



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD of MANAGEMENT
at Lietuvos verslo kolegija

Expert panel:

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Report language – English

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Study Field Data

Title of the study programme	<i>Administration of Institutions and Enterprises</i>	<i>Smart Management</i>
State code	6531LX026	6531LX027
Type of studies	College	College
Cycle of studies	First	First
Mode of study and duration (in years)	Full-time (3 years); Part-time (4 years);	Full-time (3 years); Part-time (4 years);
Credit volume	180	180
Qualification degree and (or) professional qualification	Professional Bachelor's Degree in Business Management	Professional Bachelor's Degree in Business Management
Language of instruction	Lithuanian	Lithuanian; English;
Minimum education required	Secondary education	Secondary education
Registration date of the study programme	26-JUNE-2002	31-AUG-2009

Title of the study programme	<i>Sales and Logistics Management</i>	<i>Construction Business Management</i>
State code	6531LX028	6531LX029
Type of studies	College	College
Cycle of studies	First	First
Mode of study and duration (in years)	Full-time (3 years); Part-time (4 years);	Full-time (3 years); Part-time (4 years);
Credit volume	180	180
Qualification degree and (or) professional qualification	Professional Bachelor's Degree in Business Management	Professional Bachelor's Degree in Business Management
Language of instruction	Lithuanian; English;	Lithuanian
Minimum education required	Secondary education	Secondary education
Registration date of the study programme	26-JUN-2002	31-AUG-2009

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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 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 *26th of May, 2023*.

Prof. dr. Teresa Paiva (panel chairperson) *Professor of Management and Economics
Department of Polytechnic University of Guarda, Portugal;*

Prof. dr. Erik Reimer Larsen, *Professor of Management, Department of Management,
Aarhus University;*

Assist.Prof. dr. Tomi Solakivi, *Assistant Professor of Maritime Business and Policy,
Department of Marketing and International Business, University of Turku, Finland;*

Mrs Dovile Alijosiute, *Senior Project Manager, a/s Danske Bank, Lithuania;*

Ms Joana Jasilionytė, *student at Vytautas Magnus University.*

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.	Final Thesis
2.	Answers provided by the LTVK

1.4. BACKGROUND OF MANAGEMENT FIELD STUDIES AT LIETUVOS VERSLO KOLEGIJA

Lithuanian Lietuvos verslo kolegija (hereinafter LTVK) is a private institution of higher education preparing specialists of social and physical sciences. LTVK is governed by its Stakeholders Administration, Academic Board and its Director. They are supported by the Labour Council and the Student Council. The Director is responsible for 10 different centres and offices and two administration departments, and there is still a vice-director for studies and quality who is responsible for the five departments, one of which is the Management Department.

The last evaluation, some recommendations were made and followed but, as recognised, there are improvements to be achieved like increasing the link between science and the study programmes, internationalisation and students' language skills.

II. GENERAL ASSESSMENT

*Management study field and first cycle at Lietuvos verslo kolegija is given **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	2
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	3
	Total:	22

*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 (not applicable to HEIs operating in exile conditions)

LTVK' SER (page 9) gives a clear justification of the need of management study programmes and identification of the market needs in Lithuania (Employment Service's Employment Opportunities Barometer for 2022). The aim of the four management study programmes offered by LTVK is to answer the competences in needs of professionals presented in Table 1.2 of their aims. The learning outcomes foreseen in these studies programmes are described in SER (page 10) and Annex 3, integrating these outcomes in the major EU concerns and competences development, the State Education Strategy of Lithuania and OECD education trends. The external expert committee understood the relationship between LTVKs and the labour market and how they seek to incorporate their needs into the studies programmes.

Therefore, the expert panel can conclude that the needs of the labour market are met with management study field.

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

LTVK seeks to have an economic and social impact in the region (Klaipėda and Vilnius), training professionals, in this case, within the management area, which, as stated in SER (page 11), is "inextricably linked to the LTVK's core activities". Sustainability and digitalisation are also incorporated into the study programme, as described in SER (page 12).

The external expert committee observed LTVK four study programmes and analysed how these concerns are incorporated into the courses that are part of those programmes.

