



**STUDIJŲ KOKYBĖS VERTINIMO CENTRAS  
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION**

---

## **BUSINESS FIELD OF STUDY**

### **KOLPINGO KOLEGIJA**

#### **EXTERNAL EVALUATION REPORT**

**Expert panel:**

1. Panel chair: Prof. Dr. Hab. Joanna Ejdys
2. Academic member: Assoc. Prof. Dr. Vitor Lélío da Silva Braga
3. Social partner representative: Edmund Lisovski
4. Student representative: Tomas Vitkauskas

**SKVC coordinator:** Greta Misevičiūtė

Report prepared in 2026  
Report language: English

# CONTENTS

<b>I. INTRODUCTION.....</b>	<b>2</b>
1.1. OUTLINE OF THE EVALUATION PROCESS .....	3
1.2. REVIEW PANEL .....	4
1.3. SITE VISIT .....	4
1.4. BACKGROUND OF THE REVIEW.....	5
<b>II. STUDY PROGRAMMES IN THE FIELD.....</b>	<b>8</b>
<b>III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS .....</b>	<b>9</b>
<b>IV. STUDY FIELD ANALYSIS .....</b>	<b>10</b>
AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM .....	10
AREA 1: CONCLUSIONS .....	15
AREA 2: LINKS BETWEEN SCIENTIFIC (OR ARTISTIC) RESEARCH AND HIGHER EDUCATION .....	17
AREA 2: CONCLUSIONS .....	19
AREA 3: STUDENT ADMISSION AND SUPPORT .....	20
AREA 3: CONCLUSIONS .....	23
AREA 4: TEACHING AND LEARNING, STUDENT ASSESSMENT, AND GRADUATE EMPLOYMENT .....	25
AREA 4: CONCLUSIONS .....	29
AREA 5: TEACHING STAFF .....	31
AREA 5: CONCLUSIONS .....	32
AREA 6: LEARNING FACILITIES AND RESOURCES.....	33
AREA 6: CONCLUSIONS .....	34
AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION .....	36
AREA 7: CONCLUSIONS .....	37
<b>V. SUMMARY .....</b>	<b>38</b>

# I. INTRODUCTION

## 1.1. OUTLINE OF THE EVALUATION PROCESS

The field of study evaluations in Lithuanian higher education institutions (HEIs) are based on the following:

- Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science, and Sport;
- Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (SKVC);
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The evaluation is intended to support HEIs in continuous enhancement of their study process and to inform the public about the quality of programmes within the field of study.

The object of the evaluation is all programmes within a specific field of study. A separate assessment is given for each study cycle.

The evaluation process consists of the following main steps: 1) Self-evaluation and production of a self-evaluation report (SER) prepared by an HEI; 2) A site visit by the review panel to the HEI; 3) The external evaluation report (EER) production by the review panel; 4) EER review by the HEI; 5) EER review by the Study Evaluation Committee; 6) Accreditation decision taken by SKVC; 7) Appeal procedure (if initiated by the HEI); 8) Follow-up activities, which include the production of a Progress Report on Recommendations Implementation by the HEI.

The main outcome of the evaluation process is the EER prepared by the review panel. The HEI is forwarded the draft EER for feedback on any factual mistakes. The draft report is then subject to approval by the external Study Evaluation Committee, operating under SKVC. Once approved, the EER serves as the basis for an accreditation decision. If an HEI disagrees with the outcome of the evaluation, it can file an appeal. On the basis of the approved EER, SKVC takes one of the following accreditation decisions:

- **Accreditation granted for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points), or good (3 points).
- **Accreditation granted for 3 years** if at least one evaluation area is evaluated as satisfactory (2 points).
- **Not accredited** if at least one evaluation area is evaluated as unsatisfactory (1 point).

If the field of study and cycle were **previously accredited for 3 years**, the re-evaluation of the field of study and cycle is initiated no earlier than after 2 years. After the re-evaluation of the field of study and cycle, SKVC takes one of the following decisions regarding the accreditation of the field of study and cycle:

- To be accredited for the remaining term until the next evaluation of the field of study and cycle, but no longer than 4 years, if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).
- To not be accredited, if at least one evaluation area is evaluated as satisfactory (2 points) or unsatisfactory (1 point).

## 1.2. REVIEW PANEL

The review panel was appointed in accordance with the Reviewer Selection Procedure as approved by the Director of SKVC.

The composition of the review panel was as follows:

1. Panel chair: **Prof. Dr. Hab. Joanna Ejdys** - Dean of Faculty Engineering Management, Bialystok University of Technology, Poland
2. Academic member: **Assoc. Prof. Dr. Vitor Lélío da Silva Braga**. Head of the Department of Business Sciences, Director of the Master's Programme in International Management, Porto Polytechnic (*Instituto Politécnico do Porto – IPP*), Portugal;
3. Social partner representative: **Edmund Lisovski**, Technology Director at *Altas Auto, UAB*, Lithuania;
4. Student representative: **Tomas Vitkauskas**, Graduate of the Bachelor's Programme in *Sports Management* at Kaunas University of Applied Sciences, Graduate of the Master's Programme in *Strategic Management of Organisations* at Vytautas Magnus University, and current first-year student of the *Pedagogy* Programme at Kaunas University of Technology, Lithuania.

## 1.3. SITE VISIT

The site visit was organised on 8th December 2025 onsite.

Meetings with the following members of the staff and stakeholders took place during the site visit:

- Senior management and administrative staff of the faculty(ies);
- Team responsible for preparation of the SER;
- Teaching staff;
- Students;
- Alumni and social stakeholders including employers.

There was a need for translation during the meeting with professional translator Jurgita Ziabkinaitė.

## 1.4. BACKGROUND OF THE REVIEW

### Overview of the HEI

Kolping Higher Education Institution (referred to as Kolping HEI) is a private higher education institution offering undergraduate (first-cycle) degree programs. Established in 1996 as Kolping College, the institution gained the status of a higher education establishment in 2001, becoming the Public Institution Kolping University of Applied Sciences - now known as Kolping Higher Education Institution - located in the Old Town of Kaunas. The institution was founded by the Lithuanian Kolping Foundation, a Catholic charity and support organization promoting social responsibility and self-help principles. Its shareholder is Kolping Bildungswerk Württemberg (KBW) in Germany. Kolping HEI operates with the following governance structure: the General Meeting of Shareholders and the Director. Academic matters are overseen by the Academic Council. The Director serves as the sole executive authority, representing the institution and ensuring the Strategic Action Plan and its activities are carried out. The Academic Council is responsible for approving study programmes, establishing study-related regulations, and overseeing the external evaluation and accreditation processes.

As of 1 January 2025, the Register of Studies, Training Programmes and Qualifications lists five accredited first-cycle professional bachelor's programmes offered at Kolping HEI, covering four study fields: Social Work, Business, Management, and Tourism and Recreation. At the beginning of 2025, the institution enrolled 316 students and employed 34 staff members, including 22 teaching personnel (equivalent to 9.4 FTE). Within the field of Business Studies, Kolping HEI delivers a professional bachelor's degree programme in Transport Logistics (TL). During the 28 years of operation, 1,756 graduates graduated from the Kolping HEI.

The Kolping HEI is a member of the international Kolping network, which unites more than 60 countries worldwide and has more than 500,000 members. The Kolping HEI also belongs to the following international networks such as UASNET – the Universities of Applied Sciences Network, FEECA – Federation Européenne pour l'Éducation Catholique des Adults (the European Federation for Catholic Adult Education), IFCU – the 6 International Federation of Catholic Universities, EASSW – the European Association of Schools of Social Work, and ERIS – the European Research Institute for Social Work.

### Overview of the study field

In Business Studies, the first cycle professional bachelor's degree programme in Transport Logistics (TL) is the only study programme in Business Studies of the Kolping HEI. The TL programme produced its first graduates in 2023. Currently, a total of 139 students are enrolled in the TL programme. According to recruitment data, there is a declining trend in the number of students admitted to the TL programme. TL programme significantly contributes to the Kolping HEI's strategic objective. The TL study programme is designed to address the demands of the fast-expanding transport and logistics industry and to prepare skilled, competitive specialists for the labour market. The TL programme trains professionals to work in the following professional fields: transport and logistics companies, supply chain management, freight and passenger transport, customs brokerage, warehousing, freight forwarding, and public administration institutions related to transport policy and logistics.

### Previous external evaluations

The TL study programme has not been evaluated since the field of study was accredited. Following Sub-paragraph 26.4 of the Description of the Procedure for External Evaluation and Accreditation of Studies, approved by Order No V-835 of the Minister for Education, Science and Sport of the Republic of Lithuania, the external evaluation of the Business Studies program was granted. According to the External Evaluation Plan for Study Programs approved by Order No. 149 of the Director of the Centre of 31 December 2019, the initial evaluation was scheduled for the first half of 2022 until the subsequent evaluation of the Business Study Program (SER, p. 5).

