



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

BUSINESS FIELD OF STUDY

Vilnius Gediminas technical university

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: **Brenda Eade**
2. Academic member: **Assoc. prof. dr. Tomáš Kincl**
3. Academic member: **Assoc. prof. dr. Tomi Solakivi**
4. Student representative: **Vitalija Jakubaitytė**

1.3. SITE VISIT

The site visit was organised on 4 November 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 no need for translation and the meetings were conducted in English.

1.4. BACKGROUND OF THE REVIEW

Overview of the HEI

Vilnius Gediminas Technical university (Vilnius Tech), established in 1956, is a state-run institution of higher education, with 11 faculties, 4 research centres, 12 research institutes and 22 research laboratories. There are 26 fields of study and programmes are offered in all three study cycles - Bachelor's, Master's and Doctoral.

Overview of the study field

The Business Field of Study is located in two faculties - the Faculty of Business Management (hereinafter - FBM) which focuses on business, marketing, project management, finance, and business logistics, and the Faculty of Transport Engineering (hereinafter - FTE) which specializes in transport economics and transport logistics. The FBM is recognised as a national and international centre for research in economics, business, and management and is accredited by the Association to Advance Collegiate Schools of Business (hereinafter - AACSB) and the European Foundation for Management Development (hereinafter - EFMD) as well as several other Eastern European and Lithuanian Associations. It offers the Business Management programme with three specialisms – Financial Management, Marketing and Business Project Management. Since 2014 the faculty has also offered the Business Logistics programme. The FTE is recognised as a national and international centre for studies and research in sustainable transport, transport engineering, traffic safety, and logistics. The Transport Engineering Economics and Logistics programme is in the FTE.

Previous external evaluations

In 2022 a panel of international experts reviewed the Business Field of Study and accredited the first cycle programmes for three years, and the second cycle programmes for 7 years. A score of 24 points was awarded to the second cycle programmes. A score of 22 points was awarded to first cycle programmes with “Links between science (art) and studies”, “Learning facilities and resources” and “Study quality management and public information” ranked as “very good”, while “Student admission and support” and “Teaching and learning”, “Student performance and graduate employment” were ranked as “satisfactory”. The recommendations from the Experts included addressing the low number of applications to first cycle programmes, and the high drop-out rates, through a review of the recruitment, admission and support procedures as well as developing the programmes to take account of the changing lifestyles of students and their need to combine work with study.

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*

Additional sources of information used by the review panel:

The following additional sources of information have been used by the review panel:

Process/procedures for developing new programmes/specialisms
Survey results from student feedback
Minutes of the Study Field Committee meetings

Notes of meetings between Study Programme Committee (hereinafter - SPC) chairs and university
Study Committee chairs
A table showing student enrolment, achievement and drop-out rates
An overview of the student portal

II. STUDY PROGRAMMES IN THE FIELD

First cycle/LTQF 6

Title of the study programme	Business Management	Transport Engineering Economics and Logistics
State code	6121LX043	6121LX040
Type of study (college/university)	Full-time	Full-time
Study cycle	First	First
Mode of study (full time/part time) and nominal duration (in years)	4 years	4 years
Workload in ECTS	240	240
Award (degree and/or professional qualification)	Bachelor of Business Administration	Bachelor of Business Administration
Language of instruction	Lithuanian and English	Lithuanian and English
Admission requirements	Secondary education	Secondary education
First registration date	2012-07-17	2009-08-31
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)		

First cycle/LTQF 6

Title of the study programme	Transport Engineering Economics and Logistics	Business Logistics
State code	6121LX040	6121LX042
Type of study (college/university)	Part-time	Full-time
Study cycle	First	First
Mode of study (full time/part time) and nominal duration (in years)	5,5 years	4 years
Workload in ECTS	240	240
Award (degree and/or professional qualification)	Bachelor of Business Administration	Bachelor of Business Administration
Language of instruction	Lithuanian	Lithuanian
Admission requirements	Secondary education	Secondary education
First registration date	2009-08-31	2014-06-02
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.	Study aims, learning outcomes and curriculum	3
2.	Links between scientific (or artistic) research and higher education	3
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	4
7.	Quality assurance and public information	4
Total:		23

*

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

In 2022, the experts concluded that the programmes were well designed to meet labour market and specialisation needs. However, they expressed concern about potential limitations arising from excessive specialisation and narrowly defined programme titles (e.g., Business Management, Business Logistics, Transport Engineering Economics and Logistics), which might not attract applicants who have not yet chosen a specific field. The panel therefore recommended considering a more generic programme structure with the possibility of specialisation within a broader framework. In addition, the high student drop-out rate (39% among first-cycle students in 2021) was identified as a serious challenge to the future sustainability of the programmes. The 2022 Report recommended, in particular (a) to regularly review the structure and specialisations of study programmes to ensure their attractiveness to potential students while remaining aligned with labour market needs; (b) to revise programme aims and intended learning outcomes by using concrete and measurable action verbs; and (c) to explicitly describe the development of soft skills in relation to graduate outcomes.

During the on-site visit, the university and faculty management explained that a statistical artifact partly inflated the previously reported drop-out figures: international students who never received a residence permit or did not sign study agreements had been incorrectly counted as drop-outs. Updated data presented by the SER team showed much lower actual drop-out numbers in the last academic year.

A comprehensive package of preventive measures has been introduced, including a mentor system for all first-year students, regular monitoring of attendance and engagement, additional mathematics and English courses, psychological support and systematic exit interviews. A senate-approved drop-out reduction plan allocates substantial resources (approximately 1 million EUR annually) to these initiatives.

The 2025 SER explicitly addresses these recommendations. It states that the aims and learning outcomes of Business programmes correspond to societal and labour market needs (SER, p. 22). The programmes are continuously updated based on feedback from employers, alumni, students, and trends observed in the field and at foreign universities (SER, p. 8). The curricula now include current themes such as critical thinking, creativity, adaptability, digital literacy, and Economics, Social and Government (hereinafter - ESG) issues, as confirmed by the curriculum overview in the annexes. The aims and learning outcomes of all study programmes have been revised and aligned with Bloom's taxonomy; specific, measurable action verbs are now used to enhance the objectivity of assessment (SER, p. 90). A set of general competencies, including critical thinking, teamwork, communication, and creativity, has been methodically integrated into programme and module level aims and outcomes (SER, pp. 90–91). This confirms the relevance and uniqueness of the learning outcomes is being analysed and reflects the needs of external stakeholders. The duration of the Business Logistics and Transport Engineering Economics and Logistics programmes has been

shortened to 3.5 years (effective from 2025) to increase their attractiveness. Such structural adjustments confirm the continuous development of the study programmes.

These measures appear to have produced tangible results: 87% of graduates expressed satisfaction with completing Business programmes (SER, p. 51); 97% of employers are satisfied with the competencies of Vilnius Tech graduates; 94% of employers (social partners) positively or mostly positively assess graduates' ability to apply theoretical knowledge in practice (SER, p. 51); and 49% report that Business graduates adapt faster than graduates from other universities (SER, p. 51). However, while 27% of employers stated that graduates possess all necessary practical skills, 60% indicated that such skills are generally good but occasionally lacking (SER, p. 52). This is where the programme could benefit from further adjustments to reach higher levels of employers' satisfaction. Overall, the university has actively addressed the earlier challenges. Learning outcomes have been revised to ensure measurability (in line with Bloom's taxonomy), and soft skills have been explicitly defined. The reduced duration of the two programmes reflects a clear effort to enhance market attractiveness. Employer feedback confirms the strong theoretical knowledge and adaptability of graduates, although there remains room for improvement in strengthening their practical skills.

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

The 2022 Report stated that the aims and outcomes of the Business study programmes were congruent with the overall mission and objectives of the university. Specifically, they supported the goal of preparing qualified specialists capable of successfully operating in both national and international labour markets. However, the experts questioned the extent to which the field of Business could contribute to the university's ambition to position itself among the leading technical universities in Europe. These doubts were linked to the relatively small number of admitted students and the high drop-out rates in first-cycle programmes.

The 2025 SER (p. 22) explicitly states that the aims and learning outcomes of first-cycle Business programmes are aligned with the mission, operational objectives, and strategy of Vilnius Tech. Although Business belongs to the field of social sciences, the 2025 SER emphasises that Business programmes at Vilnius Tech benefit from the university's technical profile. The education offered combines business, economics, and management with elements of engineering and technological sciences, thus preparing graduates for successful professional careers (SER, p. 7). This approach directly supports the strategic goal of training professionals who are civic-minded, creative, entrepreneurial, competitive, science- and technology-oriented. The coherence is further ensured as the strategic goal "VILNIUS TECH graduate – a professionally successful, educated, socially responsible, and lifelong learning individual" is explicitly addressed by the learning outcomes, which include lifelong learning, creative activities, and ethical performance in a dynamic environment.

The on-site discussions with university management, staff, alumni, and social partners confirmed that the Business field is perceived as an integral part of Vilnius Tech's profile. Initiatives such as the Innovation Centre, the university's start-up incubator, and hackathon-based cooperation with companies demonstrate how business studies are embedded in a broader ecosystem of engineering, technology, and entrepreneurship.

ANALYSIS AND CONCLUSION (regarding 1.1.)

The aims and learning outcomes of the Business programmes are consistent with the university's mission and strategic goals. The programmes are regularly updated in line with labour market needs and stakeholder feedback, and they integrate both social science and technological perspectives, which reflects the technical profile of Vilnius Tech.

Since the 2022 evaluation, clear progress has been made: learning outcomes have been revised according to Bloom’s taxonomy, soft skills have been explicitly defined, and programme structures have been adjusted to improve attractiveness. Employer feedback confirms that graduates possess strong theoretical preparation and adaptability.

While the 2022 concerns about drop-out rates were serious, the updated data and preventive measures presented during the on-site visit suggest that this risk has been substantially reduced. Nevertheless, small cohort sizes and the continued need to attract a sufficient number of well-prepared applicants mean that sustainability remains a point for careful monitoring. In addition, employers still see room for improvement in practical skills.