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

There is an alignment with legal requirements, presented in SER and found by the expert panel, by listing all important rulings and regulations upon which the study programme rests. General requirements for the first-cycle study programmes are presented in Table No. 1, No.2, No. 3 and No. 4.

Table No. 1 Study programmes' **Administration of Institutions and Enterprises** compliance to general requirements for *first cycle study programmes of College level (professional bachelor)*

Criteria	General legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS
ECTS for the study field	No less than 120 ECTS	139 ECTS
ECTS for studies specified by College or optional studies	No more than 120 ECTS	30 ECTS
ECTS for internship	No less than 30 ECTS	30 ECTS
ECTS for final thesis (project)	No less than 9 ECTS	9 ECTS
Practical training and other practice placements	No less than one third of the programme	33%
Contact hours	No less than 20 % of learning	58%

Table No. 2 Study programmes' **Smart Management** compliance to general requirements for *first cycle study programmes of College level (professional bachelor)*

Criteria	General legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS
ECTS for the study field	No less than 120 ECTS	139 ECTS
ECTS for studies specified by College or optional studies	No more than 120 ECTS	30/23 ECTS
ECTS for internship	No less than 30 ECTS	30 ECTS
ECTS for final thesis (project)	No less than 9 ECTS	9 ECTS
Practical training and other practice placements	No less than one third of the programme	33 %
Contact hours	No less than 20 % of learning	56%

Table No. 3 Study programmes' **Sales and Logistics Management** compliance to general requirements for *first cycle study programmes of College level (professional bachelor)*

Criteria	General legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS
ECTS for the study field	No less than 120 ECTS	136 ECTS
ECTS for studies specified by College or optional studies	No more than 120 ECTS	30/23 ECTS
ECTS for internship	No less than 30 ECTS	30 ECTS
ECTS for final thesis (project)	No less than 9 ECTS	9 ECTS
Practical training and other practice placements	No less than one third of the programme	33%
Contact hours	No less than 20 % of learning	57%

Table No. 4 Study programmes' **Construction Business Management** compliance to general requirements for *first cycle study programmes of College level (professional bachelor)*

Criteria	General legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS
ECTS for the study field	No less than 120 ECTS	139 ECTS
ECTS for studies specified by College or optional studies	No more than 120 ECTS	30/23 ECTS
ECTS for internship	No less than 30 ECTS	30 ECTS
ECTS for final thesis (project)	No less than 9 ECTS	9 ECTS
Practical training and other practice placements	No less than one third of the programme	33%
Contact hours	No less than 20 % of learning	55%

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

The expert panel found a shortcoming of the management study field as from the description on SER and Annexes 3 and 4 it is possible to assess that there is no difference between the study programme of Administration of Institutions and Enterprises (hereinafter AIE) and Smart

Management (hereinafter SM). These two study programmes have almost the same compulsory courses and even a few that are the same in Sales and Logistics Management (hereinafter SLM). The Smart Management study programme seems to incorporate a modern view of management and Administration of Institutions and Enterprises, a public administration approach, but their structure is not sufficiently differentiated. The Construction Business Management (hereinafter CBM) study programme seeks to address a specific need for the construction sector, although it has some courses that seem to explore too much the engineering perspective of construction. Some of the final theses of CBM students are focused on the construction materials and not as much on the management approach of this activity as the experts found out in the additional information sent. SLM study programme has an interest in the labour market, mainly in Klaipėda.

The expert panel got concrete evidence from the meeting with the students that even though the programmes are considered as different and students should get topics and assignments according to their studies, the students told the experts that they can choose the assignment topics even if they are from the different programmes.

Overall, even though there is a compatibility between aims, learning outcomes, teaching/learning and assessment, the external committee advises redefining and/or fusing AIE and SM into one study programme, which is more appealing and, accordingly, with the new trends in the management field. At the moment there is a clear shortcoming of the study field as there is no clear distinction between the SM and AIE and also there are quite a few similarities to the SLM programme, so this needs to be changed by the LTVK in the upcoming years. For the moment the study programmes could be deemed as misleading for their similarities.