#### Documents and information used in the review

The following documents and/or information have been requested/provided by the HEI before or during the site visit:

- *Self-evaluation report and its annexes (No 1-4)*
- *Quality Policy*
- *Quality Manual approved by Order No. Įsak-35A, of 20 January 2021 of the Director of PI Kolping University of Applied Sciences*
- *Prospective plan for improving the material base annex 5*
- *Evaluation of professional preparedness of students – questionnaire*
- *Opinion of social partners (employers) on the quality of study fields – questionnaire*
- *Evaluation of KUAS students' practice – questionnaire*
- *Summary of the survey report assessment of Kolping higher education institution students' Professional preparedness*
- *Summary of students' opinions on the final internship*
- *Analysis of labour market needs and TL study subjects (table)*
- *Examples of dissertations graded at different levels. Summary in English with a description of the research methodology;*
- *Syllabus in English for the course: Ecological Innovations in Transport Logistics, semester III, 4 ECTS; periodic assignments and final assignments (tests, credits, examinations). Examples of reports/tests/projects conducted by students.*
- *Syllabus in English for the course: Total Quality Management, semester IV, 4 ECTS, periodic assignments and final assignments (tests, credits, exams). Examples of reports/tests/projects conducted by students.*
- *Syllabus in English for the course: Market Research and Analysis (CW), semester V, 5 ECTS, periodic assignments and final assignments (tests, credits, exams). Examples of reports/tests/projects conducted by students.*
- *English version of the syllabus for internships and examples of work/reports/documents verifying the learning outcomes achieved.*
- *Correspondence between the learning outcomes of the transport logistics study programme and the level VI description of the Lithuanian qualifications framework.*
- *Programme learning outcomes with corresponding subject-specific learning outcomes, teaching/learning methods and assessment methods.*
- *List of Software Used in the Transport Logistics Study Programme of the Business Study Field at the Kolping Higher Education Institution.*
- *Examples of an internship reports for second and third year students from the companies MB 'Kasimo sprendimai', UAB GIRSTUČIO BASIN, UAB "PRESS GLASS", UNO Parks, AT UAB "ČEGMIRA"; presentations about the companies (in Lithuanian and English languages), arkusze oceny praktyk przez opiekunów praktyk.*
- *Detailed rules for verifying learning outcomes and a sample exam for the course and coursework from the subject: Market research and analysis, a sample course Ecological*

*Innovations in Transport Logistics assignment; a sample of test for Total Quality Management course.*

## II. STUDY PROGRAMMES IN THE FIELD

### First cycle/LTQF 6

Title of the study programme	<b>Transport logistics</b>
State code	6531LX121
Type of study (college/university)	College studies
Study cycle	First
Mode of study (full time/part time) and nominal duration (in years)	Full-time(3) Part-time (4)
Workload in ECTS	180 credits
Award (degree and/or professional qualification)	Professional Bachelor of Business Management
Language of instruction	Lithuanian
Admission requirements	Secondary education
First registration date	20 February 2020
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)	

### III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS

The **first cycle** of the **Transport logistics** field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points <sup>1*</sup>
1.	Study aims, learning outcomes and curriculum	2
2.	Links between scientific (or artistic) research and higher education	2
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	3
7.	Quality assurance and public information	3
<b>Total:</b>		19

---

<sup>1\*</sup>

**1 (unsatisfactory)** - the area does not meet the minimum requirements, there are substantial shortcomings that hinder the implementation of the programmes in the field.

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

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

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

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

## IV. STUDY FIELD ANALYSIS

### AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM

1.1.	Programmes are aligned with the country's economic and societal needs and the strategy of the HEI
------	---

#### FACTUAL SITUATION

##### 1.1.1. Programme aims and learning outcomes are aligned with the needs of the society and/or the labour market

The evaluated HEI indicated the following sources for analysing social needs: a) continuous monitoring, analysis and evaluation of the situation and trends in the labour market, youth employment and the performance of logistics companies; b) active involvement in the Transport Innovation Association; c) maintaining close contact with social partners; d) regular questionnaire surveys (of students, employers, interns, social partners and alumni - however, it did not indicate any specific results of these activities or aspects related to identifying social needs and labour market expectations in the context of particular knowledge, skills and competences.

The HEI referred to research conducted by the TIA regarding the shortage of specialists in transport and logistics on the Lithuanian labour market. Research conducted by the Transport Innovation Association shows that there is a demand on the labour market for specialists in logistics and transport. The TL program prepares specialists for careers in various sectors, including transport and logistics firms, supply chain management, freight and passenger transport, customs brokerage, warehousing, freight forwarding, and public administration bodies involved in transport and logistics policy. Specific requirements regarding the knowledge and skills of TL graduates have not been specified.

Society and labour market needs in the Transport and Logistics sector were identified primarily through an analysis of shortages in specific occupations and positions, drawing on EU and Lithuanian strategic documents, reports issued by national authorities, outputs of professional organisations (e.g., the International Transport Forum, ELA), as well as consulting company publications (e.g., McKinsey). These sources provided information mainly about the demand for particular roles within the sector, without explicitly specifying the knowledge, skills, and competences required of specialists taking up these roles.

Professional activity areas of the specialists trained under the study field analysed are indicated and included: international freight transport, warehousing and distribution processes, and customer service. The aim of the study program has been aligned with contemporary trends in sustainable development and ethical principles. The aim of the study programme is to prepare graduates to plan, prepare, organise and coordinate transport and logistics processes.

The aim of the TL study programme indicates the occupations in which potential graduates may find employment; however, it does not refer to the specific knowledge, skills and competences that graduates will be equipped with (SER, p. 8).

Kolping HEI reports a tradition of organising a Social Partners' Breakfast at the beginning of each year, intended to provide a platform for gathering input from employers regarding the vocational training of young specialists, as well as for reviewing study outcomes and identifying areas for improvement. However, during the site visit no social partner representatives confirmed their personal participation in such events.

Social partners raised concerns about gaps in students' competencies. During the site visit, staff provided examples of stakeholder feedback regarding gaps in students' competencies. Social partners emphasised that the transport sector requires greater exposure to the Russian-language and

Russian-speaking context due to cooperation with Kazakhstan; in response, the institution introduced Russian language classes, in which students also learn logistics terminology. Stakeholders also noted that during thesis/project defences some students lack technical skills and make avoidable mistakes; Kolping HEI reported that it is currently seeking a qualified specialist to teach the relevant technical subjects and strengthen students' practical preparedness.

### 1.1.2. Programme aims and learning outcomes are aligned with the HEI's mission, goals, and strategy

As it was stated in SER (p. 8) "aim of the TL study programme is to train transport logistics specialists who can plan, prepare, organise and coordinate efficient international freight transport, warehousing and distribution processes, and customer service following national and international legislation governing transport and logistics, professional ethics and sustainability principles, who are constantly evolving and can act independently in changing business conditions".

At documentation level the programme objectives and learning outcomes for the TL field are consistent with the mission, goals and strategy of the HEI. But, it is difficult to agree with the statement that the TL study programme is aligned with one of the priorities of Kolping HEI's Strategic Action Plan for 2024–2027 ("Taking into account the study objectives, the needs of the labour market and the development strategy of the region to develop applied research to advise local governments, non-governmental organisations and other entities, as appropriate"). The scale of applied research currently conducted, as well as the feedback provided by social partners during the site visit, did not confirm such alignment.

Considering that one of the objectives of Kolping HEI's Strategic Action Plan for 2024–2027 is to strengthen internationalisation and increase the institution's visibility, it is important to note that the current level of internationalisation within the TL programme remains very limited. Erasmus+ mobility of students and staff is low, no courses are offered in English, and there is no evidence of international research activities. Therefore, it would be advisable to introduce courses taught in English into the TL curriculum and to intensify actions aimed at developing international cooperation and participation in international academic initiatives.

## ANALYSIS AND CONCLUSION (regarding 1.1.)

Stakeholders' needs regarding the necessary knowledge, competencies, and skills were not clearly identified by the stakeholders, and the analysis of social needs and the labour market was limited to a document review and to indicating a general demand for employees in the transport and logistics sector.

In the context of the internationalisation of Kolping HEI's activities, resulting from the strategic document Strategic Action Plan for 2024–2027, the TL study programme does not contribute to achieving this goal. The international dimension of the study programmes could be strengthened by adopting a more forward-looking approach that focuses on future-oriented knowledge and skills.

1.2.	Programmes comply with legal requirements, while curriculum design, curriculum, teaching/learning and assessment methods enable students to achieve study aims and learning outcomes
------	--

## FACTUAL SITUATION

### 1.2.1. Programmes comply with legal requirements

The structure of the TL study program is grounded in Lithuania's higher education legislation and the Lithuanian Qualifications Framework, which aligns with the European Qualifications Framework (EQF)

for lifelong learning, as well as with the first-cycle qualification standards of the European Higher Education Area. TL study program demonstrates compliance in terms of level to the relevant Cycle Descriptor approved by the Minister of Education, Sports, and Science available.

The program spans three years and comprises 180 academic credits, equal to 4,800 academic hours, with each semester carrying 30 credits with the exception of semester 2, which comprises 31 ECTS, and semester 3, which comprises 29 ECTS. The program meets the legal requirements, as outlined in Table 1.

Table No. 1 Study Programme's Transport Logistics compliance to general requirements for first cycle study programmes:

<b>Category</b>	<b>Required credit ranges</b>	<b>Transport logistics</b>
Total programme workload	180 ECTS	180 ECTS
Credits for the study field <sup>2</sup>	No less than 120 ECTS	147 ECTS
Credits for practice based learning	No less than a third of the programme	64 ECTS (35.5%)
Internship, placement, or other practical training	No less than 30 ECTS	39 ECTS
Credits for final thesis (project)	No less than 9 ECTS	9 ECTS
Contact hours/onsite contact hours	No less than 20% of total hours/no less than 10% of total hours	2,224 (46%)
Independent student work	No less than 30% of total hours	2,576 (54%)

The study process consists of contact hours delivered through lectures, seminars, and internships, as well as independent work and consultations. Throughout the program, students complete several professional internships – Cognitive (sem. I), Entrepreneurship Education Practices (sem. II), Logistics Skills Development Practice (sem. III), Logistic Process Practice in Business Enterprise (sem. IV) and Final Internship (sem. VI). A total of 39 ECTS credits have been assigned to the internships, which corresponds to 1040 hours. Kolping HEI provides students with a list of potential organizations for internships, which students arrange on their own. In case of difficulties in finding a company, Kolping HEI offers such assistance. The internship documentation provided by Kolping HEI indicates that evidence of developing logistics skills or of students' participation in logistics process execution is either missing or not clearly documented; in some cases the section on logistics contains only a very general description, while in others the description and analysis of logistics processes remain at a basic level. Overall, the documentation suggests that several internship placements were not sufficiently aligned with the intended logistics learning objectives, and that the reports frequently lack the depth, specificity, and supporting evidence required to demonstrate the achievement of expected logistics competencies at the relevant stages of study.