The aim is largely met. The university demonstrates consistent alignment between programme aims and institutional strategy, with ongoing efforts to strengthen relevance and graduate employability. Continued attention to programme positioning and practical skill development is recommended.

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 2022 expert panel concluded that both first and second cycle programmes were in full compliance with legal requirements. The 2025 SER confirms that the programmes continue to meet all standards set by current legislation. The aims and learning outcomes of first-cycle business programmes are based on the Description of Study Cycles and correspond to Level VI of the Lithuanian Qualifications Framework (SER, p. 13).

The programmes (Business Management, Business Logistics, Transport Engineering Economics and Logistics) are designed in accordance with the required scope of 240 ECTS credits (210–240 ECTS) and a maximum annual workload of 60 ECTS. All three programmes exceed the legally required minimum number of field-specific credits: Business Management – 158 ECTS, Business Logistics – 147 ECTS, Transport Engineering Economics and Logistics – 165 ECTS (SER, pp. 13–14). Each programme also meets the minimum requirements for internship (15 ECTS) and final thesis (18 ECTS, with a minimum of 15 ECTS).

The programmes fully comply with the rule that at least 50% of the courses in first-cycle studies must be taught by researchers or recognised artists, ranging from 64% to 84% (SER, pp. 13–14). They are developed in accordance with Vilnius Tech’s internal regulations, such as the General Principles for the Development and Implementation of Study Programmes at Vilnius Tech, and follow national legislation, including the Law on Science and Studies and the Description of the Field of Business Studies (SER, p. 14).

The 2025 SER emphasises that the faculty has actively responded to updates in legislation and internal regulations. For example, the process of preparing final theses was revised in accordance with the new guidelines of the Lithuanian Ministry of Education, Science and Sports issued in July 2023. Compliance with legal requirements is highlighted as one of the key strengths of the field (SER, p. 22).

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

In 2022, the experts commented that the aims and learning outcomes of the study programmes were formally established and categorised into areas such as knowledge, research skills, special skills, social skills, and personal skills. They considered the wide range of teaching and learning methods

appropriate for meeting student needs and developing competencies. However, the panel found limited evidence of a clear relationship between the stated aims and learning outcomes of the programmes and the ways in which teaching methods were used to facilitate their achievement. The experts recommended revising the learning outcomes and using specific, measurable action verbs to avoid unobservable or non-measurable verbs that cannot be assessed objectively.

The 2025 SER demonstrates that the faculty actively responded to the 2022 feedback, particularly concerning the measurability of outcomes and transparency of assessment. In response to the recommendations, the aims and learning outcomes of all study programmes were revised and aligned with Bloom's taxonomy of cognitive objectives (SER, pp. 14, 90). Specific and measurable action verbs are now used to enhance the objectivity of assessment. Transparency is ensured by informing students about assessment criteria and procedures at the beginning of each semester; this information is also available in Moodle and in the course descriptions (SER, pp. 14–15, 47, 90). Three levels of achievement are defined for subject assessment: threshold, typical, and excellent. These levels are derived from Bloom's taxonomy and target different components of competence - knowledge and its application, analysis, synthesis, evaluation, and self-assessment (SER, p. 14). During the on-site visit, the SER team and teaching staff presented detailed matrices linking programme-level aims and learning outcomes to subject-level objectives, teaching methods, and assessment tools. All course descriptions are revised annually by teachers and approved by study committees, with a university-wide deadline for changes. Staff described regular mandatory training sessions on assessment and innovative teaching methods provided by the Academic Support Centre.

Students confirmed that assessment criteria are communicated in advance and that they experience a range of assessment formats, including individual and group projects, presentations, written exams, and practical assignments. They also reported that formal appeal procedures are available and used when necessary.

Programmes employ a combination of traditional and innovative methods aligned with the intended learning outcomes (Annex 5). A wide range of active and innovative methods are used, including blended learning, mobile applications, computer-based tools, and active learning techniques such as group discussions, study visits, and guest lectures (SER, p. 14), as well as case studies, academic debates, and practical training or internships (SER, p. 15). Blended learning formats include asynchronous components (e.g., video lectures, Moodle materials) that help students balance work and study (SER, p. 14).

A cumulative 10-point grading system is applied, allowing students to accumulate up to 70% of the final grade during the semester (SER, p. 15). Assessment methods include written exams, computer-based tests, homework assignments, quizzes, and the defence of projects and final theses (SER, p. 15).

1.2.3 Curriculum ensures consistent development of student competences

The SER states that the programmes are designed in accordance with the principle of curricular coherence and progression. The initial phase begins with introductory bachelor-level courses covering worldview, humanities, social sciences, and general theoretical subjects. In semesters three to five, students focus on core disciplinary modules and specialisation courses that provide specific knowledge and competencies. In the final semesters, emphasis is placed on the practical application and integration of knowledge (SER, pp. 16–17).

The structure of courses presented in Annex 4 provides sufficient evidence of the logical and consistent composition of the study programmes, in line with the description in Section 2.5 of the SER.

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

The 2022 expert panel confirmed that students had substantial opportunities to personalise the structure of their study programmes. The 2025 SER reaffirms and further develops the university's flexible approach to study personalisation (SER, p. 18). Students may continue to study under individual study plans (hereinafter - ISP), which are composed of selected subjects from the programme and designed to meet their individual needs. The annual workload of an ISP normally does not exceed 45 credits. Students enrolled in cycle-based study programmes may combine them with supplementary or partial studies.

In the Transport Engineering Economics and Logistics programme, students can choose the study mode that best aligns with their personal goals - full-time, part-time, or preparatory and bridging types (SER, p. 18). The faculty also makes extensive use of blended learning, and many materials are digitised. Students can personalise their internships by selecting a company that corresponds to their individual learning goals and the intended programme outcomes (SER, p. 18).

Since 2023, students have also had the opportunity to formalise additional competencies acquired outside formal education through the Vilnius Tech digital badge system (SER, p. 19). The total number of credits awarded for non-formally acquired competencies cannot exceed 70% of the total study programme volume (SER, p. 35).

The SER describes a wide range of opportunities for individualisation (individual study plans, flexible study modes, and recognition of non-formal learning). During the on-site visit, however, students reported that individual study plans are not widely used in practice and that they sometimes perceive inconsistencies between the formally available options (e.g., hybrid arrangements) and the strict attendance requirements in many courses. This suggests that the potential for personalisation is not yet fully realised and that communication and implementation of flexible pathways could be strengthened.

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

In 2022, the expert panel concluded that the procedures and structure for preparing and presenting final theses were comprehensive, well-designed, and clearly met both academic and official requirements for the field of Business. The topics of final theses demonstrated relevance to the study field and a clear focus on addressing real industrial problems and providing potential solutions. The panel emphasised the strong connection with the professional field and the direct involvement of social partners.

The 2025 SER confirms and expands upon the 2022 conclusions, highlighting the implementation of a new rector's order and adjustments to legislative changes. The procedure for preparing and defending the Bachelor's Thesis (hereinafter - BT) is regulated by the Rector's Order of 2022 (SER, p. 19). Specific requirements for the field of Business Studies are developed by the Study Programme Committee and the relevant department and approved by the Faculty Council.

In response to the updated legislation (the Ministry of Education's regulation of July 2023), the BD2 and BD3 stages of the bachelor's thesis were merged into a single module worth at least 15 ECTS credits, effective from the 2024 academic year (SER, pp. 19–20). The bachelor's thesis is conceived as a continuous project beginning in the 7th semester (BD1 – 3 ECTS, assessed as Pass/Fail), where students define their topic and objectives. The thesis culminates in the 8th semester (SER, pp. 17, 19).

Bachelor's theses are defended before the Degree Awarding Committee (hereinafter - DAP), which consists of five qualified specialists (academics and industry professionals). Topics are frequently related to real problems faced by companies. Students choosing a topic proposed by an external stakeholder must ensure that the stakeholder specifies the type of support provided during the thesis

development (SER, p. 19). Supervisors and reviewers are required to meet appropriate academic and professional qualification standards, and the DAP chairperson must be an external industry expert not employed by Vilnius Tech (SER, pp. 18–20).

Annex 6 (overview of thesis topics and evaluations 2021–2024) demonstrates a strong correlation between thesis topics and current issues in the field, as well as the research orientation of the university. The grades recorded in Annex 6 are generally high—for example, in Business Logistics during 2022–2023, grades ranged from 7 to 10—indicating that students demonstrate their competencies at a good to excellent level.

It can be concluded that the procedures for preparing, presenting, and assessing final theses are comprehensive and fully compliant with both academic and official standards. Thesis topics show a strong connection to the field of Business and the technical orientation of Vilnius Tech, often addressing current practical challenges. The structural involvement of industry experts as committee chairs (DAP) and as proposers of thesis topics ensures a high level of applied relevance. However, the school itself acknowledges that the proportion of theses based on topics proposed by social partners should be further increased (SER, p. 22).

The on-site meetings with alumni and social partners strongly confirmed the applied orientation of final theses. External stakeholders regularly serve on thesis committees, propose topics based on real business problems, and evaluate students' ability to provide practical solutions. Several partners reported that thesis projects often lead to internships or employment. At the same time, social partners expressed a desire for even closer and more systematic collaboration, including more up-to-date laboratory equipment and deeper involvement in defining research problems.

ANALYSIS AND CONCLUSION (regarding 1.2.)

All programmes fully comply with national legal and institutional requirements. The structure, credit allocation, and staffing meet the prescribed standards, and recent updates reflect timely adaptation to new regulations.

Programme aims and learning outcomes have been revised according to Bloom's taxonomy, with transparent and measurable assessment criteria now in place. The alignment between outcomes, teaching methods, and evaluation tools is clear and consistent. The curriculum follows a logical and progressive structure that ensures coherence and gradual development of student competencies from foundational to applied levels.

Students have wide opportunities for personalisation through individual study plans, flexible study modes, and recognition of non-formal learning. While formal instruments for individualisation are in place, on-site discussions indicated that their implementation and visibility to students remain limited. This should be addressed if the institution wishes to fully realise the potential of flexible learning paths.

