



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT

STUDY FIELD

MANAGEMENT

at Kazimieras Simonavičius University

Expert panel:

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Study Field Data

Title of the study programme	<i>Aviation Management</i>	<i>Organisational Innovation and Management</i>
State code	6121LX033	6211LX051
Type of studies	University studies	University studies
Cycle of studies	First	Second
Mode of study and duration (in years)	Full-time (3,5 years)	Full-time (1,5 years)
Credit volume	210	90
Qualification degree and (or) professional qualification	Bachelor of Business Management	Master of Business Management
Language of instruction	English	English; Lithuanian;
Minimum education required	Secondary education	Bachelor degree
Registration date of the study	2012-09-18	2013-02-27

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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 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 10 May, 2023.

Assoc. Prof. Dr. Jannis Angelis (panel chairperson) of AFEO division, KTH Royal Institute of Technology, Sweden;

Ass. Prof. Dr. Giacomo Marzi, IMT School for Advanced Studies Lucca, Italy

Prof. Dr. Iveta Ludviga, RISEBA University of Applied Sciences, Latvia

Mrs. Saulė Motiejūnienė, Director, UAB "Linolitas", Lithuania;

Mr. Matthew Kitching, Lancaster University, UK.

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.	-

1.4. BACKGROUND OF MANAGEMENT FIELD STUDIES AT KAZIMIERAS SIMONAVIČIUS UNIVERSITY

Kazimieras Simonavičius University is a non-state university established in 2003, originally focused on legal studies and in 2012 broadened in scope. Since 2021 the University merged with an applied science university, further broadening the scope for study programmes and various research and outward activities. Programme scope is targeting a noted market demand. There are three Faculties: Law and Technology Institute, Creative Economy Institute, and Business Innovations School (until 2021 named Business School). Research is conducted through centres (i.e., Big Data Excellence Center, Next Society Institute, Digital Aviation LAB). The Business Innovations School runs four first cycle and one second cycle study programme in the fields of business, management and marketing. In the management field there are two study programmes: Aviation Management (first cycle studies) and Organisational Innovation and Management (second cycle studies). There are also other related study programmes (all first cycle - Business Management and Entrepreneurship, Management in business, Digital marketing). Mobility is encouraged, and since 2019 management field students participate in various exchanges or activities, such as ERASMUS+, "Be-Com" and cyber projects.

II. GENERAL ASSESSMENT

Management study field and first cycle at Kazimieras Simonavičius University is given a **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	3
7.	Study quality management and public information	3
	Total:	25

*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 Kazimieras Simonavičius University is given a **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	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	3
7.	Study quality management and public information	3
	Total:	21

*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 were 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

There is an existing demand for the skills specifically to the aviation sector, as well as for skills in innovation and management in general. SER (p11-12) presents the demand in detail with extensive references to independent sources. This highlights in particular a demand in Lithuania as well as across Europe and globally for the aviation sector. The aviation management study program fits well with the identified needs in terms of aim, scope and module content. The organisational and innovation management study programme is more general in scope, but it contains several modules in subjects and directly reflect the identified societal and labour market needs, including topical knowledge, research skills and use of relevant tools (e.g. quality management, project management).

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 aim of the study programmes seeks alignment with the university's mission, as stated in the SER (p7). For instance, online access gives access to students that are employed or for other reasons cannot study on site, broadening student access and supporting the university's aim. Pedagogy used is based on a set format (i.e. Design thinking, Entrepreneurship guidelines). Modules have been introduced to support the aim, such as a module on digital literacy. Knowledge demand is pursued by dedicated research units (e.g. Next Society Institute, forthcoming Digital Aviation lab), but link to the programmes is primarily indirect with researchers working with them.

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

The evaluation of the compliance to the legal requirements is seen in the tables 1 and 2 below. Both programmes are viewed as in full compliance with the requirements.

Table No. 1. Study programme's Aviation Management compliance to general requirements for first cycle study programmes (bachelor)

Criteria	General legal requirements	In the Programme Aviation Management
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Scope of the programme in ECTS	180, 210 or 240 ECTS	210 ECTS
ECTS for the study field	No less than 120 ECTS	Is above 120 ECTS
ECTS for studies specified by University or optional studies	No more than 120 ECTS	Does not exceed 120 ECTS
ECTS for internship	No less than 15 ECTS	15 ECTS
ECTS for final thesis (project)	No less than 15 ECTS	15 ECTS
Contact hours	No less than 20 % of learning	Minimum of 20% contact work
Individual learning	No less than 30 % of learning	Minimum of 30%

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

Criteria	General legal requirements	In the Programme Organisational Innovation and Management
Scope of the programme in ECTS	90 or 120 ECTS	90 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	More than 60 ECTS allocated
ECTS for studies specified by University or optional studies	No more than 30 ECTS	Does not exceed 30 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	Minimum of 10% contact work
Individual learning	No less than 50 % of learning	More than 50%

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

The given SER provides a summary of the study programme objectives (p17). Aim is to provide subject understanding, as well as indirect capabilities on critical thinking, problem-solving and research skills. The Aviation management study programme includes a specific aviation project. Modules use a variety of teaching approaches and assessments. The former ranges from traditional lecturing to interactive teaching methods, depending on the individual model needs.

For assessment, a accumulative marking system is used, combining assessment of ongoing work and presentations (45% of final grade) with a final module exam (55% of the final module grade). Both programmes culminate in a final thesis, written individually. There is an option to write the thesis in pairs, but there is little student interest and hence it is rarely used. Student assessments are provided every semester, but it was noted from the student interviews that feedback was not always given for individual assignments within modules.

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

The Aviation Management study programme is focused both within and between modules in developing student competencies. The (relatively) narrow focus in combination with skilled and experienced staff leads to a progressive and comprehensive learning ladder, with accumulated understandings both expected and provided. This was noted in the staff and student interviews as well as supported in the SER provided. (p.18). In contrast, the Organization Innovation and Management study programme there are a broader range of subjects covered, but also with a less clear scope and focus. The modules cover a range of issues, but the innovation element is not always apparent, neither in specialised modules nor as components in other subject modules. This does not mean the latter is non-existent, the review panel did not go through the content of all individual modules to verify the actual level of innovativeness in the modules, but it was noted as a less apparent area covered for student development.

There is a mix of core and electives in both study programmes. The use of different teaching formats provides different learning environments. The combination of appropriate electives and core modules ensure consistent student development as expected and required for each study programme.