With reference to one of the descriptors indicating the need to relate learning outcomes to the latest scientific achievements, during the site visit the staff pointed to global trends in digitization and sustainable development. It was confirmed that selected courses related to optimization address topics such as robotics, and that issues of green logistics are included within subjects related to marketing. The staff did not refer to specific results of their own scientific research, but rather to global trends in the field of logistics. When asked how the study program and individual courses integrate

<sup>2</sup> Includes internship and final thesis (project)

the results of applied scientific research, one person indicated the use of students' final thesis (regarding warehouse) results as an example, which are then utilized further in teaching activities. During the site visit, the staff indicated research elements concerning: the application of lifelong learning for marketing research purposes, digitalization in transport logistics, finance and accounting, as well as customer satisfaction studies at the airport. In the staff's statements, there were no references to the latest research in areas such as Digital Twin technology, the use of AI/ML (artificial intelligence/machine learning) for demand forecasting, route optimization, inventory management, and dynamic resource planning, as well as robotics and autonomous vehicles, or intelligent supply chains.

### 1.2.2. Programme aims, learning outcomes, teaching/learning and assessment methods are aligned

The learning outcomes of the Transport Logistics Study Programme appropriately correspond to the Level VI learning outcomes described in the Lithuanian Qualifications Framework.

A detailed analysis of the content of Annex 4: The relationship between the aim, learning outcomes, and subjects of the Transport Logistics study programme in the field of business studies led to the following conclusion: the allocation of internship components to learning outcomes from the 2. Research Skills group - particularly LO 2.2 ("Will be able to analyze and solve cargo storage and warehousing issues by applying information transport systems, planning the efficient operation of vehicles, and adhering to sustainable logistics principles") is not fully appropriate. This concern is reinforced by the review of selected internship documentation, which did not confirm that students actually achieve these learning outcomes during their internships. A review of internship documentation across different study levels confirmed that logistics-related issues and logistics processes are reflected only to a minimal extent in the internship reports.

Two learning outcomes were assigned to the course Ecological Innovations in Transport Logistics 1.2 and 4.2 (Annex 4). Considering that the environmental dimension is an integral part of sustainable development it would also be justified to assign learning outcome 2.2: "Will be able to analyze and solve cargo storage and warehousing issues by applying information transport systems, planning the efficient operation of vehicles, and adhering to sustainable logistics principles" to the course.

According to the SER, the teaching/learning and assessment methods are varied, including lectures, discussions, observation, demonstration of practical skills, analysis of cases and situations, work in pairs, groups. During the site visit, students indicated that the main learning methods include lectures and ppt. presentations. They also noted that they work in groups, solve case studies, and complete quizzes. A random review of selected syllabuses and methods used to verify learning outcomes for selected subjects (Market Research and Analysis, Ecological Innovations in Transport Logistics, Total Quality Management) confirms the appropriateness of the methods chosen to verify learning outcomes. The principles of assessment and verification of learning outcomes are clearly and comprehensively defined at documentation level.

According to the information provided during the site visit, Kolping HEI does not retain students' graded assessments, tests, or written work. In accordance with the applicable regulations in this area, such evidence should be retained for at least one year after the end of the academic year. One way to verify the correctness of the methods used to assess whether students achieve the intended learning outcomes is to review periodic coursework assignments, final projects/theses, exams, and tests. This makes it possible to check whether the tasks and questions reflect the course content and the intended learning outcomes.

After the site visit, Kolping HEI provided sample course assignments, tests, and internship reports. The documentation related to the verification of learning outcomes for the course *Market Research and Analysis* does not allow for a positive evaluation of the learning outcomes assigned to the course (LO 2.3. Will be able to conduct empirical research, integrating knowledge from social, humanities,

technology, and other scientific fields). The description of the research methodology, the analysis of research results, and the conclusions presented in the sample coursework (titled *Improving Customer Service Quality at MG Cleaning*) are poorly structured and very general. The author did not apply any methods to analyse the survey data.

The documentation related to the verification of learning outcomes for the course Total Quality Management did not allow for an assessment of whether the applied assessment methods are appropriate. Although the final examination is described as consisting of case analysis and problem-solving tasks, no examples of these exam components were provided, which limits the possibility of evaluating how learning outcomes are actually measured in practice.

### 1.2.3. Curriculum ensures consistent development of student competences

The learning outcomes of the TL programme, mapped to the categories of (1) Knowledge and Its Application, (2) Research Skills, (3) Special Skills, (4) Social Skills, and (5) Personal Skills, have been formulated in a clear and logically structured manner. The relatively small number of learning outcomes in the TL programme (a total of 10) required assigning them to a fairly large number of courses within the curriculum through which these outcomes are achieved. However, the approach of defining broad programme-level learning outcomes and specifying them further through course-level outcomes is appropriate and well-justified.

The individual courses/subjects are arranged logically across the semesters. In the first year, students acquire fundamental knowledge in logistics, economics, and entrepreneurship, while in the following semesters the course content becomes more specialised.

The study programme includes **five** internships through which students are expected to acquire practical knowledge. The internship documentation from the second and third years did not confirm that students have a more in-depth knowledge of logistics processes. Descriptions of selected processes in some internship reports are very general. More in-depth analyses and reports documenting students' achievement of the learning outcomes assigned to the internships would be advisable.

### 1.2.4. Opportunities for students to personalise curriculum according to their personal learning goals and intended learning outcomes are ensured

Kolping HEI provides students with the option to follow an individual study schedule tailored to their specific learning needs. Students are able to tailor their studies by selecting the topic of their coursework or thesis, and they may also propose their own ideas. Elective courses have been included in the programme during the 4th and 5th semesters of study. Students choose an elective course, and ultimately the course that receives the greatest support from students is offered.

An element of personalizing the curriculum is also the option to choose a foreign language. Students can choose an additional language. As part of adapting the program to students' individual needs, Russian language instruction was extended in the curriculum at the students' request.

The choice of the organization for the student internship also gives students an opportunity to personalize their studies and take their preferences into account, for example with regard to specific logistics processes. The university provides a list of recommended companies for internship purposes, but it is ultimately the student's individual decision where to complete the internship.

### 1.2.5. Final theses (applied projects) comply with the requirements for the field and cycle

The final thesis is worth 9 ECTS and is intended to integrate and apply the knowledge and skills acquired throughout the programme. The procedures for preparing and defending the thesis are clear and well-structured. Thesis topics are selected in agreement with the internship host, coordinated with the supervisor, and approved by the EBC. The defence takes place during a public session of the

Qualification Commission, following established assessment criteria. The assessment criteria for the thesis have also been clearly defined. Evaluation is cumulative, considering both the content of the thesis and the quality of the defence. The final grade is determined by averaging the scores given by all commission members and the reviewer, with the student's research activities also taken into account.

The final thesis is expected to ensure the achievement of as many as seven learning outcomes (1.1, 1.2, 2.2, 3.1, 3.2, 4.1, and 5.1), which seems to be an excessively high number of outcomes assigned to a single final project. The thesis has not been assigned learning outcome 2.3 ("Will be able to conduct empirical research ..."); however, considering the research methods indicated in the thesis, this learning outcome should be included.

During the site visit, sample diploma theses in Lithuanian were made available.

A review of selected theses allowed us to draw the following conclusions: **(a)** the topics of diploma theses are aligned with the study programme and most often focus on improving selected logistics processes; **(b)** the literature base would benefit from updating, as references published after 2020 appear only rarely; and **(c)** in some theses, websites constitute a dominant share of the sources, which may weaken the academic robustness of the literature review.

### ANALYSIS AND CONCLUSION (regarding 1.2.)

The alignment of courses with the learning outcomes of the Transport and Logistics (TL) programme is not always correct or sufficiently comprehensive (e.g. the course Ecological Innovations in Transport Logistics). In addition, the allocation of programme learning outcomes to the diploma thesis requires revision, including a reduction and verification of the outcomes assigned.

At the documentation level, the teaching and learning methods, as well as the methods used to assess learning outcomes, are described in a clear and appropriate manner. However, the HEI did not provide sufficient evidence that these methods are consistently implemented in practice.

Furthermore, evidence demonstrating the development of logistics-related skills or students' active involvement in the execution of logistics processes during internships is either lacking or insufficiently documented. The scale and scope of logistics processes carried out by the companies where students complete their internships are very limited, which restricts students' opportunities to acquire the necessary knowledge and competences in these areas.

## AREA 1: CONCLUSIONS

AREA 1	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle		X			

### COMMENDATIONS

1. The study programme documentation, especially the study plan, syllabi, and the description of teaching methods and methods for verifying learning outcomes - is properly prepared and refers to the latest trends.

### RECOMMENDATIONS

#### To address shortcomings

1. It is recommended to improve the alignment of selected courses with the defined learning outcomes of the TL programme (e.g., this applies to the course Ecological Innovations in Transport Logistics).
2. Evidence confirming the learning-outcome verification methods used (coursework assignments, tests, pass/fail assessments, etc.) should be maintained.
3. A system should be implemented to verify the achievement of learning outcomes assigned to internships, which are an important element in students' acquisition of practical knowledge. Internship documentation in the form of reports should address logistics processes in a broader and more in-depth manner, demonstrating that students have gained more detailed knowledge of these processes and of the tools used to improve them.

#### For further improvement

1. Future improvement actions should include encouraging and supporting students to reference peer-reviewed scientific articles more frequently in their diploma theses, instead of relying primarily on websites.

## **AREA 2: LINKS BETWEEN SCIENTIFIC (OR ARTISTIC) RESEARCH AND HIGHER EDUCATION**

2.1.	Higher education integrates the latest developments in scientific (or artistic) research and technology and enables students to develop skills for scientific (or artistic) research
------	--

### **FACTUAL SITUATION**

#### **2.1.1. Research within the field of study is at a sufficient level**

Research and Development (R&D), according to the SER, in the form of applied and experimental research, is a priority for the institution, mainly in regards to sustainability in the Kaunas region, and it is developed by integrating students, business and social partners. The topics of research are expected to fit within the topic of socially responsible business and sustainable growth. R&D is organised and coordinated by the Director of Academic Affairs and conducted by the Economic and Business Centre.

