



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

BUSINESS FIELD OF STUDY

KLAIPĖDOS VALSTYBINĖ KOLEGIJA

EXTERNAL EVALUATION REPORT

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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 10th 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 meetings..

1.4. BACKGROUND OF THE REVIEW

Overview of the HEI

Klaipėdos valstybinė kolegija | Higher Education Institution (hereinafter – KVK) is a public higher education institution in the Republic of Lithuania. It was founded on 6 August 2009 through the merger of Klaipėda College and Klaipėda Business and Technology College. KVK comprises three faculties: Business, Technology, and Health Sciences. As of 1 March 2025, the institution had 2,238 students enrolled, with 896 of them (40%) studying in the Faculty of Business. KVK's governance structure consists of collegial bodies - the Council and the Academic Council - as well as a single-person governing authority, the Director. The institution's management and advisory system includes the KVK administration, the Directorate, the Dean's Offices, and the Academic Council. The Dean's Offices function as collegial advisory bodies supporting each Faculty Dean.

Overview of the study field

The Faculty of Business (FB) is one of the three faculties within KVK. It consists of three departments - Finance and Accounting, Pedagogy, and Business Administration - which collectively provide eight study programmes. Each department is responsible for ensuring the academic content and quality of its study offerings. The Business Administration Department (BAD) delivers a single programme in the field of business, Logistics Management (LM), which has been offered since 2002.

The aim of the LM study programme is to train highly qualified managers capable of managing customer service, transportation, warehousing, inventory management, and logistical cooperation processes and activities.

There is a strong labour market demand for logistics managers, which makes the LM study programme one of the most sought-after options within the Faculty of Business. The curriculum comprehensively addresses all components of the logistics chain. The intended learning outcomes of the LM study programme are aligned with academic and professional standards, responding to societal needs and the labour market demands of the Western Lithuanian region, while fully supporting KVK's mission and strategic priorities. Upon completing the programme and earning a Professional Bachelor's degree in Business Management, graduates will be qualified to work as logistics managers in a wide range of Lithuanian and international companies engaged in trade, manufacturing, warehousing, terminal operations, and transport services by rail, sea, road, and air, as well as freight forwarding and other logistics activities. In addition, LM graduates will be equipped to start their own businesses and continue their studies in Business and Public Management fields.

Previous external evaluations

In 2022, the Logistics Management (LM) study programme underwent external evaluation by the Centre for Quality Assessment in Higher Education, resulting in a three-year accreditation (Order, No. SV4-102, issued on 27 October 2022). The previous evaluation highlighted few areas for improvement. It emphasized the need to identify the truly distinctive strengths of the study programme and to develop a targeted market strategy aimed at prospective students. Reviewers also recommended strengthening promotional efforts by clearly defining key audiences and establishing an effective approach for attracting international applicants. Additionally, the evaluation called for the introduction of periodic and systematic meetings of the Study Committee to ensure continuous monitoring and development of the programme.

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*
- *Final theses*
- *Internship description*
- *Examination paper Tasks and student's answers*
- *Descriptions of selected study subjects*

II. STUDY PROGRAMMES IN THE FIELD

First cycle/LTQF 6

Title of the study programme	Logistics Management
State code	6531LX007
Type of study (college/university)	College/Undergraduate studies
Study cycle	First
Mode of study (full time/part time) and nominal duration (in years)	Full-time (3)
Workload in ECTS	180
Award (degree and/or professional qualification)	Professional Bachelor of Business Management
Language of instruction	Lithuanian
Admission requirements	Not lower than secondary education, at least one state maturity exam passed
First registration date	30/08/2002
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 **business** field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points ^{1*}
1.	Study aims, learning outcomes and curriculum	4
2.	Links between scientific (or artistic) research and higher education	4
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Quality assurance and public information	3
Total:		26

^{1*}

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
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FACTUAL SITUATION

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

The aim of the LM study programme is to train highly qualified managers capable of managing customer service, transportation, warehousing, inventory management, and logistical cooperation processes and activities (SER, p. 8).

When justifying the relevance of the Logistics Management study programme, KVK referred to strategic documents at the European level (e.g., the Europe 2030 Strategy), at the national level (e.g., the Lithuania 2030 National Progress Strategy), and at the regional level (e.g., Klaipėda 2030: Economic Development Strategy and Implementation Action Plan). Furthermore, when defining the learning outcomes, KVK based them on the needs and recommendations of stakeholders, including their experience and observations. The College has developed consistent and well-established methods for building relationships with social partners. At Klaipėda College, round-table meetings with social partners are regularly organized to discuss program development, industry needs, and opportunities for deeper cooperation. In addition, the institution hosts business breakfasts that are primarily focused on the research dimension of collaboration, providing a platform to identify joint applied research topics and strengthen long-term partnerships.

The study programme and learning outcomes were developed as a result of discussions with the HEI's stakeholders. Various tools were applied, such as consultations with social partners, students, and graduates during the annual SPC round-table meetings, as well as feedback processes including student surveys, surveys in internship companies, employer feedback, and feedback from the Thesis Qualification Commission.

At Klaipėdos valstybinė kolegija (KVK), study programmes are regularly evaluated and refined using feedback from students, graduates, and employers, as well as recommendations from programme committees and departments. Based on these insights, actions have been taken to improve the organisation of internships, ensure a balanced study workload, modernise teaching methods, and strengthen lecturer–student communication. The scope of the implemented changes and improvements is continuously published on the website. [KVK-HEI-Decisions-implemented-to-improve-the-quality-of-studies-2025yr_.pdf](#)

During the visit, examples were provided of how stakeholder feedback has been used to improve the Logistics Management (LM) program. The student self-government systematically provides input, and in response to students' dissatisfaction with the internship documentation, a new and improved internship document was developed. In addition, the LM program organizes round-table meetings with social partners; following their request to implement the LogiFly IT solution, Klaipėda purchased the software for teaching purposes and it is now used in the curriculum. Social partners, identified entrepreneurship and business communication as key competencies for graduates of the LM programme. In 2023, they emphasized that students should develop stronger entrepreneurial mindsets and more effective communication skills relevant to the logistics business environment. In response to these expectations, the programme introduced two new subjects: Basics of Entrepreneurship and Organization of Logistic Business - to strengthen students' readiness for the labor market and better align the curriculum with industry needs.

Students confirmed that when they return from internships, they provide feedback on specific competencies they feel are missing, and this input is taken into account in the curriculum. As a result, the programme is updated to address identified gaps, so subsequent cohorts already receive the necessary training. For example, based on feedback from internship experience, content related to drivers' working time regulations was strengthened, ensuring that future students develop these previously missing competencies before entering the workplace.

The programme responds to the needs of the labour market and the wider social environment. The competences highlighted by company representatives such as the ability to learn quickly, an open mindset, and effective teamwork are developed within the curriculum. In terms of logistics-specific competences, employers particularly appreciate the ability to identify and solve real operational problems using practical problem-solving methods.

The programme aims and learning outcomes are aligned with the needs of society and the labour market, mainly due to the strong engagement and active participation of diverse stakeholder groups in the design, delivery, and continuous improvement of the LM study programme. This collaborative approach ensures that the curriculum remains practice-oriented, responsive to changing market need and expectations, and supportive of graduate employability.

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

KVK mission is to provide high-quality higher education studies based on professional practice, applied research, experimental development, innovation and partnership, and to create conditions for lifelong learning according to the principles of social responsibility and sustainable development (SER, p. 8).

The LM study programme and its learning outcomes are aligned with the strategic documents of the Institution (Klaipėdos valstybinė kolegija Strategic Plan for 2025–2029). According to this plan, KVK aims to provide high-quality studies that meet labour market needs. The Institution is committed to ensuring a student-centred study process and continuously updating the study content based on market requirements and research results.

During the visit, staff provided examples of applied research and explained how its results are incorporated into the teaching content of the LM program (e.g. reverse logistics and sustainable logistics).

ANALYSIS AND CONCLUSION (regarding 1.1.)

The relevance and distinctiveness of the intended learning outcomes are clearly demonstrated and aligned with the needs of the labour market and society, ensuring the preparation of specialists capable of addressing current challenges in the logistics sector. The programme clearly defines the professional activity areas in which graduates can be employed, confirming its strong vocational orientation and practical applicability.

The Logistics Management study programme reflects the institution's commitment to preparing competent specialists who can contribute to regional development and respond to labour market needs, while also supporting the values of social responsibility and practical professional education embedded in the HEI's strategy.