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

The opportunities for students in both study programmes to customise or personalise their studies are seen in the broad range of electives available. There are also several industry relations that students may pursue as part of their studies, as described in the SER (p23-24),

allowing for relevant skills development as well as strengthened industrial experiences and contacts for the individual student. This provides a unique opportunity to combine scholastic interests with applied knowledge based on the student's interests.

While emphasis in the provided texts is more extensive for the Aviation Management programme, the Organization and Innovation Management study programme provides students with similar opportunities if one takes into consideration the less time available for taking optional courses.

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

The final project is obligatory for all students in both management field study programmes (eg SER p.25). The final project is conducted individually, with the academic supervisor assessing the scholastic rigour of the project. Of note, the project is divided into segments, as noted in the provided SER ANNEX 1 as well as discussed by the interviewed students. This was stated by the latter as helpful in developing the skills and selection of topics early enough in the process so that the actual project quality did not suffer.

The final project fulfils all the requirements as set in terms of credits and hours covered. The two management field programmes have many strengths, the three key ones are shown in the text below. There is also one key weakness identified. Overall, the aims and learning outcomes of the two study programmes are in line with the needs of society and the labour market.

Strengths and weaknesses of this evaluation area:

Overall, the aims and learning outcomes of the two field study programmes are in line with the needs of society and the labour market. The following strengths and weaknesses were noted.

(1) Strengths:

1. Close working relationship with industry social partners
2. English component in both programmes notably high, with the Aviation programme given in English and the Organizational Innovation Management programme having the option as demanded by students (pending on visa access)
3. Formal and structured approach to improving research output, including individual incentives for research and several research units, which is great for bachelor programmes content and implementation.

(2) Weaknesses:

1. Research to some extent reliant on external or visiting faculty, need to develop own research capability so that the programmes would contribute more to the curriculum.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities were 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 analysis demonstrates that the KSU has successfully integrated various scientific activities into its study programs, providing students with ample opportunities to develop their skills and expand their horizons.

Notable scientific publications used in Aviation Management and Organisational Innovation and Management studies have been produced by KSU researchers. In 2021, the University established the Next Society Institute (NSI), where global experts from various fields focus on management, sociology, economics, and communication research. NSI researchers publish articles, engage in expert activities, and organise events like the annual "Next Society Interface" seminar and international scientific conferences.

The University emphasises big data research and incorporates its findings into Management study programs. Between 2018 and 2021, the University conducted the "Platforms of Big Data Foresight (PLATBIDAFO)" project, funded by the European Regional Development Fund. The School of Business Innovation also organises events related to big data, such as the expert event-discussion "Digital Data Innovations," in collaboration with social partners. University students actively participate in these events.

The KSU connects research and projects, including contract research, to the content of various study programs, such as management, business, communication, and other study fields. This ensures that students are exposed to the latest and future technologies, professional, and research tools. The fact that most publications are not authored by permanent faculty suggests a diverse and dynamic research environment at the University. This may be due to the institution's emphasis on collaboration with external experts, visiting researchers, and partnerships with other universities or organisations.

While the diverse research output from collaborations with external experts, visiting researchers, and early-career researchers is valuable, it is also essential for the University to encourage more research from its permanent faculty. When permanent faculty members engage in research, they deepen their knowledge and understanding of their fields, becoming more proficient in their subject areas. This expertise directly benefits students who learn from these knowledgeable and experienced educators.

KSU's strong emphasis on professional development and focus on aviation studies are evident in various aspects of the university's programs, research, and initiatives. Students are actively involved in research projects and activities, such as the ERASMUS+ "Be-Com" project, allowing

them to familiarise themselves with digital learning and communication tools, entrepreneurship, and digitalization.

KSU has integrated virtual reality, gamification elements, and other innovative technologies into the content of study programs, enhancing the learning experience and preparing students for the rapidly evolving digital landscape.

International training, lecture series, and collaboration with foreign lecturers provide students with diverse intercultural experiences and opportunities to learn about the latest scientific and technological achievements.

The KSU encourages student engagement in R&D projects, practical and research activities, and entrepreneurial initiatives, fostering a thriving environment for students to develop their competencies through project-based learning, experiential tasks, and innovative challenges. Based on the analysis, it can be concluded that the KSU has successfully implemented a sufficient range of science activities in the field of research related to the field of study, especially for aviation.

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

The analysis shows that the KSU effectively integrates recent advancements and research findings into its curriculum, ensuring that students receive an up-to-date education that prepares them for the evolving professional landscape.

KSU demonstrates a strong commitment to incorporating research results, outcomes, and knowledge into its teaching and learning process, ensuring that the content of its study programs remains relevant to the latest scientific, artistic, and technological advancements. KSU's dedication to integrating research findings, outcomes, and knowledge into its teaching and learning process ensures that students receive education that is aligned with the latest scientific, artistic, and technological advancements. This commitment is especially prominent in aviation studies, where KSU engages in various activities, ranging from academic to technical papers related to the aviation sector.

Students are actively engaged in research projects and activities, allowing them to familiarise themselves with cutting-edge technologies, professional tools, and research methodologies.

The analysis indicates that KSU has effectively created a connection between the content of its study programs and recent advancements in the industry, with a particular emphasis on the aviation sector. This connection is established through various approaches. KSU regularly reviews and updates its study programs to ensure that course content reflects current trends and developments in the aviation industry. This practice helps students stay informed about the latest innovations and best practices in the field. By collaborating with key stakeholders in the aviation sector, KSU ensures that its study programs are relevant and aligned with industry

needs. These partnerships may involve internships, guest lectures, or joint research projects that provide students with valuable insights and practical experience.

Through active student involvement in research projects and activities, integration of innovative technologies into the curriculum, and exposure to international perspectives, the KSU ensures that its students receive a comprehensive and up-to-date education that prepares them for future challenges in their respective fields.

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

The KSU incorporates research and development (R&D) projects into its curriculum, offering students the opportunity to work on relevant projects, participate in practical activities, and develop their competencies through experiential and innovative tasks.

Students are encouraged to carry out research and projects related to their field of study, allowing them to deepen their understanding of the subject matter and develop their research skills. Collaboration with industry partners, such as "Getjet Airlines," "FinHub," "Aviatema," and "Avia Solutions Group," provides students with real-world experiences and the opportunity to work on projects with practical applications.

Students are offered opportunities to participate in international training, conferences, and other events, such as the Nordic Council of Ministers "Nordplus" intensive training and the international student conference "Future Creators." These events allow students to learn about the latest scientific and technological advancements and enhance their skills. It is notable that KSU maintains a solid collaboration with the International Air Transport Association (IATA) to offer supplementary training to students within their aviation program modules. This partnership has several benefits.