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 study programme is provided in full-time and part-time (for students that are already working) forms. There is a balance of credit layout by semester, and the contact hours are complemented by students' consultation whenever they need it. It was possible to observe the incorporation of some innovative pedagogies and practices and the pursuit of the development of entrepreneurial skills. It seems that SLM and CBM study programmes do not incorporate this approach as well as AIE and SM, and they should have courses on entrepreneurship and business creation. LTVK is part of the simulation business network and the expert panel got the evidence that LTVK also conducts entrepreneurial competences development from a multidisciplinary perspective. However, there is still a need to incorporate business creation more by integrating an entrepreneurial ecosystem to fully promote and achieve their mission aims.

As mentioned before, there is also a need to differentiate the study programmes (SM and AIE), adding new subjects would be a great start to create new competences for students in different study programmes.

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

LTVK has the possibility for students to elect a maximum of 7 subjects (30 credits) per semester if they are studying full-time and 5 subjects (23 credits on average) per semester if they are studying part-time (SER's page 14). Although the external committee praises students' opportunities to choose, the experts assess that there should be a more impactful process for individual choice, with options on language skills development since students reveal low confidence in their foreign language skills.

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

The procedures and regulations underlying the final thesis preparation, writing and defence are in place and transparently listed in SER. The students undertake real projects for a specific company and directly involve social partners in the process of envisioning the final thesis. This is positive and is aligned with the LTVK learning outcomes and professional profile. Although the final thesis analysed by the external committee complies with what is expected in terms of structure and content, there is a need to incorporate a more analytical and empirical approach by using SPSS or other software or another tool more often to incorporate a wider contribution to the study results achieved. To repeat that some of the final theses of CBM students are too focused on the construction materials and not as much on the management studies.

Overall, despite that some theses in CBM programmes do not really relate to management study field, the other three programmes comply with the final theses requirements of the study cycle.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Good integration pursuit of the labour market needs that allow a practical and real context approach.
2. The study programme complies with the learning outcomes and professional profile pursuit.

(2) Weaknesses:

1. The contents and a need to restructure two of the study programmes (AIE and SM) in the field.
2. Improve the entrepreneurial and management approach in the CBM study programme.
3. Lack of language courses in the electives.

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

The research output (publications and conferences) seems a little uneven over the period, however, this might just be the effect of normal publications delay. The majority of the conference presentations have been in international conferences, which is positive. The research output covers a wide field of subjects. However, it would be beneficial if there were more research published in international journals.

The weight between teaching and research is good for full-time faculty. However, it would be beneficial for a longer-term plan for increasing the research output, as it seems that the current strategic plan is not well known among the faculty. This could, e.g., consist of training, faculty stays abroad and funding for collaboration.

The institution is active, particularly at the regional level, where they have outreach to a number of social partners and other institutions to help with training and thereby become more visible. Likewise, there is collaboration at the international level, e.g., with other similar institutions. It would be beneficial to further extend these and begin to participate in, e.g., EU projects that could be used to enhance the funding as well as knowledge transfer.

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

There seems to be an emphasis on sustainability in much of the research, which is in line with the general development of many topics within the management field. The subject areas in the courses seem to be aligned with the general development in the scientific areas included in the programs.

All in all, the expert panel finds that the research with the emphasis on sustainability and studies provided in LTVK management study field are interlaced.

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

Students can get involved with projects run by the faculty as well as with projects suggested by the social partners. The College hosts (international) conferences and other events where the students can present their applied work.

Still the expert panel suggests the LTVK to find ways to include more students in applied research before writing their final theses/ projects.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Good balance between teaching and research.
2. Majority of the publications are international.

(2) Weaknesses:

1. Need to increase the international research output further.
2. Provide more funding for international research activities.

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

Students are admitted to the study field through joint admission to state-funded or state non-funded places. The admission process for first-cycle study programs is carried out using LAMA BPO (Association of Lithuanian Higher Education Institutions for the Organization of General Admissions). Students are admitted to the study program based on their admission grades. Applicants for first-cycle studies at higher education institutions must meet the minimum learning result requirements set by the Republic of Lithuania Minister of Education, Science, and Sport. The competitive entrance score is calculated from the following state exam results: mathematics, history/IT/geography/ foreign language, Lithuanian language and a third subject which does not coincide with other mentioned subjects.

