility and co-operations on studies and research projects (with over 500 institutions). Membership includes IAU, EUA, and AUF. There are joint study or research programmes with other universities in Europe and Asia. MRU conducts a notable amount of research in the social sciences and humanities, supported by dedicated centres and labs (e.g. Social Innovations Laboratory Network, MRU LAB). MRU operates eight second cycle degree study programmes in the field of Management. They have been previously registered and accredited by SKVC 2007–2013. Later accreditations by SKVC have awarded six-year long accreditations, some based on recommendations by AHPGS or ACQUIN depending on the specific study programme.

II. GENERAL ASSESSMENT

The second cycle of the *Management* study field at Mykolas Romeris University 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	4
2.	Links between science (art) and studies	3
3.	Student admission and support	4
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	4
	Total:	27

*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 were 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

The study programmes seek to be closely aligned with the demands of society and the labour market. Professional standards are followed and adhered to for module and course design. There is active change in modules provided within the study programmes, and even closure of existing programmes (e.g. Crisis Management), and planned opening of new programmes or modules based on societal and labour market needs. The field specialisation areas focus on skills in demand by industry, as noted in the provided SER (p.9-10) as well as through review panel interviews with the alumni and social partners. Overall, the aims and learning outcomes of the field study programmes are fully in line with the needs of society and the labour market. Of particular note to the reviewing panel was the relevance of the content and the highly experienced and skilled staff.

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

MRU has a strategy with mission and strategic goals which are closely aligned with the study programmes with their practical yet focused approach to the subjects covered. With explicit and close links with practice and an emphasis on relevance, active external partnerships are employed in the design and later delivery of courses in the different programmes. To ensure programme relevance to industry and student work, there is a flexible module schedule (e.g. evening classes) that should allow students to work while studying if needed. The active outreach through collaborations and student project disseminations should also have an impact on industry.

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

The study programmes are aligned with the set legal requirements as seen in Tables below for each respective study programme.

Table No. 1 Study programmes' **E-Commerce Management** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	0 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	19,9%
Individual learning	No less than 50 % of learning	80,1%

Table No. 2 Study programmes' **Cybersecurity Management** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	0 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	16,5%
Individual learning	No less than 50 % of learning	83.5%

Table No. 3 Study programmes' **Logistics Management** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	3 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	19,9%
Individual learning	No less than 50 % of learning	80,1%

Table No. 4 Study programmes' **Sports Industry Management** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	6 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	15%
Individual learning	No less than 50 % of learning	85%

Table No. 5 Study programmes' **Performance Audit** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	3 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	16,4%
Individual learning	No less than 50 % of learning	83,6%

Table No. 6 Study programmes' **Public Relations Management** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	6 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	19,3%
Individual learning	No less than 50 % of learning	80,7%

Table No. 7 Study programmes' **Project Management** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	6 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	18,1%
Individual learning	No less than 50 % of learning	81,9%

Table No. 8 Study programmes' **Crisis Management** 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	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	0 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	19%
Individual learning	No less than 50 % of learning	81%

There are a few minor differences between the programs, primarily in the number of contact hours, but all programmes fulfil the requirements and are compliant in all legal criteria.

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

Each of the study programmes have set modules that align subjects with the stated programme aims and learning outcomes (as seen in the SER Appendix 1.3). This covers subject

understanding, research skills, personal skills, technical subject and skills (called special abilities in SER). There are some overlapping modules (e.g. research methods) but a significant proportion of the modules are dedicated to their respective study program. As stated by both students and the social partners stated to the review panel, many of these modules assume an accumulation of knowledge and are given at a professional level by experienced staff. Module grade based on combination of module assessment scores. Use of mixed assessment methods helps in ensuring that actual learning outcomes are captured in the module assessments. This supports the established aims and learning outcomes.

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

The provided SER (p17, and ANNEX 1.3) covers the modules and options available in the study programmes. There is a mix of core and electives in each, providing students the skills required. There is an emphasis on covering actual skills needed in the various programme modules, as taught by often very experienced and knowledgeable staff (as noted in both the staff and social partner interviews by the panel). The use of different teaching formats allows students the access to different learning environments. The combination of appropriate electives and core modules ensure consistent student development as expected and required for each study programme. Involvement of the social partners in course and programme development helps steer the development of the programme students.

It was noted by the review panel that modules are aligned for content, but typically there is no sharing of modules between the teaching staff. Hence, it is important that care is taken that knowledge is accumulated throughout the programme so that concepts or methods are not overly repeated between modules.

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

The programme students have the possibility to customise their studies, as apparent in the electives available (as per SER ANNEX 1.3). Similarly, the internships can be chosen based on individual student preferences and interests. The final study project provides an opportunity for further customisation. There is also blended learning used in the modules, and the ability to take modules on evenings (to facilitate conflicting work schedules).

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

The final project is obligatory for all students in the field study programmes. The final project is conducted individually, with the academic supervisor. The students and alumni met by the expert panel commented on the expertise of their supervisors and the support they provided for the final thesis to ensure relevance and rigour. Interviewed faculty presented their view that the thesis is a way for students to specialise and also explore a chosen topic in-depth for both personal and professional benefit. The final theses are in line with each of the programme

content and they let the students achieve the outcomes of the management study field and each of their programme.

Overall, the aims and learning outcomes of the field study programmes are in line with the needs of society and the labour market. In particular, strengths and weaknesses of this evaluation area are as follows:

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Relevant programme focuses, in alignment with societal and labour market needs.
2. Dynamic approach to module and programme content, with ongoing updates and changes.
3. Experienced and dedicated staff seeking relevance in their modules that facilitate student learning.

(2) Weaknesses:

1. Student numbers in each study programme are smaller than their potential despite the programmes having good content, the HEI needs to improve the marketing strategy of the programmes.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities were 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

The scientific output at MRU for strengthening the study programs (SPs) in the fields of management (S003) and economics (S004) has shown improvement, as indicated by the increase in the number of publications included in the WoS/Scopus databases from 47% in 2019 to 86% in 2022. This progress is a result of the university's strategic orientation towards internationalisation and research enhancement. It is commendable that MRU has achieved notable success in publishing six monographs and scientific studies in the fields of S003 and S004 through highly regarded publishing houses like Springer and Routledge, along with fostering international co-authorship. This accomplishment underscores the increasing global prominence of MRU's research activities, which is indeed a great stride towards research excellence.