The collaboration with IATA ensures that KSU's aviation program remains in line with industry standards and practices, providing students with up-to-date and relevant knowledge.

Also, by partnering with IATA, KSU gains access to a wealth of resources, such as specialised training materials, case studies, and expert insights, which can be integrated into the curriculum to enhance students' learning experience.

Finally, students enrolled in KSU's aviation program may have the opportunity to obtain IATA certifications in addition to their degree. These certifications are widely recognized within the aviation industry, potentially increasing students' employability upon graduation.

The KSU creates an entrepreneurship-friendly environment, offering students access to additional theoretical and practical knowledge, guest lectures from industry experts, and involvement in various entrepreneurship projects. Students are encouraged to prepare final theses related to scientific topics developed by the institution's research institute, as well as to participate in seminars, conferences, and panel discussions where the latest research findings are presented and discussed.

The KSU supports student involvement in the Student Scientific Society, which enables them to focus on scientific research in their field and enriches their extracurricular activities. The analysis indicates that the KSU provides ample opportunities and conditions for students to engage in scientific, applied science, and art activities that are consistent with their study cycle.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. **Integration of Research and Teaching:** The KSU effectively integrates research outcomes, knowledge, and the latest science, art, and technology achievements into its study programs. This approach ensures that students are exposed to up-to-date information, methodologies, and tools, preparing them for professional success.
2. **Practical Application and Industry Collaboration:** The KSU has strong partnerships with industry leaders, providing students with real-world experiences and opportunities to work on projects with practical applications. This hands-on approach helps students gain valuable insights into the industry and develop essential skills for their future careers.
3. **International Exposure and Networking Opportunities:** The institution encourages students to participate in international training, conferences, and events, giving them access to global perspectives, expertise, and networking opportunities. This exposure allows students to broaden their horizons and develop their skills in a diverse, global context.

(2) Weaknesses:

1. **Limited Foreign Lecturer Involvement:** Although the KSU secures funding for visits from foreign lecturers annually, the number of visiting lecturers is relatively low (approximately two per year). Increased involvement of international lecturers could further enhance the study programs' content and provide additional intercultural experiences for students.
2. **KSU could benefit from enhancing its internal research environment by encouraging full-time (1.0 FTE) faculty members to increase their engagement in publishing research in highly-regarded journals, such as those listed in the Academic Journal Guide (AJG), formerly known as the ABS journals.**

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support were evaluated according to the following indicators:

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

Admission to the institution's first cycle programme in Aviation Management is carried out in two ways: through the LAMA BPO general admission system and by direct enrolment to the University. Whereas, admission to the second cycle programme in Organisational Innovation and Management admits students through direct enrolment to the University only. For the

Master's programme, applicants who have completed their collegiate studies in Business and Public Management or collegiate studies in the group of fields of social sciences are admitted on the condition that they have accumulated at least 30 ECTS credits from the list of core and special subjects approved for admission to Kazimieras Simonavičius University. Students who do not possess the necessary number of credits may be required to complete a bridging course. Students can be admitted in English to the Organizational Innovation and Management programme, however there is currently no cohort study in this modality.

All direct applicants participated in the motivation interview with the Admission Committee. During the interview the academic preparedness and motivation of the student, arguments for the selection of the programme, career plans, etc. are evaluated. In order to ensure the objectivity of the assessment, at least 3 members of the Admission Committee, who can fully assess the applicant's readiness for studies, have to participate in the motivation interview. Up to two additional points are added to the applicant for the motivation interview by the decision of the Committee.

The team confirmed the University's assertion that information about the programmes is available in the annual information publication of Kazimieras Simonavičius University, in the Open Information Consultation Guidance System of the Ministry of Education and Science www.aikos.lt, in the magazines "Kur stoti", "Kuo būti" and on the University website www.ksu.lt, as well as on social networks Facebook and Instagram.

Students applying to study on the Aviation Management programme informed the team that they viewed the qualification, or a similar qualification, as essential both to progress in the industry and as a back-up given the uncertainty posed by the pandemic and global economic conditions. As an example, one student told the panel it would equip them to work in an Operational Control Centre.

The University demonstrated to the team that it actively seeks to revise its programmes in order to maintain strong student recruitment. For example, the Aviation Management programme, as well as representing niche provision for the region, introduced an online modality in 2018 to stabilise student numbers. Subsequently student enrolments have remained above 25 since 2020. The academic ability of students has also improved over time, with the highest average competitive score reaching its highest point in 2022/23.

In a similar vein, the Master's in Organisational Innovation and Management was reviewed in 2017 and the curriculum revised to include more content on project work, process management, leadership and integrated marketing communication. The institution also amended the delivery mode to a sessional format for working individuals, with classes delivered on weekends. This, together with a Covid-19 recovery, led to 11 enrolments in 22/23 up from 4 in 20/21.

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

Procedures for the recognition of foreign qualifications, partial studies and prior non-formal and informal learning are published on the University website. During the autumn semester 2020/2021–2022/2023, the assessment and recognition of qualifications obtained abroad was carried out 77 times: 26 for undergraduate and 51 for postgraduate management studies. Thus, demonstrating the international appeal of the programme.

However, the institution has been less successful in relation to accrediting partial studies undertaken as part of a mobility window during the programme. Between 2019 and 2022, there were only 6 instances of such recognition. Clearly, Covid-19 had a demonstrable impact here, especially for the Aviation Management programme given the impact of the pandemic on the industry. Where students do undertake such activities, arrangements are formalised as part of a tripartite agreement between the student, University and the host higher education institution. Students who had undertaken periods of mobility confirmed that they had been well organised, and they were well supported.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

The University informed the team that, during the period under review, with a view to attracting an increasing number of foreign applicants, more attention was paid to finding ways to simplify and streamline the admission processes for foreign students. From 2021/2022, admission of international students was launched via the DreamApply distance learning system. This solution has made the document submission process even easier and simpler for applicants and has also provided an additional channel for consultations. International students confirmed this fact to the team. Currently, 19.32% of all students on the Aviation Management programme are international.

Despite the limited outward mobility referenced in 3.3.2, the University ensures that the International Relations Department presents opportunities to new, first-year students at the beginning of each academic year. Information is also available on the institution's website. The team met students who had undertaken mobility periods in Spain (Barcelona) and the United States. These students reported that the mobility had met or exceeded their expectations and enhanced their experience of the programme. In contrast, incoming mobility has been especially strong within KSU's management field, with a total of 191 students taking part in international exchange programmes since Autumn 2019.

