



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT

STUDY FIELD

MANAGEMENT

at Vilnius Gediminas Technical University (VILNIUS TECH)

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Report language – English

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Vilnius
2023

Study Field Data

Title of the study programme	<i>Organization Management</i>	<i>Engineering Economics and Management</i>	<i>Real Estate Management</i>
State code	6121LX045	6211LX086	6211LX059
Type of studies	University studies	University studies	University studies
Cycle of studies	First	Second	Second
Mode of study and duration (in years)	Full-time (4 years)	Full-time (1,5 years)	Full-time (1,5 years); Part-time (1,5 years)
Credit volume	240	90	90
Qualification degree and (or) professional qualification	Bachelor of Business Management	Master of Business Management	Master of Business Management
Language of instruction	Lithuanian	Lithuanian	Lithuanian
Minimum education required	Secondary education	Bachelor degree	Bachelor degree
Registration date of the study programme	17 07 2012	01 04 2012	19 05 1997

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I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluations of study fields in Lithuanian Higher Education Institutions (HEIs) are based on the Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science and Sport on 17 July 2019, Order No. V-835, and are carried out according to the procedure outlined in the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) on 31 December 2019, Order [No. V-149](#).

The evaluation is intended to help higher education institutions to constantly improve their study process and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report (SER) prepared by HEI*; 2) *site visit of the expert panel to the HEI*; 3) *production of the external evaluation report (EER) by the expert panel and its publication*; 4) *follow-up activities*.

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit the study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas is evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas is evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of SKVC on 31 December 2019, [Order No. V-149](#). The site visit to the HEI was conducted by the expert panel on *18th of May, 2023*.

Prof. Dr. Bartscher, Thomas (panel chairperson) *School of Management, Deggendorf Institute of Technology, University of Applied Sciences, Germany;*

Lect. Jakob Ravn, *Copenhagen Business School, Denmark ;*

Assist. Prof. dr. Sofia Gaio *University Fernando Pessoa, Portugal;*

Ms Gerimanta Stankutė, *Head of Customer Data & Strategic Transformations at SEB Bank, Lithuania;*

Ms Ieva Vengrovskaja, *psychology study programme, 3rd year course student, Vytautas Magnus University;*

1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the SER and annexes, the following additional documents have been provided by the HEI before, during and/or after the site visit:

No.	Name of the document
1.	Link to final theses;

1.4. BACKGROUND OF MANAGEMENT FIELD STUDIES AT VILNIUS GEDIMINAS TECHNICAL UNIVERSITY

VILNIUS TECH is a state technical university in Lithuania founded in 1956. It offers bachelor's, master's, and doctoral programs in 27 fields of study, including engineering, information technologies, and business. The university aims to be a prestigious European technical university known for quality education and research. VILNIUS TECH is committed to educating public-spirited, creative, competitive individuals who are receptive to science, culture, and the latest technologies and to contribute to the prosperity and preservation of national identity. The 10 faculties at VILNIUS TECH value sustainability, creativity, connectivity, openness, and innovation.

The University has a structure of faculties, departments, institutes, and other units, as well as governing bodies such as the Council and Senate. The Council approves the university's mission and vision, elects the Rector, and manages the university's budget and finances. The Senate deals with academic affairs and has permanent committees. The Rector is responsible for the university's performance and delegates some functions to Vice-Rectors and the Chancellor. The Rectorate deals with general university matters, and the Study Programme Committees are responsible for the quality of study programs. This structure is appropriate for conducting the university's study programs.

Vilnius Tech offers Management study programs at its Faculty of Business Management, Faculty of Civil Engineering, and Antanas Gustaitis' Aviation Institute. The Faculty of Business Management is a recognized centre for economic, business and management studies with membership in international associations. The Faculty of Civil Engineering is a large faculty that carries out theoretical and experimental research and cooperates with many Lithuanian and foreign companies. The Antanas Gustaitis' Aviation Institute trains aviation specialists and holds specialised training programs. The Management study programs have been developed to meet changes in the environment and labour market demands. The university provides a broad education that prepares students for a successful professional career.

II. GENERAL ASSESSMENT

Management study field and first cycle at Vilnius Gediminas Technical University is given **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	4
2.	Links between science (art) and studies	4
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	4
	Total:	27

*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

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

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

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

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

Management study field and second cycle at Vilnius Gediminas Technical University is given **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	4
2.	Links between science (art) and studies	4
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	4
	Total:	27

*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

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

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

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

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

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to HEIs operating in exile conditions)

Study programmes in Management have been developed to respond to changes in the environment and labour market demand. The Faculty of Business Management has been offering Management studies since 1993 and the Faculty of Civil Engineering since 1997. The first cycle programme is Organization Management (launched in 2012) with 33 students in 2022. Upon completion of this programme, students can continue with the second cycle in the fields of Finance, Business, Management, Social Sciences or related fields of study, or work in public institutions and private companies. The second cycle programmes are Engineering Economics and Management (launched in 1997) with four specialisations, and Real Estate Management (launched in 1997), with 170 students in 2022. All programmes are continuously improved to meet strategic document requirements, quality of education needs, and labour market demands.

VILNIUS TECH offers Management study field with three programmes. The content is based on input from professionals and employers, as well as recommendations from faculty, students, graduates, and foreign universities. The study field aims to meet the needs of the labour market, which is changing due to globalisation and artificial intelligence. Critical thinking, digital literacy, empathy, communication, responsibility, collaboration, and lifelong learning are increasingly important skills. McKinsey Global Institute predicts a growing demand for high-paid jobs, with over 90 million employees needing to acquire new skills by 2030. Replacement needs for administrative, commercial, production, and specialised service management roles are projected to remain in sectors such as hospitality, education, legal and financial accounting, insurance, real estate, telecommunications, and transport.

The Management study field at VILNIUS TECH aligns with Lithuania's Progress Strategy 2030, emphasising the development of smart governance, creativity, lifelong learning, and leadership. The study programmes aim to develop a creative personality with critical thinking and analytical skills, contributing to national and regional development. Lithuania is a regional leader in attracting foreign direct investment, with a growing demand for managerial competences in the business and administration sector. Graduates in the Management study field are popular professions, and the sector shows a growing demand for production managers and aviation specialists due to projected development. Graduates in all university study field groups have high-skilled jobs, and lack of qualifications and skills is becoming a significant barrier in the labour market. VILNIUS TECH provides all university study programmes in Management, including bachelor's, master's, and doctoral studies, to help organisations and the

economy overcome medium- and long-term challenges. The future labour market is uncertain due to rapid technological, social, and economic changes, so the Management programmes prioritise developing managerial competencies for business management specialists, as well as future-relevant competences for students.

VILNIUS TECH provides three Management study programmes, each with its unique features and focus. The first cycle programme, Organization Management, trains students with a broad management profile, allowing them to choose from a range of management fields. Graduates can further specialise by pursuing one of VILNIUS TECH's second cycle programmes, including Economic Engineering, Financial Engineering, Creative Society Communication, and Business Management. The second cycle programme, Engineering Economics and Management, aims to develop both broad and specific management competences in graduates with a non-social sciences background. Finally, the Real Estate Management study programme is the only one of its kind in Lithuania, designed to train professionals in the field of real estate management.

VILNIUS TECH's second cycle programmes are tailored for working individuals, with flexible study timetables and methods that accommodate their needs. The faculties of Business Management and Civil Engineering, which oversee the management programmes, and the Antanas Gustaitis' Institute of Aviation, which supervises Aviation Management, have conducted a series of roundtable discussions with programme committees, graduates, and business partners to better understand labour market trends and needs. The discussions have highlighted the importance of striking a balance between theoretical knowledge and practical experience to develop the necessary portfolio of competencies required for success in the modern labour market.

The first cycle **Organization Management study programme** aims to develop competencies necessary for specialists to independently make effective decisions regarding the management of an organisation's resources and its relations with the environment, resulting in increased operational efficiency, meeting societal needs and contributing to the country's development. The programme provides students with knowledge of humanities, exact sciences, and organisational management, enabling them to assess and manage external and internal environmental factors of various organisations. Special skills are acquired through subjects such as Business Law, Information Technologies, and Information Management Systems. The programme also focuses on practical skills development through projects, internships, and a final bachelor's thesis. Graduates possess competences to understand general features of organisational management and apply advanced methods and tools for effective decision-making, making them employable in private, public, national and international organisations. Graduates may pursue careers in resource administration, unit management, research, and innovation proposal and implementation. They can also set up their own companies or continue their studies in the second cycle.

VILNIUS TECH has been expanding its engineering studies to meet the demand for highly qualified managers, and as a result, it has developed second cycle Management field study programs. **The Engineering Economics and Management study program** aims to train skilled masters in Business Management who can creatively apply the latest knowledge of

engineering economics and management to effectively manage economic and managerial processes in a changing environment, create value for consumers, and engage in lifelong learning through research and self-development.

This program allows students to specialise in Aviation Management, Production Management, Business Projection, or Business Leadership. The Aviation Management specialisation focuses on developing experts in the field of aviation management who can assess complex issues and propose effective solutions. The Production Management specialisation trains experts in production process management and evaluation, who can foresee strategic development alternatives, innovate in manufacturing, and apply anti-crisis management tools. The Business Projection specialisation prepares students for business design, providing them with knowledge of business intelligence, innovation and high-tech management, multifunctional business project management, investment and portfolio management, and more. Lastly, the Business Leadership specialisation is designed to teach students entrepreneurship, leadership, and innovation in business management under uncertainty, encouraging employees to develop their skills and collaborate to create positive synergies.

Graduates of the Engineering Economics and Management study program can pursue careers in the private, public, and government sectors, work for national and international organisations and institutions, and in the nonprofit sector. They can initiate and implement various projects, lead teams, work as managers of international projects, management consultants, and researchers, and even start their own businesses or continue their studies in the third study cycle.

VILNIUS TECH provides a second cycle **study programme in Real Estate Management** (full-time and part-time studies) for interdisciplinary training of highly qualified real estate management specialists - Masters of Business Management. Graduates of this programme possess both theoretical and practical knowledge based on recent research results, real estate valuation and management methods, scientific research, information and intelligent technologies, market and business prospects evaluation, real estate investment planning, real estate development project management, individual and teamwork, innovative decision-making, environmental impact assessment, and readiness for personal lifelong development. Social partners also recognise the importance of this programme, and cooperation agreements have been established with them. Approximately 85% of graduates from this programme are employed in their field of specialisation, mostly in real estate appraisal, sales, rental, development companies, banks, municipalities, insurance companies, facility management organisations, city and district municipalities, state institutions, and institutions of various profiles. Graduates who pursue doctorate studies may teach and conduct research in various university and non-university educational institutions in the long run.

