

## **Accreditation report**

Accreditation procedure

### **Mykolas Romeris University Vilnius (Lithuania)**

**“Sports Industry Management” (II cycle), “Social Technology Management” (joint degree; II cycle), “Management of Tourism Sector” (II cycle), “Cybersecurity Management” (II cycle) and “Business Informatics” (joint degree; II cycle – new title “Business and Applied Informatics”)**

#### **I Procedure**

**Date of Contract:** 08/01/2015

**Receipt of self-evaluation report:** 01/10/2015

**Date of the on-site visit:** 12/01/2016 to 14/01/2016

**Standing Expert Committee:** Economics, Law and Social Sciences; Informatics

**Attendance by the ACQUIN Office:** Dr. Stefan Handke

**Decisions of the Accreditation Commission:** 31/03/2016, 27/06/2016

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The **Evaluation report** of the peer group is based on the self-evaluation report of the HEI and extensive discussions with the heads of the study programmes, staff representatives, students and employers. . The interviews also included representatives of the University Fernando Pessoa (UFP) in Porto, Portugal. The reviewers thank the organisers and the participating teachers and students of the on-site visit in Vilnius that they were available for the discussions and have been prepared to provide information on programmes and university. The participation is perceived as very valuable not only for evaluating the programmes, but also for a better understanding of the legal and socio-cultural background of the Lithuanian higher education system, in particular the Mykolas Romeris University.

**Evaluation Criteria** have been the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the actual official version. At the same time the national context, particularly the national rules regulating the establishment of study programmes, has been taken into account.

## Content

<b>II</b>	<b>Introduction .....</b>	<b>5</b>
1	Short Profile of Mykolas Romeris University.....	5
2	The programmes in the faculty framework .....	6
<b>III</b>	<b>Evaluation .....</b>	<b>8</b>
1.	Objectives of university and faculties.....	8
2.	Objectives and concept of study programme “Sports Industry Management” (II cycle).....	9
3.	Objectives and concept of study programme “Social Technology Management” (joint degree; II cycle).....	13
4.	Objectives and concept of study programme “Management of Tourism Sector” (II cycle).....	18
5.	Objectives and concept of study programme “Cybersecurity Management” (II cycle).....	24
6.	Objectives and concept of study programme “Business Informatics” (joint degree; II cycle) .....	28
7.	Implementation .....	32
8.	Quality Management.....	39
9.	Summary.....	40
10.	Recommendation of the expert group .....	40
<b>IV</b>	<b>Decision of the ACQUIN Accreditation Commission .....</b>	<b>42</b>
1	General recommendation .....	42
2	Sports Industry Management (II cycle).....	42
3	Social Technology Management (joint degree; II cycle).....	43
4	Management of Tourism Sector (II cycle).....	44
5	Cybersecurity Management (II cycle) .....	45
6	Business Informatics (joint degree; II cycle) .....	46

## II Introduction

### 1 **Short Profile of Mykolas Romeris University**

Mykolas Romeris University (MRU) is the second largest university in Lithuania. MRU was established in 2004 by the Resolution of the Seimas (Parliament of the Republic of Lithuania) and is named after Professor Mykolas Pijus Paskalis Romeris, a founder of the Lithuanian Constitutional Law. Before, the university existed as a law university since 1990. MRU successfully operates in a competitive environment on a national and international level. With the aim of internationalisation, the university cooperates with more than 200 international institutions including universities, public and management institutions.

Approximately 16.000 students are currently enrolled; about 250 among them are foreign nationals. MRU offers more than 100 study programmes (Bachelor's degree, Master's Degree, also non-degree programmes) and students can choose programmes from the disciplines Law, Public Administration, Economics, Finance Management, Psychology, Social Work, Social Policy, Sociology or Educology.

Studies are carried out in the following faculties: Faculty of Law, Faculty of Economics and Finance Management, Faculty of Politics and Management, Faculty of Social Welfare and Faculty of Public Security. Further, the university's structure comprises the Business and Media School with the status of a faculty. Except of the Faculty of Public Security, all faculties are located in Vilnius, whereas the Faculty of Public Security is located in Kaunas, about 100 km away from Vilnius.

The five faculties of Mykolas Romeris University offer the following *Bachelor's degree programmes*: Law, Informatics and Digital Contents (joint study programme with Korea's Dongseo University, DSU), English for Specific Purposes and a Second Foreign Language, Financial Economics (offered by Business and Media School in conjunction with U.K.'s Middlesex University), Tourism Management and a Heritage, Psychology, Social Work. As second cycle education, Master's degree programmes cover Business Informatics (with Fernando Pessoa University in Portugal), Communication and Creative Technologies, European and International Business Law, (in partnership with the French University of Savoie Mont Blanc), EU Law and Governance (in partnership with Bordeaux University), Electronic Business Management, Financial Markets (dual degree with U.K. Middlesex University), International Law (in cooperation with Ukraine's Jaroslav the Wise National Law University), Legal Regulation of Public Administration and Human Rights (in partnership with Taras Shevchenko National University Kiev), Psychology, Social Technology Management, Social Work with Youth and Children (with Stradins University Riga), or Work and Organizational Psychology.

In 2005 MRU introduced a Joint International Law Master's Programme and Joint Master's Programme in Comparative Social Policy and Welfare. Further, the university offers some Master's degree programmes in English, namely EU Policy and Administration, Information Technology Law, International Law, European Union Law, Welfare Sociology, Psychology.

The faculties are supported by central offices at the university, in the first place by a Centre for Academic Affairs, responsible for supervising, drafting and implementing study programmes, study quality assurance, distance and international studies and student admission. Further, a Centre for Science, Communication and Marketing is responsible for supervising marketing and international relations activity.

## **2 The programmes in the faculty framework**

The here assessed Master's programmes "Sports Industry Management" (II cycle) and "Management of Tourism Sector" (II cycle) are operated by the Faculty of Politics and Management, which is structured in four institutes: Institute of Political Sciences, Institute of Management, Institute of Public Administration and Institute of Philosophy and Humanities.

The Faculty of Social Welfare is responsible for the study programme "Social Technology Management" (joint degree; II cycle), which is operated by the Institute of Digital Technologies as one out of four institutes at the faculty. The other institutes are the Institute of Educational Sciences and Social Work, Institute of Communication and Mediation and Institute of Psychology.

For the programmes "Cybersecurity Management" (II cycle) and "Business Informatics" (joint degree; II cycle) the Business and Media School (BMS) is responsible at MRU. The BMS carries out programmes of study and research directions, focusing on social phenomena transformations in the context of information technology. BMS runs 8 undergraduate and 9 Master's degree programmes with more than 1200 students.

The study programmes "Social Technology Management" and "Business Informatics" are set up as joint degree programmes with University Fernando Pessoa in Porto, Portugal. University Fernando Pessoa was recognised as a public interest organisation by the Portuguese State in July 1996 and it is the result of a pioneering higher education project initiated in the 1980's with the creation of two higher education institutes that provided its structural basis. Today, the University is organised in three faculties (Health Sciences, Human and Social Sciences, Science and Technology), one School of Health Sciences and one autonomous unit (Ponte de Lima College). Being a foundational University, UFP has never been market oriented. It has managed to develop into a solid private higher education institution with a strong academic focus and a constant concern with quality maintenance and improvement in what concerns a highly qualified teaching staff, physical infrastructures and equipment and its teaching, research and extension project. The mission of University Fernando Pessoa is to provide high quality education services and to be an internationally recognised European teaching and research university, contributing for the promotion of private higher education as a public good, associated with private benefits and based on the over-arching principle of public responsibility.



### III Evaluation

#### 1. Objectives of university and faculties

According to the mission of Mykolas Romeris University, it is the goal of the university to educate society, to accumulate and cherish intellectual potential, to educate leaders capable of creating and introducing innovations that determine diverse scientific, cultural and technological progress. MRU aims at educating a personality which is mature, entrepreneurial, an independent leader of the future, and a citizen fostering Lithuanian identity.

As key strategic priorities MRU defines creating new attractive national and joint study programmes developed in collaboration with foreign universities, fostering lifelong learning and electronic studies, and research activity. The self-evaluation report of the university refers to the MRU Statute, which sets out the main goal of its activity. This is to carry out studies which provide a person with university higher education based on research and advanced level of knowledge and technologies, a higher education qualification, develop a thoroughly educated, ethically responsible, creative and entrepreneurial person.

These principals are not only part of the statute, but also determine the so-called MRU Strategic Activity Plan 2010–2020, which includes the development of new market-oriented study programmes, development and implementation of joint study programmes created in collaboration with foreign universities, internationalisation, and development of distance studies, qualitative and qualitative growth of research. With these issues MRU seeks to develop unique selling points in competition with other national universities and HEIs from abroad.

The university points out that the competition for qualified students becomes fiercer due to a complicated demographic situation in Lithuania. These demographic factors are said to result in a sharp decrease in the number of students in the future, by inconsistency of the state policy on higher education, its poor funding and in general by the growing competition among universities in Europe.

With the aim to be successful in the future, MRU and each faculty create and implement study programmes, which are attractive for national and foreign students. Graduates should gain best chances to have access to the European labour market with skills and competences being acquired at MRU.

Among the university's programmes, Master's programmes should particularly foster the development of analytically thinking specialists, who are able to solve problems in the various fields of scientific research and practice. Upon the completion of the second-cycle studies at MRU, students have comprehensive and systematic knowledge and understanding of the study field, which extend the knowledge acquired in the first-cycle; the students are able to use the context of scientific research and develop and implement their ideas in a creative way as well as to tackle problems in a new or

unfamiliar multidisciplinary environment, to integrate their knowledge and solve complicated problems in the absence of complete or full information, to make ethical and socially responsible decisions, to clearly and unambiguously convey scientific knowledge-based findings to expert and non-expert audiences.

Therefore, besides knowledge and competences linked to the specific subject, students acquire competences which are summarised as soft-skills and personal competences. They gain knowledge and skills which pave the way for the development of own ideas, the judgment on the basis of market and business information in various sectors, communication of thoughts and the ability to solve problems relevant to the society. Further, graduates in each of the assessed programmes, have well-developed self-study skills, which allow a focused and creative development of their professional life, participation in public life and further studies.