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

Students informed the team that induction includes meetings with staff and an introduction to the programme and their fellow students. Aviation Management orientation is delivered online, with short-term study visits to the institution, for a period of two weeks. The institution

informed the team that it considered the Covid-19 pandemic had assisted the institution in the coordination of online learning, in particular in terms of structuring online pastoral support.

Scholarship is a competition by competitive scores, students must participate in a motivational interview (max grade 17, including 15 from previous education and two points from the interview). State scholarships are reserved for students with the best competitive scores. However, the institution also operates an internal scholarship system and has a cum laude scholarship, where KSU offers an 80% discount. In addition, the University has an incentive scholarship for academic achievements and participation in science, projects, student community and university life. Masters' students can apply three times for these scholarships and bachelor's students can apply a total of six times, the application windows each semester.

The institution offers a range of further support, which the team considered extensive given the relatively small size of the campus. These include partnerships with companies and internships for students, a fast-track mentoring programme for 9 months and significant flexibility within the programme. For example, by consensus students can arrange for exams to be scheduled at specific times (with appropriate strategies in place to safeguard against academic misconduct.

Students also have access to a Study Coordinator, Erasmus Coordinator, International Student Support Department that provides ISIC cards and discounts and a Students' Union. The latter is being relocated to a larger space on campus due to their expanding membership and activities.

3.3.5 Evaluation of the sufficiency of study information and student counselling

Study information is made available to students through the KSU website, induction, scheduled teaching sessions and student consultation with academic and support staff. The team confirmed that an appropriate and detailed range of information is produced that supports students through their studies. However, students did comment that they would appreciate module specifications to be made routinely available during the application phase.

Student counselling is overseen by the Head of the Business Innovations School and is delivered in a range of formats, including via Zoom. Student feedback on counselling is gathered through semesterly surveys. The most recent (in spring 2022) rated counselling as adequate (with the majority of students scoring is as 'good' or 'very good'). During Covid-19, a dedicated member of staff was assigned to counselling students on technical issues to ensure the smooth running of classes was maintained.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The strong student involvement in incoming international mobility.
2. Investment in Students' Union facilities.
3. Responsiveness of the programme teams to the changing higher education landscape (revising curriculum and delivery modes).

(2) Weaknesses:

1. Ensure detailed module specifications/descriptors are made available to students in an accessible manner.
2. There is a need to strengthen outgoing student mobility.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment were 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

Students of the Aviation Management studies have the possibility to choose between two different forms of lecture schedules: full-time and full-time - online.

Lectures for full-time students are held in the classroom (remotely during the lockdown period) on weekdays and are organised in semesters, which consist of 16 weeks of lectures (15 of them are organised as classroom meetings, and one week is for independent learning or consultations with lecturers during non-classroom meetings) and 4 weeks are allocated for the exam session. During the whole study period, full-time students of Aviation Management study programme spend 1186 academic hours (21,18 %) in classroom activities and 4414 hours (78,82%) are devoted to independent student work, 384 hours of which (6,86 % of the programme volume) are allocated for internship (SER, p. 48).

Students of the Aviation Management programme that is carried out in full-time - online form have equal number of academic hours for contact and individual work as full time (daytime) students and their activity schedule is characterised by two types of contact work: 1) online meetings where teachers with students communicate in real time through the Zoom platform. Remotely organised studies take 15 weeks of the semester and are arranged in workday evenings and weekends. 2) 2-3 weeks students must arrive at the University to have subject consultations, seminars, task reports and exam sessions.

During the study period 560 academic hours (10% study scope) is allocated for contact auditorium work.

Students of Organisational Innovation and Management studies are studying in the classroom form (during the quarantine period – online and hybrid form) on weekends (Saturday and Sunday) according to a pre-agreed and approved lecture schedule. Studies are organised in semesters, which consist of 16 weeks of lectures and 4 weeks are allocated for the exam session. Full-time students of the Organisational Innovation and Management study programme spend 284 academic hours (11,83 %) in classroom activities and 2116 hours (88,17%) are devoted to independent student work (SER, p. 49).

When the COVID-19 pandemic started and the quarantine began in spring 2020 lectures for both management fields studies were organised only online, and then later, taking into account the epidemiological situation and recommendations on study organisation, lectures were organised online or in a hybrid form. From spring of 2022 it was returned to on-site study process organisation.

All teaching and learning activities of both management fields study programmes are organised and based on and focuses on compliance with the programme's learning outcomes, programme structure, teaching methods, student group size, and the aim to individualise studies to ensure their relevance to programme students. The content and teaching methodologies of study subjects are updated constantly.

Diverse and innovative teaching and learning methods are integrated into the study process. The study methods used in the study programme allows for students to self-evaluate their own progress towards achieving the intended outcomes of the subject and for teachers to evaluate progress of the students. Students, by using the Logical Structure Matrix method, can develop management processes or innovation projects, identify objectively verifiable qualitative and quantitative indicators, risks and activities. The Stakeholder Management Matrix helps students to analyse internal and external stakeholders, their interests, motivations and needs, and to differentiate them according to their influence on projects and process improvements. Using the Simulation Method students can solve real-life problem situations in a variety of management fields during their studies and have an opportunity to practise decision-making in the context of real labour market situations. Ishikawa Diagram analysis allows for students to better understand business and management problems, to identify the key factors that determine them, their cause-effect relationships, and to learn how to visually present and to explain the information analysed.

During Case Study work, students can analyse outstanding examples of management practices, their specificities and principles available on the national and international market. The MosCoW Prioritisation method allows for students to analyse and learn how to identify priorities, characteristics of management projects, and to acquire the ability to identify necessary, less important, and non-necessary characteristics, as well as the characteristics that would only be present in a new version of the project. Applying a Process Flowchart Diagram students can develop management process diagrams and to learn how to describe organisational processes, improve them and develop process innovations.

University teachers involve students in the process of choosing teaching and learning methods, planning the form and the content of subject lectures and seminars. Teachers are asking students' opinions and are taking into account their suggestions.

The University applies cumulative score evaluations. Up to 45 percent of the final student's subject grade consists of evaluation for their mid-term examinations, work, and presentation of completed evaluations, written evaluations, research, individual and team projects during

lectures and seminars. The remaining part of at least 55 percent of the final student's subject grade is obtained during the final evaluation-exam. The work of students is controlled and monitored throughout the semester. Monitoring allows us to identify changes, diagnose deviations on time, maintain feedback, create preconditions for correction.