Based on the information provided (SER, Site-visit), it appears that the aims and outcomes of the field and cycle study programs in Management at VILNIUS TECH are aligned with the needs of society and the labour market. Here's a breakdown of the reasons:

1. **Responding to Changes in the Environment and Labour Market Demand:** The Management study programs at VILNIUS TECH have been developed to respond to changes in the environment and labour market demand. The content of the programs is based on input from professionals, employers, faculty, students, graduates, and foreign universities. This ensures that the programs are up to date and relevant to the evolving needs of the labour market.
2. **Strategic Document Requirements and Quality of Education Needs:** All programs are continuously improved to meet strategic document requirements and quality of education needs. This indicates a commitment to maintaining high standards and adapting the programs to meet the evolving demands of the labour market.
3. **Focus on Developing Relevant Skills:** The programs emphasise the development of skills that are increasingly important in the labour market, such as critical thinking, digital literacy, empathy, communication, responsibility, collaboration, and lifelong learning. These skills are considered essential for success in a changing labour market influenced by globalisation and artificial intelligence.
4. **Labour Market Projections and Demands:** The labour market projections and demands mentioned in the information support the relevance of the Management study programs. The information highlights the growing demand for high-paid jobs and the need for employees to acquire new skills. The sectors projected to have a demand for management roles align with the programs offered by VILNIUS TECH, such as hospitality, education, legal and financial accounting, insurance, real estate, telecommunications, and transport.
5. **Alignment with National Strategies and Regional Development:** The Management study programs at VILNIUS TECH align with Lithuania's Progress Strategy 2030, emphasising the development of smart governance, creativity, lifelong learning, and leadership. The programs aim to contribute to national and regional development by developing creative personalities with critical thinking and analytical skills.
6. **Specialisations and Flexibility:** The second cycle programs offer various specialisations that cater to specific areas of interest and demand in the labour market, such as Aviation Management, Production Management, Business Projection, and Business Leadership. Additionally, the programs are tailored for working individuals, providing flexible study timetables and methods to accommodate their needs.
7. **Practical Orientation and Stakeholder Engagement:** The Management study programs at VILNIUS TECH emphasise the balance between theoretical knowledge and practical experience. The programs include projects, internships, and a final thesis to develop practical skills. Stakeholders, including graduates, business partners, and program committees, are involved through roundtable discussions to better understand labour market trends and needs.

Overall, the study programs aim to develop competences and skills that are in line with the needs of the labour market. They focus on areas such as critical thinking, digital literacy,

empathy, communication, responsibility, collaboration, and lifelong learning, which are increasingly important in today's rapidly changing world. The programs also take into account labour market trends and needs through consultations with professionals, employers, graduates, and business partners. Additionally, the programs align with Lithuania's Progress Strategy 2030, emphasising smart governance, creativity, lifelong learning, and leadership.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

The Management field study programmes offered by VILNIUS TECH are in line with the university's 2021-2030 strategy and mission to educate individuals who are socially conscious, innovative, entrepreneurial, competitive, and receptive to science, technology, and cultural values. VILNIUS TECH aspires to be a prestigious and internationally recognized technical university with a significant impact on individuals, communities, and society. The university's strategic plan aims to provide learners with a personalised learning experience, partners with knowledge-based advanced solutions, and alumni who create value for society. Management field programmes align with these goals by training qualified professionals who are creative, socially active, and capable of working in both domestic and foreign markets. The programmes provide a comprehensive education and specialised competences in the field of management. The university reviews and updates its programmes in accordance with its strategic plan. The full VILNIUS TECH strategy is available on the university's website.

The **Bachelor's study programme in Organization Management** aims to train management specialists with a broad education in management, economics, and other related fields, incorporating the latest research findings. Graduates will possess the skills to effectively manage an organisation's resources, including human, financial, material, and information resources, and its relationships with the environment, leading to increased efficiency and contributing to the country's social, economic, and technological development.

The **Master's study programme in Engineering Economics and Management** aims to train management professionals who can creatively apply the latest knowledge of engineering economics and management sciences to manage economic and managerial processes in a dynamic environment. Graduates will be prepared to conduct research, engage in self-development through lifelong learning, and create value for consumers.

The **Real Estate Management study programme** aims to educate and train highly qualified management specialists with comprehensive knowledge of scientific and cultural values developed at the University. Graduates will be strategically-minded, highly qualified real estate management specialists with the ability to apply the latest scientific research, real estate appraisal and management methods, information and smart technologies, and analytical skills to assess market and business prospects, plan real estate investments, manage development projects, and develop and implement innovative solutions. The programme aligns with the University's goal to train qualified specialists and develop socially active professionals who can succeed in both Lithuanian and foreign labour markets.

The Management field programmes at VILNIUS TECH aim to produce graduates who create value for society, which aligns with the university's strategic objectives for 2021-2030. The learning outcomes of these programmes are aligned with the university's strategic aims, as illustrated by the corresponding relationships between the learning outcomes of specific programmes and the university's objectives. The annex provides a list of the learning outcomes for the first and second cycle programmes in the Management field.

The Business Leadership specialisation in the Engineering Economics and Management study programme is conducted in English to attract international students, which aligns with the university's strategic aim of being an international centre of attraction. The university's aim of developing a system of exchange of knowledge and experience among graduates is reflected in the fact that many Master's students are professionals with work experience.

The values of the VILNIUS TECH academic community, including sustainability, connectivity, openness, and innovation, shape the conformity between the university's strategy and the aims and learning outcomes of the Management field programmes. These programmes incorporate the use of electronic resources and involve social partners to carry out relevant research. They also search for innovative solutions and apply technological innovations to improve the study process. Graduates of these programmes are expected to promote scientific progress, social and economic well-being, and global competitiveness for Lithuania and the region. The university seeks to train highly qualified, creative, socially active, and technologically savvy management professionals through its bachelor's and master's degree programmes in the Management field.

Based on the information provided (SER, Site-visit), the aims and outcomes of the field and cycle study programs in Management at VILNIUS TECH are aligned with the mission, objectives, and activities of the university. Here's a breakdown of the reasons:

1. **University's Strategy and Mission:** The Management field study programs at VILNIUS TECH are in line with the university's 2021-2030 strategy and mission. The university aims to educate individuals who are socially conscious, innovative, entrepreneurial, competitive, and receptive to science, technology, and cultural values. The Management programs train qualified professionals who are creative, socially active, and capable of working in both domestic and foreign markets, thus contributing to the university's mission.
2. **Personalised Learning Experience:** The university's strategic plan aims to provide learners with a personalised learning experience. The Management programs at VILNIUS TECH offer comprehensive education and specialised competences in the field of management, aligning with the goal of personalised learning.
3. **Review and Update of Programs:** VILNIUS TECH reviews and updates its programs in accordance with its strategic plan. This ensures that the Management field programs stay relevant and up to date with the changing needs of society, the labour market, and technological advancements.
4. **Correspondence of Learning Outcomes and Objectives:** The learning outcomes of the Management field programs align with the university's strategic aims. There is a clear

correspondence between the learning outcomes of the specific programs and the university's objectives. This indicates that the programs are designed to achieve the desired goals set by the university.

5. Internationalisation: The Business Leadership specialisation in the Engineering Economics and Management study program is conducted in English to attract international students. This aligns with the university's strategic aim of being an international centre of attraction and promoting global competitiveness.

6. Values of the Academic Community: The values of the VILNIUS TECH academic community, including sustainability, connectivity, openness, and innovation, shape the conformity between the university's strategy and the aims and learning outcomes of the Management field programs. These programs incorporate the use of electronic resources, involve social partners in research, and search for innovative solutions. This reflects the university's values and commitment to promoting scientific progress, social and economic well-being, and global competitiveness.

7. Professional Development and Technological Savviness: The Management field programs aim to train highly qualified, creative, socially active, and technologically savvy management professionals. This aligns with the university's objective of developing professionals who can contribute to the advancement of their respective fields and society as a whole.

Based on the above information, it can be concluded that the aims and outcomes of the field and cycle study programs in Management at VILNIUS TECH are in line with the mission, objectives, activities, and strategy of the university. The programs are designed to provide a personalised learning experience, train qualified professionals, promote internationalisation, and uphold the values of the academic community.

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

Management programmes' learning outcomes are aligned with the Lithuanian Qualifications Framework, where bachelor's studies correspond to level 6 and master's studies to level 7. The programmes follow legal requirements such as the Law on Higher Education and Research, the Description of Study Cycles, and the Description of General Requirements for the Delivery of Studies. Several internal policies, such as the Gender Equality Plan, Code of Academic Ethics, and Procedures for Evaluation of Achievements, Internships, and Thesis Writing, are also adhered to (see p. 12/13 SER).

The "General Principles for Creating and Conducting Study Programmes at VILNIUS TECH" Resolution outlines the guidelines for developing and implementing study programmes, covering various aspects such as credit allocation, study delivery and registration, student admission, internships, teaching staff, and material resources. Specifically, in the Management field, a full academic year consists of 1600 hours of study, equivalent to 60 credits. A semester of full-time studies in this field corresponds to 30 credits.

Table No. 1 Study programmes' *Organization Management* compliance to general requirements for *first cycle study programmes (bachelor)*

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	240 ECTS
ECTS for the study field	No less than 120 ECTS	153 ECTS
ECTS for studies specified by University or optional studies	No more than 120 ECTS	39 ECTS
ECTS for internship	No less than 15 ECTS	15 ECTS
ECTS for final thesis (project)	No less than 15 ECTS	18 ECTS
Contact hours	No less than 20 % of learning	37.08 %
Individual learning	No less than 30 % of learning	62.92 %

Table No. 2 Study programmes' *Engineering Economics and Management* compliance to general requirements for *second cycle study programmes (master)*

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	90 or 120 ECTS	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	12 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	17.71 %
Individual learning	No less than 50 % of learning	82.29 %

Table No. 3 Study programmes' **Real Estate Management** compliance to general requirements for *second cycle study programmes (master)*

Criteria	General* legal requirements	In the Programmes
Scope of the programme in ECTS	90 or 120 ECTS	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	60 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	12
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	18 % (full-time) 10 % (part-time)
Individual learning	No less than 50 % of learning	82 % (full time) 90 % (part time)

The bachelor's study program in Organization Management is aligned with the first cycle Management study field, with its objectives, planned learning outcomes, and the structure and content of study subjects in accordance with the "General Principles for Creating and Conducting Study Programs at VILNIUS TECH." The program meets the credit requirements, and the number of contact hours for each study subject (module) is determined based on the scope of studies in credits. The program also ensures a scope of independent work for students of more than 50%, as shown in Table 2.1, and is fully compliant with legislative requirements.

Similarly, the master's study programs in Engineering Economics and Management and Real Estate Management are aligned with the second cycle Management study field and meet the credit requirements. The number of contact hours per study subject (module) is also determined based on the scope of studies in credits, and the programs ensure a scope of independent work for students of more than 50%. Both programs are fully compliant with legislative requirements, as detailed in Tables 2.2 and 2.3, respectively.

The study programs in the field of Management are continuously reviewed and updated to incorporate feedback from the Study Program Committee, students, and social partners. The Committee reviews the programs annually and proposes changes to the Department and Faculty Study Committee. Changes related to workload accounting for the upcoming academic year are made between November 1st and February 1st, with the Head of Department appointing responsible individuals for updating study subject (module) cards in the information system. The Study Program Committee prepares changes to the study program subject (module) as needed and obtains approval from the Head of Department and Heads of Departments of other Faculties implementing the program. The changes are then submitted to the Academic Affairs Office for implementation.

In determining the scope of studies in credits, the programs take into account the time necessary to achieve the planned learning outcomes. The "Consistency of the study program goals, intended learning outcomes with the learning outcomes of the subjects, study and assessment methods" describe the main logical interrelationships of the subjects studied in programs, as shown in Annex 4 (SER).