## **2. Objectives and concept of study programme “Sports Industry Management” (II cycle)**

### **2.1. Objectives of the study programme**

#### **2.1.1 Short summary of the study programme**

The study programme “Sports Industry Management” intends to qualify enrolled students for demanding administrative positions in the sports equipment industry as well as in the professional service sector. While the sports equipment industry ranges from physical fitness goods to sportive fashion, the latter includes all primary and supportive services circling around sports, wellness and even e-sports. To sum it up, the TIME abbreviation which stands for telecommunications, information, media and entertainment increasingly evolves into a TIMES logic, since the last “S” stands for sports. Students will not only be prepared for the sports industry in a narrow sense, but are also challenged to enlarge upon the complex issues of professional club management. The programme is strongly managerial driven and thus aims at addressing practical issues of business administration and leadership in sports. In opposition to many mesh-up programmes, containing also sports science or even medical topics on a theoretical and practical level, the sports industry programme is regarded as an industry specialised business administration offer. In analogy to healthcare management, non-profit management, finance management and so forth this programme places special emphasis on the industrial organisation and competitive constellation of the sports sector. The programme is held in Lithuanian as well as in English language.

The overall objectives of the study programme by and large meet the standards of advanced sports management education, which is dominated by concrete field issues rather than scientific economic and managerial topics such as mathematical modelling of game theoretic league scenarios or the

application of institutional economics to sports to curtail corruption, fraud and bribe by means of incentives and sanctions.

The target group of managerial practitioners is addressed adequately since interviews with students evidenced that none of them is interested in an academic career. Moreover, they regard themselves as managers, entrepreneurs or achievers, who are interested to enter the global sports business arena successfully. Insofar students' objectives match the aspirations of typical MBA candidates being not interested in PhD studies, but in hands on business cases.

The development of the qualification targets is achieved through a solid and coherent curriculum incorporating the state of the art topics of business management. The subject of sports economics conveying a theoretical portrait of the interactions between markets, agents and institutions by means of theory development, model testing and paradigm formulation only plays a minor role in this programme. Nevertheless, when it comes to the edition of the final thesis, students will be challenged to translate theories into action – instead of muddling through business cases which also call for methodological soundness.

### **2.1.2 Objectives and competences**

The professional competences are well trained in this programme by means of the employment of staff members, who cover a full range of managerial on the job experience. Most of the students gather on the experience during their studies, because they already work in the sports industry. Parenthetically, interviews evidenced that most of them were given the opportunity to accumulate first hand professional competences when serving as team manager or event manager.

The teaching of advanced methodical competences is core to any academic management program which should extend the application of low key heuristics, rules of thumb or crude business recipes being characteristic for college programs. The curriculum represents the spectrum of relevant tools and techniques while not exceeding expectations. It is solid and sound, but not exceptional or excellent when benchmarked against the standards of the best of the breed business schools.

Specialised management programmes – irrespective of their industry or functional focus – hinge on generic competences, serving as the bedrock for ensuing research questions and business cases. The onsite inspection evidenced that students will be provided with a set of relevant generic competences pertaining the field of sports management. Since the sports industry is a truly global one, it should be taken into consideration to offer primarily English taught modules.

### **2.1.3 Employability**

The Baltic countries are rather small ones challenging the students to watch out of global business options. Upon completion the programme graduates should be able to create own business or work

in sports industry team managerial or expert-consultative work in public institutions. While the Lithuanian home market is limited with respect to sports business opportunities, students face good job perspectives on a global and European level, if they display an open-minded and cosmopolitan appearance. For this reason excellent business English is a must have to enter the global sports arena. Joint degree programmes with partner universities and business alliances with commercial partner could serve this aim.

#### **2.1.4 Conclusion**

To put it in nutshell, the programme at hand meets the entire advocacy of the expert group. Development needs can be seen in the field of theoretical soundness and cosmopolitan appeal, since Lithuania does not represent the hotspot of global sports industry. No doubt, practical issues are very important, but theoretical and methodological also, when it comes to the academic master thesis.

## **2.2. Concept of the study programme**

### **2.2.1 Admission criteria and recognition of competences**

To meet the entry requirements for the second-cycle, the student must have been awarded a Bachelor's degree or equivalent education. Persons with a professional Bachelor's degree or equivalent education are admitted to the second-cycle studies after the completion of bridge courses.

Applicants for the study programme "Sports Industry Management" have normally obtained an undergraduate degree in public administration, management and business administration or economics. Applicants holding degrees in other sciences are also eligible.

The university does not set any limitation for the number of student which can be enrolled for the fee-paying programme. However, for each Master's programme there should be an average number of 15 students per year as a minimum level. During the last years, there have been 11 students in the academic year 2015/2016 and 23 in the year before. The full tuition fee amounts to 3360 Euro, which is 1200 Euro per semester.

### **2.2.2 Structure of the study programme**

As mentioned above, the contents of the programme fit with the key requirements of contemporary sports industry management. In particular, the programme comprises in the first semester the compulsory courses "Business Projects", "Management, Business Strategies", "Research Theory and Practice of Management and Administration and Master's Thesis", "Sport Industries Resource Management", "Sport Industries Theory and Practice". During the second semester students start already with some research for their master thesis and study in the compulsory courses "Sporting Legal Relationship" and "Sports Marketing Communication". In the third semester the main workload is

conveyed to the master thesis and the compulsory course “International Sports Industry Market” and “Values Management Sport. Besides compulsory courses the curriculum covers the three optional courses “Entrepreneurship and Self-Employment”, “Decision Making Theory” and “Performance Audit”.

Although not explicitly mentioned, the programme also deals with management issues of professional sports organisations; this fact could be highlighted in the curriculum. It should be also taken into consideration to teach a module service managements in sports, since a good proportion of value creation takes place in sports consulting, sports media, etc. Additionally, the expert group would like to draw the university’s attention to the fact that sports increasingly enters the sphere of digitalisation and social media calling for innovative lecture courses, seminars and case studies. Prospectively the idea of blended learning including distance based online learning and teaching could be a good option of choice to assure “24/7-studies”.

Concerning the appropriateness according to educational level one could arrive at the conclusion that on-site education takes place in an inspiring and ambient learning surrounding. An established quality assurance system guarantees that the taught modules in fact fulfil the announced standards. The responsible full professor is a renowned sports management expert who is internationally well connected and controls for the quality of hired lecturers.

### **2.2.3 ECTS and modularisation**

This accreditation topic meets the standards of the Bologna process and complies with the provisions of organising and conducting academic programmes. All of the modules are depicted an accurate and appropriate manner corresponding with the ECTS logic. At MRU each ECTS credits equals 27 hours, which is in the normal European range of 25 to 30 hours per credit.

The study programme “Sports Industry Management” is designed for a normal programme length of three semesters, where 90 ECTS credits are acquired. Among these 54 ECTS credits consist of mandatory courses and 6 ECTS credits provide an alternative choice.

In total 18 ECTS credits are foreseen for business and management skills to form, i.e. Business Strategies, Business Project Management and one optional subject (Decision Making Theory, Activity Audit, Entrepreneurship and Self-employment). Additional 36 ECTS credits are foreseen to provide the necessary competencies in the following modules: Sport Industry Resource Management, Sport Industry Theory and Practise, Sport Legal Relations, Sport Marketing and Communications, Value Management in Sport, International Sport Industry Market. For the successful preparation of the master thesis a subject “Management and Administration Research Theory”, Practice (6 ECTS credits) and two working stages of preparation (30 ECTS credits) are dedicated.

Since most of the students combine their academic ambitions with job duties the overall workload tends to be pretty high. Students are required to conduct their studies in a condensed and disciplined

way, because most of them are forced to finance their studies. This is the reason why many courses take place in the afternoon. After-work studies seem to be very common.

#### **2.2.4 Teaching methods and study contexts**

According to the description of the study programme, students gain communication, collaboration and consulting skills through participatory learning in discussions and debates, individual and group reflections, critical essay writing and self-study assignments. Students further acquire learning and research skills by applying different research methods in their self-study tasks and visualisations of obtained results.

Due to the international focus of sports industry management, the university should provide the option to write at least the Master's thesis in English.

From the perspective of the expert group teaching methods and study contexts are inspiring and motivation due to open space learning infrastructures endorsing creative outcome. The teaching methods follow a blended learning approach for the purpose of co-aligning students into the process of active problem solving and in-depth discussions. The physical learning and teaching infrastructure is very modern, bright and well equipped. University buildings are in good shape including sports and catering facilities. Referring to sport industry management the library is maybe not excellent, but sufficiently equipped.

#### **2.2.5 Conclusion**

The programme "Sports Industry Management" follows the aim of educating ambitious sports executives rather than preparing junior scientists for an academic career. It is soundly conceptualized and backed by sufficient resources. Opposite to sports science studies the target group is managerial focused and not interested in any physical exercises or sports science courses. Nevertheless it could be of use to provide the students with in-depth knowledge about relevant sports (science) trends, since management and leadership take place in sportive contexts. In the long run the program should be switched to English language for employability and students' exchange reasons.

### **3. Objectives and concept of study programme "Social Technology Management" (joint degree; II cycle)**

#### **3.1. Objectives of the study programme**

##### **3.1.1 Short summary of the study programme**

According to the self-description of the university, the Master's degree programme "Social Technology Management" is an interdisciplinary programme, combining social science

(management, economics, law, etc.) and technological aspects of management. It is designed to train high quality business and management specialists and social entrepreneurs and almost has no analogues in Lithuania.

The study programme is characterised by its structure and flexibility, which will reveal the ever-changing labour market needs. The programme itself is more oriented toward development of practical competences, e.g. by compulsory traineeship and selective internships. At the same time it is oriented toward research on a Master's level, which is expressed by the number of 30 credits being assigned to master thesis preparation and defence.

Students are given an opportunity to study the subjects they give priority: according to managerial tasks they desire to prepare for and depending on a sector – public, private or non-governmental – they are preparing to apply the acquired knowledge.

The Master's degree programme "Social Technology Management" is set up as a two years joint degree study programme with two partner universities, Mykolas Romeris University in Vilnius and Fernando Pessoa University in Porto, Portugal. Students spend the first and third semester at MRU and second semester at private Fernando Pessoa University. In the last semester they have the possibility to choose between an internship in Lithuanian business enterprises and an internship in organised by different partner universities abroad.

After finishing the study programme with 120 ECTS credits, graduates receive two different graduation certificates, one from MRU and one from UFP, which is a specific of double degree programmes. Therefore, the study programme should be described as "double degree" programme, as long as two separate documents are awarded after graduation from the two partner universities. By renaming the programme degree, the university should follow the terminology of the "European Approach for Quality Assurance of Joint Programmes".