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
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FACTUAL SITUATION

1.2.1. Programmes comply with legal requirements

The aim and learning outcomes of the LM study programme have been developed in accordance with the Description of the Business Study Field as well as the recommendations and expectations of social partners. The programme content is structured in line with the Lithuanian Qualifications Framework, which is aligned with the first-cycle short studies descriptors of the European Qualifications Framework for Lifelong Learning (EQF) and the European Qualifications Framework for Higher Education (Dublin Descriptors). The first-cycle studies, guided by both the Lithuanian and European Qualifications Framework requirements, correspond to Level 6 of the Lithuanian Qualifications Framework and Level 6 of the EQF for Lifelong Learning. LM study program demonstrates compliance in terms of level to the relevant Cycle Descriptor approved by the Minister of Education, Sports, and Science available (Tabela 1).

The program spans three years and comprises 180 academic credits, equal to 4,800 academic hours, with each semester carrying 30 credits. The LM study programme meets the formal requirements set out in the legal regulations (table 1).

Category	Required credit ranges	Logistics Management
Total programme workload	180 ECTS	180 ECTS
Credits for the study field ²	No less than 120 ECTS	132 ECTS
Credits for practice based learning	No less than a third of the programme	41%
Internship, placement, or other practical training	No less than 30 ECTS	48 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	36% (21.1%)
Independent student work	No less than 30% of total hours	51.4 %

The study program incorporates the results of recent scientific research. For example, in the Sustainable Logistics course, the latest research findings on reverse logistics have been integrated into the teaching content, allowing students to engage with current evidence and apply it to contemporary sustainability challenges in logistics.

The relevance and uniqueness of the LM study programme learning outcomes and their alignment with societal and labour market needs are ensured through compliance with current legislation, ongoing monitoring of labour market demands, and attention to emerging trends. The LM curriculum reflects key global trends in logistics, particularly sustainability, responsible operations, and risk-aware supply chain management. For example, the Sustainable Logistics course addresses international developments related to emissions reduction and the environmental impact of logistics and warehouse operations, helping students understand how modern logistics systems respond to climate and regulatory pressures. In addition, the Supply Chain Management subject has been expanded to include risk management, reflecting the growing global emphasis on resilience and

² Includes internship and final thesis (project)

disruption preparedness. The Business Ethics course has also incorporated ecological ethics, aligning ethical decision-making with contemporary sustainability expectations in the logistics sector. Also various AI tools are used within the Marketing course, reflecting the global trend toward digitalisation.

The uniqueness of the LM curriculum is also reflected in the involvement of stakeholders in educational processes, such as invited lectures and short internships/visits to companies.

The LM study programme includes two types of internships: one carried out at KVK (III and V semester) and another in companies (I, II, IV, VI semesters). The minimum number of ECTS credits assigned to the subject is 3, and the maximum number of subjects per semester is 7. This structure is commendable, as it helps prevent excessive fragmentation of the curriculum and contributes to a more balanced assessment workload, avoiding an overload of examinations during the assessment period.

An important element of the study program is the practical skills with which students are equipped. Students acquire practical skills both during internships and within individual courses. With reference to the first-cycle learning outcome descriptors, students of the LM program gain practical knowledge based on the newest scientific evidence primarily through computer-based classes using applications relevant to business practice. They work with tools related to Warehouse Management Systems (WMS), Human Resource Management, and CRM, and simulate real operational problems in a controlled learning environment. For example, students use warehouse management software to develop hands-on knowledge of core processes such as planning storage and learning how to palletize specific goods correctly and efficiently. This application-oriented approach helps students translate current knowledge into practical decision-making skills aligned with contemporary logistics and management standards.

The structure of the Logistics Management study programme is justified in accordance with the legal requirements governing first-cycle professional studies. The programme aims, intended learning outcomes, and curriculum design are clearly aligned with the profile and scope of professional bachelor studies in the business field, ensuring the acquisition of both logistic sector-specific knowledge and practical skills relevant to the labour market. The programme duration and number of ECTS credits are sufficient to achieve the defined learning outcomes. Furthermore, the allocation of study credits is based on student workload and expected learning achievements, and the curriculum is reviewed periodically to ensure ongoing relevance and improvement. Taken together, these aspects confirm compliance with the established academic and professional standards.

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

The subjects of the LM study programme are arranged in a sequence that ensures consistent student learning and deepening of knowledge, i.e. starting with general subjects in the first and second semesters: Sociology, IT Communication and Document Management, Business Mathematics and Statistics, Basics of Management, etc., followed by subjects such as Basics of Logistics, Sustainable Logistics, Cargo and Transport Systems Management (SER, p. 13).

Teaching and learning methods are selected to match the intended learning outcomes. Knowledge is taught through lectures and literature analysis, while practical skills are developed through demonstrations, field trips, case studies, and simulations. Research skills are strengthened using problem-based learning and applied research, and social and personal competencies are supported by discussions, role-playing, and creative tasks. Commonly used methods include practical group and individual work, analysis of information sources, case studies, simulations, field trips, and observation.

Students indicated that the value of the learning process lies in the fact that theoretical lectures always precede practical classes, thereby preparing them to solve practical examples. During the visit, students indicated that the most valuable teaching methods are those that combine theoretical

foundations with real-life logistics problem-solving. They appreciated classes in which, after a brief theoretical introduction, they work in groups, discuss possible solutions, and complete practical tasks based on authentic industry situations (LO5). This approach helps them apply knowledge to real operational challenges and strengthens teamwork and decision-making skills. Students also emphasized the value of guest lectures delivered by representatives of logistics companies who share practical expertise, as well as the many study visits to enterprises organized during the programme, which give them direct exposure to professional practice.

In the context of developing research skills (LO3) there are various ways of engaging students in research at KVK. Students participate in the data collection phase, for example by conducting survey research. Students also have the opportunity to participate in the preparation of scientific articles together with their teachers. They also have the opportunity to present their results at scientific conferences. For the purposes of data collection and analysis, both staff and students have access to SPSS software to support scientific research activities.

A review of the selected syllabi (Sustainable logistics, Entrepreneurship education, International and customs logistics) confirmed that they are correctly and thoroughly described. The literature is up to date (e.g., *Sustainable Logistics*). The course objectives and learning outcomes, as well as their alignment with the learning outcomes of the study program, are properly presented. The criteria for assessing the learning outcomes are clearly defined.

A detailed assessment was carried out for the examination in the course *Sustainable Logistics*. The rules of the examination, the assessment criteria, and their alignment with the course objectives are clearly defined. The exam questions include both general and more specialized topics. They are clearly formulated and without ambiguity. However, some questions do not fully relate to the course content and were certainly verified in earlier subjects - for example: 23. A pallet is an element used for storing and transporting goods. Generally the methods used to assess learning outcomes are appropriate.

During the study visit students confirmed that during their studies, they have been equipped with a range of practical skills. For example, they have improved our negotiation abilities and gained greater confidence in conducting negotiations in professional contexts (LO7). They also learned how to prepare a strong and well-structured CV and developed a more positive, growth-oriented mindset. In addition, they acquired practical IT skills by working with software and systems such as BBS, the SPSS program for data analysis, procurement management tools, simulation software, and LogiFly software, which helped us better understand digital tools used in real business and logistics environments (LO6).

The teaching, learning, and assessment methods used at KVK within the LM study programme ensure that students achieve the intended learning outcomes and that the programme objectives are fulfilled.

1.2.3. Curriculum ensures consistent development of student competences

The study plan and the structure of courses across the individual semesters are logical. The initial semesters cover general topics in the field of management, fundamentals of logistics, mathematics, and safety, while the subsequent semesters introduce more specialized subjects related to the various domains and areas of logistics. 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.

It could be considered whether the course Sustainable Logistics is not scheduled too early in the curriculum, and whether students are taught modern solutions in areas such as green logistics and reverse logistics.

The study plan includes the required number of internship hours as well as optional courses. The method of documenting and verifying the learning outcomes from internships is appropriate.

Students indicated the need for a wider range of elective courses than is currently available. Basic research in the field of green logistics has been conducted at KVK, involving international studies addressing specific problems in enterprises. The results of this research have been published in indexed journals. Students also have the opportunity to co-author scientific articles, thereby developing their research competencies.

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

Personalisation of the LM curriculum is mainly ensured through the selection of a foreign language, optional subjects from the available catalogue in semesters III and IV, and the possibility to study according to an individual study plan. KVK offers students the opportunity to follow an individual study programme consisting of subjects or modules taken from existing KVK study programmes. Additionally, to support the individualisation of studies, KVK has established the Procedure for Assessment and Recognition of Learning Achievements Obtained Through Informal and Self-learning. According to this procedure, individuals with relevant work experience, knowledge, and skills acquired either independently or through informal learning programmes may have their achievements formally recognised. **There were no cases of using this opportunity for LM SP during the period in question.**

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

The topics of the theses are aligned with the field of study and relate to various logistical aspects, including warehousing, transport, green logistics, and logistics infrastructure. The topics of the final theses reflect global trends and the latest scientific achievements.