While these achievements are noteworthy, it is essential to ensure that the quality of publications is consistently maintained and even improved upon, in order to further enhance MRU's international reputation in the academic community. One way to accomplish this is to be vigilant about avoiding journals that may not fully adhere to the stringent standards of top-tier journals. In order to help guide researchers towards selecting high-quality publishing avenues, it is recommended that MRU faculty and staff consult widely recognized journal ranking lists such as the Academic Journal Guide (AJG) list, the ABCD list, or the VHB list. These

lists provide a comprehensive assessment of the quality and impact of academic journals, helping to ensure that researchers choose to publish in highly regarded outlets. By referring to these lists and continuing to focus on publishing through esteemed publishers, MRU can further strengthen its research contributions and increase its international visibility. This not only benefits the institution as a whole but also fosters a culture of academic excellence that supports researchers in their quest for knowledge and discovery.

MRU is actively engaging in the internationalisation of research by inviting visiting professors who not only contribute to the study programs but also take part in joint research activities. Visiting professors have participated in conferences, edited scientific journals, and established collaborative agreements between MRU and other universities. Research conducted in the field of management directly corresponds to the content of subjects taught in the 2nd cycle of the management study field. Topics such as the impact of the COVID-19 pandemic on businesses, consumer behaviour, sharing economy, and e-trade in a global environment are all relevant to the current trends and challenges faced in the field. Additionally, the research carried out in the areas of Public Administration (PA) study program supports the content of the subjects taught. Researchers at MRU are exploring topics such as performance audits, risk assessment, financial management, decision-making, and quality management, all of which contribute to a comprehensive understanding of the field.

In conclusion, MRU has made significant progress in ensuring the sufficiency of science and applied science activities implemented for the field of research related to the field of study. The continuous focus on internationalisation, research enhancement, and the alignment of research activities with the study programs ensures that MRU's academic community remains up-to-date with the latest developments in their respective fields.

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

MRU has been actively working on strengthening the connection between the content of their study programs and the latest developments in science, art, and technology. This is evident in the various research activities and strategic initiatives undertaken by the university. MRU's research activities in the fields of management (S003) and economics (S004) directly respond to the content of the subjects taught in the study programs. Research on contemporary trends in management and the economy focuses on topics such as the impact of the COVID-19 pandemic on businesses, consumer behaviour, sharing economy, and e-trade in a global environment. These topics are vital to both the state and businesses and have a direct impact on the study programs.

The research carried out in the PA study program corresponds to the content of the subjects taught. Researchers are exploring topics like performance audits, risk assessment, financial management, decision-making, and quality management. These research activities support the subjects of Private and Public Finance Management, Management Accounting Theory and Practice, and others, ensuring that the content of the study programs is up-to-date with the latest developments in the field. MRU has been engaging visiting professors who not only

contribute to the study programs but also participate in joint research activities. These collaborations help foster the exchange of knowledge, ideas, and expertise, resulting in a stronger link between the content of studies and the latest developments in science, art, and technology.

During the field visit to MRU, it was evident that the senior management team is highly committed to fostering a research environment that emphasises the impact and quality of the work produced by its academic community. This focus aligns with MRU's strategic objectives, which include promoting the publication of scientific outputs in Q1 and Q2 scientific journals, which are considered to be the top tier in terms of quality and impact in their respective fields.

The orientation of the senior management team towards impact and quality is a critical factor in driving MRU's research agenda forward. By setting high standards for research output and encouraging faculty to target Q1 and Q2 scientific journals, MRU ensures that its researchers are not only contributing valuable knowledge to their respective fields but also elevating the institution's profile on the global stage. This focus on quality research output ensures that the academic community is actively engaged with the latest developments in their respective fields. The university's strategic orientation towards internationalisation has led to an increase in the number of publications included in the WoS/Scopus databases. This demonstrates that MRU's research activities are aligned with international standards, which in turn helps ensure that the content of studies is in line with the latest developments in science, art, and technology.

In conclusion, MRU has been making significant efforts to strengthen the link between the content of studies and the latest developments in science, art, and technology. By focusing on research relevance, international collaboration, quality publications, and a strategic emphasis on internationalisation, MRU is successfully aligning its study programs with the latest advancements in their respective fields.

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

MRU has been actively working to create an environment that encourages and supports student involvement in scientific (applied science, art) activities that are consistent with their study cycle. Several initiatives and conditions can be identified that facilitate this engagement, for example, MRU's research output in the fields of management (S003) and economics (S004) is directly related to the content of the study programs. By conducting research on contemporary trends and issues, the university ensures that students have the opportunity to engage in scientific activities that are relevant to their studies.

The university also invites visiting professors to participate in study programs and joint research activities. These collaborations provide students with access to international expertise and offer opportunities to engage in research projects alongside these experts. For example, students have opportunities to engage in research activities conducted by faculty members for both Management and Public Administration programmes. These research activities are directly related to the content of the subjects taught in the program, providing students with a meaningful and relevant research experience.

In conclusion, MRU has successfully created an environment that encourages and supports student involvement in scientific (applied science, art) activities that are consistent with their study cycle. Through relevant research activities, international collaborations, a focus on current trends, and a strategic commitment to internationalisation, MRU ensures that students have ample opportunities to engage in research projects that align with their academic interests and field of study.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Research enhancement and internationalisation: MRU has shown a significant increase in the number of publications included in the WoS/Scopus databases, from 47% in 2019 to 86% in 2022. This demonstrates a strategic orientation towards internationalisation and research enhancement, which positively impacts the quality of research output and the academic environment.
2. Integration of visiting professors: The university actively engages visiting professors in study programs and joint research activities. These collaborations provide students with access to international expertise and help strengthen the connection between the content of studies and the latest developments in science, art, and technology.
3. Relevance of research to study programs: MRU's research activities in the fields of management and economics, as well as the Public Administration study program, directly correspond to the content of subjects taught in the study programs. This ensures that students have the opportunity to engage in scientific activities that are relevant to their studies and aligned with current trends and challenges in their respective fields.

(2) Weaknesses:

1. Limited research output in high-impact journals: Although there has been an increase in the number of publications in WoS/Scopus databases, the expert panel noted that research output in terms of publications in high-impact Clarivate/Scopus journals was limited. This suggests that there is room for improvement in terms of the overall impact and visibility of MRU's research activities.
2. Limited use of international journal lists: To maintain and improve MRU's international reputation, researchers should consult widely recognized journal ranking lists like the AJG, ABCD, or VHB lists when selecting publishing avenues. This approach helps ensure publications are high-quality and fosters a culture of academic excellence, benefiting both the institution and its researchers.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support were evaluated according to the following indicators:

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

The University confirmed to the team in its SER that admission to the second cycle programmes is carried out in accordance with the Law of the RL (Republic of Lithuania) on Science and Studies No. XI-242, through implementation of the Rules of Admission of Students to MRU. These Rules are approved by the Senate and updated, where necessary, on an annual basis. The institution permits University graduates of any field of study, college graduates who have completed additional studies in management, or college graduates who are positively evaluated in the motivation interview, to enter their master's studies. The University has an established algorithm for the competitive score and applicants must also possess English language competency at B2 level, for those programmes taught in English.