The LTVK follows specific admission rules for international students applying to full-time undergraduate studies. These rules are reviewed and updated annually to reflect the current situation. The requirements include submitting documents that verify the applicant's education.

Between 2019 and 2022, the number of enrolled students showed a slight increase (2019 - 124, 2020 - 71, 2021 - 126, 2022 - 135), with the exception of 2020, when there was a drop in the number of students (SER, 3.2 table).

The admission criterias and process are found by the experts to be fine, no recommendations for this criteria.

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

There are defined procedures for evaluating foreign qualifications and partial studies at LTVK. Additionally, the assessment and recognition of non-formal and informal learning achievements are conducted. During the period under review, 24 student applications for recognition were approved.

The expert panel finds that the procedures are in place and they are used by the students, in general the process works smoothly.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

Students are introduced to the program in their first year and receive information through various events, seminars, and online platforms. After returning from international mobility, students share their experiences on social networks.

During the analysed period, a total of 4 students from the field of Management studies left for partial studies, and 18 students went abroad for internships. Students are not motivated to participate in long-term mobility programs which could be the result that most students work, have families or other obligations. Either way the college should find ways to encourage at least some of the students to go for long-term mobility.

To enhance internationalisation, the LTVK has developed four study programs in English: Smart Management, Sales and Logistics Management, Tourism and Entertainment Business Industry, and Applied Informatics and Programming. During the period being reviewed, 62 students participated in partial studies under the Erasmus+ program, studying at their home institutions within the Management field.

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 LTVK students are provided with academic, psychological, financial, and social support.

The LTVK offers various study methodological tools developed by lecturers to enhance student learning and understanding of program subjects. It supports academic activity and finances the publication of research papers in the Vadyba/Journal of Management.

The LTVK offers flexible payment options for tuition fees, including deferring payment until the student receives a state-supported loan or allowing instalment payments. Reduced tuition fees are available for disabled, orphaned, or socially disadvantaged students, as well as for family members of LTVK employees or lecturers. Founder's scholarships are awarded for academic and scientific achievements.

The LTVK fosters a personal relationship with students and creates a supportive community environment. The institution ensures access and support for students with special needs and provides psychological assistance free of charge. Seminars on various topics and access to sports clubs were available to students.

However, not all students are aware of the various possibilities to obtain support from LTVK.

3.3.5 Evaluation of the sufficiency of study information and student counselling

The LTVK organises a two-day freshers' camp before the academic year in collaboration with the Student Representation. The camp aims to familiarise students with the college and includes lectures, sports competitions, and artistic performances. Additionally, an Adaptation Week is organised in the first week of September, where students have the opportunity to explore the college environment, make new friends, and meet teachers. During Adaptation Week, students in the field of Management studies receive information about their study programs, learning outcomes, and study organisation. Various meetings and presentations are scheduled to provide students with important information about the college's management,

study requirements, career opportunities, distance learning, library resources, and more. The college conducts quality surveys at the end of each semester to gather students' opinions and feedback on the quality of their studies. Overall, the majority of students find the consultations and information provided by the college administration, department heads, and teachers to be sufficient, but some students expressed a need for more information on specific aspects.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The admission processes are clear and well communicated.
2. There are clear procedures for the evaluation of foreign qualifications, partial studies, and prior non-formal and informal learning.

(2) Weaknesses:

1. The number of students participating in international mobility programs is low, and students are not motivated to participate.
2. Students are not well aware of the support services provided by LTVK for students.

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

There are 2 types of study programmes in the field of Management studies: full-time (weekdays) and part-time (weekends, sessions) study forms (SER p. 38). Also, if needed, students can join lectures online or agree on a free lecture attendance schedule.

The teaching process includes lectures and practices (case studies, problem-solving, project development, oral or written presentation of independent or team assignments, preparation of a report, essay, etc. Students' teamwork ability is developed through group tasks, presentations and seminar discussions) as well as Internships (SER p. 38).