The structure of the theses is correct and logical. A strong value of the theses is their solid grounding in business practice. The Authors address specific practical problems. A review of selected thesis papers made it possible to identify some areas for improvement:

1. In most works, the research aim is formulated too broadly (e.g., *The aim of the research is to analyze the logistics of the manufacturing company*, *The aim of the research is to analyze the possibilities for improving the company's storage system*). Analysis itself should not be the aim but rather a means to achieve the result. It is necessary to answer the question: why (for what?) are we conducting the analysis?
2. In the thesis abstract (in English), there is a description of the logistics processes in the company without referring to the solutions proposed by the author in relation to the previously identified problems.

Strengths:

3. The uniqueness of the LM curriculum is reflected in the involvement of stakeholders in educational processes
4. Very detailed and comprehensive documentation of student internships, confirming that students have acquired practical competencies.

ANALYSIS AND CONCLUSION (regarding 1.2.)

The Logistics Management study programme complies with all requirements set out in area 1. The structure of the programme is aligned with national legal regulations, and the aims, intended learning outcomes, and curriculum design are well matched to the type and cycle of professional bachelor studies. The duration of studies and number of credits ensure the achievement of intended learning

outcomes. The allocation of credits is based on student workload and learning outcomes, and the curriculum undergoes periodic review to maintain its relevance. Coherence is demonstrated between programme aims, learning outcomes, course content, teaching and learning methods, and assessment practices. The curriculum is logically structured and supports progressive competence development. Students are provided with opportunities to personalise their studies, for example by choosing elective courses and developing individual interests. The principles governing the preparation, supervision, and defence of the final thesis are clearly defined, with involvement of social partners where applicable. Final theses are aligned with the field of logistics, supporting students' readiness for professional practice.

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 uniqueness of the LM curriculum is reflected in the involvement of stakeholders in educational processes
2. Very detailed and comprehensive documentation of student internships, confirming that students have acquired practical competencies.

RECOMMENDATIONS

1. In the future, it would be worth considering introducing a larger number of elective courses according students requests.

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
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FACTUAL SITUATION

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

The Klaipėdos Valstybinė Kolegija | Higher Education Institution (KVK) concentrates its Applied Research (AR) on fields such as social sciences and technology, aligning with the KVK R&D priority of "Inclusive and creative society". The R&D activities in the Business field (L01) received positive evaluations during the 2022–2024 period. During this time, seven studies were conducted, covering R&D stages 3–7 of the Frascati Manual, many of which were continuous, commissioned, commercial, and carried out in collaboration with social partners. This applied research activity generated a revenue of EUR 5059.58.

The dissemination of publications by the lecturers was also rated as very good, especially articles published in international databases like WoS (Web of Science) and Scopus. Examples from 2024 include publications on 'Baltic Sea Region Countries' Progress in Leave-no-one-behind' (WoS; Scopus) and 'Opportunities and Challenges of the Transition of the Port of Klaipėda to a Green Port' (Index Copernicus). Additionally, lecturers actively share their results by delivering presentations at various national and international scientific conferences, which was also rated very good.

The research conducted ensures synergy with other studies and helps improve lecturer qualifications.

Cooperation is active, including commissioned research for legal entities such as the Lithuanian Logistics Association and joint research with foreign partners, like John Paul II University in Biala Podlaska, Poland. This research, such as the Supply Chain Process Risk Management Model, provides practical benefits to companies and ensures KVK trains highly skilled specialists.

KVK has a strategic plan programme Applied Research Development, which is informed by the Applied Research Activities Centre, and this supports both the Business department plans and the lecturers' research activities plan. This process involves the deputy director for Studies and Research (who coordinates and implements), faculty deans (who compile annual plans), and Department heads (responsible for the results, coordination, monitoring and distribution of research). The department sets the means, evaluation criteria and indices for activities plans. For the period between 2022 and 2024, the department has achieved high levels of the criteria (91%-93%). Lecturers are rewarded in line with their research output.

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

The Logistics Management (LM) study program content is carefully reviewed and updated annually to incorporate the latest scientific advances and innovations. This process includes regular input from business organizations, social partners, international scholars, and faculty.

KVK consistently hosts internationally recognized visiting researchers who cover important topics such as leadership, project management, and the use of artificial intelligence (AI) in entrepreneurship - for instance, a teacher from Latvia gave lectures on AI's significance, current trends, data analysis, and forecasting techniques.

The curriculum strongly integrates specialized software and modern technologies. Students encounter cloud IT in IT Communication and Document Management. Internships utilize digital business management tools such as BSS IT, Rivile, and Hanna CRM. In Cargo and Transport Systems Management, students use unique route planning software developed specifically for KVK

and the KIPIS system. Subjects like Warehouse Logistics incorporate the latest warehousing technologies, including specialized software such as OnPallet (for optimizing cargo packaging) and SeaRates (for efficiently arranging cargo in vehicles), and Port Logistics uses software to plan cargo loading into marine containers.

Importantly, the findings from applied research conducted by lecturers are directly integrated into the syllabus and on course contents. For instance, the research results on the 'Development of Green Logistics in the Supply Chain' have been integrated into Sustainable Logistics, Basics of Logistics, and Supply Chain Management subjects, ensuring continuous updating and relevance.

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

Students are encouraged to participate in applied research that corresponds with the first cycle of studies. This involvement happens through various ways: completing individual and creative assignments in core courses (e.g., Applied Research Methodology or Port Logistics), conducting research during internships for organizations, and joining projects led by the Department of Applied Research. KVK supports the Student Research Society (SRS), whose members conduct research, organize conferences, seminars, and actively take part in academic events and projects.

Student research output has been formalized and shared; between 2022 and 2024, students presented 10 times at national conferences and twice at international conferences. Their publications included 15 articles in non-peer-reviewed databases and 2 in peer-reviewed ones. About 7% of students in the Business field participated in applied research during this period. A key component is the Final Thesis, which is worth 9 credits and requires students to demonstrate research skills through critical analysis, integration, and application of information.

Theses are highly practical and current, often commissioned by social partners (e.g., UAB Baltic Shipping, Klaipėda Container Terminal), with 48 commissioned theses written from 2021 to 2024. Companies acknowledge this importance by awarding scholarships; six incentive scholarships were granted (2022-2024), including a \$500 scholarship for an FT recognized by the Klaipėda City Municipality as relevant to the city.

ANALYSIS AND CONCLUSION (regarding 2.1.)

KVK demonstrates a sufficient and well-structured approach to applied research, with activities aligned to institutional priorities and resulting in tangible outcomes, including commissioned studies and revenue.

Research dissemination is strong, with publications in high-impact databases (WoS, Scopus) and active participation in international conferences, enhancing international visibility and academic credibility. Collaboration with social partners and foreign institutions ensures practical relevance and innovation, benefiting both companies and student training.

The curriculum is continuously updated to integrate cutting-edge technologies, AI applications, and research findings, supported by strong industry engagement. Student involvement in research is consistent and meaningful, with commissioned theses and conference participation reinforcing applied learning. Overall, KVK maintains a dynamic, practice-oriented research environment that effectively links science, education, and industry.

AREA 2: CONCLUSIONS

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

COMMENDATIONS

1. Lecturers publish in internationally recognized databases such as WoS and Scopus and actively present at national and international conferences, ensuring strong academic visibility.
2. Applied research findings, such as studies on green logistics, are directly incorporated into course content, keeping the program relevant and aligned with industry trends.
3. Commissioned research for organizations like the Lithuanian Logistics Association and joint projects with foreign universities provide practical benefits and enhance global engagement
4. Students contribute through theses commissioned by companies, conference presentations, and publications, supported by incentive scholarships that recognize excellence.
5. There has been a serious process of reflection for implementing changes in the study plan.
6. There is a monetary incentive for teachers who publish in top ranked journals.

RECOMMENDATIONS

For further improvement

1. The institution should continue to foster a research spirit and mindset. It is important that this process is led by PhDs with a strong publication track.
2. Simulation softwares used for teaching purposes are very useful and should be used in a wider way.
3. To increase the number of optional/elective courses

AREA 3: STUDENT ADMISSION AND SUPPORT

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

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

Admission to the Logistics Management (LM) study programme is organised through national admission arrangements (LAMA BPO) and the HEI's institutional admission rules, ensuring a standardised and publicly accessible process. The competitive score structure for 2022–2024 is defined in the SER (including state matriculation examinations with specified weights). The SER reports that the minimum competitive score for state-funded places was 4.3 in 2022–2023, while in 2024 the HEI applied a minimum competitive score of 2.0 for both state-funded and non-state-funded applicants, indicating accessibility considerations.