Based on the information provided (SER, Site Visit), the field and cycle study programmes in Management at VILNIUS TECH comply with legal requirements and regulations. Here are the key points:

1. **Alignment with the Lithuanian Qualifications Framework:** The learning outcomes of the Management programmes correspond to the levels defined in the Lithuanian Qualifications Framework. Bachelor's studies align with level 6, while master's studies align with level 7.
2. **Adherence to legal requirements:** The programmes follow legal requirements such as the Law on Higher Education and Research, the Description of Study Cycles, and the Description of General Requirements for the Delivery of Studies. These requirements ensure that the programmes meet the necessary standards and guidelines set by the authorities.
3. **Internal policies and guidelines:** VILNIUS TECH adheres to various internal policies and guidelines, including the Gender Equality Plan, Code of Academic Ethics, and Procedures for Evaluation of Achievements, Internships, and Thesis Writing. These policies promote fairness, academic integrity, and quality assurance within the study programmes.
4. **General Principles for Creating and Conducting Study Programmes:** VILNIUS TECH has a resolution that outlines the guidelines for developing and implementing study programmes. These guidelines cover different aspects, including credit allocation, study delivery and registration, student admission, internships, teaching staff, and material resources. The Management programmes adhere to these principles and ensure proper organisation and implementation.
5. **Credit allocation and workload:** The Management programmes meet the credit requirements specified by the guidelines. A full academic year consists of 1600 hours of study, equivalent to 60 credits. The allocation of credits is determined based on the scope of studies in each subject/module, ensuring that the workload is appropriate for achieving the learning outcomes.
6. **Independent work and compliance:** The programmes ensure that students engage in a significant amount of independent work, with a scope of more than 50%. This aligns with the legislative requirements and provides students with opportunities to develop critical thinking and problem-solving skills.
7. **Continuous review and updates:** The Management programmes undergo regular review and updating processes. Feedback from the Study Program Committee, students,

and social partners is considered for making improvements. The programs are reviewed annually, and changes are proposed based on the feedback received. The necessary updates to study subject/module cards are made, ensuring that the programmes remain relevant and up to date.

Overall, the field and cycle study programmes in Management at VILNIUS TECH comply with legal requirements, internal policies, and guidelines. They are designed to meet the standards set by the Lithuanian Qualifications Framework and provide students with a comprehensive and quality education in the field of management.

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

The study programmes in the field of Management are designed to achieve specific learning outcomes, with subjects aligned to these goals. Evaluation of student achievement is conducted at three levels: threshold, typical, and excellent, and grades from 1 to 10 are awarded based on Bloom's taxonomy of cognitive objectives. Lecturers use various active classical and innovative methods, as well as independent work assignments, to encourage students to develop competences and achieve learning outcomes. Evaluation methods used are diagnostic, formative, cumulative, and summative.

Students in Management are trained using traditional and active teaching methods, such as lectures, blended learning, problem-solving, study tours, and case studies. Evaluation of student achievement is comprehensive, impartial, and ongoing throughout the study period. Various evaluation methods, including open-ended and closed-ended questions, are used in mid-term and final evaluations.

In the Bachelor's Organization Management programme, various study methods are used to convey knowledge of basic sciences, humanities, social sciences, and technology. Evaluation methods include examinations, control work, colloquia, and presentations. Study methods such as case studies, literature analysis, debates, and practical activities are used to convey specific knowledge of the field of study. Evaluation methods include analysis of computer-based work, case studies, and evaluation of written work.

In the Master's degree programme in Engineering Economics, study methods such as engaging lectures, analysis of literature, problem-based questions, reflection, and independent assignments are used to convey knowledge. Evaluation methods include preparation of a scientific paper, logical proof, and evaluation of exercise assignments.

Based on the provided information (SER, Site Visit), the aims, learning outcomes, teaching/learning methods, and assessment methods of the field and cycle study programmes in Management appear to be compatible. Here's a breakdown of the compatibility:

1. Aims and Learning Outcomes: The study programmes have specific learning outcomes aligned with the goals of the field of Management. The Bachelor's and Master's programmes have defined aims, such as training management specialists and professionals

who can apply knowledge effectively. The learning outcomes aim to develop competences in areas like management, economics, resource management, relationships with the environment, and contributing to social, economic, and technological development.

2. Teaching/Learning Methods: Lecturers use various active classical and innovative teaching methods to encourage student development and achieve learning outcomes. Traditional methods like lectures, blended learning, and study tours are used, along with active methods like problem-solving and case studies. Study methods include engaging lectures, literature analysis, reflection, and independent assignments.

3. Assessment Methods: Evaluation of student achievement is conducted at three levels: threshold, typical, and excellent, using Bloom's taxonomy of cognitive objectives. Various evaluation methods are used, including diagnostic, formative, cumulative, and summative assessments. Evaluation methods include examinations, control work, colloquia, presentations, analysis of computer-based work, case studies, and evaluation of written work. In the Master's programme, evaluation methods include the preparation of a scientific paper, logical proof, and evaluation of exercise assignments.

Overall, the teaching/learning methods used in the Management study programmes align with the aims and learning outcomes. The assessment methods employed are comprehensive and varied, covering different aspects of student achievement. These aspects indicate compatibility between the aims, learning outcomes, teaching/learning methods, and assessment methods of the field and cycle study programmes in Management.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students

Annex 3 provides an outline of the curricula for the study programmes in the field of Management.

The **bachelor's programme in Organisational Management**, with a focus on Management, is designed to develop students' competences in a consistent and sequential manner. The programme starts with fundamental subjects such as Philosophy, Principles of Engineering, Fundamentals of Business, and Design of Multimedia Elements, which provide a foundation for holistic thinking and understanding of different processes. Additionally, students have the opportunity to study two foreign languages, one for beginners and one for advanced learners.

The elective courses offered in the second semester, such as Sociology, Protocol and Etiquette, and Business Communication, expand students' knowledge beyond their specialisation and help them better understand ongoing processes in their field. The main subjects studied in the 3rd to 6th semesters include Microeconomics, Macroeconomics, Quantitative Methods for Decision Making, Management Psychology, Public E-services, and Economics of the Public Sector, among others.

In the 7th and 8th semesters, students focus on acquiring the specific knowledge necessary for specialists in Organisational Management, including topics such as Investigation of

Organization's Environment, Budget Planning and Administration, Organisational Behaviour, Preparation of Organization Activity Plan, and Budget Complex Project. To provide students with practical skills in Management, the programme includes cognitive practice and professional internships in the 4th and 7th semesters. Additionally, integrated projects offer students the opportunity to gain experience in practical management cases. There are no specialisations in the Organisational Management programme, and the final bachelor's thesis demonstrates the skills acquired throughout the programme.

The subjects covered in the programme align with the intended learning outcomes and are presented in the subject card, which itemises general learning outcomes. The topics covered are comprehensive, based on current market trends, research carried out by teaching staff, and the latest literature, ensuring a comprehensive and coherent development of students' competences.

The **master's degree programme in Engineering Economics and Management** is organised around subjects and cyclical modules. The programme encompasses specialisations in Aviation Management, Production Management, Business Leadership, and Business Projection, with a wide range of options aimed at providing knowledge of management and related areas to graduates from non-management or economics study programmes. The general field subjects of Management Theory, Engineering Economics, and Methodology of Business Research are taught to provide students with a foundation in management. The specialisation subjects are designed to develop research skills and special competences. For example, the Aviation Management specialisation includes courses such as Management of Airports, Airlines, and Air Navigation Enterprises (with a coursework-research essay), Logistics in Aviation (with a coursework project), and Aviation Law (with a coursework project). The Production Management specialisation covers courses such as Production Management and Organisation (with a coursework project-research essay), Strategic Development of Production Companies (with a coursework project), and Anti-crisis Management of Industrial Enterprises (with a coursework project). Business Leadership specialisation includes Entrepreneurship (with a coursework project-research essay), Learning Organization (with a coursework project), and Leadership in Organizations (with a coursework project). The Business Projection specialisation offers courses such as Business Projection and Management (with a coursework project-research essay), Integrated Management of Business Intelligence, Innovation and High Technology (with a coursework project), and Multifunctional Business Projects (with a coursework project).

In the first semester, students write a research essay that systematically analyses a particular phenomenon or object in the subject of specialisation. The research essay is aimed at developing students' critical thinking and the presentation of a reasoned opinion expressed in academic language. It is a reasoned statement of a scientific problem, a critical analysis of scientific theories, principles, and methods, highlighting a student's reasoned approach to the phenomenon or object being analysed.

In the Engineering Economics and Management study programme, each study subject lasts for a variable duration of 4 to 6 weeks, with students focusing on one subject at a time. The study

field subjects account for 60 credits, while 30 credits are allocated for the final thesis. The selection of elective study subjects in the first and second semesters is based on the electives and is aimed at broadening the knowledge of the chosen specialisation and developing specific skills. To ensure that students gain practical experience in Management, the programme collaborates with various companies and organisations to offer internships during the course of study. In contrast, the **Real Estate Management master's study programme** does not have specialisations. The programme is structured so that the results of each subject can be used in subsequent subjects. Each module's credits are adequate for achieving the intended learning outcomes. Both full-time and part-time students are required to complete subjects with coursework in the first two semesters, with two course works each semester, to develop their empirical research, modelling, and analytical skills, which are useful for writing the final thesis. Full-time students have the option of selecting one of four alternative subjects in the first semester and one of two alternative subjects in the second semester. Part-time students have two options available in the third semester. The master's thesis subjects (Master's Thesis 1-2) are offered in the first two semesters of full-time studies and the second and third semesters of part-time studies and evaluated as a pass or fail to ensure timely and successful completion of the thesis. All subjects taught in the programme, both compulsory and alternative, are essential for writing a thesis. The third semester of the full-time programme and the fourth semester of the part-time programme are dedicated to completing the master's thesis. The comprehensive and systematic Real Estate Management study programme ensures that students complete the programme within the given time frame. The Management competencies of the bachelor's and master's programmes are developed through the programme's coherent content, which is directly related to the subject outcomes, curricula, and methods of study and evaluation of student achievement.

Based on the provided information (SER, Site Visit), the field and cycle study programme subjects/modules in both the bachelor's programme in Organisational Management and the master's degree programme in Engineering Economics and Management ensure a consistent development of competences in students. Here's an analysis for each program:

Bachelor's Programme in Organisational Management:

The programme starts with fundamental subjects that provide a foundation for holistic thinking and understanding of different processes. Elective courses in the second semester expand students' knowledge beyond their specialisation. The main subjects studied in the 3rd to 6th semesters cover various areas relevant to management. In the 7th and 8th semesters, students focus on acquiring specific knowledge necessary for specialists in Organisational Management. Cognitive practice, professional internships, and integrated projects provide practical skills and experience in management. The subjects covered align with the intended learning outcomes, ensuring a comprehensive and coherent development of students' competences.

Master's Degree Programme in Engineering Economics and Management:

The programme offers specialisations in different areas of management, providing knowledge and competences in specific fields. General field subjects provide a foundation in management,

while specialisation subjects focus on developing research skills and special competences. Each specialisation includes specific courses and coursework projects aimed at developing practical skills and in-depth knowledge. Research essays in the first semester promote critical thinking and the presentation of reasoned opinions. The study programme follows a module-based approach, with each subject lasting for a specific duration. Elective subjects and internships offer opportunities for broadening knowledge and gaining practical experience. The selection of subjects and the structure of the programme ensure that each module's credits are adequate for achieving the intended learning outcomes. The comprehensive and systematic nature of the Real Estate Management study programme ensures timely completion and covers essential subjects for the thesis.