Student independent learning skills are developed through individual work, course papers and final thesis, which topics they can choose by themselves. The main aim for independent work is to develop independent learning skills, apply gathered knowledge, to grow personal and professional qualities such as responsibility, teamwork, good planning and execution, analytical thinking, problem-solving etc. Practical cases from real organisations analysis are in almost all lectures, which allows students to work with real cases already during the studies. LBAS also

considers current EU and region topics- sustainability, green economy, digitisation and data basis, so Students are also teaching these topics during the studies.

The teaching methods for the course are selected by analysing which of them would teach the best soft skills and show how the subject works in practice and why, so with different teaching methods, students get a wider understanding of their subjects. With this approach, LBAS helps students to achieve learning outcomes and fulfils students' needs.

Even if there is a focus on soft skills development, an expert panel group recommends strengthening students' public speaking and self-confidence skills and continuing to strengthen students' and teachers' English language skills.

As one of the main teaching methods, LTVK presented their simulative enterprise, where different student groups can work with different real business processes and documents. This simulative enterprise also is an internship (practice) place for foreign students.

Students start to gather data for their final thesis during the Internship (practice) and continue to work on the final thesis till the end of the studies. Students also start to do research during their internship (practice).

The average percentage of independent work in study programmes in the field of Management studies is 56% (SER table 1.11 p. 13), and practice is 30%.

Due to COVID – 19 situation distance learning study programs and e-learning subjects were developed and updated. During COVID–19 and afterwards, distance or mixed study forms were introduced, especially for Erasmus + students.

After each semester, students get an evaluation survey to provide their feedback, improvement areas and things to improve so that the college can change and improve studies based on the student's needs. During Students Day, administration staff and teachers provide updates about changes made from the surveys.

Social partners and Alumni also actively participate in study field planning and monitoring processes: social partners provide requests for the final thesis topics and participate in the final thesis evaluation process, material review and study planning processes. LTVK organises social partners day.

After studies, students can continue second cycle studies in the field of business and public management in other Lithuanian higher education institutions.

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

Every year one employee, who works with students in the field of Management studies, gets external training about the diversity of the learning needs of persons with disabilities is deepened and alternative learning and technical assistance measures are introduced.

The building premises are fully accessible for students with decreased mobility, purchased IT equipment (computer keyboard, printer for Braille texts, table and chair, needed software and programs etc.) for students with special needs.

Financial assistance for students with special needs is also available. Students with special needs integration into the academic community are going during the integration week.

Conditions ensuring access to study for socially vulnerable groups and students with special needs ensure access.

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

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 is done systematically. Evaluation is done using both quantitative and qualitative approaches. The evaluation process includes all interested parts (students, alumni, social partners, administration, teachers) and includes 1) assessment of the content and quality of teaching (once in semester), 2) post-graduate performance evaluation (once a year), 3) evaluation of practice (Internships) (after practice), 4) efficiency of the study process (once a year), execution of study programmes (once a year) and etc. (SER, P 40). After evaluation, results are summarised and revised in round table discussions. After discussions, improvement areas are identified.

All subjects have interim assessments, final grade consists of 40 % interim assessments, 60 % final exams.

As a main tool for study progress, assessments and students' performance tracking, LTVK uses an IT system, the Student Academic Database (SAB). This system allows: students: to track their assignments, interim and final assessments, plan studies, and get feedback from teachers; teachers: track each student's performance, identify the most difficult and critical topics, and plan the subject review process; administration also can track students' performance, evaluate courses and provide feedback, identify students who need additional consultations or improvement plans. Students receive feedback not only via SAB but also directly from the teachers.

Students start to gather their data for the final thesis during the internship (practice) place, so Internship evaluation is important not only for the Internship as a subject assessment but also for being prepared for the final thesis. If, during practice, students are facing specific professional knowledge gaps, the Study Programme Committee can initiate a process to adjust the study programme. Positive feedback might open new collaboration possibilities with business organisations (SER, P 41). LTVK also supports students in getting Internship places.

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

Graduate surveys are carried out every year. The aim of the survey is not only to collect data about graduates' employment but also to get feedback about study programs and suggested

improvements from graduates. The employment level of graduates in the field of Management studies is high, about 82 per cent. Also, data in SER (p. 41) shows that the number of graduates get top managers positions or (and) start their own business.