The graduated students of the programmes must acquire the learning - to - learn competence. This allows for each student to be an active participant in the study process, to be able to model studies according to their needs, personal study goals, and learning style. The student is able to make autonomous decisions and can feel more involved in the process. They can combine several information channels. Theoretical subject content they can receive during lectures, analysis content and application during work and group discussions. During independent work and tasks, they can acquire deeper knowledge in analysis and consolidation. In this process and in the evaluation of the performance of all tasks the teacher is providing students with feedback on their learning outcomes and helping them to objectively identify areas for improvement.

KSU gives the possibility for students to participate in other activities related to the content of the field of study. There is a cooperation between the lecturers and the social partners of the programme. Students can attend guest lectures, go on study visits to public and private institutions, organisations, etc. The university has very close contact with social partners especially in Aviation Management studies. Social partners are participating in the Board of University.

KSU is using diverse and innovative teaching and learning methods. These methods allow for students to self-evaluate his/her own progress and for teachers to transfer knowledge best way and to evaluate students. Social partners are an active and important part of the University life.

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

There is a possibility to study at The University for socially vulnerable groups and students with special needs. The University ensures conditions and measures fully covering the financial, environmental adaptation, consulting, and administrative support elements. These conditions effectively allow to increase the access to education for socially vulnerable groups and students with special needs.

It is possible to receive 50% discounts on the tuition fee for persons who do not have both parents or guardians, for students from orphanages, and for persons who have a certain level of the working capacity of 45 percent or less, or a severe or moderate level of disability. They are exempted from paying the entrance fee for processing documents when entering the University. The physical accessibility of studies, which is determined by well-thought-out conditions created for students with special needs. Premises it is equipped with a lift, has wide doors without steps and toilets are adapted for the disabled. Chairs in all classrooms and study rooms are not attached, making it easy to make room for wheelchairs. People with disabilities are given a free place in the car park area, located next to the University building. The University

has qualified staff who provide administrative-information support at the study time and who can advise students from socially vulnerable groups or with special needs about the possibilities to receive additional financial support from the State Studies Foundation, the Disabled Affairs Department, and other sources. Since 2017, the staff of the University Studies Department has been participating in the State Studies Foundation project "Increasing the Accessibility of Studies" and in the special training provided for in its programme. All information and news relevant to students belonging to socially disadvantaged groups or having special needs is published on the University's website in dedicated sections.

KSU has created conditions to study for socially vulnerable groups and students with special needs.

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

Teachers of all subjects in the programmes are applying a cumulative scoring system in their subject and it is providing feedback to students on their success in completing the tasks provided during the subject. After the evaluation of each task, the mistakes made by the students are discussed and are identified as the criteria for the correct performance of the task, the areas that students should pay more attention to.

Students have the possibility to easily consult with the subject teacher during the study process if a need occurs. Students can do this both during the lectures and by contacting the teacher by email, phone, Zoom platform, etc.

The Studies Department is monitoring examinations passed by students based on the results and it helps to identify students who have problems in the study process. In cooperation with the Head of the Business Innovations School it organised consultations for them, the problems encountered by each student are individually discussed, their causes determined, and an individual solution plan can be drawn up. Students who have two or more academic debts after a semester exam session or for those whose study results have deteriorated compared to previous semesters consultations are provided. Such a system allows to reduce the student's risk of dropping out of the University without achieving the intended results and consultations allow students to reflect and review progress already made. Meetings help to plan the progress of further studies and better to understand the desired result, as well as for the objective self-evaluation of the already acquired knowledge.

KSU is monitoring students' study progress, ensuring opportunities for the student to evaluate and assess the achieved study results. The management of the Business Innovations School, and the Studies Department together with teachers helps to achieve these goals.

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

For both Management fields programmes graduated students the employment and career monitoring processes were carried out systematically and complied with the general procedure of the career-monitoring process of the University students.

All graduated students are interviewed three times: immediately after graduation, after one year and after three years. These surveys provide primary data on graduates' involvement in the labour market, allows them to monitor how graduates manage to adapt to the labour market and to check the graduates of the programme how they establish themselves and remain in the labour market. Also, surveys help to receive feedback on how graduates evaluate graduation and related career opportunities. Graduated students survey data of the Aviation Management and the Organisational Innovation and Management shows that all graduated students were already employed at the time of graduation and that the majority of them were already working in a field related to the field of study they had completed.

The percentage of graduated students of the Aviation Management study programme working in their specialty at the time of graduation in 2020 was 84,62 in 2021 – 80% and 2022 – 82,35%. The proportion of graduated students of Organisational Innovation and Management studies who were employed on the basis of their educational background was 83.33% in 2020, 88.89% in 2021 and 100% in 2022 (SER p.62).

The second survey data of graduated student is related to the movement in the labour market: 28.75% of the respondents who graduated in Aviation Management in 2019, 33.33% in 2020 and 25% in 2021 were working in a different job or position one year after graduation than at the time of graduation, but their fields of activity remained the same, i.e., they did not find themselves working in a different field than the one they studied for. The labour market mobility of graduates of the Organisational Innovation and Management programme in the period 2020-2022 was 25%, 28.57% and 50%. (SER, p. 62). The third graduate survey has less response rate. Less than half of the graduated students have provided job information in each year, but with a 100% employability rate and a 100% match of the jobs to qualifications.

After three years of graduation only two graduated students of both programmes (one case each) have successfully established their own businesses. It is planned to continue monitoring the graduated students' careers in the future and to assess their success in pursuing long-term careers, especially focusing on career changes and to integration into jobs related to their study field. After graduation students have a close relationship with the University, but there is no official Alumni organisation.

Overall, the KSU students are mostly employed or working already during the study process. High percentage of employment is showing big demand on the market for students of Aviation Management.

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

Communication between lecturers, administrative staff, and students during their studies is regulated by the Code of Ethics of Kazimieras Simonavičius University. This document establishes the value principles of activities at the University and provisions on business conduct, regulates the most important norms of avoidable behaviour, which are not directly established by the legal acts of the Republic of Lithuania, employment contracts, and internal University documents. The relationship between the community and the students at the University is based on the principles of respect, impartiality, goodwill, non-discrimination and tolerance, academic cooperation, and transparency.