Applicants are required to sit a motivational interview that is conducted by the Head of the Study Programme Committee. The outcomes from the interview are submitted to the University's Admissions Committee who make the ultimate decision to admit based on the interview and other entry requirements. Students informed the team that they found the interview process clear and fair and that it informed their decision to study the programme. Information pertaining to the admissions process is outlined on the MRU master's studies website. The team found the information was appropriate and comprehensive and students stated that they were able to find the information they required during the application phase, or else staff were expeditious in responding to queries.

Applications have increased significantly between 2019 (541) and 2021 (715), which MRU attributes to the introduction of more effective marketing strategies. The increase in applications was also mirrored by an increase in the number of students selecting MRU as their first priority. However, in practice the institution witnessed a small reduction in student numbers across the same period and a more marked decline in the number of state-funded places that it awarded. The University attributes this to a 34% increase in tuition fees and while the team agreed this was a contributing factor and demand remained buoyant, the institution needs to develop more effective strategies for conversion.

Promisingly, the University has admitted a growing number of international students to the study field. A total of 51 in 2021, up from 14 in 2019. This serves to strengthen internationalisation of the programmes but also means that the growth in international numbers is masking an even more significant decline in home students, based on the data above. Given the volatile nature of international student recruitment the team considered that the University should ensure it is building strategies that will lead to sustainable international student recruitment in order to mitigate the risks posed by the changing home student market, should that prove to be a long-term challenge.

The expert panel found evidence that the University strategically reviews the management portfolio and makes changes where necessary, based on demand and other factors. Recent examples include suspending admissions for particular programmes and only admitting cohorts in English language modality.

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

The Procedure for the Evaluation and Academic Recognition of Educational Documents Issued Abroad was approved by the Senate in 2018 and is available in English via the University website. The University commits to completing the process of recognition within one month and students may appeal the outcome, first to MRU and then SKVC. MRU complies with SKVC requirements relating to reporting for recognition of foreign qualifications. The University provided the team with data that demonstrates applications are refused, either where qualifications are not recognised, or applicants fail entry examinations.

The institution also has an established Procedure for the Recognition of Study Credits. The procedure includes a clear explanation of circumstances under which credits will be accredited without restriction. Where these conditions are not met applicants must submit an application to MRU. Based on the information provided or requested from other institutions study programme staff will then assess the comparability of the programmes and learning outcomes. The University maintains data on ECTS acquired through Erasmus+ study. Students are required to study according to plans that are approved in advance of any mobility opportunity and consequently these credits are fully recognised. Similarly, the expert panel judged that the institution has suitable policies and procedures for considering and recognising informal learning, approved by the Senate and available online. Applicants are required to have at least secondary education, hold between 3-5 years' experience in the field and be able to provide evidence that this experience aligns with learning outcomes of the programme.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

The University offers a range of mobility opportunities for students, including through bilateral university agreements, international traineeships and participation in study and summer schools. In addition, students can also engage with international projects run by faculty. The team found that information on the University website is clear and outlines the timescales, selection process and possible partners. Students wishing to undertake a period of mobility are required to complete an online application. Academic arrangements are discussed with the Vice Dean and students are required to sign a learning agreement which confirms the courses students will undertake in the host institution. Students confirmed to the team that support for mobility is accessible and informative.

Between 2019 and 2020 the University received an increasing number of incoming students admitted for the full study programme and an even greater number of applications. However, MRU informed the team that a significant proportion of students had difficulties securing visas to study. Those that did enrol came from a wide range of countries including China, Georgia and

Nigeria. Incoming student mobility for shorter periods of study is more limited with as few as 6 students on such agreements in 2021. However, outbound mobility is increasing with 18 students in 2021 spending time abroad, in countries including Ireland, Turkey and Germany.

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

The University has a wide range of support services in place for its students. These include a Psychological Service with a physical presence on campus that is clearly promoted on the MRU website. The service also makes use of volunteers who are intended to serve as a bridge between the service and the wider MRU community. The institution also has a chapel on campus that enables students to engage in worship, conversation and pastoral interactions with a priest. MRU operates a Career Centre that collates employment opportunities for management students and promotes them online and through email. The Centre also collects information from graduates to monitor graduate destinations. In addition, the Centre also holds regional meetings with alumni to gather feedback on their experiences in business.

The University also runs a Community Welfare Centre, designed to coordinate the provision of support services, the MRU Health and Sports Centre for students who are interested in sports and the Cultural Activity Centre. Activities run by the Health and Sports Centre include aerobics, Nirvana Fitness, callanetics, volleyball, badminton, basketball, and workout sessions both with a coach and independently. Whereas, the Cultural Activity Centre organises a very broad programme, including cultural folk, music and dance ensembles, ranging from a pop vocal group 'Jazz It Up', the folk-dance ensemble SKALSA, dance clubs Latino and Bolero, and the University Theatre Troupe.

Students confirmed the suitability of these arrangements as well as stressing to the team that help is available in the form of additional study support on return after a period of deferral. Students also praised the comprehensive nature of induction and the fact it extends beyond a single week. Staff also receive a weekly newsletter that includes a summary of support available for students, staff affirmed that this is helpful in coordinating student referrals to support services.

A range of financial scholarships are also available to MRU students. These include incentive scholarships based on student performance. The institution witnessed a decline in the number of these awarded from 79 in 2019 to just 30 in 2021. The University also awards social scholarships for students in financial hardship, which also declined over the same period; perhaps surprisingly given this coincided with Covid-19. Further scholarships include the International Ambassador's, Group Coordinator's and Patron Scholarship. Despite the reduction in the use of certain scholarships, students were satisfied with the support and the institution stressed the effectiveness of its approach on the basis of a reduced dropout rate. Students are encouraged to declare any disability during the application and enrolment phase. During the facilities tour, the team witnessed the extensive and high-quality facilities available for students with disabilities. These included accessible lecture, seminar and support rooms,

but also dedicated resources in the library including braille printers and equipment to aid with close reading of text.

3.3.5 Evaluation of the sufficiency of study information and student counselling

The MRU extended induction provides students with a wide range of study information, including about the library, MRU legal acts regulating studies, their study programme and how it will be organised, as well as who to contact in case of questions. This is further supplemented by information about each subject that is presented by teaching staff during the first lecture. Students confirmed this approach is adopted consistently. Limited information about the study programme and its subjects is also published on the MRU intranet.