Procedures for bachelor's theses are transparent, rigorous, and aligned with academic and legal standards. Theses demonstrate strong relevance to professional practice, though cooperation with social partners could be further expanded.

Most of the requirements are fully met, but stronger evidence of individualised learning paths could be more apparent.

AREA 1: CONCLUSIONS

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

COMMENDATIONS

1. Learning outcomes have been systematically revised in accordance with Bloom's taxonomy, and transparent, measurable assessment criteria ensure consistency and objectivity.
2. The procedures for bachelor's theses are comprehensive and transparent, with clear relevance to professional practice and active involvement of external experts and social partners.

RECOMMENDATIONS

To address shortcomings

1. Ensure that opportunities for flexible learning and individual study plans are communicated consistently, are realistically accessible and do not conflict with attendance requirements.
2. Develop a systematic mechanism to actively promote, track, and evaluate the actual use of individual study plans (ISPs) and flexible learning options by students.

For further improvement

1. Increase the proportion of theses developed in cooperation with social partners to deepen applied relevance and labour market connections.
2. Regularly evaluate whether the updated learning outcomes and assessment criteria continue to reflect evolving professional and academic requirements.
3. Continue to document and demonstrate how innovative teaching and assessment methods directly support the achievement of specific learning outcomes.

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

This area was evaluated very positively in 2022 (score 4). Nevertheless, two weaknesses were identified. First, the need to further enhance research activities in terms of international collaboration and visibility; and second, the requirement to demonstrate more clearly how ongoing research

contributes to the content of study programmes and the overall student experience, particularly at the first-cycle level.

The university has responded to these remarks. Research priorities have been updated with clearly defined directions for international cooperation. Research development plans have been prepared to emphasise this focus (SER, p. 91), and the link between research and curriculum has been strengthened through the integration of results from research and postdoctoral projects into teaching content (SER, p. 26). In addition, some final theses are prepared in close cooperation with faculty researchers or are based on topics derived from faculty research projects (SER, p. 91).

The SER also states that Vilnius Tech has consistently ranked among the top three institutions in Lithuania in the fields of Management (S003) and Economics (S004) (SER, pp. 23–24). This is supported by InCites data: between 2022 and 2025, Vilnius Tech produced 165 Web of Science–indexed outputs in the categories of Management and Business. This confirms the uprising trend and development during the last 3 years. Furthermore, the list of publications in Annexes confirms the outputs directly related to the field studies carried out and the topics addressed in the scientific outputs (e.g., dual transformation, sustainability, circular economy) are integrated in the studies. However, the list of publications (Annex, p. 172 ff.) also reveals an alarmingly high proportion of papers published in Multidisciplinary Digital Publishing (hereinafter - MDPI) journals (more than half), a publisher widely regarded as predatory or, at minimum, a vanity press. This suggests that research ethics and publication quality assurance may not yet be sufficiently developed within the unit.

During the on-site meetings, university management and academic staff openly acknowledged that the high share of publications in MDPI journals is undesirable and does not align with the university's long-term strategy. They explained that this pattern has largely been driven by tight project deadlines and KPI requirements rather than by an explicit preference for MDPI. The institution reported several measures to improve publication quality, including targeted funding schemes for Q1/Q2 Web of Science journals, internal bonuses for high-quality outputs, and regular library seminars on journal selection and responsible publishing. Management also indicated that documentation and KPI systems are being adjusted to discourage low-selectivity outlets.

The faculty is also involved in a considerable number of projects (SER, pp. 23–25; Annex, p. 163). The continuity and financial sustainability of research, supported by both national and international funding sources (including Horizon 2020 and the Research Council of Lithuania), ensure a stable integration of research activities into the study process (SER, p. 25). The international scope of project activities (as well as the overview of authors in the list of publications) confirms a high level of cooperation with external partners in carrying out scientific activities in the field of science/art related to the study field is analysed.

Overall, the research activity is clearly sufficient to support the delivery of first-cycle programmes.

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

The 2022 Expert Report concluded that the connection between research and studies was strong and stable. The current SER provides concrete evidence that this linkage remains robust and continues to focus systematically on the latest global and technological developments. The key areas of development and technological progress that are reflected in teaching include the Dual (Green and Digital) Transition, Sustainability and Circular Economy, and the Application of Modern Technologies. These themes are also evident in the publication output of Vilnius Tech staff (Annex, p. 172 ff.), albeit with the reservation noted above (regarding the use of MDPI).

The university has also responded to the emergence of new technologies in teaching. Training has been provided for academic staff on the use of innovative teaching methods such as the flipped classroom (SER, p. 47) and the Decoding the Disciplines methodology (SER, p. 65). Teachers have also received training on the application of artificial intelligence in modern systems and on the use

of advanced MS Teams tools (SER, p. 65). Specialised instruments such as the Bloomberg Terminal have been integrated into the study process (SER, p. 65).

New trends are reflected directly in the curriculum, with courses such as Digital Leadership, E-Business, Business Analytics, Data Analytics in Logistics, Logistics Infrastructure, Public E-Services, and Accounting and Financial Management. The 2024 SER highlights the implementation of active and innovative methods for competence development, including blended learning (the university has developed 17 interactive Moodle courses and adapted modules for hybrid teaching which directly addresses the shortcoming identified in 2022 concerning the insufficient description of hybrid learning development, The teaching team has also developed problem-based learning, simulations, and role-playing exercises.

On-site discussions with teachers and students provided concrete examples of how current research and technological developments are integrated into the curriculum. Teachers described problem-based courses in which students work on real-world company projects throughout the semester, including areas such as risk management and digital transformation. Students confirmed that they are exposed to up-to-date topics (e.g., AI applications in business, sustainability, and remote work) and that research results from Horizon projects and national grants are incorporated directly into lectures and seminars.

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

The 2022 Expert Report confirmed that academic and research skills were already well embedded across study programme curricula. The current SER demonstrates that Vilnius Tech has implemented systematic mechanisms to further strengthen student involvement in research, thereby responding directly to the 2022 recommendations. Since 2021, undergraduate students have been encouraged to participate more actively in scientific research. Research engagement is integrated into the study process through final theses, course papers, integrated projects, and internships (SER, p. 27, as confirmed by examples of qualification theses).

Students also take part in academic conferences (SER, p. 28, Annex 9) and international scientific forums, where they prepare and present research papers and presentations (e.g., 125 participants with 92 presentations in 2021, 76 participants with 47 presentations in 2022, 180 participants with 115 presentations in 2023, and 177 participants with 121 presentations in 2024). Both the SER and its annexes provide numerous examples of student research, often conducted in collaboration with academic staff. Moreover, Vilnius Tech has introduced a system of digital badges allowing formal recognition of research competencies acquired independently (SER, p. 28). Still, the documents provided fail to specify exact information on the percentage of students participating in scientific (applied science, art) activities as part of all students studying in the field and cycle programmes.

On-site discussions with teachers and students confirm that the institution has also introduced internal competitions for student Research and Development activities and a young researchers' conference, where Master's students present their work and Bachelor's students participate as attendees. These initiatives were clearly visible during the on-site visit and confirm the SER's claims about research-teaching integration.

ANALYSIS AND CONCLUSION (regarding 2.1.)

The connection between research and study activities at Vilnius Tech remains solid and systematically maintained. The university has responded to earlier recommendations by clarifying research priorities, expanding international collaboration, and integrating research outcomes into teaching.

Research themes are relevant and up to date, and student involvement in research is well supported. However, concerns persist regarding the quality of publication outputs, particularly the high share of papers in MDPI journals, which indicates that publication quality assurance and responsible journal selection require further strengthening. The institution is aware of this issue and has started to take corrective actions, but their full impact has yet to be evaluated

Overall, research and creative activities provide an adequate foundation for the study programmes, especially at the first-cycle level. Given the strong research–teaching nexus and the sufficient overall volume and relevance of research, the requirements for this area are met. However, the continued heavy reliance on low-selectivity publication outlets represents a significant shortcoming that needs to be effectively addressed before a higher evaluation can be justified.

The onsite evidence strongly confirmed the SER’s description of a close link between research and teaching, particularly through project-based learning, student participation in research projects, and the systematic use of up-to-date topics in coursework.

AREA 2: CONCLUSIONS

AREA 2	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			3		

COMMENDATIONS

1. Strong integration of research and teaching, with systematic inclusion of research outcomes and projects into study programmes.
2. Effective institutional response to previous recommendations, including clearer research priorities and strengthened international collaboration.
3. Active student engagement in research, supported through theses, projects, conferences, and recognition of research competencies.
4. Alignment of teaching with global and technological trends, such as sustainability, digital transformation, and innovative pedagogical methods
5. A comprehensive KPI-based system and a wide range of training opportunities provide clear guidance and support for staff in developing their research and research-led teaching.

RECOMMENDATIONS

To address shortcomings

1. Strengthen publication ethics and quality assurance by aligning KPI structures and funding schemes with the explicit avoidance of low-selectivity outlets (such as MDPI) and by systematically promoting publication in reputable, high-impact journals.

For further improvement

1. Enhance international research visibility, for example through joint publications, mobility schemes, and participation in international research networks.
2. Further demonstrate the impact of research on teaching quality, particularly at the first-cycle level, through systematic monitoring and examples of integration.
3. Continue developing staff competencies in research-led teaching, especially in using emerging technologies and AI tools to support learning.