In both programmes, the subjects/modules are designed to align with the intended learning outcomes, ensuring a consistent development of competences. The subjects build upon each other and cover a range of relevant topics, providing students with a comprehensive understanding of their field. Practical elements such as internships, projects, and research essays enhance students' skills and application of knowledge. Overall, the curricula and methods of study and evaluation support the coherent development of competences in the field of management throughout the programmes.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes

Individual study plans allow students to tailor their study programme to their needs by selecting study subjects and arranging them in time. These plans are approved by the Dean and serve as the legal basis for awarding diplomas or academic certificates. Students can also combine cycle study programmes with additional or part-time studies. Blended learning, which combines face-to-face sessions and online learning, is available, and study material has been digitised and made available on the Moodle platform. Distance learning during the pandemic on platforms such as ZOOM and Microsoft Teams was successful and well-received by both students and teachers, even those who had not taught remotely before.

Students in both first and second cycle study programmes can customise their studies by selecting their own research topics for their coursework, bachelor's or master's theses. Additionally, individual study subjects allow for a choice between group or individual assignments and written work topics. VILNIUS TECH also recognizes competences acquired through non-formal means and alternative methods of knowledge evaluation, according to the "Description of the Procedures for the Evaluation and Recognition of Non-Formal and Informal Competences" drafted in 2020, in order to further personalise the learning experience. However, during the period under analysis, no such requests were made in the programmes.

The **Organization Management bachelor's study programme** is exclusively offered in full-time format, with electives available only in the first four semesters. Students have the opportunity to learn multiple foreign languages in the first three semesters, with additional elective options in the second semester and free electives in the third to fourth and sixth

semesters. The programme does not offer any specialisations, but students can partake in a professional internship in their selected organisation during the seventh semester.

The **Engineering Economics and Management master's study programme** allows students to specialise from their first semester and customise their curriculum based on personal learning goals and planned outcomes. They can choose alternative subjects in the first and second semesters, engage in an internship in the third and fourth semesters, and prepare an internship report as an independent research work. The programme emphasises the development of independent learning and lifelong learning skills.

The **Real Estate Management master's study programme** has no specialisations and is available in both full-time and part-time distance learning formats. Distance learning allows for synchronous and asynchronous classes, with at least 50% of total class time dedicated to synchronous learning. Students can choose from a range of alternative study subjects in the first and second semesters (full-time) and third semester (part-time distance), with the option to improve their language skills through the Foreign Languages Department or additional courses. The University's Academic Support Centre provides methodological and technical assistance to distance learning students, teaching staff, and administrative staff.

Based on the provided information (SER, Site Visit), students in the field study programmes have opportunities to personalise their studies according to their personal learning objectives and intended learning outcomes. Here's how:

1. **Individual Study Plans:** Students can tailor their study programmes by selecting study subjects and arranging them in time. These plans, approved by the Dean, serve as the basis for awarding diplomas or academic certificates. This allows students to customise their curriculum based on their specific interests and goals.
2. **Elective Options:** Both the bachelor's programme in Organisational Management and the master's programme in Engineering Economics and Management offer elective subjects. In the bachelor's programme, electives are available in the first four semesters, providing flexibility in course selection. In the master's programme, alternative subjects can be chosen in the first and second semesters, allowing students to explore specific areas of interest.
3. **Customization of Research Topics:** Students in both the first and second cycle study programmes can choose their own research topics for coursework, bachelor's or master's theses. This allows them to focus on areas that align with their personal learning objectives and interests.
4. **Recognition of Non-Formal and Informal Competences:** VILNIUS TECH recognizes competences acquired through non-formal means and alternative methods of knowledge evaluation. This recognition allows students to personalise their learning experience by leveraging their existing competences and knowledge.

5. Specialisations and Internships: The master's programme in Engineering Economics and Management allows students to specialise from the first semester, giving them the opportunity to focus on specific areas of interest. Additionally, internships are offered in the programme, providing practical experience and further customization of the learning process.

6. Distance Learning Options: The Real Estate Management master's programme offers both full-time and part-time distance learning formats. Distance learning provides flexibility and allows students to personalise their study schedule. Synchronous and asynchronous classes, along with the support provided by the Academic Support Centre, ensure that students have the necessary resources to succeed in their personalised learning journey.

Overall, the field study programmes provide various opportunities for students to personalise their studies according to their personal learning objectives and intended learning outcomes. The availability of elective subjects, individual study plans, customization of research topics, recognition of non-formal competences, and specialised tracks contribute to a more tailored learning experience for students.

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

The procedure of writing and defending final theses (FT) at VILNIUS TECH is governed by various regulations and documents, including an order from the Rector, study regulations, and a calendar schedule. FTs are independent research or applied projects written at the end of a study programme, demonstrating the student's skills and knowledge. The Dean of the Faculty approves topics and supervisors, and teachers supervise a maximum of 10 bachelor's or 5 master's FTs per academic year. Reviewers and DACs evaluate the FTs, and formalisation requirements are available on the departments' websites. Bachelor's and master's DACs consist of 5 and 5-7 specialists, respectively, including researchers, professionals, and social partners, and the commissions evaluate the FTs based on their requirements.

The second cycle and master's degree programs offer students the opportunity to personalise their studies by selecting their own research topics for their coursework, bachelor's and master's thesis. Students are able to choose between group or individual assignments and select topics for written work in individual study subjects. In order to provide the possibility for students to individualise their studies, VILNIUS TECH recognizes competencies acquired through non-formal means and alternative methods of knowledge evaluation, according to the "Description of the Procedures for the Evaluation and Recognition of Non-Formal and Informal Competences" drafted in 2020.

Master's students are required to formulate and evaluate alternative solutions and present scientifically justified solutions in their final thesis, which is defended publicly before the DAC and graded. The main differences between the first cycle thesis and the second cycle thesis include the graduate's ability to define the research problem, the statements to be defended, the depth of the analysis of the scientific literature, the research methodology, the data analysis, the scientific discussion of the results obtained, and the applicability of the solutions presented.

Information on the bachelor's and master's final theses is available on the mano.VILNIUSTECH information system, as well as on the bachelor's and master's FT study cards. The topics of the defended theses and their grades are presented in Annex 5 for the first cycle program and Annex 6 for the second cycle programs.

The topics of the final theses for second cycle programs in Engineering Economics and Management and Real Estate Management are linked to research conducted by the Department of Management, the Department of Business Technology and Entrepreneurship, and the Department of Construction Management and Real Estate. These topics include the development of modern organisations, management of green organisations, sustainable entrepreneurship, regional development, and functional areas of logistics activities. Students can also choose topics relevant to particular companies, which are encouraged to be discussed with company representatives before approval by the thesis supervisor.

Recent topics for the final thesis are listed in Annexes 5 and 6 (SER), while annotations of theses defended in the longer term are available on the departments' websites.

Based on the provided information (SER, Site Visit), it appears that the final thesis in the field and cycle study programs at VILNIUS TECH are generally compliant with the requirements. Here are some points that support this:

1. Final theses are governed by various regulations and documents, including an order from the Rector, study regulations, and a calendar schedule. This indicates that there is a formal framework in place to guide the process of writing and defending the thesis.
2. The topics and supervisors of the final thesis are approved by the Dean of the Faculty, ensuring that they align with the field and cycle requirements.
3. The thesis is expected to demonstrate the student's skills and knowledge acquired throughout the study program, which is in line with the purpose of the final thesis.
4. Reviewers and Defense Assessment Committees (DACs) evaluate the thesis based on their requirements. The DACs consist of specialists, including researchers, professionals, and social partners, which ensures a comprehensive and rigorous evaluation process.
5. Students in the second cycle and master's degree programs have the opportunity to personalise their studies by selecting their own research topics for their thesis. This allows them to align their theses with their personal learning objectives and intended outcomes.
6. Master's theses require students to formulate and evaluate alternative solutions and present scientifically justified solutions. This indicates a higher level of depth and analysis compared to bachelor's theses, which aligns with the expectations of a second cycle thesis.
7. The topics of the final theses are linked to the research conducted by relevant departments, indicating that they are aligned with the ongoing research and expertise in the field.

8. The availability of information on the final theses, including topics and grades, on the information system and study cards demonstrates transparency and accessibility.

Overall, based on the information provided, the final theses appear to be compliant with the field and cycle requirements, providing students with the opportunity to demonstrate their knowledge, skills, and research abilities in their respective study programs.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. VILNIUS TECH's Management study programs respond to changes in the environment and labour market demand, ensuring they are up to date and relevant.
2. The programs are continuously improved to meet strategic document requirements and ensure quality education.
3. They focus on developing skills essential for success in a changing labour market influenced by globalisation and artificial intelligence.
4. Labour market projections and demands support the relevance of the Management study programs.
5. The programs align with Lithuania's Progress Strategy 2030, emphasising smart governance, creativity, lifelong learning, and leadership.
6. Specialisations and flexibility of study plans are offered to cater to specific areas of interest and accommodate students.
7. Practical orientation and stakeholder engagement are emphasised, with projects, internships, and involvement of stakeholders.
8. The programs aim to develop competences and skills aligned with labour market needs and with ongoing research and expertise in the field, emphasising critical thinking, digital literacy, empathy, communication, responsibility, collaboration, and lifelong learning.
9. The programs align with the university's strategy and mission, providing a personalised learning experience.
10. The programs comply with legal requirements and regulations, adhere to internal policies and guidelines, and follow general principles for creating and conducting study programs.
11. The teaching/learning methods and assessment methods align with the aims and learning outcomes, providing comprehensive education and evaluation.
12. The field and cycle study programs offer personalised learning through individual study plans, elective options, customization of research topics, recognition of non-formal and informal competences, specialisations, internships, and distance learning options.
13. The final theses are generally compliant with requirements, guided by regulations and documents, and evaluated by reviewers and defence assessment committees.
14. The theses demonstrate skills and knowledge acquired throughout the study program and are aligned with ongoing research and expertise in the field.

(2) Weaknesses:

To further develop the Study Field "Management" at VILNIUS TECH, several areas for improvement should be considered:

1. Addressing flexibility: The programs should ensure that diverse student needs and schedules are adequately accommodated, going beyond the current flexible study timetables and methods. Exploring alternative modes of study and providing additional options for students to balance their studies with other commitments can enhance their learning experience.
2. Enhancing practical exposure: While the programs already emphasise practical orientation through projects, internships, and a final thesis, continuous evaluation and improvement of the practical and research-related components are essential. This will ensure that the practical exposure provided aligns closely with the demands of the labour market and current research discussions, better preparing students for real-world professional challenges.
3. Minimising curriculum lag: Rapid developments in technology and industry trends pose a challenge in keeping the curriculum up to date. Regular evaluation, revision, and incorporating feedback from professionals and employers can help reduce the time lag between market changes and curriculum updates. This will ensure that the programs remain relevant and aligned with the latest market demands.
4. Expanding international exposure: Beyond the existing Business Leadership specialisation, it is crucial to provide international exposure and promote diverse cultural perspectives in other areas of study. This will equip students with the necessary skills and global awareness to thrive in the increasingly interconnected and globalised business environment.
5. Encouraging student involvement: While input from professionals, faculty, and graduates is valuable, actively involving students in shaping the curriculum and seeking their feedback is essential. Providing opportunities for students to actively participate in decision-making processes empowers them and ensures that their perspectives are considered, enhancing the relevance and effectiveness of the programs.
6. Promoting interdisciplinary approach: To address the complex challenges of today's world, a more interdisciplinary approach to management education is necessary. While maintaining a focus on management-related subjects, incorporating elements of interdisciplinary knowledge will equip students with a broader skill set to tackle multifaceted challenges across various industries.