The consultation times of teaching staff are published on the website of each institute. Consultations are available in both face-to-face and remotely, taking account the different study modes of students. Students' interests and career opportunities are discussed during individual consultations and students themselves confirmed that they found consultations to be developmental and responsive to their needs.

To monitor that students are provided with sufficient information and advice regular student surveys are carried out. The University reported to the team that student surveys between 2019–2021 show that students agree that the programme's lecturers, vice-dean, and directors of the institutes provide sufficient counselling (group and individual) for exam preparation.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The University's arrangements for supporting students with disabilities.
2. There is a growth in student applications.

(2) Weaknesses:

1. The need to strengthen outbound mobility
2. The reduced conversion rate, considering the increase in applications

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment were 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

The scope of the Management field study programmes is 90 credits, and the number of credits in the field of study is 60. The subjects of the field of study are intended to convey the basics and special knowledge of the field of study, to develop the skills and understanding necessary to acquire a degree. These study subjects can be of a different direction than the Study

programme according to which they are studied, but are fundamentally related to the intended learning outcomes of the study programmes. For the final master's thesis, 30 credits are allocated. Each study programme consists of 90 credits, and between 15% and 19% of the study programme hours are allocated to contact hours. Contact hours are teacher-led studies (lectures, seminars, etc.) and can be done remotely (i.e., through electronic study tools) as well.

Teaching, learning, and evaluation methods are presented in the subject descriptions. Each learning outcome is achieved through appropriate teaching, learning, and evaluation methods. Independent work tasks correspond to the learning outcome of the study programs. Different methods of teaching and learning are used in the study programmes: traditional and interactive lectures; seminars; workshops; problem-oriented teaching; guest lectures; literature review; brainstorming; verbal communication; diary; role play; group discussion (small group); group discussion (round table); debates; problem analysis and resolution; case studies; project work; preparation of presentations; individual and group research; individual and group assignments; information retrieval and analysis; educational films, etc.. Teaching staff use teaching/learning platforms such as Microsoft Teams, Zoom, Big Blue Button, etc., alongside traditional lectures, interactive methods, and visits to companies. It uses interactive teaching methods including educational technologies (e.g., whiteboards, flipped classroom), virtual technologies, and the Moodle environment. Groups of the students are comparatively small and teachers can consider individual students' learning styles and needs.

Subjects involve the following evaluation methods: problem analysis, projects, tasks, colloquium, case studies, presentations, research work, tests, essays, reports, portfolio, and defence of the master's thesis. The evaluation of learning outcomes is based on the system of cumulative grade (score), which is set up in the Procedure for the Assessment of learning outcomes at MRU (from 1 February 2021). Students' learning outcomes are formatively evaluated throughout the study process each semester before the summative evaluation is carried out at the end of the study subject. A cumulative grade is the average of the sum of grades of formative evaluations and the grade for final summative evaluation (examination). A 10-point grading scale is used to evaluate the learning outcomes of MRU students. The teachers of all programmes before the beginning of each semester have to update and revise the subject descriptions and to keep the teaching, learning and evaluation methods up to date. SPCs and the head of the SP deal with the initiation and change of the corrections of the descriptions at the end of the study year. Students can discuss with teaching staff about evaluation results, the cumulative score, qualitative and quantitative evaluation criteria.

Students' individual work is an integral part of the teaching and learning process. The hours allocated to individual work constitute 80%–85% of total workload. Students independently study the required and recommended scientific and methodological literature and prepare for seminars, certified independent work, projects, and exams. MRU provides suitable conditions for students' independent work. Moodle is a widely used virtual learning environment, and virtual classrooms have been created for teachers, SPs, and groups. Teachers update virtual classrooms every semester, and students have access to general information about the subject's studies; study material packages in digital format; self-evaluation tests, midterm examinations, and other examinations. Graduated students can continue their studies in the 3rd cycle studies

to pursue their doctoral degree in different fields, including the field of Management at MRU and other Lithuanian or international universities.

MRU is using different methods of teaching and learning in the study programmes. Teaching staff use virtual technologies and the Moodle environment for teaching/learning. The evaluation of learning outcomes is based on the system of cumulative grade.

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

Studies are accessible and adapted to the special needs of students. Students with special needs fill out the form in their e-studies record book which helps the administration to find out what type of help they need during their studies and allows MRU to provide a study environment that meets their needs and they can study individually. Upon the student's request, the dean's order is prepared. Counselling on study accessibility issues regarding the individualised study process takes place according to students' needs. The forms of counselling are varied, and students can communicate with teachers in the following ways: at an agreed convenient time in the classroom; after/before sessions in the auditorium; by email; or via the Moodle platform. MRU Library is equipped with specialised software and other equipment for vision- and motor-impaired users.

Students with special needs or from socially vulnerable groups are actively integrated into the life of the academic community: they can participate in scientific events, conferences, student organisations, and MRU cultural activities. Infrastructure is adapted for people with mobility and visual impairments: lifts are installed, and the library is equipped with specialised computerised workplaces. In the central building, two entrances to MRU have been adapted for people with special needs, and it is possible to enter the premises using an elevator. There are adapted transitions between different parts of the central building. Toilets for people with special needs are available everywhere. Lifts are provided to help wheelchair users easily access reading rooms and other library facilities.

Students from socially vulnerable groups or students with special needs can apply for financial support. In the cases specified in the Administration Procedure of Tuition Fees and Payments at MRU, the tuition fee may be reduced by up to 50% or the student may be fully exempted from paying the tuition fee. Students from socially vulnerable groups or students with special needs can also receive state support, including: 1) a social scholarship of 3.25 BSI (basic social benefit) for a semester, paid monthly; and 2) a specific benefit payment (€152/month) (SER p.42).

There are various forms of support to students coping with academic, financial, social, psychological, personal, and other problems. Issues of a psychological nature can be addressed to the Psychological Service. St. Augustine's chapel, located on the MRU campus, is available for student worship and conversations with the priest. In 2021 the Community Welfare Centre was established at the university to coordinate the provision of support services, to increase their relevance, and to ensure the well-being of members of the MRU community (including students).

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

The progress of students in the field is monitored in accordance with the Study Regulations of MRU. MRU looks for solutions to reduce the dropout rate by investigating the reasons why a student decides to terminate a study contract. From 2019, the possible drop-out of students has been monitored from the moment the student submits a request for termination of a study contract. The head of the programme or an employee of the academic unit (e.g., vice-dean, director of the institute) is contacted with the student who has applied for termination of a contract. The aim is to find out what led the student to decide to terminate the study contract. Possible options to help the student to continue the chosen studies are provided; e.g., creating an individual study plan. Practice shows that after contacting students, most decide to continue their studies. The comparison of data indicates that dropout rates within the 1st year of studies in the 2nd cycle of the Management study field have not increased: 16% dropouts in 2019/2020; 15% dropouts in 2020/2021; and 15% dropouts in 2021/2022 (SER p.43).