Demand indicators show first-choice applicants of 36 (2022), 43 (2023) and 30 (2024). At the same time, the total number of accepted students (signed agreements) decreased from 63 in 2022 (26 state-funded and 37 non-state-funded) and 61 in 2023 (15 state-funded and 46 non-state-funded) to 40 in 2024 (18 state-funded and 22 non-state-funded). The entrants' competitive score profile (full-time) remained above the minimum, and the reported average competitive score increased to 4.91 in 2024 (from 4.25 in 2022 and 4.19 in 2023), suggesting that academic preparedness of entrants did not weaken despite the smaller intake.

The SER describes multi-channel publicity and outreach, including institutional and national information platforms, fairs, school visits, open days and social media, and additional visibility actions (e.g., events and partner-related communication).

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

The SER describes established institutional procedures for (i) transfer of learning outcomes from partial studies at other HEIs and (ii) recognition of learning achievements obtained through informal and self-directed learning. The procedures include defined scope limitations and quality assurance steps, and Erasmus+ mobility recognition is described as governed by a separate coordination procedure (including time limits for Learning Agreement changes and credit recognition upon return). For the reviewed period (2022–2024), the SER reports no cases of recognition/transfer of qualifications acquired abroad to the LM programme and no cases of using the informal/self-learning recognition procedure in the LM programme.

ANALYSIS AND CONCLUSION (regarding 3.1.)

Overall, the admissions framework is rule-based, transparent and publicly communicated, and the admissions data demonstrate that first-choice demand remains relatively stable across 2022–2024. However, the reduction in the number of accepted students in 2024 (compared to 2022–2023) creates a sustainability signal that requires continued monitoring and evidence-based internal explanation. The HEI's decision to apply a substantially lower minimum competitive score (2.0) in 2024 increases the importance of systematically tracking entry preparedness and early study progress indicators to ensure that dropout does not increase and that learning outcomes remain achievable for the admitted cohort.

Recognition arrangements are documented and procedurally controlled. At the same time, the absence of actual recognition cases in 2022–2024 means that the practical functioning of these

mechanisms (including stakeholder awareness and consistency of implementation) cannot be demonstrated through real-case evidence for the LM programme in the reviewed period.

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

3.2.1. Opportunities for student academic mobility are ensured

The SER demonstrates that Erasmus+ mobility opportunities are available and implemented in practice. In 2022–2024, outgoing LM student mobility is evidenced through partial studies (8 students in total: 6 in 2022 and 2 in 2024), internships (9 students in total) and short blended intensive programmes (BIP) (4 participants in 2023 and 12 in 2024). The SER also reports that there were no students coming for full-time LM studies during 2022–2024.

The SER indicates that students receive information about Erasmus study and internship opportunities and reports a student satisfaction result of 4.07/5 (2024) regarding the sufficiency of such information. During the site visit, the HEI additionally emphasised its focus on shorter/blended mobility formats and the use of communication practices (good-practice sharing, presentations and active promotion by the international relations function).

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

The SER describes a multi-dimensional support system, including academic counselling and consultations, psychological support (available if needed), and financial/social support measures. Information about support forms is provided through institutional “Student Support” channels. The SER evidences annual use of multiple financial support forms across 2022–2024 (e.g., loans, social scholarships and other incentive/support instruments), and indicates that support is accessible through relevant institutional units.

Student satisfaction data reported in the SER indicate timely provision of information about financial assistance (4.13/5), satisfaction with the Studies and Career Centre services (3.95/5) and perceived availability of psychological help if needed (4.14/5).

3.2.3. Higher education information and student counselling are sufficient

The SER describes structured study information provision and counselling, including a first-year adaptation programme with scheduled introductory sessions covering study organisation, assessment and support opportunities, complemented by group curator support. After the adaptation programme, students are surveyed; for 2024, 80% of first-year LM students evaluated the adaptation programme positively. The SER also reports that students rated consultations outside of lectures at 4.12/5, indicating perceived sufficiency of counselling and consultation opportunities.

Dropout information is not presented in the SER as an LM-specific statistical table for the reviewed period; however, during the review process the panel received approximate dropout indications discussed during meetings (first-year around 20%, later years around 8%), which is relevant for judging sustainability and targeting retention measures.

ANALYSIS AND CONCLUSION (regarding 3.2.)

The evidence indicates a functioning and multi-dimensional student support system (adaptation, counselling and access to academic/financial/social/psychological support), supported by both

procedural descriptions and student satisfaction indicators. Mobility opportunities are demonstrated through actual outgoing participation and increased use of short-term formats (BIP) in 2023–2024.

At the same time, two improvement needs remain visible when considering both the SER and the previous external evaluation context: (i) the HEI continues to rely strongly on short-term mobility formats, while the SER itself identifies promotion of longer mobility (at least 15 ECTS) as an area for improvement; and (ii) the practical evidence base for incoming Erasmus student integration into joint studies with local students remains limited, particularly as there were no incoming full-time LM students in 2022–2024. In addition, as dropout rates are not evidenced through programme-specific SER statistics, systematic retention monitoring would benefit from clearer LM-level data, analysis of dropout drivers and targeted measures linked to documented outcomes.

AREA 3: CONCLUSIONS

AREA 3	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 HEI demonstrates a transparent, rule-based admissions process and maintains stable first-choice demand, supported by multi-channel communication and outreach.
2. Student support is comprehensive and evidenced through structured adaptation, counselling mechanisms and positive student satisfaction indicators.
3. Mobility opportunities are implemented in practice, with diversified formats and increasing participation in BIP, aligned with student circumstances.

RECOMMENDATIONS

To address shortcomings

1. Strengthen sustainability and retention monitoring: provide programme-level (LM) analysis of the 2024 intake decrease and systematically track how the lowered minimum competitive score relates to early study performance and dropout, using defined indicators and mitigation measures.
2. Evidence the practical functioning of recognition mechanisms: systematically record and report the annual number and types of recognition cases (RPL, credit transfer, mobility recognition and foreign qualifications) and ensure stakeholder awareness, even if the volume remains low.

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

4.1.	Students are prepared for independent professional activity
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FACTUAL SITUATION

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

The KVK study programme is conducted in full-time and part-time modes. In 2022-2024, LM students studied full-time. Education completed in different forms of study is equivalent. The total number of credits for LM studies is 180, of which 132 are allocated to field studies. 48 credits are allocated for internships and 9 credits for the final thesis. Full-time studies: 3 years (6 semesters) 60 credits per year. The studies can take place in class, remotely, or in a hybrid format.

Students can consult individually with the lecturer. The study and student achievement assessment methods are formulated in accordance with the level of the study programme outcomes and Bloom's Taxonomy. The study methods used in the *LM study programme* are focused on students: lectures, engaging lectures, group work, discussions, case analysis, brainstorming, situation modelling, practical cases, logical justification of solutions, practical assignments, roundtables, creative projects, presentations, role-playing, field lectures. Non-traditional lectures outside the KVK, visits to companies (logistics, transport logistics, and other organisations). Guest speakers are also invited to share their practical experience.

The methods for assessing student achievement in the LM study programme are selected to enable objective comparison with the subject's learning outcomes and to determine whether they are consistent with the subject's content and study methods. Study achievements are evaluated using a variety of methods: examination, testing, case analysis, project writing and presentation, demonstration of practical skills during internships, internship reports.

The Achievement Assessment Procedure indicates that the assessment of study achievements consists of the following parts: evaluation of knowledge and its application, evaluation of general and special abilities, value attitudes assessment, the weight of the components of the evaluation of knowledge and its application, and special and general skills for the final score, which depends on the learning outcomes established in the subject description. All applicants for the studies are subject to the same assessment criteria for study achievement.

The student survey from 2024 shows that the majority of the lecturers apply methods that encourage student engagement in the study process and help them achieve their results (3.75 on the scale from 1 to 5). Students indicated that their studies encourage independence (4.12), develop logical thinking, argumentation, and question-raising abilities (3.71). During the studies, lecturers emphasize the connections between subject learning outcomes, topics, study and assessment methods (4.06); lecturers communicate in a business-like and polite manner (4.23); during lectures, they make a versatile use of the virtual environment (Moodle and Ms Teams, etc.) to present theoretical material, explain practical work, provide feedback or consult the students (4.38); lecturers ensure students' academic integrity (4.33).

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, such as a mid-term knowledge test (closed- or open-ended), initiating a case study, self-reflection, and preparing a placement report. The final assessment of study achievements is calculated according to the specific formula, provided in the description of each subject.