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 first-cycle study programmes (Business Management, Business Logistics, Transport Engineering Economics and Logistics) is carried out in accordance with a competitive selection process based on the minimum admission score. Admission is carried out according to the standards established by the Ministry of Education, Science and Sport, the admission regulations approved by the Vilnius Tech Rector, and the national procedures for entering Lithuanian higher education institutions. Applicants to first-cycle study programmes in the field of Business must have passed the State Matura Examinations in Lithuanian Language and Literature, Mathematics and an additional subject of their own choice. While applying, applicants can get additional points for: being a winner of national or international Olympiads; graduating school with honors or completing one year of work experience; obtaining a grade of at least 9 or better in the first or second subject (Mathematics as the first subject and Physics as the second). Points are also awarded to those with long-standing volunteer experience, military training or compulsory military service; vocational training programmes in the same field of education with distinction etc. Vilnius Tech also awards extra points in admission to non-state funded (hereinafter - NSF) places, which provides significant support from the university to applicants. Applicants must indicate eligibility for additional points for NSF places in the Lithuanian Higher Education Institutions for General Admission (hereinafter - LAMA BPO) data base, which can be confirmed by documents. Due to the additional points awarded for NSF places, the competition score for admission to Vilnius Tech for the same programme may differ (between SF and NSF places).

To publicise the study programmes and admission conditions and to popularize the Business field study programmes, the faculty and students co-operate with the Study Directorate of Vilnius Tech, the Admissions and Information Centre for Applicants and Admission, the Public Communication Directorate etc. During an academic year they take part in activities such as: "Open Days", "Career Days", other activities aimed at raising students' interest in their studies and informing them about the conditions of study at Vilnius Tech. Face-to-face or remote consultations are available, together with leaflets which publicize the structure of the competitive score. In addition, throughout the year, the faculties organize meetings at schools in Lithuania to introduce these programmes – providing an excellent opportunity to introduce and engage students in business studies at Vilnius Tech university.

All information regarding first-cycle study programmes is available on the official website of Vilnius Tech and includes admission requirements and possible career opportunities for graduates. The website also contains information about the faculties of Business Management and Transport Engineering. Both faculties promote study programmes through visits to schools, lectures, and events via their social media platforms. This includes interviews and expert knowledge, and insights on the business world. The social media content highlights practical applications of theoretical knowledge and is interactive with various contests involving alumni. It provides an opportunity for secondary school students to ask current students about the university and their programme of study. These actively promote the academic and professional achievements of students and graduates.

Each year events are organized to attract prospective students, for example, the "Manage Days" initiative brings together students, businesses and leaders, while social entrepreneurship hackathons encourage creativity and teamwork, and the "Transport Day and Transport Engineering and Logistics" event, introduces students to concepts in transport engineering, traffic safety and logistics.

Application and admission to the Business Studies Field is very dynamic.

The Business Management study programme was the first choice for 38 applicants in 2021, but the number dropped to 23 in 2022 and 2023. The total number of applicants rose sharply in 2022, reaching 495, but in 2023 the number of applicants fell by almost 200. The number of students

admitted to full-time studies remained fairly stable from 2021 to 2023, with an average of 14 admissions per year. In 2024/2025, 13 students were admitted to the programme and in 2025 this rose to 16 students. However, the number of admissions to the full-time weekend mode of study decreased, and ultimately there were no applicants admitted in 2023 and 2024. Consequently, the Programme Study Committee is considering terminating this mode of study from 2025 (SER p. 33). In 2021, 32 applicants out of 179 chose the Business Logistics study programme as their first choice, and 14 of them signed a study agreement. However, in 2022 and 2023 this programme had no admissions. To address this lack of recruitment, the Study Programme Committee revised the curriculum and shortened the duration of the programme from 4 to 3.5 years. In 2024/2025 5 students were admitted to the programme and in 2025/2026 12 students were admitted.

The Transport Engineering, Economics and Logistics programme also had a significant decline in applications in 2022, when the number of applicants fell from 231 in 2021 to 131 in 2022. The programme did not accept students in 2023. However, following revisions to the curriculum and shortening the duration of this programme from 4 to 3.5 years, 11 students were admitted in 2024/2025 and 12 students were admitted in 2025/2026. This study programme also saw a decline in the number of applicants making it their first choice. This decreased from 56 in 2021 to 33 in 2022. When evaluating applications and admissions to Business Field programmes in general, we can see that the Business Management study programme is the most stable. The other two programmes suspended admissions in 2023 and made certain adjustments to their study programmes for 2024 onwards.

Admission scores vary greatly between the three study programmes. The average score for students admitted to the Business Management study programme in 2021-2023 was 7.46, while the average score for students admitted to non-state-funded places was 5.54. The average score for applicants to the Business Logistics study programme in 2021 was 7.36 for state-funded places and 5.69 for non-state-funded places. The average score for applicants to the Transport Engineering Economics and Logistics study programme in 2021-2022 was 7.4 for state-funded places and 5.53 for non-state-funded places. It can be seen that students admitted to the Business Management study programme (state-funded places) achieved the highest admission scores, while students admitted to the Transport Engineering Economics and Logistics study programme (non-state-funded places) achieved the lowest admission scores when comparing all three study programmes.

In recent years, Business field study programmes have faced challenges. However, after analysing the data, the members of the study field are confident that there will be positive developments in future recruitment. The ongoing updates to programme content and structure, the optimization of the study duration, and the alignment with the labour market demonstrates the potential for sustainable growth of the study programmes.

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

Vilnius Tech recognizes academic results earned at other higher education institutions in Lithuania or abroad by individuals who have completed or are pursuing studies and wish to continue them at the university. This recognition covers both previous academic achievements and internships completed in foreign companies. For students returning from exchange studies, their academic work is validated based on the official transcript provided by the host university, along with documentation confirming any internship periods issued by the foreign company or organization. For more than 10 years Vilnius Tech has held the right to carry out academic recognition of education and qualifications related to higher education obtained under the educational programmes of foreign countries and international organizations for prospective students. The International Studies Centre coordinates and administrates the studies of international students who choose to pursue a full degree programme at Vilnius Tech.

To allow admitted students to personalize their studies, Vilnius Tech recognizes not only alternative modules but also competences gained through non-formal learning, using alternative assessment methods. This process follows the 2020 Procedure for the Assessing and Recognizing Competences Acquired Through Non-Formal and Informal Learning. (SER pg 35)

Candidates wishing to have their non-formal or informal learning recognised, must have at least two years of relevant practical experience. They are required to submit a written request to their faculty dean, who assigns a consultant within two working days. The consultant guides the student and

forwards the request to the SPC, which reviews it within five days, launches the recognition process, and lists the subjects to be assessed. One to three assessors are appointed.

The candidate prepares a learning portfolio within two months. Assessors evaluate it within ten days and hold an interview with the applicant before issuing the final decision, which is recorded in the credit recognition form. Up to 70% of programme credits may be granted for competences gained through non-formal or informal learning.

Based on the results presented in Table 4.4 of the SER, the number of students whose foreign qualifications were recognized increased from 10 in 2021 to 19 in 2023. Vilnius Tech believes this trend indicates the growing significance of recognizing foreign qualifications, an increase in the internationalization of study programmes, and the enhanced attractiveness of these programmes to students with diverse international experiences. They are confident that this number will continue to rise in the future, reflecting global trends in the internationalization of higher education.

This system of recognition enhances programme flexibility and attractiveness by acknowledging foreign qualifications and skills which have been acquired formally or informally, supporting students' academic development and promoting lifelong, self-directed learning.

ANALYSIS AND CONCLUSION (regarding 3.1.)

Student selection and admission criteria and procedures are adequate and transparent. All relevant information about admission is fully available via the website. The admission rules are logical, and it is commendable that a lot of attention is being paid to attracting students and familiarizing them with programmes in the Business field of study. Although the number of applicants to Business field study programmes is quite high, the number of students accepted into study programmes is low. This indicates that Vilnius Tech focuses on quality rather than quantity, when considering the grades of students who are accepted to study. The system of recognizing foreign qualifications, periods of study, and prior learning is well developed in Vilnius Tech.

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

During the reporting period, Vilnius Tech advanced its commitment to internationalization by actively supporting student and staff mobility. The university organized exchange opportunities for international students, hosted foreign scholars and short-term study visits, and steadily expanded its global and European partnerships. Annual international activities are planned and carried out in line with the university's strategic priorities.

Vilnius Tech seeks to collaborate with top universities in Europe and worldwide that align with the academic fields of the study programmes. A full list of international partners is set out in the Vilnius Tech "Erasmus+ International Mobility Partners" website.

Student mobility in the faculties of Business Management and Transport Engineering is coordinated with the Vilnius Tech International Relations Office. Erasmus+ study and internship procedures are detailed in the official regulations. Within the faculties, the Vice-Dean for internationalization oversees mobility programmes. Applications are accepted twice a year, in February and September, with individual interviews assessing students' motivation and readiness.

Students receive guidance throughout the application process from the Vice-Dean or the International Relations Office, via online or in-person consultations. The faculties manage selection for European exchange programmes, while the International Relations Office handles the Erasmus+ International Credit Mobility programme ("Erasmus+ World"). Mobility opportunities are promoted through multiple channels, including experience sharing from past participants and faculty members

involved in Erasmus+ teaching visits. Peer-to-peer exchanges provide valuable insights, helping students to understand potential challenges and prepare effectively.

In partnership with the International Relations Office, FBM and FTE have introduced several measures to promote student mobility these include: presenting Erasmus+ study and internship during the Integration Week to first-year students; promoting Erasmus+ via social media channels; organizing two International Student Days per year; informational sessions for second and third year students; consultations; assistance with applications; collecting promotional materials from international partners; support in finding internship placements abroad.

At the start of each application period, students are notified via the mano.vilniustech.lt platform to submit applications by the deadlines, with full details available on the Vilnius Tech website, including testimonials from past Erasmus+ participants. Eligible applicants are second to fourth-year bachelor's students who have not yet exhausted their Erasmus+ mobility quota (12 months per cycle, 24 months for integrated studies).

Erasmus+ offers study and internship opportunities within and outside the European Union. Selection is based on academic performance, language skills, motivation, and other relevant criteria, which encourages high achievement but may limit participation for lower-performing students.

Information about student mobility opportunities is shared through multiple channels: official social media (Instagram, Facebook), the International Relations Office, Erasmus+ faculty coordinators, Erasmus+ Days events organized by Vilnius Tech, the university website, and the mano.vilniustech.lt student portal.