The review of the financing of state-funded studies takes place at the end of each semester based on the academic achievements of students. Every year, the best-studying students in non-state-funded studies who completed a year of studies are eligible for reimbursement of the tuition fee. The university sends the list of students who are eligible for reimbursement from the state budget. The list includes students who completed a year of non-state-funded studies, have no academic debts and achieved an excellent or typical level of study results.

Students who accumulate academic debts or who show poor motivation during the semester in one or several subjects consult with the heads of the 2nd cycle Management programmes. The heads advise the student to negotiate an individual timeline with the subject teachers, retake the subject, or temporarily terminate studies and return as a student integrating into the next intake group.

During the studies, teachers provide student feedback to promote and measure students' knowledge and skills. Feedback for students usually is provided in the middle and at the end of a semester, along with midterm accounting and exams. Also, teachers are providing evaluation in the classroom after each finished task. Individual feedback is given on Moodle to inform the student of their progress. During and after internships, students are consulted on difficult issues, and at the end of their internship a more in-depth discussion of their achievements and problems is conducted.

MRU monitors students' progress in accordance with the Study Regulations of MRU. Some students, based on performance, can apply for reimbursement of the tuition fee. Feedback for students is provided throughout the whole study year.

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

Data on objective career monitoring (employability of graduates 6 months and 3 years after graduation) are monitored by MRU, and featured in the MRU strategic plan for 2021–2023.

According to Sodra (State Social Insurance Fund Board) statistics, in 2018, MRU graduates ranked 1st among Lithuanian HEIs in terms of the percentage of those employed 6 months after graduation (77.6%). In 2019, the employability of graduates 6 months after graduation was 60.45%. In 2020, this figure reached 73.47%. In 2021, the employability of graduates 6 months after graduation was 74.66%. (SER p.44) The MRU Career centre also conducts subjective career monitoring of graduates via the Career Management Information System (CMIS). CMIS does not include data on self-employed persons, or those who have gone abroad. Graduate career tracking is constantly performed by the SPC, who are involved in monitoring the professional activities of graduates using the following instruments: data from the Karjera.lt website (CMIS); direct communication with graduates via email, social media, and telephone.

MRU graduate survey participants valued their studies based on professional and academic experience. Most of the graduates agreed that their studies were modern, they were taught skills that are needed in today's labour market. Students could learn languages, choose different subjects, find all necessary literature at the library, and use up-to-date technology. 62% of graduates agreed that financial, psychological, and academic support was available and effective. 37% of respondents admitted that there was a lack of practical experience, including: work experience in different organisations; work experience; and contract management, negotiation, and time management. (SER p. 44). They recommended: focussing on work experience, simulations; more work experience work; more real-life examples while delivering theory; and more discussions.

Graduated students have a close personal relationship with their study teachers after graduation. They are invited to participate in events organised by MRU and to share their experience with students. Since 2022, the MRU Career Centre has been making focused efforts to strengthen regional MRU alumni networks. 5 meetings in different Lithuanian regions have been organised so far. The effort is supposed to move towards a much closer and better coordinated relationship with alumni that could possibly lead to the creation of a formal alumni organisation. MRU has their attention to regional alumni networks and it can be a good point for maintaining relationships with the graduates and also there is even an opportunity to attract new students through this network. There is no official data regarding employers' opinions on the training of graduates or the acquired competences. Social partners can take part in the master's thesis defence procedure as members of the defence commission and can discuss Management study field graduates' knowledge and practical skills. Social partners expressed the need for more relevance of students' practical skills.

MRU is tracking and monitoring graduated students' employability and providing surveys for students. Graduated students have close relations with MRU, but no official Alumni organisations exist.

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

The University has The Code of Academic Ethics which was adopted in 2015 and is based on the basic principles of the Magna Charta Universitatum. Students can be expelled from MRU, as

for the serious violation of academic ethics, without the right to enter MRU for up to five years. The Development of MRU's academic ethics infrastructure is directly coordinated with the development of the quality assurance system.

The Academic Centre of Ethics was established at MRU in 2011. In 2011, MRU became a member of the International Academic Integrity Centre and acquired the right to apply the Academic Integrity Assessment Guide developed by this centre.

During the COVID-19 pandemic quarantine the new OXICO anti plagiarism verification system was introduced as all lectures and exercises were conducted online and students moved their completed assignments and final theses to the Moodle.

Students can also inform others regarding potentially violated academic ethics by providing feedback on the quality of the teaching of the study subject. This feedback is analysed every semester by the head of the programme, the director of the institute and the Center for Academic Affairs. Information on academic ethics and the possibility of applying for a possible breach of academic ethics is available on the MRU website.

MRU pursues a non-discriminatory study and research policy, as set out in the Code of Academic Ethics. Gender equality is ensured in accordance with the national recommendations on how to ensure equal rights for men and women in Lithuanian HEIs. There were no assessed cases of violations of the principles of academic integrity, tolerance and non-discrimination in the 2nd cycle Management study field over the last 3 years of studies. This was influenced by the information provided to students during introductory lessons and before all assessments (including papers, coursework, etc.) about the principles of academic ethics at MRU.

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

According to the Appeal Regulations of MRU, students may apply to examine a decision on: 1) the validity of the regulations for admission to MRU, the decision not to admit to MRU; 2) the procedure of a session of examination and defence of a yearly paper; 3) the assessment of session or study results and/or an examination; 4) the procedure of the defence of a final paper and the taking of a final examination; 5) the crediting of the study results; 6) the recognition of the achievements and competencies acquired in a non-formal way; 7) the decision of MRU not to confer a scientific degree; 8) and an expert assessment of the dissertation/monograph submitted externally. (SER p. 46) When appeal is received The Appeal Commission shall be formed no later than within five working days, which shall examine the student's application and adopt a decision.

There were no appeals or complaints during the last 3 years in the Management study field. All students are introduced to the legal regulation of assessment and appeals during introductory week. MRU has the Appeal Regulations and students can apply to examine the decisions.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Teaching, learning, and evaluation methods allow for students to get necessary skills and knowledge of management.
2. Good conditions to study for socially vulnerable groups and students with special needs.
3. Well organised monitoring procedures of the academic progress of students.
4. Good relations with social partners and satisfaction of graduates with the competences developed within their studies at university.