By addressing these aspects, VILNIUS TECH can further enhance its study programs in the field of management, providing students with a comprehensive, research-based and impactful educational experience that prepares them for success in their professional careers.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

The University ranks highly in social sciences, particularly in the fields of Management and Economics. The Department of Management and Department of Business Technology and Entrepreneurship of the Faculty of Business Management, as well as the Department of Construction Management and Real Estate of the Faculty of Civil Engineering, have contributed significantly to the development of social sciences and have received positive results in comparative expert evaluations.

The research themes at VILNIUS TECH focus on Economic Engineering, Management, and Communication, with an emphasis on Economics of High Added Value, Management of Modern Organisations Development, and Dynamic Management. Researchers at the Department of Construction Management and Real Estate of the Faculty of Civil Engineering also conduct research in the priority research areas of Sustainable Construction, Information and Communication Technologies, and Environmental and Energy Technologies.

Ongoing research has been conducted by the Management Department, the Department of Business Technology and Entrepreneurship, and the Department of Construction Management and Real Estate. The faculty of Business Management has carried out several scientific and applied research activities related to data analysis, augmented reality, water management, and sustainable entrepreneurship, among others. Similarly, the Department of CMRE has conducted research on the development and application of multi-criteria methods and smart systems.

The Faculty of Civil Engineering has carried out several scientific and applied research activities related to building information modelling, cultural heritage, energy savings, and IT science and technology. These research projects allow programme teachers to incorporate the latest scientific knowledge and practical problems into the first and second cycle management study programmes.

Furthermore, the faculty invites researchers and practitioners from other advanced countries to share their experiences with students. Experts have rated the research and applied scientific activities carried out at HEI to be strong, with limited international recognition, and the economic and social impact of R&D activities received positive reviews. There is room for improvement in what concerns participation in international projects.

Overall, the level of scientific activity at HEI is relevant to ensure the delivery of high-quality first and second cycle management study programmes that integrate the latest achievements in science and technology.

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

VILNIUS TECH demonstrates a strong link between the field study programme and the latest developments in science, arts, and technology. The engaged teaching staff ensures that students receive a quality education that fosters critical thinking and keeps them informed about the latest scientific achievements. The programme content is continuously reviewed and updated to incorporate relevant subjects and modules.

The logical sequencing of knowledge acquisition aids students in understanding the fundamentals effectively, while course descriptions provide information on teaching methodologies, student evaluation methods, and recommended literature sources. The close collaboration with industry partners allows students to gain insight into company requirements and contribute to research projects.

HEI's strategic action plan aligns research activities across study fields and aims to train competent professionals. The published scientific output demonstrates the institution's commitment to research excellence.

One strength of the programs lies in the collaboration with industry partners, ensuring the relevance of the study programs. However, there is room for improvement in diversifying research topics to further engage students.

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

Study field has implemented measures to actively involve students in research activities throughout their study programs. Students have the opportunity to engage in research through final theses, course works, integrated projects, internships, and participation in scientific conferences. HEI encourages and recognizes students' research efforts by selecting and awarding the best bachelor's and master's theses each year and providing scholarships for bachelor students to attend conferences.

Efforts have been made to strike a balance between the scholarly dimension of study programs and practical application, ensuring that students at all levels are involved in scientific activities. Master students are further encouraged to participate in scientific events, both in-house and abroad, to broaden their research experiences. Professional Traineeships allow them to apply theoretical knowledge to real-world problems and develop independent research skills for their final theses.

However, there is limited emphasis on interdisciplinary research. Encouraging interdisciplinary collaboration could expand students' perspectives and provide them with diverse research opportunities.

Also, the expert panel subscribes to the room for improvement identified in SER (Pg. 39) in what concerns the need to encourage more students to participate in scientific events abroad and to choose foreign organisations for their research internships.

In conclusion, the study field provides students with ample opportunities to engage in scientific activities throughout their study cycles. Efforts are being made to promote student participation and research skill development, while incorporating practical experiences and encouraging involvement in scientific events.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. **Strong research reputation:** VILNIUS TECH ranks highly in social sciences, particularly in the fields of Management and Economics. The Department of Management, Department of Business Technology and Entrepreneurship, and Department of Construction Management and Real Estate have all made significant contributions to the development of social sciences and received positive evaluations. The institution has a strong track record of conducting ongoing research in various fields.
2. **Relevance to industry:** The study field demonstrates a strong link between the content of studies and the latest developments in science, arts, and technology. The teaching staff is engaged and ensures that students receive a quality education that keeps them informed about the latest scientific achievements. The collaboration with industry partners allows students to gain practical insights and contribute to research projects, ensuring the program's relevance to real-world requirements.
3. **Student involvement in research:** HEI has implemented measures to actively involve students in scientific activities consistent with their study cycle. Students have various opportunities to engage in research through final theses, course works, integrated projects, internships, and scientific conferences. The institution recognizes and rewards students' research efforts, providing motivation and support for their engagement in scientific activities

(2) Weaknesses:

1. **Limited international recognition:** Although the research and applied scientific activities conducted at the University have received positive reviews, there is room for improvement in terms of international recognition.
2. **Limited diversity in research topics:** While the study field demonstrates strengths in its focus areas, there is a need to diversify research topics to further engage students. By exploring interdisciplinary research areas, students can broaden their perspectives and have access to a wider range of research opportunities.
3. **Limited participation in scientific events abroad:** The study field acknowledges the need to encourage more students to participate in scientific events abroad.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

Selection and admission of students is carried out according to the general procedure defined at the national level. Students that want to apply to a second cycle program can do so through the VILNIUS TECH internal system to apply.

First cycle program Organization Management had 32 students in 2019 and in 2022 the University had 8 admitted students. The decline could be explained by the fact that admission procedures were not carried out during the years 2020 and 2021. Even though management study field programs are somewhat related to other study fields like business, economics or finance, it is a worrying trend that the student numbers in the first cycle have decreased drastically. The only positive thing that happened during this transition was the increase of threshold scores for non-state funded places. It is necessary for VILNIUS TECH to have bachelor students in the management study field, so the university would have a steady background of management field bachelor graduates. VILNIUS TECH should look into ways to attract more bachelor students.

Second cycle programs in VILNIUS regarding admission numbers seem to be in a much better position than the bachelor program. Engineering economics and management study program had about 23 students in the years of 2019 and 2020, then the admitted number of students tripled and in years of 2021 and 2022 the program had 63 and 67 students respectively. The other masters' program Real estate management had the most stable admission numbers of the three evaluated in the field. The most admitted students were in 2019 with 25 students and the lowest being the following year with 16 students.

Students learned about the university from the school's cooperation with the university, university fairs and social networks. Admission is clear enough, integration is quite difficult, because students feel that they have to start adult life in a short time after graduation. The proposal to pay more attention to the integration of freshmen's and familiarisation between courses and study programs.

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

Students respond positively to the possibility to return to study, improve their qualifications and earn certain credits while working in their profession. Sufficiently good combination of studies and work is at the master's level. Students emphasise the close relationship with the lecturers at the master's level, where they can make individual arrangements and the lecturers take into account the needs of the students.

The expert panel has found no issues with this criterion and the procedures that are in place within VILNIUS TECH.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

The expert panel could see obvious problems with mobility. The outgoing mobility of students in the management study field at VILNIUS TECH was very low. Only one student went abroad in 2019, then the following year 5 students went abroad, and in 2022 only 2 students. From the data provided it was interesting to see that most of the students that go abroad are mainly from masters' program Real estate management and not from the bachelor level program where students usually tend to have more opportunities (not being employed, less restricted with their personal life matters and so on).

Students are not aware of the possibilities of internationalisation and mobility. In this area, the fact that students do not understand what opportunities the university offers is very weak, especially short-term exchanges, projects, field trips and all other options, the expert panel highlighted this as a problem. Students emphasise that they do not go abroad due to the difficulty of combining long-term departure with their personal life. Therefore, the opportunities should be ensured for students at both the bachelor's and master's level to go on short-term projects: thus, improving their professional competences and also English proficiency level, expand cultural knowledge, etc.

Analysing incoming mobility, the situation was a lot better as for example in the year 2019 174 students came to study partially from 5 to 10 months through mobility programs.

The expert panel can conclude that mobility for incoming students was good but the main problem is the attitude from local students towards outgoing mobility. VILNIUS TECH has to find ways firstly to change the outlook of students toward mobility and then look for additional incentives to encourage students to go abroad.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

The English language level of the students is weak, studying at a university level HEI and in a field of study where English is especially needed it is considered a shortcoming. While raising the competencies of students, the suggestion is to pay attention to English proficiency. Find a way to integrate the language with the study plan, so that it is convenient and useful for the students to learn English, to improve their competences. In the Management study field English is especially important, while also motivating students to make it important for themselves to choose extra lessons.

The other important aspect considering the English language is that the incoming students will not have the opportunity to fully integrate and experience life in VILNIUS TECH campus if most of the local students do not speak English. All the support from the administration can be acquired by foreign students but it is equally important that during their stay in VILNIUS TECH they can socialise and form social networks with local Lithuanian students.

One of the largest Lithuanian universities lacks psychological support. Here it is important to take into account support in the broadest sense: to ensure that there are enough psychologists providing individual counselling and to offer the services of a psychologist while monitoring

the student's studies in case of problems. Various preventive campaigns, seminars, classes, and education of students about psychological well-being are also important.

One of the biggest problems with studying is the flexibility of studying. Students notice that it is very difficult to combine studies with work, the administration wants to introduce compulsory attendance, but this would be particularly unattractive to students. It is important to understand that the student does not receive enough financial support from the university to be able to not work, so most students work. It is important for them to balance work with studies, so the proposal takes into account the needs of students and maintains the quality of studies. Students for whom lectures are taught in a mixed way respond positively to such a model, but it is very important that the quality of studies does not suffer due to the flexibility of studies.

Students emphasised that during their studies there is a lack of sufficient opportunities to write various articles before writing the final thesis. Therefore, it would be particularly useful to revise the study grid and include more subjects that would practically have more opportunities to improve competencies in academic writing.

All in all, despite the minor weaknesses, student support is good. VILNIUS TECH should focus not only on formal support but also try to form more informal and soft support within the university's community.

3.3.5 Evaluation of the sufficiency of study information and student counselling

Students mentioned they can always turn to the administration, which constantly provides help and answers questions. It is felt that postgraduate students feel closer to the administration, more socialised. A proposal to include more cooperation between undergraduate and graduate studies, to make more connections and networking.

Students do not know exactly where and how to go to write an academic appeal about a grade or how to go to the ethics committee for various situations, for example: teacher behaviour. It is important for students to be clear about how they can anonymously report any situation. It is not enough to be able to apply directly to the administration, other possibilities must be created.