### **3.1.2 Objectives and competences**

The Master's degree programme "Social Technology Management" defines as an overall objective to train high quality business and management specialists and social entrepreneurs by developing their knowledge and skills of new and distinctive socio-economic-technological processes. Graduates shall acquire knowledge about society, the impact of new and emerging technologies on social processes, and develop practical management skills needed to recognise and successfully apply the potential of new and emerging technologies in developing, shaping and managing organisations, such as private companies, NGOs and social enterprises, successful community initiatives and similar. These programme objectives are viewed from the point of social technologies and reflect the impact of globalisation factors on complex social, economic, cultural and technological environments.

With the description of the study programme's objectives, MRU tries to attract students who are willing to expand their knowledge and to develop practical management skills needed in professional

activities with new and emerging technologies in socio-economic-technological processes. Applicants have to be owners of university Bachelor's degree or non-university bachelor's degree (in this case 60 ECTS studies before starting this master degree programme are required), with B2 level of English and having basic knowledge in management.

Graduates acquire specific training in the use of social media and e-marketing, which would enable them to be successful in the labour market. The new digital technologies in the 21st century are increasingly humanized and seek opportunities to enrich social communication and interaction. Therefore, the programme is characterised by a future-oriented approach to modern business and societal developments and their relationship with the technological modernisation in the conditions of globalisation challenges in various fields.

From the perspective of the expert group, the programme gives graduates an opportunity to create and develop the ability to provide consultations in an area of activities, to coordinate projects related to the upgrading of other individuals' qualifications and implementation of innovations, to analyse and present activity results. However, the objectives of the programme are partly rather fuzzy and unspecific. Therefore, the description of competences to be acquired in the programme should be sharpened. In doing so, the employability and possible positions on the labour market should be highlighted.

### **3.1.3 Employability**

After finishing this programme students can work in the field of management of socio-cultural transformations, in preparation and implementation of social projects, in the field of social and economic development of regions, or in the management of social capital in organisations. They are able to conduct technological impact analysis and apply social software. The programme is composed to cover aspects of different sectors and company types, so students can work in national and international business, public or private, traditional and networked organisations.

Since the objectives of the programme are rather broad and the job options of graduates are very heterogeneous, it is not easy to state whether students have good chances on the labour market – even though it is expected. In order to enhance the effectiveness and quality of managing the educational process it is recommended to conduct continuous monitoring of the programme's goals. Specifically clear objectives should be defined, which connect the activities of the university on the development strategy, analysis of students' and employers' surveys (with the objective of continuous improvement of training and analysis of students' employability) for further improvement of the programme.

### **3.1.4 Conclusion**

The main goals of the postgraduate programme “Social Technology Management” comply with the mission and the strategy of the university’s development. Competencies of the study programme comply with the goals of a Master’s level study programme.

## **3.2. Concept of the study programme**

### **3.2.1 Admission criteria and recognition of competences**

The minimum requirements for the enrolment for the Master's study programme “Social Technology Management” are to have basic knowledge in management, particularly in organisational behaviour, project management and strategic management basics. If these study subjects were not completed in university Bachelor’s studies, the entrant will have to take bridging courses of the subjects during the Master’s study cycle. Bridging courses are based on independent work of student. Consulting teacher will be assigned to each of the course.

If prospective students do not have a university Bachelor’s degree, 60 ECTS credits have to be acquired before starting the Master’s degree programme. Those 60 ECTS credits may be gained in any of universities study programmes being related with the subject. Applicants to the “Social Technology Management” study programme must have at least B2 level of English (according to the Common European Framework). The university has rules of crediting achievements from other HEI or external achievements.

The programme has 5 years for reaching the quantitative goals in regard to the intended capacity. In each academic year there should be at least 15 enrolled students to start the programme. In case of low demand, the universities can decide to stop the programme.

### **3.2.2 Structure of the study programme**

The curriculum of the programme “Social Technology Management” consists of three main blocks of study subjects: technological, managerial and other related social sciences.

Master thesis supervisors are appointed from both universities implementing the study programme. The first semester students start at Mykolas Romeris University, during the second semester they study abroad at University Fernando Pessoa, and for the third semester they are back at MRU. The fourth semester with internship and master thesis can be spend either at the home university (the one to which a student applied for enrolment) or the partner university.

The academic subjects in the curriculum are classified as compulsory and elective. Compulsory academic subjects are general university and study field subjects, necessary to achieve the outcomes set by the study programme. Elective academic subjects are general university and study field subjects,

which can replace each other for the purpose of the outcomes, set by the study programme and which are independently chosen by students from an exhaustive list provided in a study programme.

Compulsory academic subjects of study programme are in the first semester at MRU “Creative industries”, “Leadership and Management in Knowledge Society”, “Social software and cloud internet”, “Social anthropology” and “Postmodern philosophy”.

The second semester at UFP contains the modules “Globalization and competition”, “Quality management”, “Management games”, “Psychosociology of conflict negotiation and mediation” and “Master thesis and methodological seminars”.

During the third semester at MRU “Digital and Social Marketing”, “Ecodesign and strategies for networked organizations”, “Risk Management for Mega Events” and “Master Thesis” is compulsory. As electives “Cluster development technologies” and “New technologies and management of Social Innovations” are offered.

The fourth semester includes an internship and the module “Master thesis” at MRU or UFP.

### **3.2.3 ECTS and modularisation**

All of the modules are depicted an accurate and appropriate manner corresponding with the ECTS logic. At MRU each ECTS credits equals 27 hours, which is in the normal European range of 25 to 30 hours per credit. The study programme “Social Technology Management” is designed for a normal programme length of four semesters, where 120 ECTS credits are acquired. Among these 60 ECTS credits are acquired at MRU, 30 at UFP and 30 at either MRU or UFP. Compulsory study subjects of the programme consist of 114 ECTS credits, elective study subjects consist of 6 ECTS credits.

Student workload is divided in contact hours (total attendance time) and number of hours planned for individual study. The programme comprises 750 contact hours, 2490 individual study hours and at least 306 hours, which are dedicated to practice. Since many of the students combine their academic ambitions with job duties the overall workload is high. However, the academic feasibility of the programme is not called into question.

### **3.2.4 Teaching methods and study contexts**

The university teachers use different teaching methods, brought into play in lectures and in seminars. The methods comprise networked learning methods, team projects, case studies and problem-based learning. Like that teachers implement contemporary teaching methods to empower students with competencies such as taking initiative, creativity, independence, as well as taking responsibility for one’s own development, failures and successes. Students learn how to plan and work towards their own development. According to the programme and course syllabi, teachers foster active participation and discussion of the students during course sessions. They encourage creative thinking and problem solving.

As a kind of e-learning tool, the university uses the widely popular e-studies environment Moodle, which allows flexible organisation of the study processes and spread of academic information.

The expert group got the impression that the same high level of teaching is in place at MRU and UFP. Students are able to study in the programme on the basis of a sound concept, which is carried out by motivated teachers in adequate seminars and lectures.

### **3.2.5 Conclusion**

The expert group is convinced that the study programme has a commendable concept. The objectives of the study programme are suitable for the programme. Content and structure of the study programme lead more to specialisation. This is intended by the creators of the programme - to prepare a new type of professionals having skills and competencies to deal with the latest digital computer technology, as well as the social sciences and technology. In order to provide more transparency of the programme's goals for external (employers) and internal (students, teachers) users, it is recommended to clearly formulate and correlate them with practice-oriented competencies.

From an overall perspective, the study programme is conceptually thought over and has been implemented successfully in the education and training process at the two partner universities. Just the module "Leadership and Management" should be revised since there is too much content on leadership and hardly any management.

## **4. Objectives and concept of study programme "Management of Tourism Sector" (II cycle)**

### **4.1. Objectives of the study programme**

#### **4.1.1 Short summary of the study programme**

The study programme "Management of Tourism Sector" is a Master's level (II cycle) programme. It comprises 90 ECTS credits and is delivered in three semesters for full time students and in four semesters for part-time students. The study programme was drawn up taking into account the modern trends of the tourism sector in Europe and actual needs of the job market in Lithuania. It is an upgrade and continuation of the undergraduate programme "Tourism Management and Heritage", which MRU also offers.

While the aim of the first cycle programme is to train specialists who know the principles of sustainable tourism management, the goal of the Master's programme "Management of Tourism Sector" is to prepare highly qualified experts to meet the existing and future needs of the tourism industry, to be capable of creating the tourism policy, to acquire competencies how to use the heritage and

potential of tourism regions and to develop innovative tourism products and services in an ever changing environment. The study programme combines tourism and management with economics, law, geography and humanitarian fields as heritage and history. Therefore, the programme is designed to prepare highly qualified specialists, who will have enough knowledge in the heritage of tourism regions and tourism potential, and who would be able to inculcate innovations to qualitatively introduce their country to foreign tourism markets, to forecast and respond to the changing tourist needs and motives.

This Master's degree programme is the only study programme of this type in Lithuania. Internships are included in the programme, which gives students the opportunity to acquire practical knowledge and skills. But the number of students is lower than expected and it still declines, since the job market apparently signals that Bachelor graduates are more required in tourism sector industry.

The target group is defined in accordance with the local rules of MRU. Individuals who have completed first-cycle (Bachelor) university studies are allowed for the admission for the study programme. The target group of the "Management of Tourism Sector" study programme are persons, already working or seeking to have a working place in public or private sector, mainly dealing with issues in relation to management of tourism. They hold the bachelor degree in areas as tourism, organisation management, heritage protection and history study.

#### **4.1.2 Objectives and competences**

The purpose of this study programme is to prepare highly qualified tourism sector management specialists who are able to integrate knowledge, analyse tourism development problems and provide proposals using contemporary scientific research. Further, they should be able to promote the tourism policy making activities, based on knowledge about tourism regions heritage and potential and fostering cohesive tourism and to act in changing environment and to develop innovative tourism products and services as well as cooperate with different social partners and promote the entrepreneurship of local communities.

The objectives of the study programme are annually reviewed implementing the internal and external evaluation and updated in accordance with the actual needs. Though substantial changes of programme purpose and objectives were not provided, it was enhanced tourism development knowledge and scientific research integration. The programme learning outcomes are consistent with the 2nd cycle of studies, stated in national legislation (The Order of Minister of Education and Science No.V-2212, 2011). The programme learning outcomes are consistent with the level of studies.