Students from the faculties of Business Management and Transport Engineering actively take part in Erasmus+ exchanges and show strong interest in the Blended Intensive Programme (BIP) - between 2021 and 2024 a total of 24 students studying Trans Engineering Economics and Logistics participated in BIP (SER pg 37). The number of students in Business field study programmes who participate in Erasmus+ internships is not only low but is decreasing and there is

a slight decrease in the number of incoming students participating in Erasmus+ long-term mobility programme in the Business field. Analysis of Erasmus+ and the Blended Intensive Programme (BIP) data show steady growth in student mobility. While Erasmus+ internship participation has slightly declined, overall mobility remains stable, and BIP enrolment – particularly in Business studies – has increased significantly during the 2023/2024 academic year (Business Logistics – from 0 students in 2022/2023 to 10 students in 2023/2024).

The number of incoming students to Business field Study Programmes is significantly higher than the number of outgoing students.

The Faculty of Business Management had on average 80 incoming students per year (from 2021 to 2024). However, Faculty of Transport Engineering had on average 3 incoming students per year. These figures show that the Faculty of Business Management is able to attract foreign students to come and study, while the Faculty of Transport Engineering needs to review the reasons for the low take up of Erasmus places by incoming students.

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

Vilnius Tech provides a range of support for its students. This includes academic, financial, social, psychological and personal support services.

Students receive continuous academic support throughout their studies. Programme information is provided in various formats, including introductory lectures for first-year students, "Introduction to Studies," which cover Vilnius Tech's structure, faculties, and academic process. Library staff also conduct training sessions on library use, databases, photocopying, sports and arts opportunities, student housing, career planning, Erasmus+, and psychological support. To build community and support students academically and personally, each full-time first-cycle study group is assigned a

senior student mentor and a faculty advisor. They guide students on academic rules, faculty operations, student rights, scholarships, and the academic calendar, while encouraging participation in extracurricular activities and student representation. At least once per semester faculties hold a meeting between student representatives and staff to discuss study organization and group-related issues. Student support includes the provision of learning materials through the Moodle platform, where lecturers share course syllabus, learning outcomes, recommended sources, lecture notes, assignments, assessment criteria, self-tests, exam questions, and grade updates. Lecturers hold regular office hours for academic consultations, which can take place in-person, via email, Teams platform, Moodle environment, or by telephone. Important information is also communicated to students through designated group email addresses.

The Academic Support Centre offers consultations and seminars on career planning, internships, job search strategies, and interview preparation in Lithuanian and English. Each year, Vilnius Tech hosts Career Days, featuring lectures, interviews, networking fairs, and company visits. To promote employability, the university runs the “Vilnius Tech Graduates: 100 Perspectives” project, helping graduates enter the job market and connecting employers with talented professionals. Job and internship opportunities in Lithuania and abroad are available through the university’s online databases. In addition to centralized services, faculty dean’s offices and academic departments offer career guidance. Students receive advice on mandatory and elective courses in relation to career prospects.

Faculty advisors report that initial meetings with student groups focus on relationship-building, personal interests, well-being, and available support. Students are introduced to the university psychologist and sessions that aid adaptation, address transitional challenges, and encourage participation in sports, arts, and cultural activities. Information on discounts, benefits, and Erasmus+ opportunities is also provided. Later meetings cover scholarships, assessments, exam schedules, technical issues (e.g., SPSS software), and review academic performance, challenges, and overall experiences.

At least once per semester, student group representatives meet with university staff to discuss study-related issues. Group leaders prepare “seniors’ letters” summarizing the group’s feedback and suggestions on study quality.

Also, there are organizations that advocate for student interests by monitoring academic and housing conditions, participating in study programme committees, collaborating with student organizations from other higher education institutions, engaging in joint activities with academic staff, organizing surveys, discussions etc.

Social and financial support is offered through various scholarships and grants, including merit-based awards, one-time university or faculty scholarships, social scholarships from the State Studies Foundation, and named scholarships. One-time scholarships may be awarded for active participation in cultural, sports, or social activities benefiting the university, as well as for students facing financial hardship, illness, or loss of parents/guardians. These are granted by the faculty dean from the one-time scholarship fund. Merit-based and social scholarships are administered by the State Studies Foundation. The maximum one-time award is 3 BSI (basic social indicators), with a yearly limit of 6 BSI per student. Students with disabilities enrolled at Vilnius Tech are eligible for support through the State Studies Foundation. The Grand Duchy of Lithuania Gediminas Scholarship, along with 2.5 BSI and 1.5 BSI scholarships, is awarded to top-performing students in bachelor’s, master’s, and integrated programmes based on their academic results at the end of the examination session. Allowances are non-repayable. All eligible students can apply, and due to few applications, most qualifying students receive support. Students of Lithuanian descent and diaspora members may also receive state support, and all students can apply for state-guaranteed loans through the State Studies Foundation. Students are also eligible for tuition fee reductions in accordance with the Rector’s order. In 2023/2024 3 students on the Business Management programme received a reduction in tuition fees (an increase from 1 in the previous year). In the

Business Logistics study programme, the number of students benefiting from fee reductions remained stable during the evaluation period. Transport Engineering Economics and Logistics had the highest number of students who received a reduction in tuition fees in 2023/24 - 15 in total.

Students requesting accommodation are provided housing in dormitories near Vilnius Tech campuses whenever possible, it is noted, that dormitories are not free of charge and students must pay for them.

Psychological support at Vilnius Tech has been strengthened through individual counselling and motivational interviews, particularly for students considering discontinuing their studies. Psychological consultations are free, but as it is stated in Vilnius Tech website, there are only two psychologists providing consultations – the university may wish to consider increasing the number of psychologists so that a greater number of students can access this service. It may also be useful to obtain feedback from students on the adequacy of this service. Faculty vice-deans meet with students who are considering leaving the programme to discuss reasons for their withdrawal, programme feedback, and future plans. They offer academic leave when needed and encourage reconsideration to allow more time to make the decision of whether to terminate their studies or not. Workshops and seminars help students manage stress, improve communication, time management, and learning skills. Faculty also receive psychoeducation and crisis prevention training to support teaching and student engagement.

Since 2024, monitoring of student activity in Vilnius Tech's information systems helps identify students facing difficulties - academic, personal, or psychological - allowing timely support. These measures enhance student well-being, resilience, and study quality.

Since 2015, Vilnius Tech's Sports and Arts Centre offers students opportunities to engage in sports and arts. Sports include basketball, volleyball, football, athletics, wrestling, and powerlifting, while artistic groups feature the folk-dance ensemble "Vingis," choir "Gabija," theatre studio "Palèpè," and orchestra. The Centre also provides elective courses promoting healthy lifestyles (e.g., Physical Activity and Health, Healthy Living) and artistic development (e.g., Art Appreciation, Artistic Expression).

3.2.3 Higher education information and student counselling are sufficient

Information about study programmes is provided to students through multiple channels. During Integration Week, first-year students are introduced to their programmes and attend the "Introduction to Studies" course, created in response to student feedback. They are also informed about opportunities in sports, arts, housing, career development, Erasmus+, and psychological support. Library staff provide training on library regulations, electronic catalogues, database use, copying services. Each first-year group is assigned two mentors - a faculty mentor and a student mentor - who help students understand study requirements and essential information. Faculty mentors meet their groups at least twice per semester. All faculty members offer regular office hours for consultations, with additional support available by phone, email, or online.

Students may consult any faculty member involved in their study programme. A consultation schedule and a dedicated consultation week when staff provide additional support during lectures and individually, both in person and through online platforms such as "Zoom" and "Teams" is provided each semester.

Study support is further strengthened through learning materials uploaded to Moodle, including syllabus, lecture notes, assignments, assessment criteria, and exam preparation materials. Consultation hours are announced on Moodle and faculty websites, and students may receive consultations before examinations. Surveys from 2021–2024 show that students consider consultations sufficient. Student representatives also share information through faculty councils and study programme committees, while instructors organize company visits to enhance motivation.

To reduce drop-out risks, at the beginning of each semester the Study Programme Committee chairperson holds meetings with all student groups to explain the content, logic of the taught topics, and relevance of study subjects. The drop-out rates have decreased significantly since the previous review when they were recorded as 40%. The Business Management programme’s drop-out rate has decreased from 35% in 2021/2022 to 30% in 2023/2024, the drop-out rate for Business Logistics has decreased from 11% in 2021/2022 to 5% in 2023/2024, and for Transport Engineering Economics and Logistics the drop-out rate has increased slightly from 16% in 2021/2022 to 18% in 2022/2023. However, as explained in Section one of this report, the university believes that the original drop-out rates were miscalculated as they included students to whom an offer had been made, but who did not enrol on their course due to visa and other difficulties.

ANALYSIS AND CONCLUSION (regarding 3.2.)

From the information provided in the SER, additional documentation and from the onsite meetings with students, teaching staff and administrators, the Expert Team concludes that students are provided with ample opportunities for mobility. However, it would be beneficial to encourage more students to participate in Erasmus+ internships.

The various forms of support provided for students, are extensive. The academic support system is particularly strong, but psychological support could be strengthened to ensure it is fully accessible to all. Drop-out rates are being addressed through the various support mechanisms introduced for students. During the onsite meetings, staff expressed their confidence that drop-out rates will continue to decrease as enrolments onto the programmes increase.

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			3		

COMMENDATIONS

1. Formalized and transparent student admission procedure.
2. Comprehensive student support system which pays particular attention to reducing the drop-out rate.

RECOMMENDATIONS

To address shortcomings

1. Increase recruitment by improving the visibility of the study programmes through active dissemination of information about the programmes, their content, and career prospects,

- using media outlets, television, social networks, exhibitions, meetings, and specialized events.
2. Review the adequacy of the provision of psychological support for students.

For further improvement

1. Continue to monitor the drop-out rates for all students in the Study Field.
2. Increase the number of both incoming and outgoing students who participate in Erasmus+ internships in the Business field of study
3. Strengthen cooperation with schools emphasising the university's uniqueness in terms of the integration of fundamental knowledge, technological innovations, and social sciences.