Lecturers enter the assignment evaluation results into EDINA study management information system and give feedback to the students individually.

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

Upon completing their studies at KVK (i.e. acquiring a professional Bachelor's degree, which complies with level 6 of the Lithuanian Qualifications Framework), *Business field* graduates can continue their studies at universities in Lithuania and other European countries, enrolling in second-cycle Master's programmes, according to the procedure established by the appropriate 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.

KVK students with special needs and/or students from socially vulnerable groups studying in the LM can have certain study conditions adapted to their individual needs. Students can express their special needs by filling out a questionnaire on Moodle or by contacting a specialist at the Studies and Career Centre the vice-dean, or head of the department directly. Socially vulnerable groups and students with special needs may be provided with an individual study schedule and granted free study attendance. KVK ensures study opportunities for socially vulnerable groups and students with special needs by providing financial support, adapting the learning environment, creating conditions for consultation, and tailoring educational content and methods.

KVK administers financial assistance to foreign Lithuanians and persons who have completed their military service. Socially sensitive groups of students receive social scholarships and one-time social scholarships. They are also provided with opportunities to pay for studies in instalments, to apply for a state-supported loan to cover tuition fees and/or living expenses, and to have their tuition fees reimbursed for students who perform well. According to the KVK Provisions for Awarding Scholarships, incentive and one-time scholarships for excellence, active cultural, scientific, social, and sports activities, and KVK promotion may be awarded to students enrolled in any form of study, regardless of the type of their study financing.

During the period in question, there was one student with special needs, enrolled in *LM study programme*, provided with an individualised study plan (e.g. the student asked for a parking place for the disabled in KVK parking lot and this request was granted).

ANALYSIS AND CONCLUSION (regarding 4.1.)

The KVK study programme is conducted in full-time and part-time modes. In 2022-2024, LM students studied full-time. The studies can take place in class, remotely, or in a hybrid format.

The study and student achievement assessment methods are aligned with the study programme outcomes and Bloom's Taxonomy. The diversity of methods used in the LM study programme includes traditional ones such as lectures, group work, discussions, and presentations. Non-traditional methods like case analysis, brainstorming, situation modelling, and role-playing, guest speakers from enterprises invited to share their practical experience. And lectures outside the HEI, visits to (logistics, transport logistics, and other organisations).

Study achievements are evaluated through a variety of methods, including examinations, tests, case analyses, project reports, and presentations or internship reports. The Achievement Assessment Procedure comprises several components: evaluation of knowledge, evaluation of abilities, assessment of values and attitudes, and assessment of special and general skills, which depend on the learning outcomes. Assessment criteria for study achievement are equal for all applicants. To conduct objective assessments, HEI administers annual student surveys. The positive results of the 2024 student survey indicate that teaching and learning effectively address students' needs and enable them to achieve the intended learning outcomes in the LM study programme. The previously mentioned ten-point grading system, a cumulative assessment method for measuring student achievement, a teacher feedback system, and an appeal submission system are transparent and appropriate for measuring learning outcomes. There is clear information about the continuation of studies. Upon completing a professional bachelor's degree at KVK.

KVK ensures study opportunities for socially vulnerable groups and students with special needs by providing financial support, adapting the learning environment, creating consultation opportunities, and tailoring educational content and methods. Students can express their special needs by completing a questionnaire for the Studies and Career Centre, the vice-dean, or the department head directly.

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

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

KVK conducts systematic monitoring of the progress of students in the Business field in accordance with the Procedure for Monitoring Student Progress and Providing Academic Assistance.

Lecturers of the *LM study programme* monitor interim assignments, report cases of low progress and the reasons to the department head, and invite these students to discuss and offer appropriate assistance.

The committee of the *LM study programme*, the head of the BAD, the group curator, and the vice-dean of the Faculty of Business conduct an analysis, evaluate student progress, 'dropout', and offer measures to improve the course of studies. The group curator discusses attendance and academic progress with students throughout the semester and resolves study-related issues; the vice-dean conducts individual interviews, investigates the reasons for low academic progress, and suggests ways to resolve the situation. The study schedule of the faculty includes an exam retake week, offering an opportunity for students, who have failed their first attempt. Students with academic debts are given time to settle them at the beginning of the new semester.

Students, who work in the field of their studies, or indicate other justifiable reasons can apply for a flexible study attendance schedule, which is granted by the order of the dean. The Dean and Vice-Dean of the Faculty present an analysis of student learning outcomes to the academic community at the end of the semester.

LM study programme also includes measures for the improvement of the study subjects. Lecturers integrate these measures into their subjects and personal plans. In 2021, FB lecturers participated in training on 'Specifics of Remote Learning – from Teacher Training to Student Engagement' and similar sessions, applying the knowledge gained to engage students and increase their participation in lectures. To boost student progress, KVK invited guest lecturers from industry and helped students define their career paths. The mandatory interim thesis monitoring in the 6th semester was introduced to curb *LM* students 'dropouts'.

Other progress-monitoring tools are also used. SCC issues student academic progress reports for each semester. KVK implements feedback measures: a first-year student adaptation survey, a study of student satisfaction with the quality of studies at the programme level (2–3 years), study subject, professional internship surveys (after each semester), and a study mobility survey.

The SER report does not include dropout statistics. During the meeting, the expert panel received the following numbers for the LM study programme: first-year students at about 20%, other years at 8%, and the KVK has a target of reducing the dropout ratio to 15%.

Among the mentioned tools, the most significant impact was from sightseeing tours to social partners and other related enterprises. After those tours, some students recognize the field's existing demand, which motivates them to take their learning more seriously.

4.2.2. Graduate employability and career are monitored

KVK conducts systematic, continuous, objective, and subjective monitoring of graduates' employment and careers.

The KVK Studies and Career Centre conducts objective monitoring of graduates' careers at 6 months, 12 months, 3 years, and 5 years post-graduation. Graduates of the Faculty of Business demonstrate steady indicators of successful integration into the Lithuanian labour market

The data of the *LM* student employment rates in 12 months since graduation, classes 2021-2023, provided by the Education Management Information System (EMIS), are distributed as follows:

Year	Number of graduates	Number of employed graduates	Employed graduates, %	High qualifications, %
2021	49	37	75.51	28.57
2022	49	35	71.42	36.59
2023	46	38	82.61	45.65

The percentage of LM graduates registered with the Employment Services for 2021-2023 ranges from 2 to 6 percent.

The application of innovations and technologies in the LM study programme increases employment opportunities for LM graduates.

KVK conducts a study of employer representatives' opinions on the extent to which KVK graduates are prepared to integrate into the labour market (the study is conducted every two years). KVK also hosts roundtable discussions with social partners, during which employers can share their perspectives. In 2023, employers rated the subject competencies of *LM* graduates at 4.44 points, personal competencies – 4.33 points, and compliance of the knowledge and skills to the needs of the organization – 4.08 points (on a scale from 1 to 5). Considering general competencies, employers state that graduates are prepared to work in logistics companies after their studies (communication and learning competencies are valued most). Employers also state that 76.9% of the graduate competencies align with labour market needs.

According to data obtained from the survey of employer opinions on the readiness of KVK graduates for the labour market (2023, KVK), it could be stated that the employer opinions on the compliance of LM graduate knowledge and skills with the needs of employer organisations are positive.

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

Principles of academic integrity, tolerance and non-discrimination are established in KVK Code of Academic Ethics and KVK Achievement Assessment Procedure. Academic integrity refers to requirements grounded in moral principles that apply to all members of the academic community.

All students sign a Declaration of Academic Integrity upon admission to KVK. KVK can apply the procedure of a promise of honest conduct during each test.

Other measures used to ensure academic integrity: students papers (essays, analyses, reports, term papers, final theses) are reviewed and checked using the Moodle plugin Turnitin, which provides students with specific feedback regarding overlaps and ethical citing, corrections of academic style, etc.; students, having completed their final theses, upload them to the eLABa system of the Lithuanian Academic Library, which identifies overlaps with other theses.

In 2021, during the project-research on 'Challenges of Academic Integrity in Remote Learning', KVK students met with specialists from the Office of the Ombudsperson for Academic Ethics and Procedures of the Republic of Lithuania, who presented the importance of academic ethics, the nature of violations, ethical citing, the use of visual material, and participated in discussions about the experience and challenges of academic ethics in studies.

KVK Study Regulations state that cheating, plagiarism and other forms of misconduct and forgery deprive students of the opportunity to retake the exam of the subject. Students may retake the entire course the following academic year if they pay for the credits they have taken. Students who decide not to are dismissed from KVK.

KVK has a Commission of Academic Ethics that can be addressed in cases of violation of the principles of academic integrity, tolerance, and non-discrimination.