During the studies students develop the transferable knowledge and skills, personal abilities (critical thinking and creativity) and social skills. Emphasis on developing these abilities is implemented in certain subjects. Competences of critical thinking and creativity, for instance, are developing in subjects "Innovation management in tourism", "Quality management in tourism", "Tourism research

science”, “Management of tourism regions”, “Strategic management in tourism”, “Tourism marketing”, “Tourism economics”, “Master thesis” or “Master thesis (Professional practice)”.

Students also develop research skills, to be able to identify, formulate and solve problems of tourism development, as well as to look for non-traditional ways of their solution, became capable to apply current social science research methods and are able to participate in the decision making process, to provide proposals based on researches and comparative analysis. Professional abilities enable students to draft strategic plans, initiate law amendments and submit constructive suggestions for the amendments; they should be able to introduce properly information on Lithuania to local and foreign tourism markets and to present the Lithuanian heritage and its potential in the international market of tourism services in a professional manner.

#### **4.1.3 Employability**

The programme should prepare students to work in the field of tourism management, in institutions of the public or business sector. The demand for professionals exists in tourism sector, since professionals of tourism are missing. Even though, on the job market in the tourism sector, a Bachelor’s degree is recently more required. The University has partners from tourism industry, where the demand for such graduates is expressed.

In the study process representatives of the professional practice are included in several levels, i.e. as invited lectures from practice and as social partners are members in the Study Committee. Also the qualifications commissions for the defence of final theses are set up according to study fields (area).

Employability and personality/personal development of the students’ aspects are implemented through all objectives of the programme. In particular, generic competences (developing critical thinking and creativity, competences of communication and cooperation) should be emphasised.

#### **4.1.4 Conclusion**

Concerning the overall objectives of MRU the Master’s programme “Management of Tourism Sector” is well positioned within the profile of the university. Further, the formal employability of graduates is not called into questions and the acquired competences are suitable for a wide range of professional applications. However, taking into account the specific labour market of Lithuania, the university should strengthen the co-operation and co-ordination with practice by inviting practitioners as lecturers.

## 4.2. Concept of the study programme

### 4.2.1 Admission criteria and recognition of competences

Individuals who have completed first-cycle (Bachelor) university studies are allowed for the admission for the study programme. In case of the Bachelor degree is not from the management field, students have to select additional subjects. Students (from colleges) that have not taken university studies must take bridge courses. Rules of crediting achievements from other HEIs or external achievements are clearly defined.

The university does not set any limitation for the number of student which can be enrolled for the fee-paying programme. However, for each Master's programme there should be an average number of 15 students per year as a minimum level. In 2013/14 16 full-time students were enrolled and 19 students in 2014/15. For 2015 it was planned, that at least 15 students will enrol. The full tuition fee amounts to 3360 Euro, which is 1120 Euro per semester.

### 4.2.2 Structure of the study programme

The objectives of the "Management of Tourism Sector" programme reflect the requirements for tourism sector professionals. This is to have competences in the sphere of management, tourism business, marketing and policy, able to use them in a tourism sector development. The programme aims to be linked with the capacity to provide specialised expertise needs in the sustainable tourism business. The programme aims to integrate the latest scientific advances in innovative studies to innovation, research and development performance. The expert group has the opinion that the curriculum provides students with general overview of the tourism sector. The students can choose one elective subject, but they still do not get specialised in any field (e.g. destination management or else) so it would be better to say, the programme prepares professionals and not specialists. The purpose of the programme and the programme could be aligned in a better way.

The programme covers in the first semester the compulsory modules "Fundamentals of Political Science", "Management", "Tourism Policy in Lithuania and the EU", "Tourism Management", "Quality Management in Tourism", "Innovation Management in Tourism" and "The Theory and Practice of Management and Administration Research".

With the second semester students are obliged to study the modules "Tourism Marketing", "Management of Tourism Regions", "Strategic Management in Tourism" and "Master Thesis". Further, the eligible modules "Development of Sustainable Tourism", "Entrepreneurship and Self-Employment", "Management of Human Resources" and "Psychology of Tourism" are offered.

The programme adds in the third semester the modules "Tourism Economics", "Master Thesis" and "Master Thesis (Professional Practice)".

By the applicable legal acts, the aim of Master's studies is to provide special skills, which are required for work in the state sector and management positions. The Master's programme "Management of Tourism Sector" is focused on the improvement of competences of tourism management, development of strategic thinking and strengthening of capabilities of quality management, the enforcement of the capability to make forecasts and carry out scientific research. Meanwhile, Bachelor's studies focus more on the provision of professional knowledge and the development of managerial skills. Students of this programme are able to use the accumulated knowledge in practice, to initiate and carry out scientific research and are aware with specifics of contemporary tourism policy and tourism business.

#### **4.2.3 ECTS and modularisation**

Following the Law on Higher Education and Research of the Republic of Lithuania, the Lithuanian Higher Education Institutions on 1 September 2011 moved to a new system for calculating credits. According this national regulation 60 ECTS credits are allocated to the workload of the full-time academic year, 30 ECTS credits are normally allocated to one semester. Usual volume of the yearly part-time studies is 45 credits. A student is entitled to choose a different volume of part-time studies; however, the total duration of the studies may not be longer than by one and a half times of the usual duration of the full-time studies in the same programme.

The programme "Management of Tourism Sector" does not enrol part-time students. Students take a maximum of 5 subjects per one semester. The usual volume of each subject is six study credits. Contact work in the second-cycle and non-degree studies must amount to at least 10 percent of the total study programme, including at least 5 percent of direct participation of the teachers and the students (non-remote contact work). Studies are made up of 90 ECTS credits. First and second year of the studies have five subjects each (30 ECTS credits per semester). Third-year students have one subject (6 credits), Internship (12 ECTS credits) and have to defend their Master's thesis (12 ECTS credits).

With the calculated workload, the full-time studies consist of 541 contact work hours. Contact work provides lectures and seminars. In the programme 22,5 percent contact work hours and 77,5 percent independent work hours are allocated. Such a contact work and independent work time make it possible to absorb the knowledge smoothly within the entire study period. Student's independent work is described in each syllabus of the course. Independent student work of 70-80% of each study subject, research and a master's project has 30 ECTS credits. During the interviews students explained they participate regularly in the classes and find them very helpful to understand the contents. Especially because of some teachers which are supportive and knowledgeable. But they want teachers to use more modern teaching methods, e-learning environment and up to date knowledge.

#### 4.2.4 Teaching methods and study contexts

The latest scientific developments are integrated into curriculum each study subject referring to the compulsory or complementary literature sources based on the highest cited journals as well as into group (case studies) or individual tasks (scientific article analysis and reflection) fulfilment. Also, the findings of the scientific projects are included not only during the teaching process, but highly recommended to integrate into the preparation of the master thesis using comparative research methods, interpreting data. Concerning the master thesis the group of reviewers recommend to allow students to write the thesis in English. Since this is the programme in tourism, there is an international dimension and it is essential for teachers and students to be fluent in professional terminology in foreign languages, especially in English. Therefore, the study programme should be offered in English; at least the Master thesis should be allowed to be written in English.

Professional practice is also a part of preparing the master thesis. The main objective of the practice is to develop practical skills in tourism management, to consolidate knowledge of research methodology implementing research projects. Students find the place for their practice in Lithuania or abroad independently, coordinate the plan with their internship supervisors and deliver a report and a self-analysis after the internship. Before the internship, the supervisors consult students on how to relate the research of the final master thesis with the place of internship. They also provide consultations during students' internship. Learning outcomes of the programme are realised through the study subjects' outcomes.

Every study subject is associated with the programme learning outcomes. The assessment of students' knowledge is based not only on the quantitative, but also on the qualitative assessment criteria. According to the assessment criteria includes the systematic character of theoretical knowledge, the practical use of the subject-specific knowledge, the level of development of both intellectual and professional abilities and skills, the logic in responding, coherence, the ability to defend one's position, the culture of expression of thoughts and language, individuality and originality of thinking, strength of knowledge, diligence and engagement during the course of subject studies.

Knowledge and abilities are assessed using a 10-point grading system. Study subjects are completed with examinations. A lecturer usually chooses to assess students using the cumulative assessment system (it accounts for 50 percent of the final assessment). The cumulative grade may include the scores earned for colloquiums, case analysis, written work, individual project and active engagement during seminars. The description of the assessment system is given in the programme of each study subject. It is also introduced during the first classes (seminars or lectures) and available in electronic system for the programme, on the webpage of the department and the personal webpage of a teacher.

The overall analysis of the expert group shows that teaching methods and didactical approaches are well chosen for the study programme. To even improve this status, the reviewers recommend adding

case studies to the curriculum, which are helpful in respect to practical competences in tourism management.

#### **4.2.5 Conclusion**

The purpose of the Master's programme "Management of Tourism Sector" is to prepare highly qualified tourism sector management specialists who are able to integrate knowledge, analyse tourism development problems and provide proposals using contemporary scientific research; to promote the tourism policy making activities; to act in changing environment and to develop innovative tourism products and services as well as cooperate with different social partners and promote the entrepreneurship. The programme is focused on the improvement of competences of tourism management, development of strategic thinking and strengthening of capabilities of quality management, the enforcement of the capability to make forecasts and carry out scientific research.

## **5. Objectives and concept of study programme "Cybersecurity Management" (II cycle)**

### **5.1. Objectives of the study programme**

#### **5.1.1 Short summary of the study programme**

The Master's programme "Cybersecurity Management" prepares graduates to understand, create, and manage the state of the art information technology environments and human resources in the area of cybersecurity. The programme is centred on management aspects, not computer science. The university considers the programme as an opportunity to position itself successfully against more technically oriented universities in Lithuania. It aims at professionals holding a Bachelor degree in any field interested in specialising in cybersecurity management. According to the market analysis of MRU the study programme is unique in the Baltic region, since there are similar programmes in Lithuania, Latvia, Estonia or Poland.

#### **5.1.2 Objectives and competences**

According to the self-evaluation, the objectives of the programme cover various skills and competences. In the first place, it is the objective to teach students to analyse and assess the knowledge in the fields of the state of the art e-information security (cybersecurity) and the management, to conceptualise and apply innovations in public and/or business sectors. This aim should be reached by teaching the interdisciplinary capacity to integrate business processes and electronic information security.