The KSU Ethics Commission did not receive any complaints regarding violations of academic ethics from students or teachers of management field programmes. Knowledge for students is transferred in special academic writing subjects on how to prepare dissertations and project papers that meet academic integrity requirements. KSU teachers are using information technologies and databases (eLABa system) methods to identify cases of plagiarism. Special attention is paid to ensuring the observance of the principles of academic integrity during the process of preparation of Final Theses. There are approved evaluation schedules and plans for students to present the prepared parts of the Final Theses for intermediate examinations. They have during the 6th and 7th semesters of bachelor studies and during 1st, 2nd and 3rd semesters of master studies to present the prepared parts of the Final Theses for intermediate examinations. KSU has the Code of Ethics. Special attention is paid during the process of preparation of Final Theses. Information technologies and databases (eLABa system) methods are used to identify cases of plagiarism.

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

Appeals and complaints are regulated by the approved regulations of the Kazimieras Simonavičius University Appeal Commission, which provide the procedure for the formation of the Appeal Commission, its work, and the submission and examination of appeals. Students are informed of their right to lodge appeals and complaints about the study process and are given information on where to apply before the start of each semester and then again before the examination session. The University's Study Department is responsible for disseminating information and advising students on these procedures. No appeals or complaints regarding the study process were received from the management field students.

KSU appeals and complaints are regulated by the approved University Appeal Commission. Students have information about the Appeal process.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Study process is ensured through application of innovative and diverse methods and evaluation is organised as a cumulative grade system.
2. Feedback provided to students allows them to evaluate the progress made during the studies and to achieve the intended learning outcomes.
3. Graduates are successfully integrated into the labour market.

(2) Weaknesses:

1. Not a lot of information about students working in their acquired specialisation after graduation especially focusing on career changes and to integration into jobs related to their study field.
2. No official Alumni organisation.

3.5. TEACHING STAFF

Study field teaching staff were 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) to achieve the learning outcomes

At the moment, a team of teaching staff, giving lectures of all management field subjects, consist of 6 professors, 11 associate professors, 2 lecturers, having doctor's scientific degree and 15 lecturers, not having doctor's scientific degree (4 of them study in doctoral studies). 26,67 percent of lecturers without a doctor's degree are currently studying in doctoral studies. The ratio of a total number of lecturers in the programmes in the field of management to the number of students in a period of 2021/2022 was 34 to 101, i. e. on average, 2,97 students to 1 member of teaching staff (SER, p.58). However, Annex 4 presents data on 15 members of teaching staff with 0.5 full-time and higher workload. That is a significantly smaller number of teachers than mentioned in the SER, p.55. Evidently the remaining teaching staff is visiting faculty working on a very small workload.

For evaluating lecturers for positions all types of criteria are taken into consideration – research, organisational qualities, and aspirations. KSU has a diverse teaching team, most of them have strong industry experience, especially those who work in the Aviation management programme. However, the majority of teaching staff are visiting professors. This can be justified with the small size of the Colleagues (500 students), however, this is also a threat for the KSU. All teachers are active in science and have presented 3 scientific outputs (according to the data in Annex 4). The research outputs and applied science activities are well integrated into the study process (according to discussion with teachers). During the visit teachers confirmed that the research workload is a part of their job descriptions, they mentioned examples of research projects and joint research with students. During the meeting teaching staff members mentioned the following main motivators for working at KSU: communication with colleagues

and industry, relationships between staff, internal culture and funding for publications and ERASMUS exchange.

Information on the compliance of the number and education of teachers of each study programme with the legal regulation is provided in SER p. 54. tables 19 and 20. Based on the data provided in SER, the structure and qualifications of the academic staff fully meet the requirements set by the legislation. This allows concluding that the number of the lectures in the KSU study field, their experience of pedagogical and practical work, and qualifications are sufficient to achieve the learning outcomes and comply with the requirements, established in the legislation.

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)

Agreements with the Erasmus partners are regularly signed. Teaching staff is encouraged and actively uses the Erasmus exchange opportunities for lecturing and qualification improvement. SER (Table 22, p.60) shows a good increase of numbers of teachers involved in the Erasmus exchange during the period analysed - since 2019/2020 more than three times. Outgoing mobility in 2021/2022 was 26 what is good taking into consideration the low number of teaching staff. Incoming mobility in the same period was 56 and that is a positive sign of international experience provided to students.

During the visit teachers confirmed that they are supported and have good conditions for teaching and staff mobility. They mentioned ERASMUS+ mobility among the main work motivators for them. This allows the conclusion that KSU teachers have good conditions for ensuring teaching staffs' international academic mobility, the system is satisfactory and effective.

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

High qualification of teaching staff was said to be one of the most important priorities of the University. University's "Procedure of personnel management process" includes the annual training of the teaching staff, also, the "Programme for the Professional Development of the University Employees" has been prepared and approved.

During the analysed period, the following personnel professional development events (trainings) took place: 1) pedagogic trainings, focused on the new, innovative student-centred teaching methods that stimulate students motivation as well as active involvement in study process; 2) trainings focused on study assessment methodologies and improvement of study organisation; 3) international lecturing and qualification improvement visits under Erasmus and other international mobility programs; 4) the University's internal workshops and round table discussions (SER, p. 58., 59).

During the visit, the teachers confirmed that they have a very wide choice of topics for qualification development and they seem to be satisfied with possibilities. It should also be

emphasised that the lecturers have international experience and can integrate the latest scientific knowledge into the programmes content and are able to give lectures in Lithuanian as well as in foreign languages (SER, p.56). During the visit it was evident that all members of the teaching faculty can freely speak the English language.

Generally, teachers of KSU are very enthusiastic, they mentioned many examples of teaching innovation they have implemented in their courses, and they implement student-centred learning principles in their courses.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Highly motivated and enthusiastic teachers.
2. Good involvement of industry experts in teaching, especially related to Aviation management programme.

(2) Weaknesses:

1. Low number of lectures to whom KSU is the main employer.
2. Collaboration with industry related to teaching less effective in relation to Organisational Innovation and Management programme.

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 KSU has made significant investments in its infrastructure to ensure an effective learning process for students in the field of management. The campus offers a modern learning environment, with a total area of 1700 m², featuring 17 auditoriums, a library with a reading room, and other facilities to cater to the growing number of students and study programs. In terms of technology, the University has ensured access to wireless internet, computerised workstations, projectors, and auxiliary equipment in all lecture and seminar rooms. Moreover, the University has upgraded its IT infrastructure, providing access to Office 365 cloud services and other software relevant to management studies. The KSU library is equipped to meet the information needs of students and researchers, offering access to a wide range of databases and electronic resources, including scientific journals, periodicals, and books. In addition, the University has established partnerships with other libraries, further expanding the available resources for students and faculty members. Financial resources have been directed towards the continuous improvement of study facilities, IT infrastructure, and library resources.