(2) Weaknesses:

1. Students complain about a lack of practical experience.
2. No official Alumni organisation.

3.5. TEACHING STAFF

Study field teaching staff were 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) to achieve the learning outcomes

In the MRU Management study field during the period under analysis, the subjects/ modules of the 2nd cycle were taught by 52 to 63 teachers each academic year (SER p.46., Table 5.1). Of these, 80% hold a scientific degree in the field of Social Sciences, others are experienced practitioners who have gained at least 3 years of professional experience corresponding to the subjects taught in the last 7 years (SER, p. 47). The share of the permanent teaching staff (working at least part-time and for no less than 3 years at MRU) is composed of 24 teachers, and accounts for 67% of the teaching staff delivering field subjects in the 2018–2022 academic year.

The 2nd cycle of the Management study field is taught by 22 (31%) professors, 23 (33%) associate professors, and 11 (16%) lecturers with scientific degrees. There are also lecturers-practitioners (20%) who work in the international logistics, project management, audit performance, cybersecurity fields (according to data in SER p.47, Table 5.3). Such proportions indeed make it possible to guarantee students the professional and high-quality transfer of relevant knowledge.

During the reporting period, the number of teaching staff have changed insignificantly. These fluctuations in teaching staff composition were insignificant, and largely dependent on the current need for visiting lecturers or practitioners (SER. p. 48.). This allows us to conclude that the number of teachers in the field is stable, and the turnover is minimal.

The ratio of the teaching staff to students in the 2nd cycle Management study field varies depending on the programme and is on average 2:1 (SER p. 47., Table 5.2). This is logical as the study field is represented by 8 specialised programmes and the ratio means that each teacher works with an average of 1 or 2 students. Experts agree that this ensures quality of content

delivery and provides excellent conditions for individual academic support, counselling, and feedback to each student.

All teachers are active in science and have presented 2-3 scientific outputs (according to discussion during the visit and data in Annex 5.1). The research outputs and applied science activities are well integrated into the study process (according to discussion with teachers). During the visit teachers confirmed that the research workload is a part of their job descriptions, they mentioned examples of research projects and joint research with students. Experts had a very positive impression about the teaching staff that was met during the visit – all of them seemed highly motivated and professional, all of them spoke good English. This allows concluding that the number of the lectures in the MRU study field, their experience of pedagogical and practical work, and qualifications are sufficient to achieve the learning outcomes and comply with the requirements, established in the legislation.

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)

The mobility of teachers in the Management field of study at MRU takes place mainly as part of ERASMUS+ agreements or other programmes, research projects funded by the Research Council of Lithuania, DAAD funding, etc. (SER, p. 49). Information about conditions, eligible partners for mobility, and templates for these documents are publicly available and are announced on MRU's website, and is distributed via internal communication channels (MRU newsletter) and social media. The call for mobilities is open permanently according to the funding limits available. The selection of staff for teaching or training mobility takes place inside the academic division. The main selection criteria are: proficiency of foreign language for teaching at a foreign university; content of teaching programme; experience in international academic activity; teaching experience in MRU joint- or double-degree programmes or English-taught programmes; and proficiency in using innovative teaching-learning methods/ICT (SER, p. 46). During the period under review, MRU has achieved a good number of outgoing visits – 53 (SER p.47., Table 5.6).

During the visit teachers confirmed that they are supported and have good conditions for teaching and staff mobility. Moreover, they mentioned mobility possibilities among the main motivators for their working at MRU. Lectures by visiting foreign teachers are also a major contributor to the internationalisation of studies. The total number of incoming teaching staff visits in this period was 39 (according to data in SER, p. 50., Table 5.7).

This allows us to conclude that MRU teachers have good conditions for ensuring teaching staffs' academic mobility, still for some members of the teaching staff more motivation to participate is needed. Some exchange of positive experiences might be advised.

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

MRU pays a lot of attention to the improvement of teachers' competences. MRU conducts internal courses (SER p. 51 numerous examples of training options are mentioned). During the

visit teachers confirmed that they have a certain percentage of their workload dedicated to raising their qualifications.

Teaching staff also individually improve their qualifications on different topics relevant to the study field (such as research methodology, project management, coaching, etc.), which allows them to present the latest insights from scientists and practitioners to students. By implementing research in the field of Management, teaching staff directly contribute to the improvement of their scientific competence (Officially registered scientific conferences can be seen in ANNEX 5.3.). This complements studies by ensuring that the knowledge imparted to 2nd cycle Management students is based on the latest research and information in the field of Management. Teachers who were met during the visit confirmed that they have a very wide choice of topics for qualification development and possibilities for raising professional qualification was mentioned by teachers among the motivators for working in MRU.

Generally, teachers of MRU are very enthusiastic, they mentioned many examples of teaching innovation they have implemented in their courses, and they implement student-centred learning principles in their work.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Highly motivated and enthusiastic teachers.
2. Well established mechanisms for ensuring teaching staff mobility and good results achieved

(2) Weaknesses:

1. None identified.

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

On the physical Resources; MRU offers modern, well-equipped teaching spaces that foster active learning and student engagement. The campus is frequently buzzing with activity, as students make full use of the facilities. Auditoriums feature visualisation equipment, sound installations, and wireless networks, while being accessible to those with mobility and visual impairments. Flexible learning spaces, ergonomic furniture, computerised workstations, and various auditoriums for different activities all contribute to an inclusive, engaging, and effective learning environment.

An enhanced wayfinding system at the MRU premises would indeed be highly beneficial for students, visiting staff, and individuals with disabilities, enabling them to better navigate the

campus and easily locate auditoriums and rooms. Providing clear and accessible maps, along with additional information about reaching various campus locations, would contribute to a more inclusive and welcoming environment for all members of the MRU community.

MRU understands the importance of providing its students and staff with access to reliable and up-to-date informational resources. The university has a well-stocked library, containing a wide range of books, journals, and electronic resources to support research and study activities in the fields of management, economics, and public administration.

MRU's library meets the highest standards of modern academic libraries. It offers a wide range of physical and electronic resources, including books, journals, and access to numerous international and national databases. The library's resources are updated regularly and tailored to the needs of the academic community. Additionally, MRU provides remote access to subscription-based library resources and offers information literacy training and consultations to support students and staff in their research and study endeavours.

MRU's commitment to providing an effective learning process is also demonstrated through its allocation of financial resources. The university invests in research enhancement and internationalisation efforts, which have led to improvements in the quality and visibility of its research output. These investments have a direct impact on the quality of education provided to students and support the development of study programs that are relevant and up-to-date with the latest developments in the fields of study.