Although research is still at a very incipient stage, it is noteworthy that, over the recent years, there has been a significant growth of publications in journals (400% between 2022 and 2024) and of presentations in conferences (366% between 2022 and 2024). The share of the TL publications within the whole institution's research output has also increased significantly - the number of publications in journals represented 44%; 64% and 88% in 2022; 2023 and 2024, respectively, and the number of presentations in conferences represented 60%, 89% and 47% of the total institution's presentations. It is also important to note the efforts made by the institution to organise a scientific conference, where a significant part of the research is presented. Moreover, the dissemination of research results is mostly made in national scientific journals. Therefore, in order to increase the visibility and impact of scientific research, the institution should, in the future, aim to present research at international conferences and publish their papers in peer-reviewed international journals of high impact.

The TL teachers participate in international networks such as UASNET (European Network for Universities of Applied Sciences), Baltic Researchers Association (BRTA) and participate in international projects, such as Erasmus+ mobility programs.

The institution has received funding from the ministry, which was used for salaries, funding the participation and organisation of international and national events, and the subscription of research databases. In addition, although very limited, the participation in international projects has raised some funding from international sources.

The institution has been meeting the research criteria for Lithuania, namely in the dissemination of the results (as shown above), and it has received some R&D funding from both national and international funding sources.

In addition, it is notable that the SER also identifies weaknesses and forms to improve the institution, which denotes internal reflection about R&D.

#### **2.1.2. Curriculum is linked to the latest developments in science, art, and technology**

The content of the TL study programme is thought to be consistently linked to the latest developments in science and technology. This integration is managed through the active involvement of faculty members in Research and Experimental Development (R&D) activities.

Lecturers disseminate relevant scientific insights to students through various academic forums, including lectures, seminars, tutorials, and consultations, thereby updating the curriculum with current knowledge.

The institution employs quality management processes that ensure student involvement in applied research, making this a fundamental part of their studies. It merges the concepts of science and

studies, taking into account the programme objectives, expected learning outcomes, and the psychological characteristics of the students.

The integration of scientific advancements follows four key approaches:

1. Communicating updated research results.
2. Engaging students in learning through writing and discussing research, which inspires relevant scientific topics.
3. Students conduct applied research contributing to the development of scientific results in their final dissertations.
4. Facilitating participation in the knowledge creation process through specific research activities.

To facilitate this inquiry-based approach, the faculty employ methods such as the Kaleidoscope method at the start of a course to give students an overview of scientific research relevant to the subject content. Students are subsequently tasked with producing independent essays and participating in discussions, teaching them how to think and learn independently about research (thereby developing transferable skills).

Thus, the learning process is based on the principles of inquiry-based teaching, designed to encourage critical thinking, creativity, and the crucial ability to apply theoretical knowledge in professional practice. The consistent link between the study content and the latest scientific and technological developments is maintained by applying current research insights in teaching, counseling, and student participation in applied research.

However, the institution does not use R&D as means to attract new students or to communicate its competitive advantage, which denotes a lack of R&D spirit within the institution.

### 2.1.3. Opportunities for students to engage in research are consistent with the cycle

The HEI actively seeks to strengthen the link between research and study to ensure students gain knowledge and skills in an enriched educational environment. The conditions provided are considered appropriate for students pursuing applied scientific activities at the first-cycle study level.

Students are consistently encouraged to participate in applied research through various methods:

- Designing Research: Students prepare potential research projects, outline their chosen topics, and anticipate research results.
- Practical Application: Students conduct small-scale studies, write corresponding reports, and prepare scientific research theses and dissertations.
- Dissemination: Students are encouraged to present their findings at national and international conferences and publish their work in scientific journals or conference publications.
- Institutional Support: Annually, approximately 20% of the total students in the TL study programme participate in applied research activities.
- Research Output and Impact: During the evaluation period (2022–2024), the student engagement resulted in a significant increase in scientific output:
- The number of student research publications increased tenfold, rising from 2 in 2022 to 20 in 2024.
- The number of presentations given by students at national and/or international conferences increased fivefold, from 2 in 2022 to 11 in 2024.

The Kolping HEI hosts key academic events, such as the 13th International Student Conference, “Theory and Practice: Student Insights 2024,” which facilitated the participation of 100 individuals and 84 presentations from various universities.

In summary, the dedicated focus on student-led research and the creation of a valuable educational environment has led to a significant increase in student research activity over the last three years,

successfully fostering analytical thinking and research skills appropriate for the professional degree level.

### **ANALYSIS AND CONCLUSION (regarding 2.1.)**

Although Kolping College has been making efforts to increase their R&D levels, it is still necessary to develop a R&D oriented mindset in the institution.

A significant part of the institution's R&D is conducted with students. Although it is positive to include students in R&D processes, the academic staff needs to conduct research independently and to disseminate its results in international outlets.

## **AREA 2: CONCLUSIONS**

<b>AREA 2</b>	<b>Unsatisfactory - 1</b> Does not meet the requirements	<b>Satisfactory - 2</b> Meets the requirements, but there are substantial shortcomings to be eliminated	<b>Good - 3</b> Meets the requirements, but there are shortcomings to be eliminated	<b>Very good - 4</b> Very well nationally and internationally without any shortcomings	<b>Exceptional - 5</b> Exceptionally well nationally and internationally without any shortcomings
<b>First cycle</b>		X			

### **COMMENDATIONS**

1. There is a considerable effort to include students in research
2. The institution has increased their research outputs significantly

### **RECOMMENDATIONS**

To address shortcomings

1. The institution needs to develop an environment that is conducive to R&D, and the academic staff conducts research independently.
2. To improve the quantity and international impact of research.

## AREA 3: STUDENT ADMISSION AND SUPPORT

3.1. Student selection and admission is in line with the learning outcomes
--

### FACTUAL SITUATION

#### 3.1.1. Student selection and admission criteria and procedures are adequate and transparent

Admission to the Transport Logistics (TL) programme is organised through the national LAMA BPO system. The admission procedure is set out in the Rules of Student Admission to Kolping HEI and is publicly available on the HEI website. Applicants are admitted by competition if they have completed secondary education and meet the minimum national/institutional admission requirements set annually.

The competitive score is formed from: (i) subject grades/exam results with weightings, (ii) additional points for other achievements, and (iii) additional points for specific achievements/special requirements set by Kolping HEI. The SER states that the aggregated value of the criteria in SER may not exceed 3 points, and that these additional points do not count toward the minimum (threshold) competition mark, they are added on top of the default competitive score.

Admission results are presented with: number of applications (first priority and remaining priorities) and “students accepted”. SER provides the following programme-level data:

- 2022: first priority applications 34 (23 + 0 + 11); remaining priorities 37 (33 + 0 + 4); total applications 71; students accepted 59.
- 2023: first priority applications 29 (21 + 7 + 1); remaining priorities 29 (20 + 6 + 3); total applications 58; students accepted 47.
- 2024: first priority applications 13 (8 + 3 + 2); remaining priorities 6 (4 + 1 + 1); total applications 19; students accepted 13.

As Kolping HEI is a private institution with only non-state-funded places, the SF/SNF breakdown is not applicable. The HEI clarified that “students accepted” corresponds to the number of signed study contracts in non-state-funded places.

Based on SER, admissions outcomes show a decreasing trend over the last three years. Total applications decreased from 71 (2022) to 58 (2023) and to 19 (2024), while the number of accepted students decreased from 59 (2022) to 47 (2023) and to 13 (2024).

The SER itself provides a contextual interpretation, stating that a downward trend in enrolment is observed in almost all colleges and linking the decline primarily to external drivers (demographic change and national education reforms, including stricter admission requirements such as the compulsory mathematics exam), describing an adaptation/stabilisation cycle after reforms.

The SER provides entry competitive score statistics for 2022–2024, including the minimum, maximum and average competition scores:

2022:	minimum	1.68;	maximum	7.21;	average	3
2023:	minimum	1.86;	maximum	6.41;	average	4
2024:	minimum	2.35;	maximum	5.17;	average	4

The SER interprets this as an improving entrant profile (average competitive score increasing while admissions decrease). Additionally, provided related sustainability indicators - number of TL students increased from 72 (2022) to 123 (2023) and 139 (2024); first-year “enrolled and withdrawn” proportion was 11% (2022), 14% (2023), and 4% (2024); on-time graduation rate is reported as 52% (2023) and 74% (2024, number of graduates 12 (2023) and 27 (2024). During the visit the HEI additionally stated that over 30% of entrants come via partner/employer pathways and word-of-mouth, this was not presented in SER.

#### 3.1.2. Recognition of foreign qualifications, periods of study, and prior learning (established provisions and procedures)

The SER describes recognition/crediting as being implemented according to internal procedures aligned with EHEA/ECTS principles and ESG-related expectations. Two internal documents are referenced as the core procedural basis - Procedures for the Crediting of Partial Study Results at Kolping HEI (2023) and Procedures for the Assessment and Recognition of Non-formal and Informal Learning Achievements (2025).

Decision-making structure and key steps (as described in the SER extract):

- Partial studies/credit transfer (non-Erasmus or unmatched content): a person submits a request to the Director, the Study Department registers it, the Study Administrator checks formal compliance and prepares the Partial Crediting Card, the Head of the relevant Centre signs, the Director approves crediting by order.
- Erasmus+ study periods (agreed content): returning students submit a Study Certificate to the Erasmus+ Coordinator, the Coordinator checks alignment with the study contract, certification is confirmed via signatures (Head of Centre on the Partial Crediting Card), the Director makes the final decision on crediting.
- Criteria used for partial crediting: a subject may be credited if its volume is at least two-thirds of the comparable subject volume, it meets essential objectives and main content (or fulfils general requirements when no comparable subject exists). Final thesis/qualifying examination does not count. ECTS grading/recognition principles are referenced.

Foreign qualification recognition: the SER states that academic recognition of foreign qualifications is carried out by the SQEC (the Kolping HEI itself “does not have this right”), i.e., recognition is ensured through the national competent body rather than internally.

Following evidence were not included in SER:

- Data on recognition/non-recognition of foreign qualifications for the last 3 years.
- Data for the last 3 years on partial credit and non-crediting, credits awarded under mobility agreements, and the percentage of credits brought back from mobility programmes.
- Data on recognition/non-recognition of competences acquired through non-formal learning for the last 3 years.