In conclusion, the KSU's physical, informational, and financial resources have been found to be suitable and adequate for ensuring an effective learning process for students in the field of

management studies. The KSU's commitment to providing state-of-the-art facilities, access to relevant information, and practical opportunities ensures that students are well-equipped to excel in their chosen field of study.

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

KSU has demonstrated a strong commitment to the planning and upgrading of resources for the implementation of field studies. Investments have been made in the campus infrastructure, technology, and library resources to provide an optimal learning environment for students. KSU has focused on developing a functional and comfortable learning space, which includes comfortable auditoriums, group work rooms, a library and reading room, and recreational areas. This focus on upgrading the campus infrastructure ensures that the needs of current and future students are met, thereby facilitating an effective learning process. Collaborations with social partners have also been established, enabling students to gain practical experience and apply their theoretical knowledge in real-life situations. This demonstrates KSU's commitment to fostering strong connections between field studies and the professional world.

In conclusion, KSU has shown a dedication to the continuous planning and upgrading of resources needed for field studies. This commitment ensures that students have access to state-of-the-art facilities, information, and practical experiences, ultimately enabling them to excel in their chosen fields of study.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. State-of-the-art campus infrastructure: The new campus building provides adequate space and facilities for the growing number of students, including comfortable auditoriums, group work rooms, a library, and recreational areas.
2. Technological advancements: The KSU has invested in modern IT infrastructure, equipment, and software, ensuring that students have access to the necessary tools for their studies, as well as providing remote learning options.

(2) Weaknesses:

1. Limited size of the library: The university decided to move their physical resources to virtual resources such as ebooks. This is reflected in the size of the library that could result in a small size if the student population grows in the future.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

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

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

The University has implemented the internal study quality management and assurance system (LST EN ISO 9001:2015), (SER, p.65.). Quality management of the study programmes is directly

ensured by the Study Programmes Committee (SER, p.65). Its responsibilities include improving and ensuring quality of study programmes; preparation of and evaluation of learning resources; ensuring involvement of social partners into the study programme process, connections between academic and professional institutions, private and public sector; evaluation of changes and innovations in the field of study, and possibilities of their application in the study process; encouraging internationality and mobility of students. Thus, the Study Programmes Committee has a lot of responsibilities.

Members of the study programme committee are KSU professors (SER, p.55) and during the visit members of the teaching staff confirmed their participation. However, the participation of other stakeholders in this committee remains unclear. During the visit one of the social partners mentioned that he was invited to be in a council, to discuss strategy, vision, relationships with community; another mentioned that in future he will be a part of the programme committee. No information about involvement of alumni.

Overall experts had an impression that quality at KSU is well managed and good teaching results are achieved, however, the final thesis presented for evaluation could have been of higher academic standard.

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

According to SER (p.66) the management analyses the following data on programme implementation and disseminates it systematically: general information about the study programmes, including content, uniqueness, study results, qualifications as well as career possibilities; information on admission, enrolment statistics; information on SER. According to SER (p. 67.), students' feedback on the Aviation Management and Organisational Innovation and Management study programmes quality was systematically gathered and analysed during the entire analysed period and took place in the following stages: 1) in the second month of each semester, live or online meetings; 2) at the end of each semester, a student survey; 3) student survey after the internship; 4) at the end of the studies, a survey of graduates. Students the expert panel met during the visit confirmed that. Students said that it is easy to change something, they just need to discuss it with management. Feedback on the survey results and improvements done is received from student government, but not from the management of KSU.

Discussion confirmed what is written in the SER (p. 66) the participation of stakeholders includes the following aspects: systematically (every semester) gathering, analysing and considering their opinion about the quality of the study programmes, their content and organisation; involving social partners by inviting them to teach programme subjects and include practical knowledge and real-world experience in the field; involving graduates in the improvement of study programmes by collecting and analysing their feedback about the study programme and information about their skills to integrate in job market and meet its needs. The following examples related to social partners' involvement in study development were

mentioned during the visit: internships for students; excursion to enterprises; guest lectures; participation in the committee of evaluation of the final thesis; collaboration in applied projects; delivering motivational speeches, and other. Alumni who present during the visit mentioned the following forms of cooperation: taking students for internships; sharing experiences; launching courses together (two courses in plan).

Asked about a formal alumni association and presence of any alumni events, discussion participants said there is no formal alumni association but named several examples of alumni events. Alumni met during the discussion seem to be very dedicated, especially those of the Aviation management programme, still the panel experts had the general feeling that there is an untapped resource. KSU could involve them more not only informally, but also in a formal way.

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

The following data on programme implementation is gathered, systematised, analysed and disseminated: general information about the study programmes, including presentation of their content, uniqueness, study results, qualifications as well as career possibilities; information on admission requirements and procedure, enrolment statistic and competitive scores of enrolled students; information on the study programme analysis and self-evaluation report as well as information on the time table of external evaluations including experts visits and results (SER, p. 66).

However, on the English version of KSU website only very old version of Self-evaluation Report is available - only from 2015 ([Report on Self-Evaluation of Kazimieras Simonavičius University Activities 2015](#)) and [The conclusions of the external evaluation of Kazimieras Simonavičius University from 2012](#). The Lithuanian version seems to provide newer information, especially on quality management, however, there are no self-assessment reports presented at all. Experts were not able to find programme self-evaluation reports also at the webpage of the relevant programmes. The panel experts conclude that the collection and use of information on studies, their evaluation and improvement processes and outcomes is performed in sufficient manner, it is not publicly available on KSU website for interested stakeholders and potential students.

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

The student's opinion about the quality of studies is markedly noticed in KSU. There are several ways used to collect information from students: 1) Mid semester meeting with students to change when it is not too late; 2) Survey at the end of the course - 1 7 criteria ranking (the information is analysed - teachers are looking forward for this information every semester); 3) Meetings on informal basis; 4) Head of Business School contacts with students; 5) Communication with student representatives – plan to have even more from the fall term; and finally 6) Individual catch ups with students.

Students during the expert panel meeting confirmed that they complete surveys on teaching after every semester. Student survey includes 17 indicators and quality is evaluated on a 10-point scale. During the analysed period, based on the data of this survey, the overall evaluations of the lecturers ranged from 7,79 to 10 points, and the average of all management field programmes lecturers rating is 9,49 points (SER, p.68). Moreover, students during the visit confirmed that they also have informal discussions with lecturers about the course and possible improvements.