The university focuses on the development of methodological and practical skills to conduct research in the area of e-information security (cybersecurity), to organise the conversion of research results into public and/or business sector, to be able to formulate, and to structure the innovations in the field of cyber security in global competitive environments. With the programme integrated skills on cybersecurity innovations and their dissemination should be trained. Like that graduates should be able to form the environment of managerial solutions in the field of technology and enhance creativity in technological teams. The objectives of the programme are annually reviewed with respect to the interests of students, but also other stakeholders in the programme, e.g. the teaching staff. From the perspective of the expert group, the taught competencies in the programme include abilities to obtain information from various sources and analyse it, research competencies, management skills and legislation analysis assessment and applications thereof.

### **5.1.3 Employability**

Employability aspects are addressed in several objectives of the programme, particularly the interdisciplinarity capacity to integrate business processes and cybersecurity. The university points out that the lack of professionals in the field of cybersecurity management presupposes the jobs corresponding to the statements of the strategic plan of the European Union “The Europe 2020” regarding the innovative economic, but is also linked with an innovative and the complex work in the field of cybersecurity management. Graduates should be able to find jobs in both the public and private sectors.

Practical aspects are systematically integrated into key modules and contribute to a great extent to the employability of students by offering profound and detailed insight into diverse professional fields. Therefore, the acquisition of practical skills is ensured in the programme, which enhances the employability of graduates.

### **5.1.4 Conclusion**

Overall, the objectives of the programme are sound. The taught competencies are in line with the objectives. Other relevant aspects are also addressed. Thus, the programme is strategically well positioned with respect to both, students and university.

## **5.2. Concept of the study programme**

### **5.2.1 Admission criteria and recognition of competence**

Admission to the programme is open for all students holding a Bachelor's degree in any field of study. The programme comprises 90 ECTS credits. Students from colleges that have not taken university studies must attend bridge studies in order to enrol for the programme.

The university does not set any limitation for the number of student which can be enrolled for the fee-paying programme. According to state regulations, at least 15 students per cycle are needed. Due to lower demand, the programme could not enrol any students in the academic cycles 2013/2014 and 2015/2016. However, in the year 2014/15 there have been 17 students being enrolled. The university aims to ideally admit and enrol 20 students per academic year. The full tuition fee amounts to 3360 Euro, which is 1120 Euro per semester.

### **5.2.2 Structure of the study programme**

The curriculum of the study programme "Cybersecurity Management" is structured into three semesters where 90 ECTS credits are acquired. The qualification awarded for the programme is "Master of Business Management". Therefore, while some fundamental technological topics are covered, the focus of most modules is on management and business. Due to the admission policy, no specific knowledge from previous studies can be assumed. Thus, the programme sometimes also needs to cover fundamental aspects of subjects such as, e.g. technical foundations.

Compulsory modules comprise "Scientific research of cybersecurity management", "Management of information resources", "Legal environment of cybersecurity", "Data protection and data security", "Security Economics", "Electronic information security and management technologies", "Cybersecurity Risk Management" and "Electronic information security management and intellectual property". Moreover, students may twice select one out of three elective modules.

Many of the methodologies used in cybersecurity management are also applicable to IT-management in general, with only limited modifications and specialisations for cybersecurity being necessary. Therefore, some of the topics covered in the programme could probably be taught in a broader context as well. This holds for modules such as, but not limited to, e.g., "Scientific research of cybersecurity management", "Management of information resources", "Legal environment of cybersecurity", "Security Economics", "cybersecurity risk management" and "Electronic information security management and intellectual property". Hence, at least part of the presented programme could also constitute the nucleus of a programme in IT Management in general. This is why the programme should be further developed with a wider perspective and a more general title to cover wider aspects of IT security and to attract more students.

It is obvious that the area of cybersecurity raises many ethical questions regarding, questions about subjects such as anonymity, privacy, mass surveillance and civil liberties in a democratic society. Currently, those issues are not addressed in the curriculum. Also issues of behaviour and legal aspects are covered in the module "Legal Environment"; this covers also criminal law. The programme takes into account public regulation and institutional structures for cybersecurity prevention. However, systemic aspects, such as governance issues should be stressed more in the current curriculum. Also systemic aspects, such as governance issues should be stressed more than in the current curriculum.

### 5.2.3 ECTS and modularisation

The programme "Cybersecurity Management" is completely structured into modules and each module – except for the Module "Master thesis" in the third semester – comprises 6 ECTS credits. Students collect 60 ECTS credits in studies direction subjects and 30 ECTS credits in the master thesis to gain 90 ECTS credits after three semesters.

The programme is taught in Lithuanian. Due to the prevalence of English in IT and IT-Security, it would be beneficial to offer some courses in English as well and to also allow students to deliver the Master Thesis in English by request. Therefore, the university should provide the option to write at least the Master's thesis in English.

The current curriculum contains three modules named "Master Thesis", one in each semester. Students start working on their thesis (including choice of topic and supervisor) already at the beginning of their studies. While it appears beneficial for students to start with preparations for the thesis early on, they lack a sufficient overview and a clear perspective on their own skills at this early stage of their studies. In particular, it might be problematic to choose the topic for the thesis so early. From the perspective of the expert group it would be better to change the modules in semesters one and two to preparatory modules and then start with the actual thesis, including choice of topic and supervisor, in the final semester. Therefore it is a recommendation to revise the curricular structure in regard to the modularisation of the Master's thesis. Instead of offering Master thesis modules in three semesters, there should be only one module in the last semester.

### 5.2.4 Teaching methods and study contexts

Teaching methods in the programme comprise predominantly lectures, exercises and seminars which are suitable formats regarding content and intended competencies of courses. Assessment for individual modules is conducted by a mix of examinations including, e.g., written exams, presentations, active participation, tasks and research work. Grades for an individual module are given by the weighted average as specified in the module description over all examinations for the module. Therefore, the overall analysis of the expert group shows that teaching methods and didactical approaches are well chosen for the study programme.

### 5.2.5 Conclusion

According to the observations mentioned above, the expert group comes to the conclusion that the study programme has comprehensible objectives and a sound structure. Against this background the proposed recommendations should be understood as possible ways for the further development of the programme.

## **6. Objectives and concept of study programme “Business Informatics” (joint degree; II cycle)**

### **6.1. Objectives of the study programme**

#### **6.1.1 Short summary of the study programme**

The Master’s degree programme “Business Informatics” is set up as a joint degree study programme with two partner universities, Mykolas Romeris University in Vilnius and Fernando Pessoa University in Porto, Portugal. Students spend the first and third semester at MRU and second semester at private Fernando Pessoa University. In the last semester they have the possibility to choose between an internship in Lithuanian business enterprises and an internship in organised by different partner universities abroad.

After finishing the study programme, graduates receive two different graduation certificates, one from MRU and one from UFP, which is a specific of double degree programmes. Therefore, the study programme should be described as “double degree” programme, as long as two separate documents are awarded after graduation from the two partner universities. By renaming the programme degree, the university should follow the terminology of the “European Approach for Quality Assurance of Joint Programmes”.

The programme was developed within the scope of a project, which has been partly funded by the EU. The project "Preparation and implementation of Joint degree master study programme "Business Informatics" was financed according to the 2007 – 2013 Human Resource Development Programme 2nd priority “Lifelong Learning” measure.

#### **6.1.2 Objectives and competences**

According to the programme description of MRU, it is the aim of the programme “Business Informatics” to train high level qualification specialists in the field of applied informatics, which are able to understand integrally the tasks related to informational, communicational and technological business support maintenance and the questions regarding the progress of information systems and information science. These specialists shall be able to create, design and manage the business software, forming developing the skills and knowledge about the perspectives of applying the most recent technologies, modern and ubiquitous informational and technological processes in the knowledge society, the new approaches to business management in e-space, the impact of modern information, communication technologies and intellectual systems on business models and organisation.

For a productive insurance of the achievements in the area of information systems and technology the specialists in Business Informatics should be trained in an integrated way. They should acquire the knowledge in business management and informatics and their main tasks should be to create

the strategic (conceptual) infrastructure of innovation management, to discover and make substantial changes to methods of work and tools for organisation management, ways of work organisation and communication. In the process of implementation of all aforementioned tasks intellectual systems and modern information and communication technological components should be applied.

The overall objectives of the study programme are overly ambitious, given the entrance requirements and the curriculum offered. Some of the specific objectives do not even seem to be addressed in the learning objectives of the courses, such as, for example, those pertaining to the capability to create and design business systems, conduct research in innovations, marketing, entrepreneurship and market dynamics. As a whole the title of the programme does not fit its content and its stated purposes.

### **6.1.3 Employability**

According to the programme description of MRU it is the main target to train students for jobs in the private sphere of IT related business. As specialists they should effectively apply theoretical knowledge related to e-business solutions and technologies, strategies of development of e-services and e-business, conducting the research in innovations, marketing, entrepreneurship and market dynamics. Therefore, graduates shall be able to consult and practically develop the business in e-space and to solve the emerging problems related to application and research.

Despite this broad description, the expert group got the impression that from this statement it remains unclear the degree in which the programme goals are technically and/or managerially focused. From the meetings with the university officials it was advanced that one of the main purposes of this programme was to foster the provision of professionals with entrepreneurial attitude, intended on the development by their own of innovative business solutions for emerging and new needs. This intention matched the interactions with one of the students, who was focused on the development of a specific product for the market, not specifically oriented to satisfy business needs. This statement was not reinforced or even mentioned in any document or detected in the positions of the academic staff of the programme, nor in the other students interviewed.

### **6.1.4 Conclusion**

As pointed out already, there seems to be no integrated and harmonious pattern in this programme's design to assure in any way the progressive and sustained development of the intended qualifications of the graduating students.

## 6.2. Concept of the study programme

### 6.2.1 Admission criteria and recognition of competences

The minimum requirements for joining the Master's study programme of "Business Informatics" are to have basic knowledge in management – programming basics, data structures and algorithms, data basis. However, the definition of the minimum requirements in Management is not explicitly stated. The requirements that are objectively specified are only those of an elementary technical informatics nature. One of the students interviewed did not have at admissions the minimum requirements, making the learning of the technical material at UFP virtually impossible.