MRU allocates adequate financial resources to maintain and improve its infrastructure, as well as ensure the regular update of ICT equipment and software. The budget for study materials has been differentiated by faculties/institutes and study fields, allowing more accurate planning of resources for specific study programs. Funds are allocated for purchasing printed publications, database subscriptions, and other resources required for an effective learning process. The university also allocates financial resources for scholarships, grants, and other forms of financial assistance, ensuring that students from diverse backgrounds have the opportunity to access higher education. By providing adequate financial resources, MRU supports its academic community and ensures that students can focus on their studies without undue financial burden.

The evaluation of MRU's physical, informational, and financial resources reveals their suitability and adequacy to ensure an effective learning process. By providing a modern and inclusive learning environment, a comprehensive library system, and sufficient financial resources, MRU contributes to the overall quality of studies and the achievement of learning outcomes.

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

MRU demonstrates a structured approach to resource planning. Departments responsible for material and information resources collect and analyse quantitative and qualitative

information, update and supplement resources, and provide annual public procurement plans to MRU management. This helps ensure the resources are properly allocated and maintained to support field studies.

The library plays a crucial role in resource planning by identifying the need for printed books and electronic databases at the beginning of each calendar year. Academic staff from various study fields select books published by international publishers and coordinate with the institute's director. Applications for public purchases are formed by the library 2-3 times a year, ensuring a targeted approach in acquiring essential resources for field studies.

MRU has implemented a common goal of regularly updating ICT equipment and software every five years, ensuring the technological infrastructure remains modern and up-to-date. The library is committed to the acquisition of electronic resources, which remains its priority. In 2022, MRU subscribed to 37 international and national databases, providing access to a vast array of e-books, scientific journals, and other periodicals. Moreover, since 2021, the budget for study materials has been differentiated by faculties/institutes and study fields, allowing for more effective and accurate planning of resources for specific study programs. This differentiation ensures the continuous upgrading of resources relevant to each field of study.

MRU demonstrates effective planning and upgrading of resources necessary to carry out field studies. Through strategic resource allocation, targeted acquisition, and a commitment to updating ICT infrastructure, MRU ensures the availability of the latest resources to support the academic community in their research and study pursuits.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Modern and inclusive learning environment: MRU provides a modern and inclusive learning environment that is adapted for people with mobility and visual impairments, ensuring an engaging learning experience for all students.
2. Students actively utilise the available facilities, making the campus a vibrant and dynamic hub for learning and social interaction.
3. Comprehensive library system: MRU's library meets the highest standards of modern academic libraries, offering a wide range of physical and electronic resources updated regularly and tailored to the needs of the academic community.
4. Effective planning and upgrading of resources: MRU demonstrates effective planning and upgrading of resources necessary to carry out field studies, ensuring the availability of the latest resources to support the academic community in their research and study pursuits.

(2) Weaknesses:

1. A map of the premises and more information about how to reach auditoriums and rooms would be desirable on the premises of the MRU. This will help students, visiting staff, and impaired people to orient themselves on the campus.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

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

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

MRU's internal Quality Assurance System of studies complies with the "The Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG, 2015). QAS at the strategic level is defined by the MRU Statute and by the Quality Policy Provisions for the Studies and Research at MRU (SER, p.55). Yearly discussions on programme intended learning outcomes, the specification of study plans, feedback from students and social stakeholders, including employers, monitoring of the achievements of students, data on the employment of graduates, and the opinions of alumni (SER p.56) are the mechanisms of quality assurance used at MRU.

The most important quality assurance related activities are concentrated and carried out by programme committees in interaction with teachers, administrative staff, students, and other stakeholders. Internal monitoring and ongoing assessment is in place. SER page 56 mentions examples of changes in the programme which were initiated by the students of the master programmes. Students who were met during the discussion also were able to mention such examples. Quality of the Management study field programmes is discussed at formal meetings of the study programme committee with teachers to enable them to consider the points of possible improvement while planning their work in the coming academic year (SER, p. 57.) and this was also confirmed by the teachers.

Overall experts had an impression that the quality assurance system QAS of the Management study field is well-defined and fits its purpose. Tools and mechanisms are functioning well and good teaching and learning results are achieved at MRU.

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

Information and data on the implementation of Management field study programmes is regularly collected and analysed (SER, p.59) and, according to experts observations during the visit, the involvement of stakeholders in the processes of evaluation and improvement appeared to be evident. Experts met the stakeholders who were involved in preparation of a self-assessment report of the study Management field. Social partners and alumni met during the meeting mentioned participation in the defence commission of final thesis and guest lecturing as main examples of their involvement. SER p.56 mentioned multiple examples of changes that have been made to study programmes based on student feedback. This was also confirmed by the students who were during the visit.

Alumni met during the visit seem to be very dedicated to the MRU. MRU has an alumni association and experts saw banners of several alumni events on the site, discussion participants said there are many alumni events happening at MRU.

Overall experts had the impression that involvement of stakeholders in internal quality assurance is effective and achieves its goals.

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

Information and data on the implementation of study programmes is regularly collected and analysed (SER, p.59) and are publicly accessible to students and other stakeholders. MRU has a very informative website where you can find all needed information about studies, quality improvement, etc. The following documentation is publicly available: The Statute of Mykolas Romeris University; Strategic Plans; Sustainable community: equal opportunities, diversity and security; The Code of Academic Ethics of Mykolas Romeris University; Annual Activity Reports of the University (see <https://www.mruni.eu/en/documents/>). The latest activity report from 2022 includes main facts about MRU – numbers of faculty, students, graduates.

The Special section on Quality of studies is available (<https://www.mruni.eu/en/quality-of-studies/>). It includes information on accreditations, section for students' opinion about studies where results of students' surveys for all Management field programmes are available for 2018 until 2022. Section for graduate career includes Career indicators of the Management field of study.

The panel experts agree that information about the quality of studies at MRU is collected and used on a regular basis, it is published on MRU website and is publicly accessible to students and other stakeholders.

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

Signals regarding the quality of the programme are constantly received, considering students' reactions while conducting assignments, questions raised during individual consultations, their requests, academic progress and achievements, and questionnaire surveys. The Study Programme Committees include student representatives who submit proposals for the improvement of the study process. MRU conducts an online survey of students to assess the content of the subjects taught (SER, p. 56).

Students who were met during the panel visit confirmed that they fill in a questionnaire after each semester about each subject, describing various aspects of the subjects taught and the work of the lecturers. According to the information received during the discussion with the SER group, MRU has achieved an excellent response rate (80%) to the students' surveys. As explained by the students, this is achieved because "only after you do it you can see the mark in the MOODLE". Students seem to adopt this system and understand the need to fill in the surveys.