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 intended learning outcomes of the study programme and individual courses are set out in the syllabus which is made available to students. In individual courses the intended learning outcomes of the course are communicated to the students via the course outlines on Moodle. According to the course syllabus, a wide variety of different teaching methods such as traditional lectures, group work, written assignments and problem-based learning are employed. Many of the teaching methods require active participation from the students, engaging them in the study programme. This provides the students with a diverse learning experience and supports them to achieve different learning outcomes. Based on the course descriptions, the teaching is practically oriented, providing students with skills relevant for the job market.

The university was previously recommended to review the teaching and learning methods and to increase flexibility in methods of attendance and assessment to better accommodate the needs of students with different lifestyles. For this, the university is providing a possibility for individual study plans, and a possibility to study at a distance.

The evaluation of the courses supports continuous learning, as interim assessment is mandatory. The fulfilment of learning outcomes is regularly monitored at the programme level, through the evaluation of students over time. Together with the teaching methods emphasizing active participation and individual input, the performance of the student and the learning process is ensured by applying a cumulative achievement assessment system, including evaluation of individual tasks. In the previous evaluation report, VGTU was recommended to review the relationship between marketing, student recruitment and the contents of the study programmes to address the high drop-out rate during the first year of studies. The university has taken various measures, including reviewing the contents of the programme curricula as well as improving communication with both potential students and students already in the programme.

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

The university considers the individual needs of students in various ways. For students with physical needs such as mobility impairments, the university provides an accessible environment, including

access to classrooms and sanitary spaces via elevators and ramps. The university also provides a targeted allowance for students meeting the legal criteria of disability, that can be used to improve accessibility to studies. For other types of special needs, the university provides a possibility to adapt, for example by providing a possibility to adapt assignments, assessment formats and additional time to complete the assignments.

The university provides support for both students and teaching staff. Students with special needs (as well as all the other students) are given access to individual consultations, emotional support or short-term psychological assistance. For the teachers, the university offers training and expert assistance on how to recognize different special needs, and how to provide support.

To support the integration of all students, including those with individual needs, the university has a mentoring system in place, and incoming students are assigned both a student mentor and a mentor from the academic staff who meet with them regularly.

ANALYSIS AND CONCLUSION (regarding 4.1.)

The evaluated study programmes have clearly defined learning objectives and outcomes that are supported by the learning objectives and contents of individual courses. The teaching methods are diverse, and support the individual learning of the students, via cases, problem-based learning etc. The evaluation of students through assessment supports continuous learning as students are evaluated throughout their courses. The practical orientation of the teaching fully prepares students for the job market. The university has a clear and effective support system to integrate students into the academic community. The development of hybrid learning modes should be further developed to support the different lifestyles of students, and consideration could be given to offering courses online.

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

The monitoring of the learning process takes place systematically on three different levels: university, faculty and study programme level. Results are summarized and analysed twice a year, and where actions are required, the study programme committee engages relevant faculty and other stakeholders such as teachers and students in the discussion to identify the causes. If the committee identifies specific reasons for problems with the study performance, it may initiate changes. These recommendations are then further reviewed by the faculty's study committee.

Academic (study) performance is consistently monitored via a set of surveys which serve different purposes. This includes the student survey, lecturer survey, and the graduate survey. The results of the surveys are summarized and discussed at different levels of the programme management structure which includes the Rectorate, academic units and study programme committees. To obtain further feedback from the students, meetings with student representatives are organized at least once per semester. This enables student representatives to make recommendations (on behalf of their fellow students) on the development of the study process.

In addition to formal surveys, feedback is also given more informally both from teachers to students regarding study performance and competences, as well as from students to teachers regarding study contents, teaching methods etc. the students are also provided with opportunities for scheduled individual consultations to discuss their study performance and other study-related questions.

4.2.2. Graduate employability and career are monitored

The university and its departments systematically evaluate the employability and career development of the students. This is done both by maintaining contact with the alumni and via the data provided by The Government Strategic Analysis Centre. In addition to the formal employment and salary information, the university also uses surveys targeting both alumni and employers to analyse whether the contents of the study programmes correspond with the needs of the job market. According to the data provided by the Government Strategic Analysis Centre, the graduates of the evaluated study programmes are received well in the job market, as a high percentage of them are employed in relevant positions after graduation. 84% of graduates currently work in a field directly or partially related to their specialization. According to a survey, 97% of employers were satisfied with the competencies of Vilnius Tech graduates.

In the previous evaluation the university was recommended to have a more longitudinal approach to tracking graduate employment, as a high percentage of students are in low skill jobs one year after graduation. The university has developed multiple different methods to follow the employment of their students, including regular surveys and communication with employers and alumni. Based on those, an increasing share of graduates of the evaluated programmes are employed in positions which are appropriate for their level of education, indicating that the university has taken efficient measures in following the requirements of the job market. However, the university recognises the need to continually monitor graduate employment and obtain feedback from employers to ensure that the programmes meet the needs of the job market.

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

The university has both formal procedures and tools to ensure academic integrity. The official regulation regarding academic integrity is recorded in the Code of Academic Ethics of Vilnius Tech. According to the code, teachers are required to report any credible information regarding any mode of student misconduct or academic integrity. In case of suspected misconduct, additional evaluators (lecturers, student representatives) may be assigned.

Depending on the severity of misconduct, the university may impose penalties, ranging from no evaluation to expelling the student from the university. To discourage misconduct, the university requires students to include a declaration confirming that their work has been completed independently and honestly. For technical control of academic misconduct, the university employs Turnitin text-matching system. The university also employs a formal policy and guidelines to guarantee tolerance and non-discrimination.

During the reporting period, there were two cases of academic dishonesty recorded in Business field study programs. No violations of tolerance or non-discrimination principles were identified.

4.2.4 Procedures for submitting and processing appeals and complaints are effective

The university has a structured and effective procedure to handle possible appeals or complaints. The process is formally regulated by the university Student Appeals and Complaints Review Procedure. Based on the procedure, students are able to initiate an appeal or complaint procedure in the case of evaluation scores, knowledge assessment procedures and administrative actions.

Depending on whether the topic is about possible violation in evaluation or regarding procedural violation, the student may either submit an appeal directly or contact the lecturer first.

Appeals regarding procedural violations may be submitted immediately without contacting the lecturer or commission.

Again, depending on the topic, appeals are either reviewed by the University Appeals Commission or the Faculty Appeals Commission. The Faculty Appeals Commission is formed within 5 working

days after the receipt of an appeal. The commission consist of 3 to 5 members, excluding anybody with a possible conflicting interest. The University Appeals Commission is permanent and appointed by the rector.

Complaints related to the study process (e.g., dissatisfaction with teaching quality) can be submitted in writing to the Chair of Study Program Committee, Head of the Department, or Dean.

For complaints about the content of study programmes etc, the university has a separate process which takes the form of student feedback. The responsibilities of the stakeholders in the appeals process are communicated clearly to all the stakeholders, enabling the students to understand their rights and possibilities to submit an appeal.

During the period under review, the Business field study programs recorded 2 cases of student appeals and complaints, resulting in a decision to improve coordination between lecturers and students.

ANALYSIS AND CONCLUSION (regarding 4.2.)

The university's policies and procedures for student assessment are clear and effective. The progress of students and the study programme is regularly monitored and in case of deviations, the university has a clear and working structure to address the issues. The university also regularly monitors the employability of students both via official statistics and via self-prepared surveys. In respect of academic misconduct, or possible appeals and complaints, the university maintains clearly communicated rules and a functioning process with well-defined responsibilities to deal with possible cases. The university has taken effective action to address the recommendations of the 2022 External Evaluation Report (EER).

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			3		

COMMENDATIONS

1. Effective actions have been taken to address the recommendations of the 2022 EER.

RECOMMENDATIONS

To address shortcomings

1. Develop flexible study and modes of hybrid teaching, which do not conflict with attendance requirements, to support different student lifestyles, this should include consideration of offering courses online.

2. Continue to track graduate employment over time, and obtain feedback from employers to ensure that the programmes are meeting the needs of the job market.

For further improvement

1. Monitor dropout rates and ensure the support given to students in the early stages of their programme is effective.
2. Use the data collected from the appeals and complaints process to further enhance the quality of programmes.

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

The number of teachers in the Business management programme was 72 in the study year 2023-2024. The corresponding numbers of teachers in Business Logistics and Transport Engineering Economics and Logistics were 24 and 30. In Business Logistics and Transport Engineering Economics and Logistics the number of teachers has reduced between 2021-2024, whereas the number of teachers in Business Management has remained stable. Over time, there has also been fluctuation in the number of students in the programme, and this has led to changes in the teacher-student ratios of the programmes. In 2023-2024 the teacher-student ratio of Business Management was 0.36, or 2.77 students per teacher. In Business Logistics the ratio was 0.89 (1.12) and Transport Engineering Economics and Logistics 0.27 (3.7). All these ratios are on a normal level.

71% of teachers in Business Management are permanent staff (with at least half-time position for at least 3 years). In Business Logistics the share of permanent staff is 83% and in Transport Engineering Economics and Logistics it is 73% indicating that the teacher turnover is modest, and that most of the teaching in the programmes is carried out by the permanent staff.

Of the teaching staff, 16 (21%) fulfilled the qualifications of full professor in the study year 2023-2024. In addition to this 36 (46%) fulfilled the qualifications of associate professor. Combined this means that almost 70% of the teaching staff qualify either as a full professor or associate professor. In addition, some of the assistants also hold a doctoral degree. This has remained steady over time, as the share of teachers with qualifications as a professor or associate professor was the same between 2021-2022. As the share of teachers with academic qualifications is high it can be assumed the teaching staff have sufficient qualifications to achieve the learning outcomes of the programmes. The majority of teaching staff are well-experienced, as all the teaching staff with academic qualifications (professors, associate professors) are over 40 years old. 55% of professors and associate professors are over 50 years old. In the study years 2021-2022 and 2022-2023 this applied also for all the other teaching staff, whereas in 2023-2024 the teaching staff included 6 lecturers under 40 years old.