There are no recorded cases of violation of the principles of academic integrity, tolerance, and non-discrimination in the LM study programme.

4.2.4. Procedures for submitting and processing appeals and complaints are effective

Appeals can be submitted and will be examined according to KVK Procedure for Appeal Submission and Examination. Students may submit reasoned appeals in the following cases: 1) regarding a violation of the procedure for assessing and/or evaluating the learning outcomes of a subject – no later than within five business days from the announcement of the evaluation, an appeal must be submitted to the dean; 2) regarding violations of the procedure for defending final theses – no later than the following business day after the final thesis defence, by submitting an appeal to the Deputy Director for Studies and Research. Upon receiving an appeal, an Appeals Commission is formed within three business days to examine the appeal, make decisions on the requirements set out in the appeal, and provide information on the decisions made in accordance with the procedure established by the regulations herein. The Appeals Commission must examine the appeal and adopt a decision within three business days. The appellant is informed of the decision of the Commission upon signature no later than three business days after the decision is made.

There were no appeals or complaints in the *LM study programme* during the period in question.

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 communication between teachers and students, or between students and the Dean; no further action was required.

ANALYSIS AND CONCLUSION (regarding 4.2.)

KVK conducts systematic monitoring of students' progress in the Business field in accordance with the Procedure for Monitoring Student Progress and Providing Academic Assistance. Lecturers of the LM study programme monitor interim assignments, report cases of low progress and the reasons to the department head and these students to discuss and offer appropriate assistance. The committee of the LM study programme, including the vice-dean of the Faculty of Business, conducts analyses, evaluates student progress and 'dropout', and offers measures to improve the course of study. Other progress-monitoring tools are also used. One of them - feedback measures: a first-year student adaptation survey, a study of student satisfaction with the quality of studies at the programme level (2–3 years), a study subject, professional internship surveys (after each semester), and a study mobility survey.

The most significant impact on reducing the first-year drop-off ratio was from sightseeing tours to social partners and other related enterprises. After those tours, some students recognize the field's existing demand, which motivates them to take their learning more seriously.

The KVK Studies and Career Centre conducts objective monitoring of graduates' careers at 6 months, 12 months, 3 years, and 5 years post-graduation. Graduates of the Faculty of Business demonstrate steady indicators of successful integration into the Lithuanian labour market.

KVK conducts a study of employer representatives' opinions on the extent to which KVK graduates are prepared to integrate into the labour market (the study is conducted every two years). According to data obtained from the survey of employer opinions on the readiness of KVK graduates for the labour market (2023, KVK), it could be stated that the employer opinions on the compliance of LM graduate knowledge and skills with the needs of employer organisations are positive.

Principles of academic integrity, tolerance and non-discrimination are established in KVK Code of Academic Ethics and KVK Achievement Assessment Procedure. Academic integrity refers to requirements grounded in moral principles that apply to all members of the academic community. All students sign a Declaration of Academic Integrity upon admission to KVK. There is a Commission of Academic Ethics that can be invoked in cases of violations of the principles of academic integrity, tolerance, and non-discrimination. There are no recorded cases of violation of the principles of academic integrity, tolerance, and non-discrimination in the LM study programme.

Appeals can be submitted and will be examined according to KVK Procedure for Appeal Submission and Examination. Students may submit reasoned appeals in the following cases: 1) regarding a violation of the procedure for assessing and/or evaluating the learning outcomes of a subject 2) regarding violations of the procedure for defending final theses. There were no appeals or complaints in the LM study programme during the evaluated period.

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 communication between teachers and students, or between students and the Dean; no further action was required.

AREA 4: CONCLUSIONS

AREA 4	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. Personalized approach to students, incorporating different study forms: remote learning, hybrid learning, or individual adjustments for working students.
2. Growing employment rates among LM graduates, particularly those with higher qualifications, indicate that LM graduates align with market needs.

RECOMMENDATIONS

For further improvement

1. Improving the study process and programme, based on analysis of feedback from social partners, should be a continuous process, as the LM subject competences were assessed in 2023 in a stakeholders' survey.
2. The last meeting with the Academic Ethics and Procedures of the Republic of Lithuania, who presented the importance of academic ethics, the nature of violations, ethical citing, and the use of visual material, and participated in discussions about the experience and challenges of academic ethics in studies, was held in 2021. Reasonable to find opportunities for repeating similar courses.

AREA 5: TEACHING STAFF

5.1.	Teaching staff is adequate to achieve learning outcomes
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FACTUAL SITUATION

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

In 2024, the LM study program was conducted by 23 faculty members, equivalent to 8.23 full-time equivalents (FTE). The student-to-FTE ratio has steadily decreased, reaching 15.43 in 2024 (down from 17.74 in 2022), indicating that the staff size is sufficient to achieve the expected learning outcomes and, at the same time, guaranteeing critical mass within classes.

The academic staff is highly qualified; all lecturers have at least a Master's degree, and six (26.09%) hold doctoral degrees. The staff consists of 17 (73.9%) lecturers and 6 (26.1%) associate professors. A major strength is the extensive practical experience of the staff, with an average of 15 years in their teaching field, ranging from 3 to 39 years. To keep their knowledge current, KVK lecturers from the Business Administration Department (BAD) completed a total of 212 hours of internships at various Lithuanian companies, such as UAB Justepa, UAB Autoaibė, and UAB Transaida, during the review period.

The program benefits from the direct involvement of industry experts: LM students attended lectures delivered by representatives from over 15 companies, including three foreign firms. The staff composition remained stable, with minimal turnover due to natural professional changes like retirement or temporary leave, and replacements were qualified experts already working at KVK. The professional qualifications and competencies of the teaching staff are regularly assessed through tenure certification at two stages (faculty and KVK level), ensuring ongoing adherence to required standards.

ANALYSIS AND CONCLUSION (regarding 5.1.)

The evaluation concludes that the academic staff composition for the LM program is well-suited to meet the study program's overall requirements and ensure the achievement of learning outcomes. The mix of academic seniority, indicated by 26.1% of staff holding associate professor titles and 26.09% possessing doctoral degrees, guarantees a strong theoretical and research foundation. This academic strength is balanced by extensive practical competence; the lecturers' average of 15 years of industry experience is essential for a professional Bachelor's degree program like Logistics Management.

The adequacy of the staff size is confirmed by the favorable student-to-FTE ratio of 15.43 - a well balanced relationship. Additionally, the system includes strict quality checks, as professional qualifications and competencies are periodically reviewed through the tenure certification process. A notable strength highlighted in the self-evaluation is the ongoing integration of practical business knowledge. This is accomplished through lecturers' participation in corporate internships (totaling 212 hours) and the involvement of guest lecturers from various business companies in the learning process, ensuring the curriculum stays aligned with market needs. This proactive engagement with industry is essential for maintaining the relevance and practical applicability of the education provided.

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

5.2.1. Opportunities for academic mobility of teaching staff are ensured

KVK ensures optimal conditions for lecturer involvement in the Erasmus+ program by holding the Erasmus Charter for Higher Education (ECHE), which guarantees high-quality implementation of mobility activities. KVK's internationalization efforts are guided by the Internationalization Promotion Plan for 2024-2026, explicitly ensuring equal opportunities for all lecturers seeking academic mobility. Financial provisions are solid: selected mobility participants receive a grant covering travel and living expenses, plus their average salary during the placement period. Invitations and selection processes for Erasmus+ participation are conducted systematically at least twice a year.

The teaching staff of the Logistics Management (LM) program showed active involvement in international exchange activities. During the three-year review period, LM faculty members completed a total of 14 mobilities abroad for teaching, training, or internships, resulting in 20 individual visits (including 13 teaching assignments, 5 training sessions, and 2 internships). Some faculty members used the Erasmus+ exchange program multiple times (2-3 times). Additionally, KVK actively internationalized the campus by hosting 36 incoming faculty members, 32 of whom arrived to teach the LM program (17 in 2022 and 12 in 2024). The experience gained from both outgoing and incoming mobility is actively used to improve the quality of the program, including enhancing course content, developing methodological teaching materials, introducing new teaching techniques, and advancing applied research. KVK maintains cooperation agreements with numerous foreign institutions across Europe, including in Latvia, Poland, Portugal, and Germany, facilitating a wide range of exchange opportunities.

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

The ongoing development of teaching staff skills is systematic and guided by the KVK Procedure for the Improvement of Staff Qualifications. This procedure guarantees that qualification improvements align with the institution's strategic goals and mission. Lecturers and department heads participate in discussions and plan professional development activities each year, considering lecturers' research interests, subject area needs, and KVK priorities.

Financial support is easily accessible from the KVK budget to fund various activities, including IT software training, foreign language courses, participation fees for national and international conferences, and covering travel expenses for important international events.