The expert panel recommends the university to overlook their appeal procedure and not the system in general but the approach on the information that is provided and how it is provided to students. Also, a clear sign that the students do not know about the appeal procedures is that during the evaluated period no appeals were submitted by the students.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Alumni club, collaboration, meetup and connection is the right platform to build relationships with the students themselves. Involvement of graduates in the study process is a very suitable platform for communication.

2. Financial incentives for students to write articles and practise academic writing.
3. Incoming mobility of foreign students.

(2) Weaknesses:

1. Students' level of English.
2. Lack of psychological support for students.
3. Students' difficulties in combining studies with work, so it is necessary to increase the flexibility of studies.
4. Outlook towards and opportunities to go on short-term exchanges, projects and camps, thus improving your competences and earning study credits.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

The study program described in the provided SER is well-structured and focuses on clear learning objectives and expected outcomes for students. The program includes a variety of teaching and assessment methods, such as lectures, case analysis, discussions, presentations, research papers, and group projects. This approach ensures that students engage with the material in different ways and apply their knowledge to practical and real-life examples.

The first cycle program classes are primarily conducted in a live classroom environment, while second cycle program students have the option to attend classes remotely. This flexibility allows students to manage their schedules and accommodate their work-life balance. The inclusion of remote learning options is particularly beneficial for those students who are working while pursuing their studies.

During the experts visit, various stakeholders provided feedback on innovative teaching and assessment methods, highlighting their effectiveness in achieving the desired learning outcomes. Faculty members were commended for their individual teaching approaches and emotional connection with students. This strong attribute fosters a better understanding of students' needs and challenges, creating a supportive learning environment.

The study process is supervised by Study Committees and Study Program Tutors who ensure the program's quality and coherence. Students' competencies and skills are evaluated using a ten-point scale based on cumulative evaluation criteria. This comprehensive evaluation approach ensures a holistic assessment of students' progress throughout their studies.

The program also emphasises independent work, with more than 60% of the workload in the first cycle and over 80% in the second cycle dedicated to self-study. Faculty members dedicate

consultation hours to support students, and while there are regulated hours, teachers expressed their willingness to provide additional support based on the well-being and satisfaction of the students. This personal relationship and coaching culture contribute to the learning process at management study programs.

Based on student feedback, the studies are intensive and can create some stress, particularly for students who are working and managing their work-life balance. To address this, many first cycle students prefer remote classes as it allows them to better manage their busy work schedules. Senior student-tutors and teacher-tutors are appointed to help students adapt and integrate into the study process, offering guidance and support when needed. Additionally, student representations of the University and Faculties provide further assistance to students in various ways.

While graduates highly recommend stress management and time planning courses as mandatory at the beginning of the study programs, the overall structure and support system in place demonstrate the commitment of the faculty members to high teaching standards and their dedication to adapting to the changing learning capabilities of students.

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

University has all necessary paperwork and practical implementation to assist all socially vulnerable groups and students with special needs, ensuring access for studies by creating environmental conditions that eliminate physical barriers. Organisational culture of the university promotes sensitivity and tolerance-based traditions of communication and ensures the dignity of every person. Financial aid, special software and hardware, specialised furniture and various tools as well as facilities have already been upgraded and adopted to the students with special needs.

VILNIUS TECH has all the possibilities to make students with individual needs feel fully immersed into the studies but the University should find ways to attract these students. It is not enough to only have everything in place but the facilities, culture and process should be used and experienced by the people that they are implemented for in the first place. The University has all conditions for individual needs of different students and the University should find ways to grab the attention of such students so they would choose to study in VILNIUS TECH.

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

The monitoring of student study progress is conducted at multiple levels, including the University, Faculty, and individual Study Program Committee. Graduates of the Management field have demonstrated a high level of engagement in the learning process, as indicated by their exceptional grade point averages, which are consistently above 8.

To improve study programs and enhance the organisation of the study process, systematic student surveys are utilised. These surveys also aim to strengthen the composition and skills of the academic staff. Student groups participating in the surveys have regular meetings, at least

once a semester, to provide feedback. The analysis of the surveys and the decisions made based on the feedback are presented during these meetings. The results of the surveys are shared with other target groups within 6 months of their completion.

While surveys are an important part of the feedback collection and improvement process, it is not always clear which specific surveys are used and for what purpose. During the stakeholder meetings, it was acknowledged that many mandatory surveys are conducted, but there was no specific information about the latest findings and improvements based on the most recent student surveys. Furthermore, the SER report did not include the latest student survey results as relevant proof of the monitoring process. The statistics presented in the SER report under section 5.5 were from a 2019 survey related to evaluations by graduates and social partners.

During the meetings with experts, students confirmed that regular feedback from professors is one of the most important aspects of the monitoring process. Professors provide feedback to students during homework discussions, lectures, and after presentations. They point out strengths and weaknesses and record them in the Moodle system for future reference. Assignments are also discussed after mid-term and final examinations, and additional sessions can be arranged based on personal student requests. While the assessments and grading process are strictly regulated by the university, students emphasised that personalised individual feedback from teachers on a regular basis is the most valuable aspect for self-assessment and continuous study progress. The allocated consultation hours for such feedback may need to be revised, as they may be too limited to accommodate a desired individual approach.

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

The evaluation of employability of graduates and graduate career tracking in the study field involves multiple methods. The university collects data from STRATA's and conducts its own surveys to gather information on graduates' employment and career statistics, as well as the opinions of graduates and employers regarding graduates' professional readiness and competences after graduation. The relevance of these competences to the requirements of the labour market is also assessed.

However, the data from STRATA's was only available for the 2018-2019 period. Therefore, the university's survey outcomes and statistics were included in the self-evaluation report. It should be noted that the number of respondents in these surveys was relatively low, which means that significant conclusions cannot be drawn from the data. Instead, they should be seen as indications for further research.

For example, according to the survey results, 20% of first cycle graduates and 25.81% of second cycle graduates reported that the knowledge and skills they gained during their studies were insufficient to meet job requirements. However, during meetings with current students and graduates, no shortages of skills or competencies were observed. Suggestions were made during these meetings to address this issue, such as emphasising the mastery of business English language at a higher professional level, which is crucial in today's labour market with

international career opportunities. Offering courses in English language could also improve Erasmus student statistics and provide a competitive advantage for the management program.

Graduates and social partners have established strong relationships with the university, particularly with the faculty, over the years. During the meetings, many of them expressed a strong bond and professional affiliation with the university. The most common interactions mentioned were in the roles of guest speakers, research partners, and mentors. Additionally, 60% of social partners invite and provide internships for students. According to the social partners, graduates of the Management study programs have acquired sufficient theoretical knowledge, but opinions regarding practical professional skills were divided, with 70% considering graduates to have fair skills and 30% indicating that graduates have not acquired such skills. Students confirmed that the current syllabus provides a fair balance of theoretical and practical skills, although Master's program students found it easier to apply theoretical knowledge in practice due to their existing permanent jobs.

In conclusion, there is a need for a stronger and more systematic approach to building long-lasting partnerships with employers and social partners. Suggestions were made to reinstate regular "round table" discussions, which would provide more opportunities for cooperation and real business experience.

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

According to the Self-Evaluation Report (SER), the teaching staff and students of the university adhere to the principles of academic integrity as outlined in the Code of Academic Ethics. The teaching staff is required to respond and report cases of student dishonesty to the university administration, a division within the university, or the Law and Ethics Commission. Upon admission, each student is required to sign the Declaration of Integrity, which remains valid throughout their study agreement.

To ensure academic integrity, the university has implemented a specialised system called Turnitin for checking text matching, which helps detect potential cases of plagiarism. During the period under evaluation, no cases of academic dishonesty were identified in the study programs within the field of Management.

Additionally, the SER states that there were no instances of violation of the principles of tolerance and non-discrimination within the university.

These findings indicate that the university has established a strong commitment to academic integrity and has implemented measures to ensure its maintenance within the study programs in the field of Management.

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

A student has the right to submit an appeal or complaint. Based on SER submission and examination of appeals and complaints regarding the study process are organised following the Description of Procedures for Resolving Student Appeals and Complaints.

During the period under evaluation, no appeals or complaints were received from students in the Management field study programs. This can be attributed to the continuous improvement of cooperation between teachers and students, particularly in discussing the results and evaluations of various assessments, examinations, and final papers. The SER indicates that the process of giving critical feedback to the faculty regarding teaching methods and student evaluations is considered sufficient. Both teachers and students willingly engage in open discussions to find common agreements, and the faculty is described as being open and honest in seeking the best possible solutions for students.

Furthermore, student surveys conducted at the end of each semester as a feedback submission tool and for making improvements to the syllabus were evaluated positively by both students and faculty members.

These findings suggest that the study program maintains effective channels of communication and feedback mechanisms, which contribute to the resolution of any concerns or issues that may arise. The absence of appeals or complaints during the evaluation period indicates a generally satisfactory experience for students in the Management field study programs.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The strong personal relationship between students and teaching faculty is a positive aspect of the study program. This can foster a supportive learning environment and promote effective communication between students and instructors.
2. Methods adopted based on learning objectives and students' needs ensures that the education provided is relevant and tailored to the students' requirements.
3. The utilisation of remote classes as a convenient method of learning by second cycle students indicates the program's adaptability to modern educational technologies, which can enhance flexibility and accessibility.
4. The establishment of a strong personal feedback and mentoring culture demonstrates the program's commitment to providing individualised guidance and support to students, facilitating their academic and personal development.
5. The existence of a robust network of social partners, including guest speakers, research partners, and mentors, indicates the program's engagement with the professional community. This can provide students with valuable opportunities for collaboration, practical experience, and industry insights.

(2) Weaknesses:

1. The lack of mandatory classes on stress management and time planning for first-year students may overlook the importance of equipping students with essential skills to

manage the demands of the study program effectively. Adding such classes could support their well-being and improve their work-life balance.

2. Strengthening the English language skills, particularly in the context of business and management, is crucial for students to be competitive in the labour market and compared to other study programs. Enhancing language proficiency can expand career opportunities and facilitate effective communication in a globalised business environment.
3. The weakness in proactiveness from the university's side in maintaining an active and engaged alumni and social partner network suggests a missed opportunity for continuous collaboration, networking, and support for current students and graduates.
4. The absence of remote learning possibilities for first cycle students might limit their access to flexible learning options, especially in situations where attending in-person classes may pose challenges. Providing remote learning opportunities can enhance inclusivity and accommodate diverse student needs.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

A list of permanent teaching staff of the field Is provided, with information about number, and years of experience in relation to scientific, didactic and professional experiences.

The number of teaching staff to the number of students is provided. The ratios of teachers to students vary from 0.22 in Real Estate Management (second cycle programme) to 1.08 in Organisation Management (First cycle programme). Engineering Economics and Management have a ratio of 0.37 in the academic year 2021/2022. In all three study cycles the number is adequately high.

Scientific qualifications are based on a list of selected research publications for all teaching staff. The majority of the teaching staff possess research experience and many also demonstrate active research activities in recent years. Some teaching staff do not have publications since 2018 or 2019, which indicate a less active publication activity. The core of the teaching staff who have higher teaching loads in the programmes are also the ones with the most recent publications. This group of teachers also demonstrates their expertise by being members of editorial boards of international journals, Horizon 2020 and international research projects. All teaching staff have participated and done presentations at international conferences within the period of assessment.