A student with a Bachelor's degree in "Business Informatics" from MRU would certainly be well equipped to take a standard Master course in Business Informatics. It would however not qualify him to take the technical courses offered by UFP in Porto, as they are currently routinely offered to students of IT/IS Engineering Master's programmes. This is a serious misalignment put in evidence in the evaluation of the present programme.

The expert group concludes that the alignment between the orientation of the programme and the admission requirements is not clear, which makes the a-priori consistency analysis of the programme impossible. This weakness has to be solved by the university.

### 6.2.2 Structure of the study programme

The curriculum of the study programme "Business Informatics" covers compulsory modules and electives at Mykolas Romeris University and University Fernando Pessoa.

The first semester at MRU comprises the subjects "Actuarial and Models of Financial Markets", "Advanced Statistics for Business", "Systems of Artificial Intelligence", "Operation Research and Planning of Experiments" and "Architecture of Networks and IS Security". With the second semester at FPU in Porto student cover the subjects "Computational Vision", "Development of Information Systems", "Programming Paradigms", "Mobile Computing", "Web Application Project" and "Master Thesis". The subjects "Distributed Data Warehouses and Data Mining", "Mathematical Modelling for Business" and "Master Thesis" as well as the electives "Decision Making Theory" and "Marketing Systems and Technologies" are located in the third semester at MRU. During the fourth semester students have an internship and finish their Master thesis, which is either supervised at MRU or FPU.

The title of the study programme is "Business Informatics", which raises certain expectations concerning content and intended learning outcomes. Typical areas of study in Business Informatics in Europe cover areas such as (1) Basic Technology including topics like applied computer science, computer networks and Internet technology, website engineering, programming, or information security. (2) Business Informatics Methods, including topics like information systems development, database management, information systems architectures, business intelligence, or business process

modelling. (3) Management including topics like management information systems, information management, management control, knowledge management, management and organization of IT departments, or software engineering management. And (4) Applications: including topics like enterprise resource planning, ecommerce and e-business networking, industrial information systems, or electronic finance/electronic banking. In the last decade topics like innovation and entrepreneurship are becoming part of many curricula on Business Informatics.

The study programme under evaluation does not fit this type of “normal” curricular offering at all, offering instead a mix of subjects of very distinct scope and depth, some of them, namely those offered by UFP, of a very technical nature, offered regularly to IT/IS Engineering Master students. Some of them are normally offered to Master students of “Applied Mathematics and Statistics”; some would fit into the usual offer of a standard “Business Informatics” Master’s programme.

The topics offered at MRU appear to have all a general non-technical managerial nature. From the elements collected in the visit, it appears that some offered a very broad and general content, its purpose and learning outcomes being unclear, namely to the students that have taken them as are the cases, for example, of Systems of Artificial Intelligence and Distributed Data Warehouses and Data Mining. The difficulty they had in stating what these courses were about and the effective learning outcomes was revealing of the deficient fit of the instances of the courses as they were really provided with the stated purposes of the programme.

Given the absence of a design rationale and the observed misalignments, at least between the technologic and the managerial components, the global misalignment between the programme title and its effective content becomes evident. The key to understand the rationale of this particular curricula design was not found in the self-evaluation documents provided, nor was it advanced in the answers to specific questions about it were made during the on-site interviews. Therefore, the expert group comes to the conclusion that title and content of the study programme have to be aligned. The university must either change the title of the programme or adapt the content covered in the curriculum.

### **6.2.3 ECTS and modularisation**

The study programme “Business Informatics” is structured into modules at MRU and UFP. All of the modules are depicted in an accurate and appropriate manner corresponding with the ECTS logic. At MRU each ECTS credit equals 27 hours, which is in the normal European range of 25 to 30 hours per credit. The study programme is designed for a normal programme length of four semesters, where 120 ECTS credits are acquired. Among these 114 ECTS credits consist of mandatory courses and 6 ECTS credits provide an alternative choice.

During the visit the expert group found out that the modularised structure and the sequence of modules are not sufficient. Students as well as programme managers strengthened the perception

of the reviewers that content and orientation of the study components at MRU and UFP are not aligned. Therefore, students are not capable of continuing their studies in Porto after finishing the first semester in Vilnius, since the educational levels in respect to technical content are not matching. This is why major revisions are necessary in regard to the concept of the joint degree programme. Since study components in Vilnius and Porto are not yet sufficiently aligned, the entire curricular structure has to be revised. The university has to make sure that students acquire in each semester competences, which lead to the intended overall competence and at the same time enable students to follow courses in subsequent semesters.

#### **6.2.4 Teaching methods and study contexts**

The academic context of the Master's programme includes various educational forms, which support and complement each other. Teaching methods include lectures, supported by lab exercises, network learning, case studies, self-study and practical training obtained in a one-semester internship. The chosen study forms provide students with theoretical knowledge, practical and research skills.

#### **6.2.5 Conclusion**

The stated learning outcomes of the programme, both at generic level and as specific levels are overly ambitious and unrealistic *via-a-vis* the admission requirements and the programme offered. It is virtually impossible to achieve such outcomes with a satisfactory level of maturity in these dimensions with the programme as proposed and the present state of its execution maturity. The designation of the programme "Business Informatics" has already established meanings, although with some variations, depending on the point of view, being more technically or more managerially focused, in Europe. The programme as it is offered does not fit any of the normal patterns encountered, not only in terms of purpose, but also in terms of content.

## **7. Implementation**

### **7.1. Resources**

With the following statements the expert group evaluates, whether necessary resources exist and organisational requirements are met to run study programmes. It is assessed whether resources are used consistently and purposefully to implement the concepts of the presented programmes. The following general remarks are valid for all programmes to be accredited. General statements are supplemented by specific findings where necessary. Through consistent, dependable, and adequate funding, the university provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programmes and services.

### 7.1.1 Personal resources

At five faculties and one school with more than 30 departments at MRU around 1.300 staff members are employed, among them more than 900 academic staff members. Many teachers are not employed exclusively as full-time teachers at MRU and are engaged at other universities and in professional fields as well. In regard to the assessed study programmes, the expert group comes to the conclusion that quantitative capacities are sufficient.

The Institute of Management shows 22 professors, 7 researchers with a Ph.D. and 10 lecturers being responsible for the study programmes of the institute. Many of them are involved in teaching in "Sports Industry Management" and "Management of Tourism Sector". At Business Media School, where the programmes "Cybersecurity Management" and "Business Informatics" are run, there are still 10 professors, 11 associate professors, 5 Ph.D. researchers and 28 lecturers employed. A little bit smaller in regard to staff capacities is the Institute of Digital Technology. The institute with responsibilities for the programme "Social Technology Management" employs 4 professors, 9 researchers with a doctoral degree and 24 lecturers. The study programmes "Social Technology Management" and "Business Informatics" are also supported by the academic staff members of the University Fernando Pessoa.

Concerning the study programme "Cybersecurity Management" the expert group got the impression that the academic staff members are highly motivated and keen to run the programme successfully. However, the programme is currently conducted by one professor with a scientific background in law, supported by seven lecturers, from whom only one holds a Ph.D. degree. While the practical focus of the programme is clear, the university should consider extending its scientific capabilities in cybersecurity management by hiring additional professors. In general, master programmes should be carried by multiple professors. Therefore, the expert group give the recommendation that the university should increase the number of teachers on the level of professor with a clear background in cybersecurity or IT-security for the programme.

The workload of teachers in the assessed study programmes consists of lectures, seminars, training exercises, advisory hours face to face or on-line, via Moodle system, reviewing, assessment of final thesis, work in the qualification commission for the defence of final thesis and other task at the university.

All staff members are admitted to their positions by public tender competitions and promoted by the rector, following proposals of the recruitment commission, after an evaluation of employees' qualifications which is carried out using established criteria. Salaries of the staff consist of a fixed component and a variable component, which is calculated by use of defined criteria including mostly involvement in research, designing new study programmes, creating joint programmes.

### **7.1.2 Financial Resources**

Mykolas Romeris University is a public university, which receives money from the Lithuanian state and tuition fees of students. However, in contrast to the majority of other universities of Lithuania MRU receives about 75 percent of its income not from the state budget, but from its own earnings via provided services or implementing projects which were won in the tenders. MRU looks for additional sources of funding through active participation in national, regional and international research programmes and projects. At present the state budget, EU Structural Funds, the Research Council of Lithuania, international mobility programmes and projects and the tuition fees are the main sources of income.

Following legal provisions, MRU allocates all the funds to the implementation of its main functions, this is the activity of studies and research and its administration, as well as on the support of infrastructure. As prescribed by the statute, annual income and expenditure estimates, their amendments and implementation reports are approved by the Council of MRU. Estimates and reports are subject to analysis in the Rectorate and Senate before they are submitted to the Council.

According to the self-report, MRU has a remuneration system oriented towards strategic MRU priorities and achieved results. Remuneration for teachers is allocated based on transparent and impartial system for specific works performed in line with the university's strategic development directions. Clear criteria create a possibility for teachers to plan work according to their interests and to plan their remuneration. International EUA experts evaluated this remuneration system as a progressive and innovative one. The new remuneration system played a very important role in activating teacher activity in priority areas of MRU activity – development of study programmes, remote and electronic studies, and scientific publications.

### **7.1.3 Infrastructural Resources**

Mykolas Romeris University is a modern and dynamic European university with a creative and efficient research and academic community. From the fall of 2015, the Social Innovations Laboratory network, MRU LAB, has been established. It unites 19 research laboratories on campus and is open for researchers collaborating in different fields, such as Environmental Management, Intellectual Property, Digital and Creative Industry, Social Technology or Business Innovation.

Considering the number of students of the study programme, the material infrastructure is sufficient. MRU has in place all necessary technical conditions for high quality implementation of the educational process, which includes academic and support facilities, gyms, the university's administration quarters, the main library, a reading hall, a conference hall, resource centres and other auxiliary facilities. The facilities are supplied with all necessary technical equipment, which provides means for implementing the academic process at a high level and creating high-quality social conditions for students, teachers and employees of the university.

The expert group finds that for the implementation of the programmes contemporary material and classroom facilities are available. The computer classrooms are equipped with all the necessary software. The university purchases licenses from different software companies; often open source software is used. Currently students and employees of the MRU use over 1,300 stationary and mobile computer work places. All the stationary computers are connected to the computer network, whereas laptop computers may be connected to wireless network in almost all premises of the University. The university has concluded software lease agreement (“School Agreement” licensing type) with Microsoft. Further, MRU has obtained and updates software of ORACLE, VMware, IBM SPSS, ArcGIS MapleSoft, Adobe, Abbyy, Sanako, Auralog, Fotonia and other companies. From the perspective of the expert group the IT equipment is sufficient for the evaluated study programmes.