Alumni also confirmed that they have completed an alumni survey right after graduation. Overall KSU integrates quantitative feedback with qualitative one and is able to act fast if improvements are needed. However, as noted by KSU, despite the fact that the collection of students' feedback on the quality of study programmes was carried out in a systematic way and its collection included different channels of information gathering (live or remote meetings, electronic surveys, paper questionnaires) in order to increase respondent reach, due to a low response rate it was not possible to collect sufficient data in all semesters of the analysed period to be able to use it for the purpose of analysis and to use it to reflect the students' opinion on the quality of studies in a maximum representative manner.

The panel experts during the visit were given the impression that the opinion of the field students is collected regularly by several means, and it is used to improve the study quality and student experience. Still, it is necessary to increase the response rate on surveys.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Good involvement of external stakeholders in realisation of studies, especially in programme Aviation management.

(2) Weaknesses:

1. Low response rate on students' surveys;
2. Information about programme quality (self-evaluation reports and student feedback survey results) are not made publicly available on KSU website.

IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
<p>Intended and achieved learning outcomes and curriculum</p>	<ol style="list-style-type: none"> 1. The divided final thesis approach is innovative, but the recommendation is that staff do ensure that the final thesis work reflects the entire workload conducted throughout the thesis process (i.e. all thesis project module stages, not only the final thesis report). 2. Learning outcomes are aligned with the module approach and curriculum. Some further work is needed to ensure that feedback on all the student module activities (e.g. presentations, exams) and not only a brief grade mark is given in all modules. This will strengthen the feedback mechanism and ensure that learning outcomes are accurately assessed and students understand grasp achieved. 3. Module approach of online/in site choices with its significant flexibility offered seems to work very well and should be considered for all modules where appropriate.
<p>Links between science (art) and studies</p>	<ol style="list-style-type: none"> 1. Enhance International Collaboration: To further enrich the content of study programs and offer additional intercultural experiences, KSU should consider increasing the number of visiting foreign lecturers and fostering more international partnerships. This will provide students with diverse perspectives and greater exposure to global expertise. 2. To foster a robust internal research environment at KSU, it is recommended that the university implement strategies to encourage full-time (1.0 FTE) faculty members to publish research in highly-regarded journals, such as those listed in the Academic Journal Guide (AJG). Pair less experienced faculty members with experienced researchers who have a track record of publishing in AJG-listed journals. Encourage visiting faculty to mentor permanent faculty, sharing their expertise and insights to boost the research output of the entire department. 3. Strengthen Industry Collaborations: KSU should continue to build strong partnerships with industry leaders and expand its network of collaborators. This will provide students with more opportunities for real-world experiences and projects with practical applications, ultimately enhancing their skills and preparing them for success in their respective fields.

Student admission and support	<ol style="list-style-type: none"> 1. Ensure detailed module specifications/descriptors are made available to students in an accessible manner. 2. There is a need to strengthen outgoing student mobility.
Teaching and learning, student performance and graduate employment	<ol style="list-style-type: none"> 1. To create a system to collect information about alumni working in the field of their specialisation after graduation, especially focusing on career changes and integration into jobs related to their study field. 2. Do consider creating an official Alumni organisation.
Teaching staff	<ol style="list-style-type: none"> 1. Do increase the number of full-time lecturers or at least those with workload above 0.5 FTE.
Learning facilities and resources	<ol style="list-style-type: none"> 1. Regularly assess and update technology and software: To maintain a modern and efficient learning environment, the KSU should regularly assess the technology and software needs of students and faculty, updating and upgrading as necessary. This will ensure that students have access to the most relevant tools and resources for their studies. Also, moving to Open Source and free software for statistical analysis could help students to access such tools. 2. Enhance resource planning: Continue to involve the Study Programmes Committee and subject teachers in the planning and renewal of library resources, ensuring that the materials available are relevant and up-to-date. This will help maintain the high quality of information and resources available to students and faculty.
Study quality management and public information	<ol style="list-style-type: none"> 1. Introduce some mechanisms or incentives to increase the motivation of the field students to participate in the process of providing feedback (competing student surveys). 2. Ensure that information on study quality and self-evaluation reports are publicly available on KSU website in Lithuanian and also in English language.

V. SUMMARY

Overall, the study programmes fulfil the requirements, with programme content and delivery, and the processes and student support needed to successfully provide the programmes being in place. In light of the evaluation and analysis of the science activities implemented by KSU, several recommendations have been identified by the expert panel to further enhance the learning experience for students and promote their active involvement in research projects and activities. These recommendations are found in Chapter IV above. These recommendations serve as a roadmap for KSU to continue its successful integration of science activities into study programs and improve the overall learning experience for its students. By addressing the areas for improvement and building on its strengths, KSU can ensure that its curriculum remains relevant and closely aligned with the latest developments in science, art, and technology.

The learning outcomes are aligned with the module approach and curriculum, and a significant degree of flexibility is offered to the students through online and on-site choices in individual modules. Students voiced clear support of such available choices. The opportunity for student exchanges was also mentioned, and KSU should consider increasing the number of visiting foreign lecturers and fostering more international partnerships to provide students with diverse perspectives and greater international exposure.

In terms of facilities and support, KSU has made significant strides in ensuring the suitability and adequacy of its resources and infrastructure for an effective learning process in the field of management studies. KSU has demonstrated a strong commitment to investing in state-of-the-art facilities, technology, and library resources, as well as establishing collaborations with industry partners for practical experiences. To maintain an effective learning environment, the KSU should keep assessing the technology and software needs of both students and faculty.

It is worth mentioning that the social partners were very supportive of the study programmes in specific and of KSU in general. So, there is a strong opportunity to strengthen industry collaborations, which will provide students with opportunities for real-world experiences and projects with practical applications, as well as ensure relevance in modules and retain the skills of the teaching staff. For this, note the recommendation to consider creating an official Alumni organisation.

On a final note, the expert panel wishes to thank the teaching and supportive staff, students and social partners for openly and in a productive manner sharing their views and experiences, and showing us around the facilities. It became apparent that the people we met spoke their mind and were happy to be part of the evaluation process based on their positive experiences with KSU, and their motivation to help the study programmes keep improving.

Expert panel chairperson signature:

Assoc. Prof. Dr. Jannis Angelis

(signature)