### **ANALYSIS AND CONCLUSION (regarding 3.1.)**

The admissions framework is procedurally adequate and transparent: admissions are conducted through LAMA BPO, admission rules are publicly available, competitive score composition and additional-point criteria are defined, and the cap on additional points is explicitly stated. The SER provides programme-level admission evidence, including applicant flows by priority groups and annual “students accepted” totals, as well as minimum/maximum/average admission scores for the last three years.

At the same time, the SER evidences a very sharp decline in applications and accepted students by 2024 (with the acceptance rate also falling). The SER explains this primarily through external/systemic factors (demographics and reforms). However, for evidence robustness, the provided material contains at least one internal consistency risk: the narrative percentage reductions are not directly reproducible from the totals shown in SER without additional clarification of the baseline/definition used. This weakens the analytical reliability unless clarified.

Recognition procedures (partial crediting, Erasmus+ recognition, and non-formal/informal learning recognition) are described in a structured way, including roles, decision steps, and criteria. However, the evidence base remains largely procedural in the provided extract: the template-required implementation data (counts of recognition/non-recognition cases, credited ECTS and shares; foreign qualification recognition statistics) are not evidenced numerically. This limits the ability to judge consistency of application through realised cases.

3.2.	There is an effective student support system enabling students to maximise their learning progress
------	--

## **FACTUAL SITUATION**

### **3.2.1. Opportunities for student academic mobility are ensured**

The SER describes Erasmus+ as the primary mobility instrument and indicates that the HEI has an established organisational framework for mobility (procedures, agreements, coordination and information dissemination). At the same time, the SER evidences that actual mobility participation in the reviewed period is limited in scale, with emphasis placed on individual counselling and short-term/feasible formats for working students. The SER describes Erasmus+ as the main mobility instrument and reports that information is publicised via the HEI website and social networks, and through Erasmus+ launch events; because of low outgoing mobility, students receive individual counselling on mobility tasks and procedures. The SER also lists partner institutions and indicates TL students can study abroad for one semester and take traineeships in various countries.

The SER states that the HEI did not have any Erasmus+ students during the evaluation period. Therefore, in the provided evidence, incoming full-time field studies from abroad over the last three years are 0 (share 0%), country of origin is not applicable because there were no incoming students. The SER provides overall Erasmus mobility dynamics and notes that there were no long-term study mobilities during the evaluation period, however, it states that five TL students participated in a short-term Blended Intensive Programme (BIP) organised by Riga Law College, with study results recognised and credited. The SER does not provide a systematic breakdown of actual outgoing mobility destinations per year for study/internship cases (beyond the named BIP host), and it does not evidence whether outgoing study/practice mobilities met the “at least 15 credits.

### **3.2.2. Academic, financial, social, psychological, and personal support provided to students is relevant, adequate, and effective**

The SER describes a structured student support system covering academic support (consultations, lecturer availability, group tutor support), social/personal support (mentoring/tutoring system, targeted support for vulnerable groups), and financial support (Founder’s scholarships and other scholarship mechanisms). The SER reports that EUR 8,700 was allocated to scholarships during the evaluation period, including EUR 1,410 attributed to TL students, and notes that financial information is communicated via multiple channels.

During the site visit, the HEI additionally stated that around EUR 20,000 is allocated by the founders for student support (primarily scholarships), while other forms of support are provided as needed; it was also indicated that psychological support is available upon request and that lecturers maintain consultation schedules. The site visit evidence also suggests that the use of formal social support by TL students has been limited (two TL students referenced as having used social support).

### **3.2.3. Higher education information and student counselling are sufficient**

The SER states that incoming students are systematically introduced to programme requirements and study organisation from the start of studies (including information prior to the beginning of lectures), and that consultation arrangements are embedded into timetables, Moodle and course descriptions. The SER further indicates the use of regular surveys (including a first-year adaptation survey and course/study quality surveys) to evaluate the adequacy of counselling and support, with examples of improvements and communication of changes.

Student feedback gathered during the site visit confirms that information regarding programme structure and assessment/appeals was generally perceived as clear; however, it was also observed

that public programme information could be improved by presenting more detailed information on subjects (including ECTS/credits per subject) on publicly accessible programme pages.

### **ANALYSIS AND CONCLUSION (regarding 3.2.)**

Overall, the student support system appears well-structured and oriented toward individual student needs, combining academic consultations, tutoring mechanisms, and financial support measures. The SER provides evidence of systematic collection of feedback to identify support needs and improve counselling, and the site visit confirmed practical flexibility in supporting students (including tailored responses to language needs and consultation practices).

The main weakness within this aim concerns student academic mobility: although the organisational framework exists, participation remains very low, and the measures described are largely barrier-aware rather than demonstrably barrier-reducing (e.g., systematically developed short-term/blended options and targeted support for working students). In addition, while scholarship allocation is described, the evidence base on the uptake and effectiveness of non-financial supports (e.g., psychological support) would benefit from clearer monitoring indicators and documented utilisation trends beyond qualitative description. Student support and counselling are effective and responsive, but mobility remains a clear improvement area requiring a more proactive and measurable approach.

## **AREA 3: CONCLUSIONS**

<b>AREA 3</b>	<b>Unsatisfactory - 1</b> Does not meet the requirements	<b>Satisfactory - 2</b> Meets the requirements, but there are substantial shortcomings to be eliminated	<b>Good - 3</b> Meets the requirements, but there are shortcomings to be eliminated	<b>Very good - 4</b> Very well nationally and internationally without any shortcomings	<b>Exceptional - 5</b> Exceptionally well nationally and internationally without any shortcomings
<b>First cycle</b>			3		

### **COMMENDATIONS**

1. Admission to the Transport Logistics programme is transparent and procedurally robust through the national LAMA BPO system, complemented by clearly defined additional-point criteria (including an explicit cap), supporting equal treatment and clarity for applicants.
2. Despite a declining annual intake, the programme evidences improving entrant profile and strengthened study continuation indicators in the reviewed period (higher average/minimum entry scores and improved first-year continuation), demonstrating that admitted students are generally able to engage with programme requirements.
3. Student support is multi-dimensional and responsive, combining academic counselling (consultations, tutor support), financial support mechanisms, and needs-based individual support, supported by feedback instruments such as first-year adaptation surveys.

### **RECOMMENDATIONS**

To address shortcomings

1. Strengthen sustainability management by systematically evidencing the effectiveness of recruitment and outreach measures through measurable targets and KPIs (e.g., enquiries/applications/admissions trends, conversion rates, channel effectiveness,

partner/employer pathway share), and by documenting annual adjustments based on these results.

2. Enhance the evidence base for recognition practices (RPL, credit transfer, mobility recognition) by reporting basic implementation indicators (e.g., number of cases per year, typical processing timeframes, and consistency checks) and ensuring that key steps and responsibilities are clearly communicated to students.
3. Improve mobility outcomes for working students by expanding and proactively promoting feasible formats (e.g., short-term/blended mobility and flexible recognition arrangements), while monitoring participation and barriers with clear indicators and follow-up actions.
4. Strengthen quantitative monitoring of support uptake and impact at programme level (including non-financial supports), linking utilisation trends to retention and study progress indicators to demonstrate effectiveness over time.

## **AREA 4: TEACHING AND LEARNING, STUDENT ASSESSMENT, AND GRADUATE EMPLOYMENT**

4.1.	Students are prepared for independent professional activity
------	---

### **FACTUAL SITUATION**

#### **4.1.1. Teaching and learning address the needs of students and enable them to achieve intended learning outcomes**

In preparation for the expert panel visit, Kolping College was asked to provide a quality manual to support a more accurate self-assessment of the current situation, as the initial study quality assessment from 2019 and the progress report from 2021 did not cover the area being assessed.

The positive conclusions of foreign experts cited in the submitted SER (p. 4.1) do not correspond to the area being evaluated, as the Expert panel neither refers to nor reviews the conclusions of assessments of other areas.

The expert panel also requested a sample of final theses from the evaluation period to better assess the area under review; however, only a list of final theses was provided, as the requested theses were subject to data protection. Therefore, the expert panel was only able to view the final thesis during the visit, given the limited time available.

After verifying all available information and meeting with all interested parties, the expert panel concludes that teaching and learning address students' needs. The Moodle learning environment provides comprehensive communication opportunities, ranging from posting information to storing lecture notes, and meets the needs of both teachers and students enabling them to achieve intended learning outcomes.

The TL study programme is conducted in full-time and part-time remote learning modes. Education completed in different forms of study is equivalent. The total number of credits for college TL studies is 180, of which 147 are allocated to field studies. The total duration of the programme is 4800 hours. 39 credits are allocated for internships and 9 credits for the final thesis. Full-time studies last three years (6 semesters), and part-time studies last four years (8 semesters), usually 45 credits per year. Full-time study usually is 60 credits per year.

Full-time studies are held on weekdays, and part-time studies are scheduled across three training sessions per semester. Between sessions, students can study independently and in consultation with teachers. During sessions, there are lectures, practicals, internships, and assessments.

The Kolping HEI uses both traditional teaching/learning methods and non-traditional lectures. Distance learning in a Moodle environment is also used for full-time students, in accordance with legal limits.

The General Requirements for the Conduct of Studies stipulate that contact work (including distance learning) must account for at least 20% of the study time in undergraduate college programmes. Direct contact work between lecturers and students (not remote work) must account for at least 10% of the total study time, and the student's independent work must account for at least 30%. Traditional teaching methods such as lectures, seminars, discussions, group work, project work, laboratory work, exercises, tutorials, questionnaires, tests, consultations, and independent work defences have been supplemented by modern methods such as situation analysis, brainstorming, interviews, the Four Corners method, and temperament-based methods.

Non-traditional lectures outside the Kolping HEI, visits to companies (logistics, transport logistics, and other organisations). Guest speakers are also invited to share their practical experience.

The expert panel confirms that non-traditional lectures are held in the TL study programme.

During meetings with HEI teachers and students, the expert panel received evidence that, at the start of the course, the teacher provides students with a description of the course and the procedure for assessing the subject's learning outcomes.

The model for organising students' independent work and the methodology for its assessment are developed by the lecturer of the taught subject, taking into account the number of hours specified in the course description.