LTVK and Alumni continue close collaboration and support for Alumni after graduation. Alumni days (alumni business networking meetings.) are organised, and Alumni are invited to other college events to share knowledge.

Alumni survey also includes improvement areas questions, and they are informed if feedback was implemented.

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

Academic integrity, tolerance, and non-discrimination principles implementation ensure listed below LTVK documents: Statute of the LTVK, Code of Academic Ethics, Equal Opportunities Policy, Rules on Prevention of Harassment, Sexual Harassment and Stalking, Description of the procedure for prevention of physical and psychological violence in the working environment, the Description of the Procedure for the Management of Intellectual Property and the Transfer of Knowledge of the LTVK.

Identified fundamental LTVK values: academic integrity and freedom, equal opportunities, freedom of worldview and belief, tolerance of persons of different race, nationality, and religious beliefs, cooperation and transparency between lecturer and students. (SER p. 42).

As practical example LTVK provide 2 examples where students were submitting plagiarised work for assessment and final thesis, both situations were made public and final thesis was not allowed to defend.

Expert panel group identified that even if LTVK main procedures are in place, Students have a weak understanding of LTVK procedures, and they would mostly rely on strong collaboration with the teachers or coordinator asking for their help.

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

There are several documents which regulate the submission and examination of appeals and complaints regarding the study process within the field studies: the Statute, the Procedure for Corruption and Examination, and The Regulations on Appeals.

The Regulations of the Dispute Resolution Commission between the Administration and the Students are responsible for implementing the rights and obligations set out in normative acts. The Commission consists of 6 members: 3 members from administration and 3 Student Representative members.

No concerns about the regulations were detected, as there were no cases during the reporting period.

The expert panel group identified that even if LTVK main procedures are in place, Students have a weak understanding of LTVK procedures, and they would mostly rely on strong collaboration with the teachers or coordinator asking for their help.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. List of opportunities for the students to adapt their learning process to their personal needs (full-time, part-time, free lecture attendance, distance or mixed learning);
2. Students and graduates are active participants in study planning and monitoring processes. Both students and alumni are informed about implemented changes through known communication ways.
3. Strong simulative enterprise possibilities usage to prepare students for their careers.
4. Strong preparation to administer students with special needs; the premises are fully adopted, teaching staff constantly have training on how to work with students with special needs, and students' integration into the academic community is planned.
4. Strong final thesis topics practical application: most of all, final thesis topics are solving real organisations' problems, but few final thesis topics are requested by the social partners.
5. Strong collaboration with social partners in studies planning, reviewing material processes, final thesis topics suggestion, and participation in the evaluation process.

(2) Weaknesses:

1. Even if there is focus on soft skills development, there is a need to strengthen students' public speaking, self-confidence skills and continue to strengthen students and teachers' English language skills.
2. Even if academic integrity, tolerance, non-discrimination and appeal procedures are in place, students have a weak understanding of LTVK procedures, and they would mostly rely on strong collaboration with the teachers asking for their help.

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

The number, qualifications and competences of lecturers in the *field of Management studies* are sufficient. The percentage of full-time teachers with at least half-time status was 80.6 per cent

in 2019-2020, 79.4 per cent in 2020-2021 and 78.1 per cent in 2021-2022. The ratio of lectures to students has varied between 13.4 and 15 between 2019-2022. The ratio is sufficient for employing a diverse set of teaching methods.

Close to 60% of the teaching staff consists of professors and associate professors with a scientific degree, with lecturers being responsible for the remaining 40% of the positions.

The teachers are selected according to their academic competence, as well as their orientation. The Academic Council of the LTVK determines the qualification requirements for the positions of lecturers and researchers, the procedure for certification of lecturers and researchers and the procedure for organising competitions for positions. In addition to academic competence, 95% of the teaching staff has more than three years of practical work experience. The teachers are also engaged in external, practical projects that contribute to their competences and teaching. Teachers are employed for 5-10 years based on their previous qualifications, after which their performance and development are re-evaluated. When it comes to the selection of professors, scientific criteria, including publications, are applied.