The summarised results of the surveys are discussed in the meetings of the SPC with the students of the respective SPs, faculties, and the rector's office (SER, p. 57). After each semester,

data from the feedback from students and teachers and suggestions from employers or social partners are discussed in programme committees and necessary actions taken. Recent examples include organisation of a specific seminar in the computer auditorium by inviting guest lectures, the lecture schedule is changed according to expressed wishes; information about internship possibilities is provided directly to each student by email (SER, p. 58).

During site-visit the group of experts noticed that students and alumni feel satisfied with collaboration and quality of teaching. Their opinion is collected and taken into account to improve the quality of the studies at MRU.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Well organised student feedback process and high response rate achieved.
2. Good quality of teaching and learning, information on Quality Management System available on the website.
3. Good involvement of alumni not only as contributors, but also provision of value for alumni thru special events and alumni association.

(2) Weaknesses:

1. None identified.

IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ol style="list-style-type: none"> 1. The learning outcomes and curriculum are designed and developed in close relationship with relevant organisations and highly experienced and skilled staff, which keeps subject knowledge up to date. This is a key strength in the programs, and efforts should be made to ensure this continues. 2. Similarly, do ensure the dynamic approach to both content and modules to retain program relevance and value, for instance by closing programs, changing existing or introducing new modules. 3. Sustainability is becoming a societal requirement, so do consider incorporating it more formally into programme modules. This may build upon the already initiated Sustainability strategy initiative. 4. The administration should improve their marketing strategy in a specific region outside of Lithuania to attract more students to the programmes.
Links between science (art) and studies	<ol style="list-style-type: none"> 1. Continue to emphasise internationalisation and research enhancement: MRU should continue its efforts to internationalise its research activities and enhance the quality of its research output. This can be achieved by fostering more collaborations with international partners, providing resources and support to researchers, and encouraging participation in international conferences and events. 2. Focus on increasing research output in high-impact journals: MRU should prioritise publishing in high-impact Clarivate/Scopus journals to increase the visibility and impact of its research activities. This can be achieved by providing faculty members with resources and support, such as workshops on research methodologies, writing for publication, and grant applications, as well as offering incentives for publishing in high-impact journals. 3. Publications Standards: To further enhance the international reputation of MRU and ensure the consistent maintenance and improvement of publication quality, it is recommended that the university combines its focus on Q1 and Q2 scientific journals with the utilisation of widely recognized journal ranking lists such as the Academic Journal Guide (AJG) list, the ABCD list, or the VHB list. These lists offer a comprehensive

	<p>assessment of the quality and impact of academic journals, thereby guiding researchers towards selecting high-quality publishing avenues.</p> <ol style="list-style-type: none"> 4. Strengthen industry partnerships and applied research: MRU can further improve the relevance of its research activities by strengthening partnerships with industry stakeholders and focusing on applied research projects that address real-world problems. This will help ensure that the university's research output remains relevant and contributes to the betterment of society. 5. Enhance student involvement in research activities: MRU should continue to create opportunities for students to engage in research projects and collaborate with faculty members and visiting professors. This can be achieved by providing more research assistant positions, organising research-oriented workshops and seminars, and promoting student participation in conferences and other research-related events.
<p>Student admission and support</p>	<ol style="list-style-type: none"> 1. Do consider devising effective strategies to strengthen outbound mobility. 2. There is a need to identify strategies to improve conversion rates so that the growth in applications is not squandered.
<p>Teaching and learning, student performance and graduate employment</p>	<ol style="list-style-type: none"> 1. Do ensure that the study process is organised in the way that students can receive more practical experience. 2. Do organise an official Alumni organisation.
<p>Teaching staff</p>	<ol style="list-style-type: none"> 1. Ensure that the already skilled staff remain motivated and keep updating their skills.
<p>Learning facilities and resources</p>	<ol style="list-style-type: none"> 1. Improve wayfinding on the MRU campus: MRU should consider creating comprehensive maps that clearly display building locations, auditoriums, rooms, and other essential facilities, such as restrooms, dining areas, and parking. These maps should be accessible both online and in print format, allowing individuals to plan their routes in advance or consult maps on-site. 2. Also, it is desirable to strategically place clear and legible signs at key locations throughout the campus, such as entrances, building lobbies, and intersections. These signs should provide directions to major campus destinations and include universally recognized symbols to accommodate individuals with language barriers or disabilities. Ensure that wayfinding materials, including maps and signage, are designed with accessibility in mind. This may

	<p>involve using large, high-contrast fonts, tactile elements, and braille.</p> <ol style="list-style-type: none"> 3. Foster Continuous Improvement in Library Services: To maintain its high standards, MRU's library should continuously assess its services, resources, and user satisfaction. Regular feedback from students and staff can help identify areas for improvement and ensure that the library remains responsive to the evolving needs of the academic community. 4. Expand Financial Assistance Opportunities: While MRU already allocates financial resources for scholarships, grants, and other forms of financial assistance, the university should consider expanding these opportunities to reach more students from diverse backgrounds. By offering more financial support, MRU can contribute to a more equitable higher education landscape and support the success of its students.
<p>Study quality management and public information</p>	<ol style="list-style-type: none"> 1. Continue with the approach taken to ensure study quality.

V. SUMMARY

To summarise, the expert panel covered several study programmes during the visit at MRU. Overall, the study programmes evaluated fulfil the requirements set in all areas.

It became clear during the meetings that the programme content is of high level, with significant and relevant expertise of the faculty shared to the students in a considered and appropriate manner. Students and social partners alike commented that their reason for choosing their study programme was explicitly because of the relevant knowledge they would acquire. It is therefore no surprise that the learning outcomes and curriculum are designed in close relationship with relevant organisations and notably experienced and skilled staff. The inclusion of areas of societal interest such as sustainability, is already found in many modules, and this should be continued.

MRU has made significant progress in strengthening its research activities, which has led to improvements in the quality and visibility of its research output. There is still room for further improvement, especially given the noteworthy and significant faculty expertise, and the expert panel has provided some suggestions for such endeavours to ensure the relevance of the study programs.

The expert panel evaluation of MRU's learning facilities and resources highlights several areas of strength, including its modern and inclusive learning environment, comprehensive library system, and effective planning and upgrading of resources. Physical space for students to study was plentiful, and there were quite a few students taking advantage of this for exam preparation and group presentation rehearsals. There are also good conditions for students from socially vulnerable groups or students with special needs to study.

As a final note, the expert panel wishes to thank the faculty and supporting staff, students and social partners for sharing their views and showing the facilities. It was noted that they were all proud of their programmes, and openly voiced their views on both current conditions and areas of need or undergoing improvements. This suggests a good working environment, and an interest in seeking further improvement beyond a mere qualifier.

Expert panel chairperson signature:

Assoc. Prof. Dr. Jannis Angelis

(signature)