In assessing student achievement, teachers use various assessment methods: a mid-term knowledge test, which can be organised using a closed and/or open-ended test, initiating a case study, self-reflection, preparing a placement report, etc. The weighting of the examination or project must be at least 0.4

The Kolping HEI operates an academic information system - IS.Kolpingokolegija.lt. Proceedings and rules are stated in the Regulations of Studies. In preparing essays, students must follow the Kolping HEI's Requirements for written papers.

Students who disagree with their examination or individual work grade may submit an appeal.

During the evaluation period, the assessment system received no complaints, and students were assured of this.

The ten-point grading system, a cumulative assessment method for assessing student achievement, is transparent and appropriate for measuring learning outcomes.

Students are awarded a first-cycle professional bachelor's degree upon successful completion of the Business TL Study Programme. They are eligible to enrol in postgraduate studies in accordance with the procedures set by the relevant higher education institution.

During the expert panel meetings with students and alumni, no comments were made regarding the lack of the aforementioned information.

#### **4.1.2. Access to higher education for socially vulnerable groups and students with individual needs is ensured.**

Kolping HEI provides extensive support for students with special needs by adjusting study conditions to their individual circumstances. Depending on the type of disability or temporary health impairment, the institution can modify the learning environment, study materials, and reporting formats once appropriate documentation is provided. Programmes may be adapted in terms of organisation, study modes, and assessment methods. Students who cannot attend classes in person are offered remote participation through virtual learning platforms, videoconferencing, or email. Knowledge assessment can also be conducted online. Additionally, students with disabilities may receive personalised study and revision schedules, including tailored exam dates and project deadlines. The Kolping's regulations also allow alternative payment methods for students unable to follow standard procedures, ensuring that intended learning outcomes can still be achieved

The SER report p.4.2 refers to the principles of teaching emphasized in the action plan by A. Kolping, which aim to create conditions for each person to improve and grow, therefore the meaning of Kolping teaching is to create conditions for people of various ages and different social, ethical, and cultural groups to improve their personal and professional skills, so that all this helps them in their lives and contributes to the creation of public welfare.

In practice, the expert panel noted several areas for improvement:

The College Quality Manual, a highly detailed document that regulates several areas in minute detail, lacks a straightforward procedure for guiding the college and responding to requests from students with special needs.

During the visit, the above situation was discussed with the administration, and an action plan was presented verbally.

#### **ANALYSIS AND CONCLUSION (regarding 4.1.)**

Even though the SER report mentions a generally positive assessment of the external Kolping College in the TL programme, the forms of study organization, teaching and assessment methods and the scope of studies comply with the base requirements of legal acts. Both traditional and innovative teaching methods are applied. Personalised approach to students, incorporating different study forms: full-time, part-time, remote learning, or individual adjustments for working students.

The College ensures basic conditions for studying among socially vulnerable groups and students with special needs. In addition to the Kolping scholarship, consideration should be given to reducing social exclusion among students with special needs.

The purpose of Kolping teaching is to create conditions for people of all ages and from diverse social, ethical, and cultural backgrounds to develop their personal and professional skills in practice. The expert panel noted that the college lacks a straightforward procedure to guide the college and respond to requests from students with special needs.

4.2.	There is an effective and transparent system for student assessment, progress monitoring, and assuring academic integrity
------	---

## **FACTUAL SITUATION**

### **4.2.1. Monitoring of learning progress and feedback to students to promote self-assessment and learning progress planning is systematic**

Kolping HEI has a systematic monitoring and feedback system for students' progress, governed by internal procedure, which begins upon enrolment and continues throughout their studies. Monitoring student achievement helps to ensure academic performance.

Students' performance is assessed continuously through mid-term and final examinations, and the data collected helps to identify difficulties and provide timely support, such as covering knowledge gaps. Monitoring is carried out at two levels: individual (lecturers and students) and institutional (Study Department, Quality and Research Department, Study Programme Centres).

Feedback is provided to students verbally and in writing. Adequate and timely feedback allows students to reflect on their work and helps ensure stronger, deeper retention of their learning. This gives the student a better understanding of their level of achievement and motivates them to improve their study process.

The Kolping HEI also conducts periodic surveys (e.g. on teaching quality adaptation), the results of which are used to improve the quality of studies. An efficient system contributes to high graduation rates: 76% of students graduated on time in 2024.

During the expert panel discussions with students and alumni, no specific remarks for the system were expressed. Given the small number of students at HEI, participants noted strong individualized feedback and support from both teachers and the administration.

SER report and the collected information from the meetings do not provide the expert panel with a clear picture of how systematic monitoring affects learning outcomes.

### **4.2.1. Graduate employability and career are monitored**

The SER states that graduates of the TL study programme have acquired the knowledge and practical skills to work across a wide range of fields, including Logistics Management, Warehousing, Distribution, Freight Forwarding, Project Management, and Import/Export Clearance.

Graduates can also start their own logistics or transport business or pursue a master's degree in business, management, or logistics.

Monitoring graduates' employment and careers at the Kolping HEI begins with an assessment of their final internship. The aim is to assess students' traineeships in two ways: whether the theoretical

knowledge and practical skills acquired by the student are sufficient for the professional activity (survey of internship supervisors in organisations/companies), and whether the organisation where the internship is carried out is suitable for the student to acquire practical knowledge (survey of students).

Heads of the Centres conduct surveys of the students and the internship supervisors at the organisations/companies. The Coordinator of the Quality and Research Department conducts the analysis of survey results.

#### Students' employability

12 months after graduation, the level of qualification obtained is recorded in the Education Management Information System database. By evaluating this data, the Kolping HEI can monitor graduates' employment and, if necessary, modify or improve its study programmes.

During the meeting with the participating students, graduates and stakeholders, no comments regarding employment or careers were made.

The demographic situation and significant labour shortage have created favourable conditions for graduate employment; therefore, only 12-month employment outcomes are currently being analysed. Among the small number of respondents (5 students and 3 graduates), the majority worked in their respective specialties and valued the knowledge gained at the College. Alumni mentioned that the College administration maintains contact with them. Additionally, discussions were held with social partners on how and in what form they provide feedback to the college. Despite the small number of respondents (3), the responses corresponded to the communication channels described by the SER. The Expert panel, after interviews with various HEI groups, including stakeholders, concludes that the primary feedback channel is not mentioned in SER report stakeholders' annual surveys, roundtables, or stakeholder breakfast meetings, but feedback from internship sites.

The responses provided lacked clarity on who explicitly participates in the roundtable discussions or the stakeholder breakfast. Meetings are not documented and stored, nor are the proceedings of stakeholder surveys. The Expert panel concludes that there are gaps in reporting on this information and in making progress. Still, examples were provided demonstrating that HEIs take into account the needs of social partners and stakeholders in updating learning outcomes.

#### 4.2.2. Policies to ensure academic integrity, tolerance, and non-discrimination are implemented

Academic integrity, tolerance, and non-discrimination at the College are governed by the Code of Academic Ethics, which is among the obligations of employees and students specified in employment or study contracts. The aforementioned code is also posted on the College's website.

All aspects assessed are described therein with the responsible parties' solutions.

During the evaluation period of the TL studies in business studies, the Kolping HEI did not record any academic disputes regarding dishonesty, discrimination or violations of academic ethics.

During the meeting, no comments or suggestions were made regarding the above issue by the groups of teachers, students, and graduates.

#### 4.2.3. Procedures for submitting and processing appeals and complaints are effective

The Kolping HEI ensures that students can challenge/appeal the assessment they have received and receive a reasoned response to the appeal. Students who disagree with the evaluation of the semester's study achievements, violations of the semester's study achievement assessment procedure, or violations of the final project assessment procedures have the right to appeal. The procedure for submitting and examining appeals regulated by the KUAS Description of the Procedure for Students' Appeals.

During the meeting with teachers and students, the topic was discussed because formal documents do not contain such incidents.

The expert panel received feedback that the processes are understandable to all; no comments or suggestions were made regarding the above. In practice, all disagreements were resolved through direct teacher-student communication, and there was no need for further activities.

### **ANALYSIS AND CONCLUSION (regarding 4.2.)**

The TL study programme has acquired the knowledge and practical skills to work across a wide range of fields. Monitoring graduates' employment and careers at the Kolping HEI begins with an assessment of their final internship and continues for 12 months after graduation. By evaluating final internship surveys and graduation data, the Kolping HEI can monitor graduates' employment outcomes and improve its study programmes. The Expert concludes that some feedback channels are not included in SER report stakeholders' annual surveys, roundtables, or stakeholder breakfast meetings. Regardless, examples were provided demonstrating that HEIs consider the needs of social partners and stakeholders when updating learning outcomes. The information channels mentioned are not documented, and evaluating only career 12 months after graduation could negatively affect the improvement of study programs.

The expert panel, after evaluating the SER report and discussing the matter with interested parties, agreed that the College has an effective and transparent system for ensuring academic integrity, tolerance, and non-discrimination, as well as procedures for submitting and processing appeals and complaints.

## **AREA 4: CONCLUSIONS**

<b>AREA 4</b>	<b>Unsatisfactory - 1</b> Does not meet the requirements	<b>Satisfactory - 2</b> Meets the requirements, but there are substantial shortcomings to be eliminated	<b>Good - 3</b> Meets the requirements, but there are shortcomings to be eliminated	<b>Very good - 4</b> Very well nationally and internationally without any shortcomings	<b>Exceptional - 5</b> Exceptionally well nationally and internationally without any shortcomings
<b>First cycle</b>			X		

### **COMMENDATIONS**

1. Personalised approach to students, incorporating different study forms: full-time, part-time, remote learning, or individual adjustments for working students.
2. Effective and transparent system for ensuring academic integrity, tolerance, and non-discrimination, as well as procedures for submitting and processing appeals and complaints.

### **RECOMMENDATIONS**

#### **To address shortcomings**

1. The expert panel recommends documenting meeting summaries to improve learning outcomes. This will help you align expectations, plan the necessary changes, and measure your progress.

#### **For further improvement**

1. Despite favourable labour market conditions, systematically collect data on their career paths several years after graduation.

2. The purpose of Kolping teaching is to create conditions for people of all ages and from diverse social, ethical, and cultural backgrounds to develop their personal and professional skills in practice. The expert panel recommend to revise Quality Manual adding procedure of responding to requests from students with special needs.
3. For SER preparation, refer only to reports from the evaluated field of TL and provide all additional information which experts find helpful in making a correct assessment.