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 college has more than 120 foreign partner universities, to which teachers can apply to go under the Erasmus+ programme and use its opportunities – to teach in a foreign institution and / or to deepen internationality and intercultural competences.

During the period under review, a series of lectures were delivered to the students of the LTVK from higher education institutions in Latvia, Turkey, the United Kingdom and the United States of America under-education. In 2018–2020, there were 47 outgoing teachers and 59 incoming teachers under the Erasmus+ programme, whereas in 2022, the number was still well below the pre-pandemic levels. It is recommended that the college pay attention to returning the level of internationalisation to the pre-pandemic levels.

The expert panel concludes that the mobility in general of the teaching staff is good but there is still need to raise the number of teaching staff going abroad.

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

The college has a Strategic Action Plan for 2020–2025 as the improvement of staff competencies as one of the key focus areas. The LTVK actively encourages teachers to improve their qualifications, personal, professional and social competencies, and contributes to the implementation of the intelligent vision of Lithuania. In order to implement this priority and objectives, a system for the need for qualification improvement, qualification improvement, monitoring, evaluation and promotion has been established. Internal and external training, courses and seminars are organised to improve the qualification. Teachers' qualifications are reviewed every five years. They need to be certified to be able to take up the relevant positions.

The teachers are expected to develop their skills, and the college has programmes for qualification development for teachers. The teachers are required to participate compulsory

didactics studies, and are offered a 120 hour course for pedagogical skills. Newly recruited teachers have the opportunity to improve their qualification in the pedagogical qualification improvement training. The LTVK also offers the opportunity to improve English language skills by taking the LCCI tests. Every semester Moodle environment seminars, Google education trainings are conducted for teachers.

The experts have found that LTVK's teaching staff has good enough competencies, their time dedicated for applied research and all meet general legal requirements but there are still areas for improvement. We suggest raising the language level of teaching staff so that all could communicate in English and also to further increase the scientific output of teaching staff.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The college puts emphasis on teacher competence development - the staff is obliged to take part in training, and self-development is supported.
2. The college has an incentive structure for qualification development and academic achievements.
3. The college is internationally oriented, with a large number of partner colleges abroad and numerous incoming and outgoing staff annually.
4. 95% of the staff also has practical experience, indicating the presence of practical skills in addition to academic knowledge.

(2) Weaknesses:

1. The internationalisation has taken a major setback during the Covid-19 pandemic. The college is recommended to address the issue to return internationalisation to pre-pandemic levels.

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

The College has sufficient lecture room capacity for teaching. In addition to traditional classrooms and lecture halls, the college facilities that are in Klaipėda have 5 computer labs for studies and for example simulation courses. An example of such a class is the Leadership Laboratory, in which a simulation company Biurometa is run. The LTVK also has Forensic Science, Tourism, CISCO, Technology and Innovation Laboratories, a Mock Courtroom, and a Law Clinic.

All lecture theatres are equipped with stationary multimedia equipment. Depending on the purpose of the audience, they have all the necessary applications installed.

The college library provides sufficient literary resources (textbooks and other materials) for study and research. In addition, both staff and students are provided with access to a wide collection of online books and article databases through the centralised organisation of Lithuanian university libraries.

The expert panel during the visit found that the facilities are a priority for LTVK and they have all necessary equipment and that was appreciated by students, teaching staff and also by our expert panel. The only recommendation is to encourage students to come and spend more time in facilities, prepare their projects and in other ways use the premises.

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

The planning, allocation and rational use of financial and material resources is based on the strategic planning of the college.

The college annually updates its infrastructure and software. The funds for the purchase of technological equipment for direct studies and science increased by 6.1 times during the analysed period, showing commitment to the renewal and improvement of the equipment.

Each year, the LTVK upgrades its computers and purchases projectors and interactive whiteboards in accordance with the resource needs plans submitted by the departments, which are prepared on the basis of study needs. About 20 percent of computers are updated every year, indicating an average renewal rate of 5 years. For normal workstations, this is sufficient, whereas, with some of the more specialised research equipment, it can cause the equipment to be outdated.