The teaching staff in the field of study have in general many years of teaching experience. Most of them also state that they have substantial professional experience. The students at the site visit evidence that the teachers are theoretically, didactically and professionally well qualified and that most courses have an appropriate balance between theory and practise.

It is stated in the SER that all teaching staff who teach in the English taught programme Engineering Economics and Management have English knowledge of at least B2 level. At the site visit it is confirmed that, although varying, the level of English language is appropriate.

All in all, the number, qualifications and competencies of the teaching staff in the field of management are adequate to achieve the learning outcomes.

3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility (not applicable to studies carried out by HEIs operating under the conditions of exile)

All teaching staff can take part in exchange programmes such as the Erasmus+ staff mobility programme. The majority of the teaching staff have participated in such exchanges over the last five years. Except for COVID-19 year 2020/2021, more than 50 % of the teaching staff participates in outgoing exchange each year. The numbers of incoming teaching staff are also substantial, but lower than the number of outgoing staff.

The benefits are stated as pedagogical and scientific development and international cooperation projects. It is not evidenced in the SER how these benefits come to life, but at the site visit some international research collaborations were mentioned. Even though a few examples are mentioned, a more systematic approach to harvest the benefits of both incoming and outgoing staff mobility could be established.

All in all, conditions for academic mobility are good and the majority of the teaching staff participates in international activities.

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

Scientific competences are periodically assessed and systematically developed. Development of scientific competences primarily takes place through publications.

The institution has an incentive system with a bonus up to 100 % on top of salary. It is based on a broad range of indicators: scientific points (international publications, impact, participation in committees etc.), teaching points (student feedback, teaching in English, Erasmus exchange etc.) and services. At the site visit it is evidenced that this incentive system has an impact and makes a substantial difference for faculty. The incentive system seems balanced in terms of different areas of activity and different types of indicators.

The university has an Academic Support Centre with a team of professional educators, psychologists and digital experts. In the SER, it is stated that all teaching staff during the period have attended training. The training takes many forms, as for example consultations, seminars and self-studying material on a platform. It is mandatory for all teaching staff with at least 0.25 FTE to develop their educational competences and the university has a teaching certificate programme. Certification is mandatory to get a renewed position.

The faculty confirms that opportunities are offered for didactical professional development, through the Academic Support Centre. The centre offers relevant courses in didactical and digital competence development and most teachers have attended at least one of the offerings recently. Overall, they find the quality of the offerings good.

All teachers confirm at the site visit that they have participated in peer consultations and do this on a regular basis. They feel this to be a rewarding activity to engage in and it fosters sharing of ideas and exchange of knowledge. The format and organisation differ from program to program. In the master program faculty have to participate in peer consultations once per semester. The organisation of peer consultations is well supported in terms of pairing the faculty and in terms of format/method.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Good quality in research among core teaching faculty.
2. Transparent requirements and standards for teaching qualifications through the teacher certification programme.
3. Incentive system that comprises both performance and quality in research, teaching and services.
4. Peer consultations on teaching are done on a regular basis and contribute to development of competences and sharing of knowledge and practises.

(2) Weaknesses:

1. Some of the teaching staff have not published in scientific journals since 2018 and 2019. This is a small group which could be supported in their publication activities.
2. No structured set-up to harvest the benefits from teaching staff participating in international exchange programmes, for example a demand to share experiences of visits abroad.

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process

The infrastructure of the Vilnius Tech University's Management study field was accurately described in the SER report, and the visit by experts confirmed the suitability and adequacy of the physical premises. The following facilities were noted to be well-equipped and conducive to a quality learning environment:

The classrooms within the Management study field at Vilnius Tech University are described as well-equipped and modern, featuring advanced technologies such as CleverBoard3 and SmartBoard interactive whiteboards. This ensures that students have access to modern audio-visual equipment to support their learning experience.

Computer literacy is highlighted as one of the university's strongest competitive advantages compared to other educational institutions in the market. Computers are installed not only in computer classrooms but also in reading rooms, the library, and faculty rooms. The availability of a variety of application software, with more than 200 titles, further enhances students' technological skills and supports their academic endeavours.

Vilnius Tech University boasts one of the most advanced libraries in the capital of Lithuania. With a collection of over 637,000 print and electronic information resources on various topics, the library provides students with extensive access to valuable academic materials. Its 24/7 availability and computerised working places contribute to a conducive learning environment. During the visit, experts have the possibility to visit the reading room where a dedicated expert librarian explains all possibilities for students to use the room from 9:00 a.m. to 9:00 p.m. with 33 working places, 10 of which are computerised. Also, an online list of books, publications and various databases were demonstrated.

While some building premises were awaiting renovation and modernization, the overall quantity and quality of resources, as well as the continuous efforts to improve the exterior and interior, were deemed suitable and sufficient for lectures, practices, laboratory work, and an effective learning process.

Overall, the infrastructure and resources provided by the university contributed to a conducive learning environment and supported students' academic endeavours.

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

Based on the SER the faculties' funds consist of budgetary funds (created from the student basket funds received) and own funds. The funds of the faculty are received in accordance with the procedure approved by the Rector. Based on meeting with various stakeholders, various worn resources are renewed on a continuous basis. During the visit some examples of the most recent upgrades (classrooms, computers, video equipment) were demonstrated.

All in all, faculties' funds are sufficient for regular upgrades of various resources and are conducted based on stakeholders' input. Recent upgrades were showcased during a visit.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The classrooms within the university's Management study field are described as well-equipped and, in most cases, modernised to align with current teaching methods. This ensures that students have access to the necessary resources and technologies to support their learning experience, whether it be in-person or remote.
2. The university's IT infrastructure is well maintained and kept up to date. The availability of necessary software further enhances the learning experience for students and supports their technological literacy.
3. The reading room and central library of the university are well organised, providing students with access to a wide range of modern information sources. The convenience and availability of these resources contribute to students' research capabilities and academic success.

(2) Weaknesses:

1. Despite the overall positive state of the classrooms, there are some premises within the university, such as the cafeteria, common areas, and corridors, that still require modernization and renovation. Additionally, older furniture in classrooms may need updating to provide a more comfortable and conducive learning environment.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

The internal quality assurance system is based on the European Quality Assurance Framework and Guidelines for Higher Education (ESG), which is a globally recognized standard. This alignment demonstrates commitment to maintaining high-quality standards and ensuring compatibility with international quality benchmarks.

The involvement of various internal institutions, such as the Study Committee, Rectorate, Senate, Faculty-level committees, and councils, ensures effective decision-making and oversight of quality assurance processes. This clear governance structure enables coordinated efforts and accountability for maintaining and improving study quality.

HEI actively involves stakeholders, including students, social partners, academic community, and graduates, in quality assurance processes. Students are provided with opportunities to provide feedback through surveys and participate in various decision-making bodies. Engagement with social partners and alumni helps in aligning study programs with the needs of the labour market and promoting employment opportunities.

The quality assurance system emphasises continuous monitoring and evaluation of study programs, student achievements, teaching staff, and study resources. Regular feedback from stakeholders is collected and analysed to identify areas for improvement.

The system recognizes the importance of enhancing teaching staff's professional and pedagogical competences. It provides mechanisms for internships, qualification improvement, and continuous learning opportunities.

HEI maintains a well-organised documentation system, including the Quality Manual, Study Regulations, and other internal and external documents which ensures accessibility and transparency of relevant information for stakeholders.

Overall, the internal quality assurance system at HEI appears to be effective in ensuring the quality of studies. It demonstrates a commitment to continuous improvement, stakeholder involvement, and compliance with recognized quality standards.

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

HEI actively seeks feedback from students through various means such as student surveys, lecture visits, meetings with the Student Representation, and discussions/interviews with students. Student representatives are included in various committees and meetings within the university structure. Additionally, close contact is maintained with alumni, and their satisfaction with the study program is evaluated through interviews. Alumni also contribute to expanding the network of social partners.

HEI also encourages teaching staff to continuously improve the quality of studies. This is achieved through their participation in the preparation of self-assessment reports, updating teaching materials, incorporating innovative study methods, and hosting teaching materials in the virtual environment system Moodle. The faculty councils and department meetings serve as platforms for teachers to provide comments and suggestions.

There is close cooperation with employers and graduates, which helps expand the network of social partners. Partnerships with companies enable students to access internships, job opportunities, and support for their final theses. Representatives from partner organisations are actively involved in the defence of final theses, providing expertise and contributing to the evaluation process.

Overall, HEI exhibits an effective approach to involving stakeholders, including students, alumni, teaching staff, doctoral students, and social partners, in the internal quality assurance processes. The active participation of stakeholders in feedback provision, decision-making, collaboration, and facility enhancement contributes to the continuous improvement of study programs and the alignment of education with industry requirements

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

The aims and learning outcomes of the study programs are published on HEI website and the University's internal information system. The publication of aims and learning outcomes in easily accessible platforms demonstrates a transparent and informative approach to communicate the objectives of study programs to students and stakeholders.

The IS.VGTU information system provides a comprehensive platform for the administration and academic staff to manage study programs and student data. The system allows for efficient management of study plans, subject modules, student evaluations, elective courses, and thesis topics. It also generates and stores statistical information related to admissions, student progress, and competitions.

HEI has developed and implemented a feedback system to monitor the quality of the study process. The university values the input of students and follows a collegial approach to improve the organisation of the study process. Systematic student surveys are conducted, and the results are used to enhance study programs, teaching quality, and the skills of academic staff. Various mandatory surveys are conducted to gather feedback from students, teaching staff, administrative staff, graduates, and social partners.

Overall, HEI's performance in the collection, use, and publication of information on studies, their evaluation, and improvement processes and outcomes is adequate. The institution's efforts to publish aims and learning outcomes, utilise an information system for study program management, implement a feedback system, and take actions based on survey results reflect a commitment to transparency, quality assurance, and student-centred education.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

Based on the information provided, the evaluation of the opinion of field students about the quality of study field appears to be positive overall. HEI has implemented a variety of methods to collect students' opinions, including surveys and face-to-face meetings. This demonstrates a proactive approach to gathering feedback and ensuring that students have a platform to express their views.

Surveys cover a wide range of topics, including learning objectives, evaluation procedures, and the relevance of subjects to future professions which allows for a holistic assessment of the quality of studies from the students' perspective.

The collaboration between the Study Directorate and the Student Representation highlights the institution's commitment to effective communication and involvement of students in the feedback process.

The survey results are shared with relevant stakeholders, including teaching staff, program supervisors, and members of the Study Program Committee.

Additionally, the meetings with second-cycle students provide an opportunity for deeper insights and qualitative feedback. This approach allows administrators to better understand the specific needs and perspectives of second-cycle students, ultimately leading to more targeted improvements and enhancements in the study programs.

Overall, the continuous collection of students' opinions and the institution's efforts to address feedback reflect a commitment to maintaining and improving the quality of study programs at HEI. By actively seeking and responding to students' opinions, HEI demonstrates a student-centric approach.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Alignment with recognized quality standards: The internal quality assurance system at HEI is based on the European Quality Assurance Framework and Guidelines for Higher Education (ESG), a globally recognized standard. This alignment ensures that the institution maintains high-quality standards and is compatible with international benchmarks.
2. Involvement of various internal institutions: HEI has established a clear governance structure that involves various internal institutions such as the Study Committee, Rectorate, Senate, Faculty-level committees, and councils. This ensures effective decision-

making and oversight of quality assurance processes, promoting coordinated efforts and accountability for maintaining and improving study quality.