All the teachers in the Business Study field are proficient in at least one foreign language, including English, Polish or Russian. All the teachers teaching in English have at least B2-level proficiency in English language.

In the short term the programmes are likely to benefit from the experience of the more senior lecturers, whereas in the long term the age structure of the teaching staff should be developed, either by engaging the current lecturers in academic studies, or by recruiting from outside the university.

ANALYSIS AND CONCLUSION (regarding 5.1.)

From the data provided in the SER, meetings with staff and students, the Review Team can confirm that the number, qualifications, and competence of teaching staff is sufficient to achieve learning outcomes. Student staff ratios are at an acceptable level ensuring that students receive the necessary academic support they need. The teaching staff are experienced in their field, and the majority are involved in research projects which are directly associated with their area of teaching.

5.2.	Teaching staff are 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

The university has a formal system to encourage staff to participate in academic mobility. Teachers are rewarded for giving lectures in foreign universities, and for participation in international study-related seminars. The teachers are able to participate in Erasmus+ exchange programmes, as well as other international exchange programmes such as DAAD, BAFF etc. In addition to exchange programmes, teachers are encouraged to participate in academic conferences, for which participation is financed either directly by the university or via international projects. As the forms of academic mobility are many, so are the benefits for the university. VGTU acknowledges the role of academic mobility in enhancement of study quality, the execution of international projects, and the development of collaborative scientific research. During the last three study years, 49-66% (40-48) of teachers in the faculty of Business management and 49-76% (18-26) of the faculty of Transport Engineering have participated in some form of international academic mobility. When interviewed during the onsite visit, the teaching staff considered the possibilities for academic mobility and support, both financial and administrative from the university to be sufficient.

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

The university has a structured and consistent approach on the development of the teaching staff. The teachers are encouraged and even required to develop their pedagogical, research competence and language skills. Via the Academic Support Centre, the university provides teachers with individual consultations, seminars and access to instruction materials on pedagogical development. In addition, teachers are given opportunities to develop their pedagogical skills via training in other institutions, both in Lithuania and abroad. Pedagogical training is also linked to the attestation process. Teachers with less than 10 years of service at the university are required to complete 40 hours of training per term of office, whereas the requirement for teachers that have served over 10 years is 20 hours.

Teachers are provided with opportunities to develop their research skills via training sessions organized both by the university library, as well as external providers such as academic publication houses.

The university targets teachers who teach subjects in English requiring them to develop their language skills. Such teachers must have an English proficiency level of B2. The target of the university is that at least 30% would have a C1 level of English language. To reach this goal, the university organizes subsidized (80-100%) English language training courses at different proficiency levels.

In respect of professional development, teachers are given opportunities to undertake internships in Lithuanian or foreign enterprises and research centres. Teachers serving their first term after obtaining a doctoral degree are required to take an internship during the first three years of employment. The university supports the internships both financially and workwise, as teachers on internships are provided their average salary (in case the internship lasts for less than two months), and are exempt from academic duties. The internships are also supported via scholarships.

ANALYSIS AND CONCLUSION (regarding 5.2.)

The qualifications of the teaching staff meet the requirements to provide high quality teaching. Staff are participating in research activities, thus combining research with the contents of the study programme. Members of staff are provided with opportunities for international mobility, both via international exchange as well as international research projects, which is addressing the recommendation regarding the relationship between international mobility and research made in the EER of 2022. However, a more strategic approach to funding and support for projects relating to the

Business Field of Study may further increase participation. The university provides support and opportunities for professional development. In the previous evaluation report, recommendations were made regarding the use of analytical tools. The university has addressed this by providing access to multiple analytical tools such as Matlab, Stata etc. as well as analytical databases such as Bloomberg. In respect of the recommendation to further explore and develop research contracts with social partners, the university is increasing its engagement in research projects with the partners both via thesis work and otherwise. Feedback from research partners regarding the outcomes of these projects is positive.

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			3		

COMMENDATIONS

1. The university has a well-structured system for both academic mobility and teacher competence development.
2. Teachers are supported and encouraged to engage in both academic mobility and professional (pedagogical, research, language skills) development.
3. Academic (teaching) staff are well-qualified, and the university has a long-term policy to develop the competences and structure of its staff.

RECOMMENDATIONS

To address shortcomings

1. Strengthen inter-institutional collaboration by joining networks and associations relevant to Business field study programmes.
2. Review the funding and level of support for mobility and professional development at a strategic level to ensure that it fully meets the needs of those participating in international mobility and development programmes.

For further improvement

1. Further develop strategic international partnerships in relation to the business field to increase international mobility and research opportunities
2. Ensure that the age profile and experience of staff effectively align with the dynamic nature of business.

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

The Business Field of Study is located in 2 faculties - The Faculty of Business Management hosts Business Management with three specializations: Financial Management, Marketing, Business Project Management; it also hosts Business Logistics. The Faculty of Transport Engineering hosts the Transport Engineering Economics and Logistics programme. Teaching is concentrated in the faculty to which the programme belongs, and students access the resources for that faculty.

FBM occupies a total area of 4927 sq m. The facilities include 15 auditoriums, 5 computer labs on multiple floors. Six of the auditoriums are equipped with hybrid teaching tools including cameras, microphones, speakers and interactive whiteboards. 121 workstations are provided, all with access to the internet. Six auditoriums and all the computer laboratories were refurbished during 2013 and 2015.

Students have access to the Bloomberg Terminal enabling them to analyse real financial data, assess market dynamics, conduct investment analysis, and deepen their competencies in the field of international finance.

The Faculty of Transport Engineering moved to new premises in 2023 and is housed in two separate interconnected buildings. There are 22 rooms for studying, all with ergonomic furnishings and a total of 253 workstations.

Ninety-five percent of the university's premises are covered by wifi. Over 200 software packages are available to students both at the university and from home through the university cloud system.

All students have access to MATLAB/SIMULINK which provides models for mathematical calculations, the development of artificial Intelligence, mechanical system modelling and system development.

The student portal provides access to programme details, such as the curriculum, timetables, and study resources. Seventeen interactive Moodle courses are available via the student portal

Students can participate in scientific work and empirical research using a software package which enables them to analyse quantitative and qualitative data collected through surveys, interviews and observations.

The university provides numerous software packages – including GIS plus a system for biometric eye movement tracking used in advertising, as well as gamification stations for real time quizzes

Specialised software for logistics in the Faculty of Transport Engineering enables students to model logistics flows using commercial software.

As the university participates in Eduroam students can easily access the university library's digital resources. The library is open 24/7 and over 30,000 teacher recommended books are available via the university Library Student electronic service, which provides access to reading lists and digital

versions of texts. It also indicates the availability of texts, and enables students to submit requests for acquisitions. Students can access electronic book titles from home (SER p 72).

The library subscribes to 39 databases and an academic English editing tool. It provides training sessions, both face to face and via live streaming on researching appropriate materials, citations etc. During 2024 there were over 1,500 participants in these courses (SER p 70).

An accessible entrance is provided in Building S3, with designated parking spaces and wide doors for wheelchair access (SER p. 72). As part of the “Ensuring Study Accessibility for Students with Special Needs”, implemented by the State Studies Foundation, the library has installed four workstations for students with specific needs. These include a braille printer, video magnifiers, specialized keyboards and alternative mice plus assistive software that converts text to a speech synthesizer. The equipment was shown to the Review Team during the site visit.

To support internships, the university has developed a dedicated internship base which provides an opportunity for students to take part in internships with international companies as well as with the Institute of dynamic Management at Vilnius Tech. Students can participate in tri-partite agreements between representatives from Vilnius Tech and transportation and logistics companies. Documentation relating to internships is available on the university website in both English and Lithuanian.

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

Funds for planning and upgrading resources are determined annually and are allocated according to student funding quotas and self-generated income.. Each programme has an annually prepared and approved budget plan. The annual funding includes resources for the acquisition of long-term material assets, renovation of faculty premises, maintenance and repair of faculty equipment. Updates to IT, multimedia, and some laboratory equipment are funded by both the faculty and central university funds. International projects also provide funds for new equipment and social partners have sponsored the expansion of resources. Some examples of this are: the Bloomberg Laboratory established by Metso, and the renovation of learning spaces in the Transport and Logistics Laboratory by SCANIA Lietuva and Jungent Lietuva (Shell’s representative in Lithuania).

Each faculty is allocated an annual financial quota for acquiring relevant printed books. This is related to student numbers. According to the SER, investment in printed materials increased from 55 000 euros in 2020 to 80 000 euros in 2024 for each of the faculties (SER Table 7.1 and 7.2 p. 70). University Departments recommend new titles to be purchased by the library, and 600 new titles of printed material are added annually to the library collection. During 2024/2025 an additional 400 titles were received as donations from publication houses, organisations and individuals

The university has an annual renewal policy for software licences to which 120 000 euros is allocated. A further 15 000-20 000 euros is allocated annually for upgrading the hardware (SER p. 69).

ANALYSIS AND CONCLUSION (regarding 6.1.)

The review team were given a tour of the resources for the Faculty of Business Management and a video presentation of the resources for the Faculty of Transport and Engineering. These confirmed that the resources are up to date and of a high quality. Their suitability to support the learning process of students in the Business Study Field was confirmed during meetings with both staff and students, who indicated that they can request additional resources for their courses if required.

The team noted that some facilities had been sponsored by social partners. Vilnius Tech has identified active participation in scientific research projects and commissioned work as well as enhanced co-operation with social partners to be a possible means of increasing funding for additional resources. The review team affirms this proposal.

The Team concluded that there are adequate procedures in place for planning and upgrading resources and this is evidenced by an annual budget of: 10,000 euros allocated to upgrading software; 15,000-20000 euros allocated to expanding cloud computing services and upgrading the server; 41,500 euros allocated to enhancing the wireless networks and a further 70,000 euros allocated to further enhancements to the wireless networks in dormitories. However, in view of the fast changing technology in the business world, Vilnius Tech will need to continue to make significant investment in both physical and online resources.