Besides technical equipment, the library of MRU is a crucial factor for all study programmes. The resources of the central library are sufficient in all subjects. Searching and delivery of books and articles is organised in a pleasant way. Students also have access to online bibliographical and full text databases and the online electronic library systems. It is remarkable that the library has 24/7 opening hours and provides enough work space for students. It should be especially noted that the library provides equipment for students with special needs, such as computers for blind student and Braille printers.

## **7.2. Organisation, counselling and cooperation**

### *Organisation*

Responsibilities and contact of the individual programmes are clearly defined. The decision-making processes within MRU are well documented. Regarding the university structure MRU follows the law on higher education which states: “a state university must have the collegial management bodies — the council and the senate, as well as a sole management body — the rector”. The expert group finds that the necessary bodies and institutional requirements are in place. Further, the group takes note of the fact that Mykolas Romeris has been successfully evaluated in procedures of institutional accreditation by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC) and the European University Association (EUA).

The decision making procedure in regard to study programmes is well organised and documented. In compliance with the “Mykolas Romeris University Studies Procedure” a Study Programme Development Working Group develops a study programme. As a second step a Study Programme Committee updates the programme, its implementation and quality. Both bodies involve social partners and student representatives. The Chairperson of the Study Programme Committee is approved by the Senate on Rector's recommendation. The Study Programme Development Working Group and the Study Programme Committee are approved by the Faculty Dean or Institute Director.

### *Counselling*

The programme management, teachers and support staff provide personal counselling and advice to students and faculty members where necessary in respect to their studies, academic issues and organisational issues. Applicants and students are substantially supported in regards to visa requirements, since many of the students at MRU come from abroad, e.g. Ukraine, Belarus, Georgia or other non-EU-states.

### *Cooperation*

MRU has a cooperative approach to networking with other HEIs, research institutes and representatives from business and administration. Cooperation particularly exists with social partners and national as well as foreign universities in different ways. MRU is also well integrated in the education system of Lithuania and the academic community.

The discussion during the on-site visit revealed that the university tries to intensify contacts with business partners to provide better option for internships to students. But even if most of the programmes are stated to be practical oriented, students want more practice (practical contents) in the programme and more practical experience besides the studies. The duration of the programme (1,5 years) is not a long enough period to include also a half years study practice. The majority of enrolled students already work in different positions e.g. in the tourism sector, sports industry or IT business. But they need different experiences and would like to have more visits of practitioners in the classroom. They would like to have more joint projects with companies. This was also the suggestion that was expressed form the representatives of business. Therefore, the university should try to foster on a programme level the relation with industry and business companies to improve the connection between the university education and the labour market.

Special cooperation exists between MRU and other universities in the context of joint programmes. The university has several of these programmes with other European universities. For the study programmes "Business Informatics" and "Social Technology Management" joint degree programmes are set up with University Fernando Pessoa in Porto, Portugal. Established with the help of European projects, the cooperation for running these two joint degree programmes is agreed upon in contracts between MRU and UFP. The partnership agreements concerning the implementation of the joint study programmes contain provisions on aims and structures of the programmes, responsibilities of both partners and the management of the study programmes. It is laid down that programme committees with representatives – also students – from each university organise and coordinate the programmes. The contracts also contain all necessary regulations on admission requirements and procedures, examination regulations, quality assurance and support for students. The agreements for both programmes were signed with the academic year 2013/14 for a period of five years.

The self-report of MRU and the documents of both universities showed well organised study programmes. Based on the documents, the expert group only makes the recommendation to change

the designation of the programmes from “joint degree” to “double degree” as long as two separate documents are awarded after graduation from the two partner universities. By renaming the programme degree, the university should follow the terminology of the “European Approach for Quality Assurance of Joint Programmes”.

The overall positive impression from the cooperation between MRU and UFP was partly clouded due to the interviews with representatives of the study programme “Business Informatics” from both universities. The discussion between programme managers and the expert group demonstrated that MRU and UFP have a rather different perspective on the study programme “Business Informatics”. This is expressed by very divergent opinions on the course of studies and the academic feasibility of the programme. Despite of contractual agreements and formal provisions to run the programme properly, the expert group arrives at the conclusion that the cooperating universities were – so far – not able to implement the programme in a way that structural deficiencies in the curricular design are rectified. In the first place, MRU and UFP have to make major revisions in regard to the concept of the joint degree programme. Since study components in Vilnius and Porto are not yet sufficiently aligned, the entire curricular structure has to be revised. The universities have to make sure that students acquire in each semester competences, which lead to the intended overall competence and at the same time enable students to follow courses in subsequent semesters.

### **7.3. Examination system**

Mykolas Romeris University has implemented its own methodology for conducting continuous and final assessments. A system of cumulative grades is used to assess the academic subject study achievements. The final assessment of the academic subject study achievements is based on calculations provided in the programme of a relevant subject. In separate cases knowledge checks can be conducted after an academic subject or a module is delivered. Subject to a permission of the Faculty Dean/Institute Director, the assessment of achievements may take place before the end of a semester. The timetables of the examinations and other knowledge checks are drafted and published at least two weeks before the end-of-semester examinations. A scoring system is used to assess study achievements. A ten-point grading scale is used to assess the knowledge of the university students. The lowest positive grade is 5. In the course of studies and the assessment of the study outcomes, the students and teachers must comply with the rules of the Code of Ethics of the University. For violation of the principle of fair competition, cheating, plagiarism or any other form of academic dishonesty in connection with the assessment of study achievements, the student is expelled from the university on the basis of a serious breach of academic ethics. Other principles and the procedure for the assessment of study outcomes are established in the Procedure for Assessing Study Achievements. The opportunity for repeating exams exists. The experts assess the test frequency and organisation as adequate and appropriate load.

The academic feasibility of the programmes is guaranteed by a suitable curriculum design and appropriate testing organisation. Overall, the test system is appropriate. Examination procedures are suitable in quantity and frequency. The tests are module-related and mostly knowledge- and skills-oriented, but in some module there might be a better way of examination, since written tests are not always the best way to assess competences. Therefore, the university should change regulations on the examination system. In study programmes the variety of written and oral exams as well as projects works should be used to make sure that exams are stronger knowledge and competence based.

#### **7.4. Documentation and transparency**

A complete package of documents, which regulate the assessment of knowledge and competencies of school leavers and students (information on study programmes, requirements for applicants, information on academic process, requirements for evaluation of knowledge and competencies of students, special regulations and requirements for evaluation of knowledge and competencies, rules of qualification recognition), is developed and approved by the university. All information and documents are published and available in Lithuanian and English for students and prospective students.

All necessary data for the admission procedure are transparent, well documented, and accessible to students and to the public. The same is true for regulations on exams and the recognition of competences according to the Lisbon Convention and the recognition of professional competences. Required legal documents such as final grade certificates, Transcript of Records and Diploma Supplement are contained in the self-report on the study programmes.

#### **7.5. Gender justice and compensation opportunities for disabled people**

Gender equality and equal opportunities are provided for students who are in difficult life situations, in particular, students with children, foreign students, students with health problems, students from among migrants and / or students from the so-called uneducated strata of population. In the implementation of study programmes MRU guarantees equal opportunities in all of the following situations: admission to the programmes; granting of scholarships or loans; design and approval of educational programmes; evaluation of students' academic achievements. The university facilities have a universal design and provide barrier-free access in all visited buildings.

#### **7.6. Conclusion**

At MRU all requirements for the successful implementation of the study programmes are met. For the realisation of the programmes adequate personal resources as well as an organisational and administrative framework, including a suitable examination system, is in place. Necessary documents are available and decision-making processes are transparent.

## 8. Quality Management

The university has established a quality assurance system on the central level and on the faculties' level as well. There are study programme committees for all study programmes at MRU, comprising different stakeholders such as teachers, students, external social partners and alumni. The committees are responsible for content and structure of one or more study programmes.

One of the strong points of an effective quality management system is the implemented principle of continuous enhancement. The results of quality monitoring of programmes reveal weaknesses and allow developing measures for overcoming possible problem situations and preventing students from negative learning experience. The outcomes of the internal quality evaluation are taken into account in the processes of developing curricula and selecting personnel.

### *Evaluations*

The university organises evaluations in each semester. Students are invited to give their feedback by filling out an online questionnaire before getting access to their grades in a particular course. The students can decide if they want to take part in the evaluation or to skip and continue to go on to their results. One questionnaire focusses on overall aspects and another one focusses on aspects related to the specific course. The students' opinion evaluates the teachers' work which covers e.g. their internationalisation or use of Moodle and is one part of the basis for the performance related pay component of the salary. The other part is the assessment of their research work. The evaluation results can be reviewed by the teacher, the deans and the vice-rector for quality assurance. The programme leaders are responsible to give feedback to students about the results of the evaluation. It arises that there is still a lack in this feedback procedure, since not all programme leaders give feedback to the students. So in 2015 the central quality centre of the university started to give oral feedbacks to students. However, the peer group recommends that the university should regularly provide feedback on the results of surveys to the students. Also students of Masters' programmes should be informed about measures, which are taken by the university to react on students' evaluations.

### *Teaching performance and staff development*

Lecturers are stimulated by the assessment they receive and the related benefits. In addition, opportunities for continuous improvement and maintenance of their qualification are provided. The university offers courses to improve professors and teachers didactical competences. The attendance is voluntarily. But if someone does not take part the consequence will be that the person cannot receive a doctor's degree. Furthermore the requirements for new staff members at MRU are high and they have to show good teaching competences.

### *Quality of Study Programmes*

Study programmes are initiated by the faculties. First a proposal will be discussed in the faculty board. If there is a positive decision about it, the proposal is forwarded to the Centre of Academic Affairs. The Marketing Centre of the university evaluates whether the proposed study programme has a sufficient market potential and is not competing with other programmes of the university. The rectorate discusses the proposal and decides if the university will establish the study programme. All of the study programmes have to comply with legal regulations such as the number of given ECTS and study regulations as well. National regulations do not yet exist for all programmes. The quality of study programmes is continuously observed by programme committees.

Finally, the quality management system is fully functional and it gathers all the relevant information through evaluation procedures and data analysis.