The upgrading and financial planning and maintenance done by the LTVK is suitable, no recommendations for this criteria. Only one thing that the expert panel missed is the plan of administration to address rapid changes in technologies and their appliance to studies, this should be a part of the upcoming strategy of LTVK. At the moment the situation is good but the expert panel would like to nudge the College to think about the future.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The college has good resources for study and research.
2. Resources are upgraded and replaced at a reasonable rate.

(2) Weaknesses:

1. Even as the college has sufficient resources and a well-functioning replacement and upgrade plan, the college should pay attention to the rapid development of technology

and capabilities. In some cases, the required renewal rate could be faster than is allowed in the resource management plan of the college.

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

LTVKs has a hierarchical structure to ensure the quality and integrity of the institution and the degrees. The study program committee consists of representatives from the main internal and external stakeholders, including students. At least every 3-year a program is reviewed and more often if required. The internal process follows ISO standards. Surveys are distributed at the end of the semester and employers are surveyed about the level and relevance of the skills of the graduate.

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

Meeting with and survey of social partners, involvement of all stakeholders in the study committee, including, social partners, students and faculty. It is not clear to particular social partners how their feedback is incorporated in the changes to the study program. There are activities for alumni, such as an online alumni day.

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

The collection of data regarding the studies, evaluation and improvement, including the type of data and the frequency of these (semester and yearly depending on the data) are systematic and sufficient as basis for the quality processes and the general update of courses and information about the degrees. The public information about the degrees seems adequate.

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

The college collects data about the degree in a variety of different ways. The stakeholders are satisfied with their possibility for contribution input to the degree and but are uncertain how their input is used in the future development of the degrees.

The expert panel would like to mention that LTVK has a good enough system of study quality management but public information is accessible easily. The college is a small HEI and most of the problems, suggestions and improvements are done through horizontal communication (student-teacher-administration), we as the expert panel suggest to not to forget about the formal procedures and this is not to imply that bureaucratic measures are the best but the formal records of suggestions, changes, appeals lets the institution to form and keep records

and track its institutional memory. The college also should not forget that changes always should be informed to social partners and students, this lets the social partners see that their input is recognised and they feel motivated to further improve the study field/programmes.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Strong connection to social partners.
2. Systematic collection and use of data from different sources.

(2) Weaknesses:

1. Clarify with the social partners how their input is used.

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. Restructure two of the study programmes (AIE and SM). 2. Improve the entrepreneurial and management approach in the CBM study programme.
Links between science (art) and studies	<ol style="list-style-type: none"> 1. Need to increase the international research output further. 2. Provide more funding for international research activities
Student admission and support	<ol style="list-style-type: none"> 1. Make more effort to motivate students to participate in academic mobility programs. 2. Communicate more with students about the various possibilities to get support.
Teaching and learning, student performance and graduate employment	<ol style="list-style-type: none"> 1. To strengthen students' public speaking and self-confidence skills and continue to strengthen students' and teachers' English language skills. 2. To strengthen students' knowledge about academic integrity, tolerance, non-discrimination and appeal procedures.
Teaching staff	<ol style="list-style-type: none"> 1. Further increase the international mobility of teaching staff.
Learning facilities and resources	<ol style="list-style-type: none"> 1. Prepare for rapid changes in technologies and teaching.
Study quality management and public information	<ol style="list-style-type: none"> 1. Clarify with the social partners how their input is used in the study process.

V. SUMMARY

LTVK is a private higher institution with a focus on the management field, offering four study programmes. It complies with the legal requirements. However, two of the programmes are almost identical and should be merged or differentiated. LTVK is an accessible institution with good teaching staff and tries to improve its teaching and learning conditions and mobility. The research must be improved with students' collaboration within an open call and focused on the management field and the context challenges. The Construction Management offer should also be improved and have a deeper focus on management even though still adapted to the sector context. It has a good collaboration with the social partners and reveals positive student engagement.

Other areas also had some minor suggestions and improvements but overall the expert can conclude that other areas have no major concerns and the studies provided are in quite a good shape.

The expert panel appreciated the welcome received during the visit and the answer to all the additional information asked, and the willingness to improve. The expert panel hopes that the report will help LTVK to further increase the quality of their provided studies.

Expert panel chairperson signature:

Prof. dr. Teresa Paiva

(signature)