The LM lecturers demonstrated a strong dedication to professional growth from 2022 to 2024, dedicating significant time to key competency areas. They spent the 944 hours improving subject-related skills. Additionally, 721.5 hours were allocated to teaching competencies, and 290 hours to research skills. Specific training programs addressed modern challenges, such as Innovative Strategies for Remote Learning, Anti-corruption Education, and specialized training on Sustainability, Innovation, and Digitalization: Trends Changing the Future of Transport and Logistics. Recognizing the increasing demand for foreign language instruction due to Erasmus+ students, KVK actively promotes English language skills by organizing centralized English courses for lecturers and covering the costs, fulfilling a previous expert recommendation. This ongoing focus on enhancing qualifications across all necessary areas is considered a major institutional strength.

ANALYSIS AND CONCLUSION (regarding 5.2.)

KVK demonstrates a strong commitment to internationalization and professional development for its teaching staff. Academic mobility is well-structured and supported through the Erasmus Program, systematic selection processes, and financial provisions, ensuring equal access and high-quality implementation. Faculty participation in outgoing and incoming mobility is significant, with experiences actively integrated into curriculum improvement and teaching innovation. Additionally,

KVK provides comprehensive opportunities for skill enhancement, guided by clear procedures and supported by institutional funding. Training covers modern pedagogical strategies, digitalization, sustainability, and language proficiency, addressing evolving educational needs.

Overall, KVK ensures a dynamic, globally engaged, and professionally competent academic environment.

AREA 5: CONCLUSIONS

AREA 5	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. Faculty members completed 212 hours of internships at Lithuanian companies, and students benefit from lectures delivered by representatives of over 15 businesses, including international firms, keeping the program aligned with market needs.
2. The program maintains a favorable student-to-FTE ratio (15.43 in 2024), with minimal turnover and replacements drawn from qualified internal experts, ensuring continuity and quality.
3. KVK provides structured opportunities for professional growth, including Erasmus+ mobility, specialized training on sustainability and digitalization, and English language courses, supported by institutional funding.

AREA 6: LEARNING FACILITIES AND RESOURCES

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

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

Students studying the LM study programme the educational infrastructure base: buildings (Jaunystės str. 1, Jaunystės str. 2), assembly halls, outdoor open spaces, and dormitories. Jaunystės str. 1. The classrooms range from 14 to 109 seats and are adapted for various forms of study: lectures, streamed lectures, practical work, IT, entrepreneurship development, and other activities. The number of students matches the number of classroom seats. KVK library, located in the premises of three faculties: publications on social sciences – at the Faculty of Business (Jaunystės str. 1); publications on technology and natural sciences – at the Faculty of Technology (Bijūnų str. 10), and publications on biomedical sciences – at the Faculty of Health Sciences (Darius ir Girėno str. 8). The library includes the Centre of Independent Studies and 6 reading rooms.

The study plan of the LM study programme includes 6 professional practice internships. To ensure that students are better prepared for internships at companies and acquire practical knowledge, three of which are carried out at KVK (Introductory Internship, Internship in a Simulation Enterprise, and Internship of Logistics Process Management Systems), and three in real companies (Management Internship, Logistics Skills Development Internship, and Final Internship).

KVK learning base: *Logistics Process Management Internship* and *Simulation Enterprise Internship*. *Logistics Process Management Internship* involves students working at IT classrooms with special software: BSS IT and Hanna CRM business management systems, BSS IT, STEKAS PLUS business management and accounting system, GIS geographic information system (ARcGIS Online and ArcGIS Pro). During the internship, students are introduced to the computerized creation of warehousing locations, assignment of responsible people, entering partner and customer data into the system, description of products and services, entering invoices into the system and issuing them when selling goods (services), warehouse inventory accounting, generating reports, electronic document management, customer data and relationship management, concluding contracts, issuing offers, sales invoices, managing freight transport documents, generating reports, and visualizing spatial data.

The Entrepreneurship Competence Development Centre operates two simulation enterprises (hereinafter referred to as SE) – Pamarys and Kopija, which simulate the activities of real companies, engage in trade in the interconnected Simulith network in Lithuania, and reflect other processes taking place in a real company. The Entrepreneurship Development Centre also has a Media Laboratory. At the media laboratory, students can implement their ideas on integrating effective communication solutions, create newsletters, commercial offers, and effective product presentations. During the internship at the SE, students work on SIMULITH and PEN WORLDWIDE platforms, which simulate all business management processes, develop entrepreneurial skills necessary for working in a real company. Students work and trade through the PEN WORDWIDE association in 40 countries around the world with nearly 7,000 SEs.

According to KVK study of student satisfaction with the study quality, students rate their internships at KVK as very good – 4.55 points (out of 5).

All classrooms are equipped with multimedia and remote/hybrid learning equipment. The technical equipment and devices at KVK are appropriate and sufficient for implementing the LM SP.

According to the data of the study of student satisfaction with the study quality, LM students rate KVK conditions for using the necessary technical equipment (computers, copy machines, printers, etc.) as good – 3.79 points, while the condition of the computers and special equipment, available at the classrooms and laboratories are rated as 3.86 points (on a 5-point scale). The process of organizing mixed studies (a combination of contact and remote work) is rated at 3.73 out of 5.

The facilities and equipment were adapted to meet the needs of individuals with special requirements. The required equipment for students with reduced mobility is located in the library and in the main building at Jaunystės 1. The library is equipped with software for visitors with special needs.

Student Satisfaction with Study Quality: LM students rate the opportunities to study for students with special needs at 3.92 out of 5.

Library resources are accumulated according to KVK fields of study and research, the needs of the academic community, and the study programme turnover.

Student Satisfaction with Study Quality indicates that LM SP students are satisfied with their access to electronic databases required for their studies (4.08 out of 5).

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

Each year, FB develops a procurement needs plan that outlines the resources required to conduct field studies. The demand for long- and short-term assets for Business studies is developed through discussions with lecturers, consideration of student needs, and accounting for the wear and tear of long-term assets. The information is summarized in the priority procurement list, discussed at the department, certified under a protocol, and converted into a procurement needs plan and an expenditure plan. In addition, data on the necessary measures for the studies (IT applications, scientific and specialized literature) are collected through communication with social partners and the organization of the study process. The demand is then satisfied immediately or included in the annual plan.

In 2025, following stakeholder recommendations, the LM study program module implemented two new software systems: GoRamp (warehousing and logistics) and Logifly (supply chain management). The total amount planned for the installation of a specialized classroom for the *LM study programme* and the acquisition of software in 2022-2024 was EUR 17,770.26.

The expert panel identifies a systematic process for upgrading material resources, as outlined in the SER report. During the visit, the expert panel recorded no complaints or recommendations from the interviewed groups.

ANALYSIS AND CONCLUSION (regarding 6.1.)

LM SP lectures, practical sessions, and part of internships are held at locations in Klaipėda City (Jaunystės str. 1, Jaunystės str. 2). The classrooms range from 14 to 109 seats and are adapted for various forms of study. All classrooms are equipped with multimedia and remote/ hybrid-learning equipment. The technical equipment and devices at KVK are appropriate and sufficient for implementing the LM SP.

Regarding student satisfaction with study quality, LM students rated the computers and specialized equipment available in classrooms, as well as the process of organizing mixed studies, as good.

KVK library, located in the premises of three faculties: Faculty of Business (Jaunystės str. 1); Faculty of Technology (Bijūnų str. 10), and Faculty of Health Sciences (Darius ir Girėno str. 8). The library includes the Centre of Independent Studies and 6 reading rooms. Library resources are accumulated according to KVK fields of study and research, the needs of the academic community, and the study programme turnover. LM SP students are satisfied with their access to electronic databases required for their studies and rated them as very good in the survey.

The study plan of the LM study programme includes 6 professional practice internships. To ensure students' preparation for external internships, three of which are conducted at KVK (Introductory Internship, Internship in a Simulation Enterprise, and Internship in Logistics Process Management Systems).

The mentioned internships involve students working in IT classrooms using specialized software. In addition to CRM, accounting, and other programs, HEI offers the SIMULITH and PEN WORLDWIDE platforms, which simulate all business management processes and develop the entrepreneurial skills necessary for working in a real company. During the internship, students are introduced to the computerized creation of warehousing locations, assignment of responsible people, entering partner and customer data into the system, description of products and services, entering invoices into the system and issuing them when selling goods (services), warehouse inventory accounting, generating reports, electronic document management, managing freight transport documents, and visualizing spatial data. In terms of student satisfaction with study quality, students rated their internships at KVK as very good.