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				4	

COMMENDATIONS

1. High quality resources in both faculties which provide a supportive and effective learning environment for students in the Business Study Field.

RECOMMENDATIONS

For further improvement

1. Continue to invest in both physical and online resources to ensure they effectively support all students to actively engage in the fast-changing environment of the business world.

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 university Strategy for 2021-2030 ([VilniusTech schema 220215 EN-kitasrifas](#)) is published on the website and focusses on the need to deliver a high quality learning experience which will benefit all its stakeholders. It includes plans for the future development and innovation of the student experience at Vilnius Tech and acknowledges the need for sustainability, research and development and international partnerships, while reflecting on its own place, and that of its graduates, both nationally and internationally.

The location of the three study programmes in the Business Field in two separate faculties reflects the academic and research interests of the professors. The Faculty of Business Management focuses on business, marketing, project management, finance, and business logistics. It hosts the Business Logistics programme and the Business Management programme which has three specializations: Financial Management, Marketing and Business Project Management.

The Faculty of Transport Engineering specializes in transport economics and transport logistics and hosts Transport Engineering Economics and Logistics, with specializations in: Transport Logistics and Transport Economics.

The university's Internal Quality Assurance system (hereinafter - IQA) serves as the basis for ensuring the quality of programme delivery and development across both faculties is effectively and equitably implemented. The IQA is aligned with the standards and guidelines for quality assurance in the European Higher Education Area (hereinafter - ESG), (SER p. 78) and is available on the university Website in both Lithuanian and English.

The Rectorate, Senate and the university Study Committee are responsible for the oversight of quality across the university. Within the faculties, Faculty Councils, Faculty Study Committees and the Dean's office are responsible for managing quality. At the operational level, Study Programme Committees manage the quality of the student experience in relation to the delivery of programmes.

The university has a set of key documents for managing quality which include: the development of programmes (provided as additional information); assessment, thesis, distance learning, staff development, complaints and appeals, and analysis of student feedback [(SER table 8.1 p. 74)]

Since the previous review of the Study Field in 2022, the responsibilities of the SPC chairs have been more clearly defined and additional remuneration has been implemented to ensure the effective performance of this function (SER p. 77). Regular meetings between the university Study Committee and SPC chairs have been initiated to discuss study quality matters, including accreditation processes, study programme promotion strategies, mentoring programmes for drop-out prevention, lecture observation practices, and activities to enhance feedback mechanisms (SER p. 77 and additional information). The composition of the SPC is systematically reviewed before each academic year to ensure diversity in representation.

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

Stakeholders – students, teaching staff, alumni and social partners - are involved in the quality assurance process. They provide feedback to the university and are represented on the SPC. Social partners make a further contribution to the quality of the programme through the provision of internships, guest lectures and their role in the thesis process. Vilnius Tech has increased their involvement by enhancing the integration of employer feedback into programme development and this is reflected in the relevance of the programmes to the labour market (SER p. 77; meeting with social partners). The involvement of the various stakeholders was confirmed during meetings with social partners, alumni, students and teachers.

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

Information on programmes including the qualification which will be awarded to successful candidates is published on the university website. Curriculum content, the aims of the programme and the learning outcomes are also published on the website, as well as being available via the student portal. Admission requirements, fees, scholarship information, the evaluation of existing graduate qualifications (transfer studies) are clearly set out under each programme, together with internship opportunities and possible future career pathways. Student testimonials are published to provide a student's view of studying at Vilnius Tech.

Copies of previous evaluation reports, both national and international are available on the university website, however the outcomes of surveys of stakeholders are not easily accessible and could be more prominently displayed on the website to provide potential students with examples of how such feedback has contributed to further enhancement of programmes and the student learning experience

. Within the university, the “Alma Informatica 2” stores information on study programmes, including course descriptions, assessment, and monitoring reports. The “university Power B1 Account provides dynamic data for the monitoring of student satisfaction and drop-out rates. Feedback from surveys and actions taken are published on the university intranet, and a document management system stores information about decisions made at all levels of governance, minutes of meetings and self-evaluation documents (SER p. 77).

7.1.4. Student feedback is collected and analysed

Students are given regular opportunities to provide feedback through surveys, membership of the field study committee, meetings with student representatives, meetings with students during their first, second, third and fourth years (SER p. 84, tables 8.1-8.3, SER p. 86). The feedback is analysed and discussed at SPC committee meetings and university Committee meetings. Summarized results and actions taken are incorporated into annual faculty study committee reports (SER p. 84). Student survey results are used to make adjustments to programmes such as introducing more innovative teaching methods and updating the curriculum. Students are informed about survey results and subsequent actions taken through their student representatives, meetings with SPC chairs and the university internal information systems.

Feedback from teachers is collected through surveys and “letters” from teachers evaluating their courses (SER p. 79). Social partners and alumni are also surveyed. On a regular basis and the results which were included in the additional information for the Review Team are positive.

ANALYSIS AND CONCLUSION (regarding 7.1.)

The internal quality assurance system at Vilnius Tech provides a sound basis for the consistent management of quality in the Business field of study across the two faculties. The results of student satisfaction surveys are generally positive (SER p. 86). However letters from student representatives, which were included in the additional information sent to the review panel, identify two modules in business management and two modules in business logistics where students cited overlap of course content and lack of preparation by the lecturer (additional information summary of letters by VVF) Social partners and employers have provided positive feedback on graduates (Annex pp. 169-170) with the exception of their ability to work in teams. The outcomes of these surveys are considered by the SPC.

Action is taken in response to feedback, and this is evidenced by changes made to assessment workloads, the balance between theory and practice and the application of active learning methods, major revisions to course structures, the introduction and analysis of international case studies and engagement with real world business projects. A blended learning model has been implemented for international students who are not able to arrive in Lithuania in time for the start of their first semester of study.

Vilnius Tech has responded to the recommendations of the last Business Study Field Review by implementing a variety of methods for the collection of feedback from stakeholders. Information relating to survey results and both qualitative and quantitative feedback from stakeholders is stored on various internal university information systems and there is evidence that it is used to enhance programmes and the student learning experience. Students confirmed that they are informed about survey results and action taken in response to their feedback. However, the results of student surveys and feedback from stakeholders are not available on the university website. Their publication together with an indication of action taken in response to stakeholder feedback would be helpful to prospective students.

Vilnius Tech acknowledges that: “There is a need for better integration of internal systems and expanded functionality to provide faculties with more effective tools for timely decision-making. Further development of the Key Performance Indicators (KPI) system is needed to allow for a more structured evaluation of the effectiveness of implemented changes (SER p. 89). These systems are discussed in paragraph 7.1.3, and the Review Team affirms that better integration would enhance the management and monitoring of quality.

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				4	

COMMENDATIONS

1. The very detailed and clear systems for managing quality, which are set out in the IQA, and the various university processes and procedures which support it.

RECOMMENDATIONS

For further improvement

1. Externally publish the results of feedback from all stakeholders to ensure transparency in the quality assurance process.
2. Integrate the internal information systems and expand functionality to provide faculties with more effective tools for timely decision-making and evaluation of the effectiveness of action taken.
3. Address the concerns of students relating to duplication of course content and ensure that action taken is fed back to students.

V. SUMMARY

Vilnius Tech has provided an extensive and detailed self-evaluation report which effectively presents information and data enabling the Review Team to analyse and draw conclusions about the component parts of the evaluation report. Requests for further information were swiftly responded to and the onsite meetings provided evidence of enthusiastic support and participation in the programmes by the administration, teaching staff, social partners, graduates and students. The Review Team would like to thank the SER Team and all those who participated in the review for a very detailed SER, effective organisation of the onsite visit, detailed responses to questions posed by the team and their support and hospitality during the visit.

The SER provided evidence that the university has used the recommendations set out in the External Evaluation Report, following the review in 2022, to take action to enhance the quality of the programmes in the study field. Curriculum content has been reviewed, learning outcomes revised, soft skills explicitly defined, and programme structures adjusted to improve the attractiveness of the programmes to potential students. Employer feedback confirms that graduates possess strong theoretical preparation and adaptability. However, employers suggest there is room for improvement in the practical skills of graduates. The high drop-out rates, identified in 2022, have been reviewed and preventative measures put in place to support students during the initial stages of their studies. This has had a positive impact on student retention.

There is a clear connection between research and study activities in the field. Research priorities have been clarified; international collaboration has increased, and research themes are relevant and up-to-date. However, there are concerns about the quality of publication outputs, particularly the high share of papers in MDPI journals, and the institution is taking action to address this issue. Nevertheless, the research activities provide an adequate foundation for first cycle study programmes, and the onsite visit confirmed the close link between research and teaching.

The University has made concerted efforts to attract potential students to the revised programmes, using alumni, social media, school visits and recruitment events, however applications remain low and the demographic situation in Lithuania indicates that attracting sufficient numbers of high-quality school leavers to ensure that cohorts are sustainable may be problematic. The administration is optimistic about future recruitment to the revised programmes as they believe their practical orientation will prepare students for the job market. Two of the programmes have been shortened to 3.5 years to accommodate student needs, but the university is advised to further develop flexible learning styles and individual study plans to accommodate different student lifestyles.

Ample opportunities for staff development and international mobility are provided; however, not all staff take advantage of international mobility, and the university may wish to take a more strategic approach to the support provided for staff embarking on such activities and encourage further participation.

From the onsite visit, the Review Team can confirm that the learning facilities continue to be of a high standard in both faculties, and there is evidence of future planning to ensure that there are sufficient funds to upgrade and maintain the high quality of the resources.

The clearly defined procedures and processes for managing quality at the university provide an effective means of ensuring consistency in the quality of programmes delivered in two different faculties. However, the university recognises the need for better integration of internal systems and expanded functionality to provide faculties with more effective tools for timely decision-making.

In conclusion, the Review Team confirms that Vilnius Tech has taken effective action in response to the recommendations in the 2022 External Evaluation Report and these actions have had positive impacts on the programmes offered. The Business Field of Study now offers three programmes

which reflect the needs of the business world, and the university is committed to the continual enhancement of the quality of these programmes.