3. Stakeholder engagement: HEI actively involves stakeholders, including students, social partners, academic community, and graduates, in quality assurance processes. Students are provided with opportunities to provide feedback through surveys and participate in decision-making bodies. Engagement with social partners and alumni helps align study programs with the needs of the labour market and promotes employment opportunities.
4. Continuous monitoring and evaluation: The quality assurance system at HEI emphasises continuous monitoring and evaluation of study programs, student achievements, teaching staff, and study resources. Regular feedback from stakeholders is collected and analysed to identify areas for improvement. This ongoing evaluation contributes to the continuous enhancement of study quality.

(2) Weaknesses:

1. None.

IV. EXAMPLES OF EXCELLENCE

Core definition: Excellence means exhibiting exceptional characteristics that are, implicitly, not achievable by all.

"Bloomberg" computer classroom:

During the visit HEI introduced a state-of-the-art "Bloomberg" computer classroom, providing students with access to advanced financial and economic analysis tools. This specialised learning environment is equipped with the latest Bloomberg terminals, enabling students to gain hands-on experience with real-time financial data, market analysis, and investment strategies. The "Bloomberg" computer classroom enhances the academy's curriculum by incorporating practical applications of financial concepts and offering students a valuable opportunity to develop their skills in financial analysis and decision-making. This initiative underscores HEI's commitment to providing a comprehensive education that prepares students for careers in the finance and business sectors, ensuring they are equipped with the knowledge and practical expertise to excel in their professional pursuits.

Biometric Intelligent Adaptation System (Beck project):

HEI has implemented the Biometric Intelligent Adaptation System, known as the Beck project, which harnesses biometric technology to create a personalised and adaptive learning environment for students. This innovative system analyses biometric data, such as facial expressions and physiological responses, to understand individual students' learning patterns, preferences, and levels of engagement. Based on this analysis, the system dynamically adjusts the teaching materials, pace, and difficulty level to suit each student's unique needs, optimising their learning experience and educational outcomes. The Beck project not only enhances the quality of education but also fosters a student-centred approach, promoting individualised learning and addressing the diverse needs of students. By embracing cutting-edge technology and personalised learning, VGTU demonstrates its commitment to staying at the forefront of educational advancements and providing students with a highly effective and engaging learning environment.

V. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ol style="list-style-type: none"> 1. Addressing flexibility: <ul style="list-style-type: none"> ● Go beyond current flexible study timetables and methods to accommodate diverse student needs and schedules. ● Explore alternative modes of study, such as part-time programs, evening classes, or online learning options. ● Provide additional options for students to balance their studies with other commitments, ensuring a more inclusive learning environment. 2. Enhancing practical exposure: <ul style="list-style-type: none"> ● Continuously evaluate and improve the practical and research-related components of the programs. ● Align practical exposure with the demands of the labour market and current research discussions. ● Foster collaborations with industry partners to offer internships, projects, and research opportunities that reflect real-world professional challenges. 3. Minimising curriculum lag: <ul style="list-style-type: none"> ● Regularly evaluate and revise the curriculum to keep pace with rapid technological advancements and industry trends. ● Incorporate feedback from professionals and employers to ensure curriculum updates align with market demands. ● Establish channels for ongoing communication with industry experts to gather insights and identify areas for improvement. 4. Expanding international exposure: <ul style="list-style-type: none"> ● Extend international exposure beyond the existing specialisation to other areas of study. ● Foster partnerships with international institutions to provide study abroad opportunities and exchange programs. ● Infuse a global perspective and diverse cultural perspectives throughout the curriculum to prepare students for the interconnected business environment. 5. Encouraging student involvement: <ul style="list-style-type: none"> ● Actively involve students in shaping the curriculum and decision-making processes. ● Seek feedback from students through surveys, focus groups, and student representatives. ● Provide platforms for students to share their ideas and suggestions for curriculum improvements.

	<p>6. Promoting interdisciplinary approach:</p> <ul style="list-style-type: none"> • Maintain a focus on management-related subjects while incorporating elements of interdisciplinary knowledge. • Integrate courses or modules from other disciplines to provide students with a broader skill set. • Encourage collaboration and problem-solving across different disciplines to address complex challenges effectively.
<p>Links between science (art) and studies</p>	<ol style="list-style-type: none"> 1. Promote international opportunities and facilitate students' involvement in conferences and research internships outside their home country. 2. Increase focus on expanding study field participation in international projects and increasing its visibility on the global stage.
<p>Student admission and support</p>	<ol style="list-style-type: none"> 1. Students' level of English needs attention, consider some incentives for students or make more mandatory lessons that are in English. 2. To increase psychological support and scope of the help for students. 3. Students' difficulties in combining studies with work, so it is necessary to increase the flexibility of studies. 4. Offer more short-term mobility programs, also the view of students towards going abroad needs to be changed. 5. Networking between bachelor and master students should be increased. 6. Increase English proficiency so foreign students could integrate more easily within the campus. 7. Find ways to stabilise admission for the first cycle program.
<p>Teaching and learning, student performance and graduate employment</p>	<ol style="list-style-type: none"> 1. Surveys' methodology and approach should be reconsidered. Surveys data either old or insufficient due to low # of respondents. 2. More classes on stress management and time planning should be added to first year students as mandatory to prepare them for intensity of study program and better work-life balance. 3. Mastering the English language should be prioritised as it is the main language in the international labour market as well as to compete with other management programs. 4. To strengthen Alumni activities and improve relationships with social partners. Systematic approach and regularity could be a way (regular round tables, hybrid events, common data basis for all graduates, research projects, mentorship programs, digital platform, thesis). 5. First cycle students are missing remote learning possibilities.

Teaching staff	1. Keep the international profile and the support for academic mobility of both incoming and outgoing teaching staff, and establish processes for sharing of take-aways from participation in international exchange activities.
Learning facilities and resources	1. SER report should include only relevant (to Study field) info and separate overall information related to Universities' resources.
Study quality management and public information	1. None.

VI. SUMMARY

Vilnius Tech is a multidisciplinary institution offering Management study programs through its renowned faculties, including the Faculty of Business Management, Faculty of Civil Engineering, and Antanas Gustaitis' Aviation Institute. The Faculty of Business Management is internationally recognized as a centre of excellence for economic, business, and management studies, boasting membership in prestigious international associations. The Faculty of Civil Engineering is a prominent and expansive faculty engaged in both theoretical and experimental research, establishing collaborative partnerships with numerous Lithuanian and foreign companies. The Antanas Gustaitis' Aviation Institute specialises in training aviation specialists and offers specialised programs to cater to the unique demands of the aviation industry. The Management study programs provided by Vilnius Tech have been thoughtfully developed to adapt to the ever-evolving environment and changing labour market needs. The university's commitment to offering a comprehensive education ensures that students are equipped with the knowledge and skills necessary for a successful professional career.

Vilnius Tech excels in four strategic areas that contribute to its reputation as a leading educational institution: Firstly, Vilnius Tech ensures Academic Excellence and Relevance in its Management study programs. The university continuously enhances these programs to meet strategic document requirements and deliver high-quality education. By staying updated with changes in the environment and labour market demands, Vilnius Tech equips its students with relevant skills for success in a rapidly evolving global market influenced by factors such as globalisation and artificial intelligence. This focus on relevance is supported by labour market projections and demands.

Secondly, Vilnius Tech fosters Research and Industry Collaboration. With a strong research reputation in social sciences, particularly in Management and Economics, the university actively collaborates with industry partners. This collaboration allows students to gain practical insights and contribute to research projects, ensuring that the Management study programs stay aligned with the latest developments in science, arts, and technology. Students have numerous opportunities to engage in research activities through various avenues such as final theses, internships, and scientific conferences.

Thirdly, Vilnius Tech prioritises Student-Centred Learning. The university nurtures a strong personal relationship between students and teaching faculty, creating a supportive learning environment that promotes effective communication. Teaching methods are carefully designed to align with learning objectives and cater to the unique needs of students, ensuring a tailored and relevant education. The program also emphasises personal feedback and mentoring, providing individualised guidance and support to students. The utilisation of remote classes further enhances flexibility and accessibility for second-cycle students.

Lastly, Vilnius Tech maintains a strong focus on Quality Assurance and Infrastructure. The Management study field benefits from well-equipped and modernised classrooms, providing students with the necessary resources for a comprehensive learning experience. The

university's up-to-date IT infrastructure supports students' technological literacy and enhances their educational journey. Additionally, the organised reading room and library offer extensive access to modern information sources, bolstering students' research capabilities. Vilnius Tech's commitment to quality is evident through its alignment with recognized quality standards and its internal quality assurance system based on the European Quality Assurance Framework and Guidelines for Higher Education (ESG).

The expert panel has identified three strategic areas for improvement to strengthen and enhance Vilnius Tech Management study programs, ensuring they remain effective and relevant in today's dynamic global market.

The first strategic area of improvement focuses on enhancing flexibility and internationalisation. Vilnius Tech aims to explore alternative modes of study and provide additional options for students to balance their studies with other commitments. By expanding international exposure beyond the existing Business Leadership specialisation, the university seeks to promote diverse cultural perspectives across all areas of study. This approach will empower students to adapt to a rapidly changing world, fostering a global mindset and enhancing their competitiveness in the international job market.

The second strategic area centres around curriculum development and market relevance. Vilnius Tech commits to continuously evaluating and improving the practical and research-related components of the Management study programs. Regular assessments, revisions, and incorporation of feedback from professionals and employers will minimise curriculum lag, ensuring that the content remains up to date and aligned with the evolving demands of the labour market. By doing so, students will receive a comprehensive education that equips them with the latest skills and knowledge required for real-world professional challenges.

The third strategic area of improvement emphasises student engagement and an interdisciplinary approach to management education. Vilnius Tech recognizes the vital role students play in shaping the curriculum and decision-making processes. Actively involving students in these processes enables them to contribute their perspectives and insights, thereby enhancing the relevance and effectiveness of the programs. Additionally, the promotion of an interdisciplinary approach equips students with a broader skill set, enabling them to tackle complex challenges across various industries. This approach encourages creativity and innovation, preparing students to become versatile leaders in today's interconnected world.

Through its dedication to enhancing flexibility and internationalisation, curriculum development and market relevance, and student engagement and an interdisciplinary approach, Vilnius Tech demonstrates its commitment to providing a high-quality education that prepares students for successful careers and empowers them to be agents of positive change in the global business landscape. By continuously evolving and adapting its Management study programs, the university remains at the forefront of education, ensuring graduates are equipped to meet the demands of the future. These strategic areas of focus also contribute to academic excellence, industry relevance, student-centred learning, and a high-quality learning

environment, which uphold Vilnius Tech's strong reputation in preparing students for successful professional careers.

At the end of this report we, the Expert Panel, would like to express our sincere appreciation to the entire team at Vilnius Gediminas Technical University for the comprehensive and substantive Self-Evaluation Report (SER), as well as for the warm welcome and the engaged discussions during our site visit.

Expert panel chairperson signature:

Prof. Dr. Thomas Bartscher

(signature)