## 9. Summary

The programmes "Sports Industry Management" (II cycle), "Social Technology Management" (joint degree; II cycle), "Management of Tourism Sector" (II cycle), "Cybersecurity Management" (II cycle) and "Business Informatics" (joint degree; II cycle) have been assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).

The reviewers come to the conclusion that the standards 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled for the programmes "Sports Industry Management" (II cycle), "Social Technology Management" (joint de-gree; II cycle), "Management of Tourism Sector" (II cycle) and "Cybersecurity Management" (II cycle) .

Concerning the study programme "Business Informatics" (joint degree; II cycle) the reviewers come to the conclusion that the standards 1.1 (Policy for quality assurance), 1.3 (Student-centred learning, teaching and assessment), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled. The standards 1.2 (Design and approval of programmes) and 1.4 (Student admission, progression, recognition and certification) are not fulfilled.

## 10. Recommendation of the expert group

The peer group proposes the accreditation **with conditions and recommendations**:

**Conditions for “Business Informatics”**

- 1) The university has to align the admission requirement and the orientation of the study programme.
- 2) Title and content of the study programme have to be aligned. The university must either change the title of the programme or adapt the content covered in the curriculum.
- 3) Major revisions are necessary in regard to the concept of the joint degree programme. Since study components in Vilnius and Porto are not yet sufficiently aligned, the entire curricular structure has to be revised. The university has to make sure that students acquire in each semester competences, which lead to the intended overall competence and at the same time enable students to follow courses in subsequent semesters.

#### IV Decision of the ACQUIN Accreditation Commission

On the basis of the report of the expert group, the statement of the HEI and the statement of the standing expert committee, on 31/03/2016 the Accreditation Commission takes the following decision:

According to the order of the Minister of Education and Science of the Republic of Lithuania „On the approval of the Description of the Procedure for the External Evaluation and Accreditation of Study Programmes” (as of July 29 2011), the assessed study programmes are evaluated against the standards mentioned in annex 1 and 2 of the order.

The programmes “Sports Industry Management” (II cycle), “Social Technology Management” (joint de-gree; II cycle), “Management of Tourism Sector” (II cycle) and “Cybersecurity Management” (II cycle) have been evaluated positively.<sup>1</sup> The study programme “Business Informatics” (joint degree; II cycle) has been evaluated negatively.

#### 1 General recommendation

- After conducting course evaluations, the university should regularly provide some feedback on the results of surveys to students. Also students of Masters’ programmes should be informed about measures, which are taken by the university to react on students’ evaluations.
- The university should try to foster on a programme level the relation with industry and business companies to improve the connection between the university education and the labour market.
- The university should change regulations on the examination system. In study programmes the variety of written and oral exams as well as projects works should be used to make sure that exams are knowledge and competence based.

#### 2 Sports Industry Management (II cycle)

No.	Evaluation area	Evaluation of the area
1	Aims of the programme and intended learning outcomes	3
2	Curriculum design	3

<sup>1</sup> According to the ministerial order, study programmes shall be evaluated positively if the evaluation score in the external evaluation report of ACQUIN is no less than 12 and not a single area has been evaluated as ‘negative’ (in accordance with the evaluation areas defined in Annex 1 and Annex 2 to the Description and the grading scale). Positively evaluated programmes with a score of no less than 12 should be accredited for a period of 3 years; programmes with a score of no less than 18 should receive the accreditation for 6 years.

3	Teaching staff	3
4	Facilities and learning resources	4
5	Study process and students' performance assessment (student selection, performance assessment, support)	3
6	Management of the programme (administration of the programme, internal quality assurance)	3
	<b>Total:</b>	19

**The study programme „Sports Industry Management“ (II cycle) is accredited without any conditions.**

**The accreditation is limited until 30th September 2022.**

Additional recommendation:

- The university should provide the option to write at least the Master's thesis in English.
- Since the sports industry is a truly global one, it should be taken into consideration to offer primarily English taught modules.

### **3 Social Technology Management (joint degree; II cycle)**

No.	Evaluation area	Evaluation of the area
1	Aims of the programme and intended learning outcomes	3
2	Curriculum design	4
3	Teaching staff	3
4	Facilities and learning resources	4
5	Study process and students' performance assessment (student selection, performance assessment, support)	3
6	Management of the programme (administration of the programme, internal quality assurance)	4
	<b>Total:</b>	21

**The study programme „Social Technology Management“ (joint degree; II cycle) is accredited without any conditions.**

**The accreditation is limited until 30th September 2022.**

Additional recommendations:

- The study programme should be described as “double degree” programme, as long as two separate documents are awarded after graduation from the two partner universities. By re-naming the programme degree, the university should follow the terminology of the “European Approach for Quality Assurance of Joint Programmes”.
- The description of competences to be acquired in the programme should be sharpened. In doing so, the employability and possible positions on the labour market should be highlighted.
- The module “Leadership and Management” should be revised since there is too much content on leadership and hardly any management.
- In order to enhance the effectiveness and quality of managing the educational process it is recommended to conduct continuous monitoring of the programme’s goals. Specifically clear objectives should be defined, which connect the activities of the university on the development strategy, analysis of students’ and employers’ surveys (with the objective of continuous improvement of training and analysis of students’ employability) for further improvement of the programme.

In order to provide transparency of the programme’s goals for external (employers) and internal (students, teachers) users, it is recommended to clearly formulate and correlate them with practice-oriented competencies.

#### 4 Management of Tourism Sector (II cycle)

No.	Evaluation area	Evaluation of the area
1	Aims of the programme and intended learning outcomes	3
2	Curriculum design	3
3	Teaching staff	3
4	Facilities and learning resources	4
5	Study process and students’ performance assessment (student selection, performance assessment, support)	3
6	Management of the programme (administration of the programme, internal quality assurance)	3
	<b>Total:</b>	19

**The study programme „Management of Tourism Sector“ (II cycle) is accredited without any conditions.**

**The accreditation is limited until 30th September 2022.**

Additional recommendations:

- Since the programme has a strong international focus, the study programme should be offered in English; at least the Master thesis should be allowed to be written in English.

- The university should improve the connection with practice. Therefore, practitioners should be invited as lecturers and case studies should be added to the curriculum.

## 5 Cybersecurity Management (II cycle)

No.	Evaluation area	Evaluation of the area
1	Aims of the programme and intended learning outcomes	3
2	Curriculum design	3
3	Teaching staff	3
4	Facilities and learning resources	4
5	Study process and students' performance assessment (student selection, performance assessment, support)	3
6	Management of the programme (administration of the programme, internal quality assurance)	3
	<b>Total:</b>	19

**The study programme „Cybersecurity Management “ (II cycle) is accredited without any conditions.**

**The accreditation is limited until 30th September 2022.**

Additional recommendations:

- The university should provide the option to write at least the Master's thesis in English.
- The curricular structure should be revised in regard to the modularisation of the Master's thesis. Instead of offering Master thesis modules in three semesters, there should be only one module in the last semester.
- Aspects of ethics in the context of cybersecurity should be covered in courses, since related topics are currently mentioned only in a module, which is dedicated to legal aspects of IT security.
- Systemic aspects, such as governance issues should be stressed more than in the current curriculum.
- The programme should be further developed with a wider perspective and a more general title to cover wider aspects of IT security and to attract more students.
- The university should increase the number of teachers on the level of professor with a clear background in cybersecurity or IT-security for the programme.

## 6 Business Informatics (joint degree; II cycle)

No.	Evaluation area	Evaluation of the area
1	Aims of the programme and intended learning outcomes	3
2	Curriculum design	1
3	Teaching staff	2
4	Facilities and learning resources	3
5	Study process and students' performance assessment (student selection, performance assessment, support)	2
6	Management of the programme (administration of the programme, internal quality assurance)	2
	<b>Total:</b>	13

**The accreditation for the study programme „Business Informatics“ (joint degree; II cycle) is withhold due to the following point of criticism.**

- Major revisions are necessary in regard to the concept of the joint degree programme. Since study components in Vilnius and Porto are not yet sufficiently aligned, the entire curricular structure has to be revised. The university has to make sure that students acquire in each semester competences, which lead to the intended overall competence and at the same time enable students to follow courses in subsequent semesters.

**Further points of criticism are declared:**

- The university has to align the admission requirement and the orientation of the study programme.
- Title and content of the study programme have to be aligned. The university must either change the title of the programme or adapt the content covered in the curriculum.

**After receiving a statement of the university, the accreditation procedure can be suspended once for a period of not more than 18 months, if it can be expected that the university will remedy the deficits within this period. The statement has to be submitted until May 20<sup>th</sup>, 2016.**

Additional recommendation:

- The study programme should be described as “double degree” programme, as long as two separate documents are awarded after graduation from the two partner universities. By re-naming the programme degree, the university should follow the terminology of the “European Approach for Quality Assurance of Joint Programmes”.

With notification dated 18th May 2016, Mykolas-Romeris University claimed the suspension of the procedure.

Mykolas Romeris University has submitted in due time documents addressing the main points of criticism, which provided the basis for the negative decision. The documents have been positively evaluated by the responsible Standing Expert Committee.

Based on the statement of the Standing Expert Committee and the statement of the university the Accreditation Commission of ACQUIN took the following decision on June 27<sup>th</sup> 2016:

**Business and Applied Informatics (joint degree; II cycle)<sup>2</sup>**

No.	Evaluation area	Evaluation of the area (Accreditation Commission)	Evaluation of the area after revisions
1	Aims of the programme and intended learning outcomes	3	3
2	Curriculum design	1	2
3	Teaching staff	2	2
4	Facilities and learning resources	3	3
5	Study process and students' performance assessment (student selection, performance assessment, support)	2	2
6	Management of the programme (administration of the programme, internal quality assurance)	2	2
	<b>Total:</b>	13	14

**The master programme “Business and Applied Informatics” (joint degree; II cycle) is accredited for the first time without any conditions.**

**The accreditation is valid until September 30<sup>th</sup> 2019.**

<sup>2</sup> According to the ministerial order, study programmes shall be evaluated positively if the evaluation score in the external evaluation report of ACQUIN is no less than 12 and not a single area has been evaluated as 'negative' (in accordance with the evaluation areas defined in Annex 1 and Annex 2 to the Description and the grading scale). Positively evaluated programmes with a score of no less than 12 should be accredited for a period of 3 years; programmes with a score of no less than 18 should receive the accreditation for 6 years.