## AREA 5: TEACHING STAFF

5.1.	Teaching staff is adequate to achieve learning outcomes
------	---

### FACTUAL SITUATION

5.1.1. The number, qualification, and competence (scientific, didactic, professional) of teaching staff is sufficient to achieve learning outcomes

The number of teachers is adequate (15 teachers), i.e. the teacher-student ratio varies between 5 and 8. Although this is a positive aspect of teaching as smaller classes promote a more active participation of students, it is important to acknowledge that a very low level of students in the classroom may hinder the existence of a critical mass, necessary to foster fruitful debates and promote more active teaching methodologies.

The qualification of the faculty is adequate, as 47% hold a PhD and almost half of the teachers have research output. A significant part of the teaching team (80%) has more than 10 years of experience in the field.

There is a strategy for hiring new teachers, based on their academic/professional background, which is also inclusive and non-discriminating.

The teaching staff complies with the minimum requirements (exceeding the minimum threshold) of the legislation.

A number of teachers have, simultaneously, a position in the industry and, thus, to bring practical insights and experience to the classroom.

In summary, the TL program teaching staff shows a good balance between academic and professional profiles.

The number of trainee teachers remained stable during the period under review (50% of teachers in the field of study).

There is a protocol for receiving new teachers to ensure that all procedures and regulations are known (regulations; course descriptions; information system; and Kolping's library).

### ANALYSIS AND CONCLUSION (regarding 5.1.)

The institution meets the legal requirements for the teaching staff and has procedures to ensure their adequacy to the study program. However, increasing the number of PhDs would increase the visibility and quality of studies, as much as promote further a research environment.

The teaching staff is experienced in their field, and this is important to ensure that teaching responds to real world challenges. The number of teachers without a permanent full time link to the institution provides a good balance between the academic and professional profile, allowing them to bring practical insights into the classroom.

5.2.	Teaching staff is ensured opportunities to develop competences, and they are periodically evaluated
------	---

### FACTUAL SITUATION

5.2.1. Opportunities for academic mobility of teaching staff are ensured

Teachers are provided with the opportunity of career development through both internal and external training. Moreover, they also have the opportunity to engage in Erasmus+ mobilities.

The number of teachers involved in outgoing mobilities is good (40% for teaching and 53% for studies), and it has shown a positive evolution. Nonetheless, Erasmus mobilities have been taking place, mostly to neighbouring countries (mainly Latvia and Poland) and this limits experiencing

disparate cultures and organisational settings. Broadening the countries where these mobilities take place may yield interesting results for the TL program and the institution as much as promoting more innovative education practices. Outgoing teaching staff mobilities represent between 43% and 88% of the total number of all teachers in the field of studies (between 6 and 14 visits), and incoming Erasmus mobilities amount to an average of 15 visits per year (40% - 60% of teachers in the field of studies).

### 5.2.2. Opportunities for the development of the teaching staff are ensured

There is a procedure for the qualification development of teachers. Teachers development can take different forms: i) individual development - for the scientific activity; ii) collegial sharing of experiences - good practices sharing amongst the group; iii) specialised events - such as courses, seminar, conferences, etc; iv) academic formal studies or v) non-working public activities.

The development opportunities are funded through different sources: Kolping operational funds; lecturer's funds; Erasmus+ funds; Ministerial and governmental funds; projects; and sponsors. The institution has used 35k in teachers' development (for the three years), which was mostly provided by the Ministry of Education, Science and Sports.

### ANALYSIS AND CONCLUSION (regarding 5.2.)

Teachers are provided with opportunities for their professional development and academic mobility. Although the institution has been actively seeking for external funding, the internal funding allocated to development of teaching staff is still limited. Further allocation of funds for teachers development would foster the research levels and leverage their outputs. Additionally, it would also demonstrate a truly committed institution to R&D.

## AREA 5: CONCLUSIONS

	<b>Unsatisfactory - 1</b> Does not meet the requirements	<b>Satisfactory - 2</b> Meets the requirements, but there are substantial shortcomings to be eliminated	<b>Good - 3</b> Meets the requirements, but there are shortcomings to be eliminated	<b>Very good - 4</b> Very well nationally and internationally without any shortcomings	<b>Exceptional - 5</b> Exceptionally well nationally and internationally without any shortcomings
<b>AREA 5</b>					
<b>First cycle</b>			X		

### COMMENDATIONS

1. Teachers take advantage of existing opportunities for international mobility
2. Teachers are committed to professional development
3. There is a good balance between the academic and professional profile of the teaching team

### RECOMMENDATIONS

#### To address shortcomings

1. Invest more internal funds in teachers development in order to leverage research and to develop a real research mindset in the institution.

## AREA 6: LEARNING FACILITIES AND RESOURCES

6.1.	Facilities, informational and financial resources are sufficient and enable achieving learning outcomes
------	---

### FACTUAL SITUATION

#### 6.1.1. Facilities, informational and financial resources are adequate and sufficient for an effective learning process

According to the information provided by SER p.6.1, the premises are suitable for use and comply with the requirements of applicable laws. Of the 17 classrooms used for studies, 2 are computer classrooms that are not accessible to students with limited mobility.

SER does not specify what software the college has. Upon request, the college provides lists of programs without quantities, the types of licences, and applicability.

During the Expert panel meeting with senior management and administrative staff, it was confirmed that the number of available licenses meets the current number of students, and that the planned allocation of EUR 4,000 for IT equipment is sufficient.

The expert panel got such a list of software used in the TL study programme:

1. Microsoft Office 2019 (Word, Excel, PowerPoint)
2. Microsoft Office 365 (Word, Excel, PowerPoint, Outlook, etc.)
3. Google Productivity Suite (Google Docs, Google Slides, Google Sheets, Google Forms, Google Maps)
4. B1 Software Package
5. LOGIXIS System
6. TEAMGATE Customer Relationship Management (CRM) System

Lack of technical opportunities for having some internships at the college. Eliminate the need for a wide range of software to gain practical logistics principles and skills.

In addition to LOGIXIS, based on our knowledge of the Lithuanian domestic logistics enterprise software market, there are on-demand options: GoRamp (warehouse logistics software) <https://www.goramp.com//time-slot-management-software> and Logifly (supply chain management software) <https://logifly.eu/>.

The expert panel recommends discussing the topic with stakeholders to keep pace with software trends in transport logistics, which could have a positive effect on preparing students for future internships and the labour market

The Kolping HEI's library is an integral element of the study infrastructure. The reading room has 15 workstations, 2 of which are computerised. There is no shortage in the reading room. Students prefer remote access to the library's e-resources.

The virtual library and subscription databases (EBSCO, Taylor & Francis, Emerald, Management eJournals Collection), which provide access to more than 14,000 e-journals, 3,400 e-books, and more than 41,000 other e-documents, also include the Lithuanian Dissertation and Thesis Database. (eLABa ETD) allows searching in the catalogues of Lithuanian academic libraries and collecting for long-term preservation, search, and dissemination of the KUAS final professional bachelor theses.

The lecturers submit the need for methodological resources for studies to the Heads of the Centres at the beginning of each academic year, and the complete list is submitted to the library

The expert panel observes progress. The Kolping HEI library provides the information resources needed to support the implementation of the TL study content and the academic community's learning and research needs.

#### 6.1.2. There is continuous planning for and upgrading of resources

Planning and updating study resources for the field of study are governed by the Quality Manual and the annual budgeting process. Resource management is delegated to the unit heads, who ensure planning, coordination, compliance with applicable legislation, and evaluation of results. The required study resources are planned, and their renewal is based on actual demand, operational efficiency, and reporting data.

The Expert panel received an assignment budget for study resources to improve the material base of the TL study field, which was provided with dedicated funds by the fields.

No.	Expenditure category	Planned funds (Eur.)
1	Funds for textbooks, methodological resources, and an e-database subscription	3000
2.	Funds for the acquisition/renewal and maintenance of the computer and software equipment	4000
3.	Inventory acquisition funds	500

During the visit, the topic was discussed; no remarks or recommendations were made.

Planning and updating study resources for the field of study is carried out systematically by the annual budgeting process prescribed in the Quality Manual. These practices enable sustainable resource management.

### **ANALYSIS AND CONCLUSION (regarding 6.1.)**

Based on the information provided, the premises are suitable for use and comply with applicable laws. Equipped with the necessary equipment, including computers and a number of available licenses, meets the current number of students, and the planned allocation of EUR 4,000 for IT equipment and EUR 500 for inventory is sufficient.

Neither computer classroom is accessible to students with limited mobility. Lack of a possibility to ensure that a student with limited mobility can participate in a computer classroom with their group if such occurs.

The Kolping HEI library provides the information resources needed to support the implementation of the TL study content and the academic community's learning and research needs. It is worth emphasizing that there is an operating mechanism for replenishing the fund through planned funding, which ensures that resources are continually renewed and that students and researchers have access to information beyond basic needs.

## **AREA 6: CONCLUSIONS**

	<b>Unsatisfactory - 1</b> Does not meet the requirements	<b>Satisfactory - 2</b> Meets the requirements, but there are substantial shortcomings to be eliminated	<b>Good - 3</b> Meets the requirements, but there are shortcomings to be eliminated	<b>Very good - 4</b> Very well nationally and internationally without any shortcomings	<b>Exceptional - 5</b> Exceptionally well nationally and internationally without any shortcomings
<b>AREA 6</b>					
<b>First cycle</b>			X		

## **COMMENDATIONS**

1. The expert panel could congratulate that progress has been made in expanding the library's information resources over the past years. It is worth emphasizing that there is an operating mechanism for replenishing the fund through planned funding, which ensures that resources are continually renewed and that students and researchers have access to information beyond basic needs.

## **RECOMMENDATIONS**

### To address shortcomings

1. The expert panel recommends revising the Kolping Quality book by implementing a process or order to ensure that a student with limited mobility can participate in a computer classroom with their group if such a need arises.

### For further improvement

1. The expert panel recommends discussing the topic with stakeholders to keep pace with software trends in transport logistics, which could have a positive effect on preparing students for future internships and the labour market.

## AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION

7.1.	The development of the field of study is based on an internal quality assurance system involving all stakeholders and continuous monitoring, transparency and public information
------	--

### FACTUAL SITUATION

#### 7.1.1. Internal quality assurance system for the programmes is effective

The SER describes a regularly updated institutional Quality Manual and related procedures that cover key study-related processes (e.g., monitoring, evaluation cycles, and responsibilities across relevant units). The SER also indicates that the institution views quality assurance as a continuous process supported by internal monitoring and periodic data collection. In the self-evaluation summary for this area, the institution highlights the existence of a timely and functioning internal QA system and a publicly available quality policy.

#### 7.1.2. Involvement of stakeholders (students and others) in internal quality assurance is effective

Stakeholder involvement is described as taking place through several channels. Students contribute through periodic surveys (including first-year adaptation surveys and other study-quality related questionnaires), as well as feedback on communication with administration and study-related processes. Social partners are engaged primarily through internship-related instruments (employer evaluations of students' preparation; internship feedback) and through cooperation in practical elements of the programme. At the same time, the evidence from the review documentation highlights that stakeholder involvement mechanisms described in the SER (e.g., annual surveys, roundtables, or "Social Partners' Breakfast" meetings) were not sufficiently evidenced in terms of clear participant composition and documented outputs; the information available indicates that, in practice, feedback from internship sites appears to be the strongest and most traceable input channel.

#### 7.1.3. Information on the programmes, their external evaluation, improvement processes, and outcomes is collected, used and made publicly available

The SER indicates that the institution uses multiple public communication channels (website in several languages, social media, open days, fairs, publications and media), and that the effectiveness of these channels is monitored using analytics and campaign performance indicators (e.g., traffic monitoring and paid campaign metrics). The SER also notes that information related to study programmes and their visibility is systematically analysed to refine communication activities. In addition, based on the site-visit-related evidence and the additional Q&A, while overall study-related information for current students is communicated via several internal channels, publicly available programme information could be strengthened by providing clearer subject/module-level descriptions and ECTS allocation per subject/module for prospective students and external stakeholders.

#### 7.1.4. Student feedback is collected and analysed

The SER reports that student feedback is collected through regular surveys (including first-year adaptation surveys and other course/study quality evaluation instruments) and that results are analysed and used for improvements. The SER provides concrete descriptions of recurring adaptation challenges (e.g., adjustment to study process and timetable, team-work readiness early in studies) and shows that feedback is used to guide support and teaching adjustments. During the site visit and in the additional Q&A evidence, several tangible "feedback-to-change" examples were provided, such

as improvements in Russian language provision, establishment of a student rest room, organisation of company visits, and adjustments related to teaching arrangements.

### **ANALYSIS AND CONCLUSION (regarding 7.1.)**

Overall, the available evidence supports that the internal QA system is functioning and can produce a “closed-loop” effect (feedback is collected and has led to visible changes), particularly in matters directly impacting student experience and practical study organisation. This indicates that QA is not purely formal but can lead to operational improvements.

However, there are identifiable gaps in the “evidence chain” of stakeholder involvement and follow-up documentation: review evidence points to insufficiently clear documentation of who participates in some stakeholder forums and a lack of systematic records of outcomes and follow-up. In addition, while public information dissemination is active and monitored through analytics, the completeness of publicly accessible programme-level information would benefit from enhancement through clearer subject/module descriptions and transparent ECTS distribution, which would strengthen transparency for applicants.

## **AREA 7: CONCLUSIONS**

<b>AREA 7</b>	<b>Unsatisfactory - 1</b> Does not meet the requirements	<b>Satisfactory - 2</b> Meets the requirements, but there are substantial shortcomings to be eliminated	<b>Good - 3</b> Meets the requirements, but there are shortcomings to be eliminated	<b>Very good - 4</b> Very well nationally and internationally without any shortcomings	<b>Exceptional - 5</b> Exceptionally well nationally and internationally without any shortcomings
<b>First cycle</b>			X		

### **COMMENDATIONS**

1. The institution demonstrates responsiveness to student feedback, supported by multiple concrete examples of implemented changes.
2. Public outreach is active and multi-channel, and its effectiveness is monitored using analytics and campaign indicators.

### **RECOMMENDATIONS**

#### **To address shortcomings**

1. Strengthen the QA “evidence chain” for stakeholder involvement by standardising documentation (participant lists where relevant, meeting outputs/decision logs, and follow-up actions), and by ensuring traceable records of how stakeholder input results in improvements.
2. Improve the completeness of publicly accessible programme information by publishing subject/module-level descriptions and ECTS distribution on programme pages, to enhance transparency for prospective students and other stakeholders.

## V. SUMMARY

Based on the self-evaluation report and the site-visit, the panel finds that the Transport Logistics programme at Kolping HEI is well-structured, practice-oriented, and student-centred, with several examples of responsiveness to stakeholder feedback and operational improvements. At the same time, the panel identifies a set of system-level enhancements that would strengthen evidence-based management, learning-outcome alignment and verification, research culture and international dissemination, mobility participation, accessibility, and transparency of public information.

The panel would like to thank Kolping HEI for the effort invested in preparing the self-evaluation materials, as well as for the constructive engagement and professional organisation of meetings and discussions during the review process.

The main strengths of the evaluated Transport Logistics study programme include:

- The programme's core documentation (study plan, syllabi, and the described teaching and assessment approaches) is appropriately prepared and reflects current trends relevant to transport and logistics education. This provides a solid foundation for coherent curriculum delivery and for supporting students' competence development.
- The institution has increased its research outputs and demonstrates a strong willingness to involve students in research-related activities, which is a positive feature of the educational environment and helps students gain exposure to inquiry-based learning.
- Admission to the programme is described as transparent and procedurally robust, using the national LAMA BPO system and clear criteria. The panel also notes positive signals in the reviewed period: despite declining intake, indicators suggest an improving entrant profile and stronger continuation into the second year. Student support is comprehensive and responsive to individual needs, combining academic counselling, tutoring, financial mechanisms, and flexible arrangements confirmed during the site visit (including support for language needs).
- Teaching and assessment methods comply with formal requirements and combine traditional and innovative approaches. The panel particularly values the programme's personalised approach, which accommodates different study modes and provides practical flexibility for working students.
- The programme meets legal staffing requirements and has procedures to ensure staffing adequacy. The panel highlights the experience and professional relevance of the teaching team, as well as the beneficial balance between academic and practice-oriented profiles, which helps ensure that teaching connects to real-world logistics challenges. Staff also demonstrate commitment to professional development and make use of international mobility opportunities.
- The panel acknowledges the progress made in recent years in expanding the library's information resources, which supports teaching and learning needs in the field.
- Internal QA system is functioning and can create a "closed-loop" effect: feedback is gathered and has led to visible improvements, especially in areas directly affecting student experience and study organisation. The institution's outreach is also active, multi-channel, and monitored through analytics, demonstrating capacity to plan and evaluate communication activities.

Areas for Transport logistics curriculum improvement include:

- There is a need to: a) strengthen internal alignment and traceability between individual courses and the programme learning outcomes, particularly where links appear weaker; b) ensure clearer and more consistent evidence of how learning outcomes are verified across courses (i.e., what exactly is assessed and by which methods); c) implement a coherent and reliable system for verifying the learning outcomes assigned to internships, so that internship reports

demonstrate a deeper understanding of logistics processes and improvement tools; d) enhance the academic rigor of diploma theses by increasing the use of scientific literature, especially peer-reviewed journal articles.

- It is recommended to further cultivate an institutional environment that is clearly conducive to research and development (R&D); strengthen expectations and provide stronger support for independently conducted, staff-led research (rather than research activity driven primarily by students); ensure more systematic dissemination of research results in international outlets, with the aim of increasing not only the volume of activity but also international visibility and impact.
- Within the area Student admission and support it is recommended to: strengthen student academic mobility by moving from mainly identifying barriers to implementing measures that demonstrably reduce them, and by increasing participation rates through targeted actions; expand and actively promote mobility formats feasible for working students, such as short-term and blended mobility opportunities, supported by clear and user-friendly recognition arrangements; introduce systematic monitoring of mobility participation and barriers using defined indicators (e.g., participation rates, reasons for non-participation, recognition timelines), and use results to refine interventions; enhance quantitative monitoring of student support services (including non-financial support), linking uptake and outcomes to retention, study progress, and completion trends; strengthen evidence-based programme management by setting measurable recruitment and outreach targets (KPIs) and regularly evaluating effectiveness across channels and activities; reinforce recognition and RPL practices (credit transfer, mobility recognition, RPL) through basic implementation indicators (e.g., number of cases, processing times, consistency checks) and improved transparency and communication to students.
- To strengthen evidence and long-term impact evaluation, the panel recommends: (1) improving the precision of self-evaluation evidence so that it consistently refers to the evaluated field (Transport Logistics) and provides complete supporting information; (2) more systematic collection of graduate career-path data several years after graduation, even when labour-market conditions are favourable; and (3) better documentation of internal meetings and discussions that shape learning outcomes and curriculum updates, so that decisions, responsibilities, and follow-up actions are traceable.
- To strengthen the research environment and programme visibility by increasing the number of staff with higher academic qualifications, and by expanding institutional support for staff development. In particular, the panel notes that internal funding for staff development remains limited and encourages greater internal investment to support research capacity and reinforce a genuine R&D mindset.
- It is recommended to: a) improve accessibility by ensuring students with limited mobility can participate in computer-based classes with their group through clear, implemented procedures; b) regularly review and update specialised software to ensure alignment with current labour-market needs (e.g., warehouse and supply chain management tools); c) strengthen the feasibility and learning-outcome alignment of internships, including considering how institutional facilities can better support practical training where appropriate.
- There is a need strengthening the QA “evidence chain” by standardising documentation of stakeholder involvement and follow-up (e.g., participant lists where appropriate, meeting outputs/decision logs, and recorded actions). The panel also recommends improving the completeness of public programme information by publishing clearer module/subject descriptions and transparent ECTS distribution to strengthen transparency for prospective students and stakeholders.