Each year, FB develops a procurement needs plan that outlines the resources required to conduct field studies. The demand for long- and short-term assets for Business studies is developed through discussions with lecturers, consideration of student needs, and accounting for the wear and tear of long-term assets. In 2025, following stakeholder recommendations, the LM study program module implemented two new software systems: GoRamp (warehousing and logistics) and Logify (supply chain management).

The expert panel identifies a systematic process for upgrading material resources. During the visit, the expert panel recorded no complaints or recommendations from the interviewed groups. The right approach to today's current affairs. Close cooperation and effective feedback channels from students and demanding social partners enable the college to strengthen the material base needed to meet current market needs.

AREA 6: CONCLUSIONS

AREA 6	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. Deep cooperation with truly strong and active social partners who represent leading companies in Lithuania and, in turn, understand the trends in the logistics management market

RECOMMENDATIONS

For further improvement

1. The web structure in Lithuanian and English differs slightly. In the English version, there is no way to access the list of the most significant commissioned works. Such information could attract foreign enterprises for cooperation in the research field.

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
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FACTUAL SITUATION

7.1.1. Internal quality assurance system for the programmes is effective

The SER describes an institutional quality management system aligned with national requirements and designed in line with ISO 9001:2015 and ESG principles. The internal QA framework is supported by a quality policy and a quality manual, and it covers the main processes of study programme development/implementation and study process management. The SER indicates that study process monitoring is carried out on a regular basis, including student progress, attrition and satisfaction, complemented by internal and external audit practices.

A concrete example of corrective action is presented: subjects that received student evaluations below a defined threshold (below 3.99/5) were reviewed and updated (e.g., integrating more active methods and involving social partners), and subsequent student ratings for these subjects increased above 4/5. The SER also reports a high average subject-level rating over the period (4.49 in 2022–2025).

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

The SER describes structured stakeholder involvement through regular feedback instruments, including semester-based subject evaluation and periodic surveys of students, graduates, employers and staff. Stakeholder input is used in programme development and improvement decisions.

Site-visit evidence provided concrete examples of stakeholder-driven changes in the LM programme, including curriculum adjustments (e.g., introducing new subjects) and strengthening practical learning arrangements (e.g., increasing practical and group work and organising more practice-oriented activities/visits) based on student and employer input. During discussions, respondent figures were mentioned, but the programme-specific representativeness and the exact survey instrument behind some figures were not fully transparent from the provided information.

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

The SER states that programme information is disseminated through multiple public channels (institutional website and national admission-related platforms), and that QA-related information is intended to be communicated to stakeholders through institutional procedures. The SER also presents actions linked to addressing previous external evaluation recommendations, including intentions to ensure regular discussions of study quality indicators and improved transparency of results and decisions, including availability for international stakeholders.

The previous external evaluation identified substantial transparency shortcomings, including limited publication continuity of survey results and insufficient QA-related public information in English, as well as unclear procedures for informing stakeholders about implemented improvements.

7.1.4. Student feedback is collected and analysed

The SER describes student feedback collection at two levels: (i) subject-level evaluations after examinations via EDINA, and (ii) programme-level satisfaction surveys. For the LM programme, the SER reports an overall positive evaluation level (78% on average in 2022–2024). The highest-rated

dimension relates to cooperation with lecturers (83.97%), while the lowest-rated dimension concerns the organisation of internships (56.9%); the study environment is rated at 67.9%. The SER indicates follow-up actions related to internship organisation, including intensified consultations, continuous updating of internship opportunities and employer involvement, and upgrades of IT resources relevant to the programme.

Site-visit discussions additionally indicated efforts to clarify the measurement of internship-related feedback by distinguishing internship experience from internship organisation.

ANALYSIS AND CONCLUSION (regarding 7.1.)

Overall, evidence supports that the HEI has an operational internal QA system with stakeholder involvement and examples of feedback-driven improvements. Subject-level QA is particularly well evidenced through corrective actions and follow-up ratings. Nevertheless, programme-level transparency, representativeness of stakeholder feedback and systematic reporting of improvement decisions and their effects remain areas where the evidence base could be strengthened to demonstrate sustained, fully transparent practice in line with the concerns raised in the previous external evaluation.

AREA 7: CONCLUSIONS

AREA 7	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 HEI demonstrates a functioning QA loop at subject level, including corrective actions for low-rated subjects and evidence of improved follow-up evaluations.
2. Stakeholder feedback is used in programme improvement, with concrete examples of changes introduced based on student and employer input.
3. The HEI has explicitly addressed the transparency issues highlighted in the previous external evaluation and has introduced measures aimed at improving public awareness and accessibility.

RECOMMENDATIONS

To address shortcomings

1. Strengthen systematic QA documentation and transparency by ensuring traceable programme-level reporting of key results and follow-up (survey outcomes, decisions taken, implemented changes and their impact), and by making this information consistently accessible to stakeholders, including international audiences (English-language availability), in line with the issues highlighted in the previous external evaluation.
2. Strengthen evidence of stakeholder involvement by presenting programme-level participation/response rates for the main instruments (students, graduates, employers) and clarifying how representativeness and reliability are ensured when participation is limited;

additionally, for the lowest-rated area (internship organisation), demonstrate a structured diagnosis, time-bound corrective actions and impact tracking in subsequent feedback cycles.

V. SUMMARY

The review panel appreciates the KVK HEI's considerable effort in preparing a high-quality self-evaluation report and organising a well-structured site visit. The openness of the management, staff, students, graduates, and external stakeholders during the discussions enabled the panel to triangulate evidence and form a balanced judgement across all evaluation areas. Overall, the panel identifies a practice-oriented Logistics Management study programme with strong labour-market relevance, a supportive student-centred learning environment, and a functioning internal quality culture.

Main strengths of the evaluated Logistics Management (LM) study programme

- The curriculum is coherent and logically structured, demonstrating clear alignment between programme aims, intended learning outcomes, course content, teaching and learning methods, and assessment practices. The programme also complies well with national regulatory requirements regarding study cycle, duration, credit allocation, and workload. The programme's aims and intended learning outcomes are clearly articulated, distinctive, and credibly aligned with labour market and societal needs. Practical orientation is well evidenced through clearly described graduate professional activity areas.
- KVK demonstrates a sufficient and well-structured approach to applied research, aligned with institutional priorities and producing tangible outcomes, including commissioned studies and revenue-generating projects. Research dissemination is strong, with staff publishing in internationally recognised databases and participating actively in national and international conferences, which supports academic credibility and visibility. A major strength is the programme's ability to connect applied research with teaching: course content is updated to reflect research findings and sector trends, including sustainability-related themes and technology-enabled logistics.
- The panel noted a functioning and multi-dimensional student support system, including structured adaptation mechanisms, counselling, and access to academic, financial, social, and psychological support, supported by evidence of student satisfaction. Mobility opportunities are implemented in practice and have been diversified through formats that appear compatible with student circumstances, including increased uptake of short-term mobility schemes.
- Teaching and learning are assessed positively. Teaching methods are diverse and include both traditional and active learning approaches. These methods support practice-based learning and strengthen employability-oriented competences.
- Appropriate staffing profile: Staff composition is appropriate and well matched to the programme's goals and professional bachelor profile.
- Deep cooperation with strong and active social partners provides a valuable ecosystem for practice-based learning, internship quality, guest lecturing, and the ongoing relevance of programme content to market trends in logistics management.

Areas for improvement in the Logistics Management (LM) study programme include:

- Expand the number and range of elective courses in line with student interests and emerging competence needs.
- Foster a stronger research mindset and culture, with visible leadership from PhD-level staff who maintain strong publication trajectories. Continue leveraging staff internships in companies and guest lecturers from multiple businesses to reinforce the practical orientation.
- Promote longer mobility students duration (e.g., at least 15 ECTS) and strengthen evidence of incoming student integration into joint learning with local students, particularly where full-time incoming participation is limited.
- Analyse the 2024 decline in accepted students, explain its causes at programme level, and introduce regular monitoring of intake sustainability. Systematically track entry preparedness

and early progress indicators to ensure that dropout does not increase and that learning outcomes remain achievable for the admitted cohorts. Ensure systematic recording and reporting of recognition activities (e.g., RPL, credit transfer, mobility recognition).

- Ensure programme enhancement remains a continuous cycle grounded in systematic feedback, particularly from social partners and employer stakeholders, given rapidly evolving competence expectations in logistics. Renew and repeat academic integrity and ethics awareness activities.
- Strengthen the transparency and accessibility of information for international audiences to support international cooperation and attract foreign enterprises for applied research collaboration.
- Further strengthen programme-level transparency and systematic reporting by ensuring traceable documentation of quality assurance processes and outcomes, and by strengthening evidence of stakeholder involvement.