



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT

STUDY FIELD

MANAGEMENT

at Vilnius University

Expert panel:

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Vilnius
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Study Field Data

Title of the study programme	Management	Business Information Systems	Global Business and Economics
State code	6121LX017	6121LX013	6211LX088
Type of studies	University studies	University studies	University studies
Cycle of studies	First	First	Second
Mode of study and duration (in years)	Full-time (4 years)	Full-time (4 years)	Full-time (2 years)
Credit volume	240	240	120
Qualification degree and (or) professional qualification	Bachelor's degree in Business Management	Bachelor's degree in Business Management	Master's degree in Business Management
Language of instruction	Lithuanian; English;	Lithuanian; English;	English
Minimum education required	Secondary education	Secondary education	Bachelor's degree
Registration date of the study programme	19 May 1997	23 April 1999	19 February 2006

Title of the study programme	Quality Management	Strategic Management of Information Systems	Art Management
State code	6211LX018	6211LX017	6211LX020
Type of studies	University studies	University studies	University studies
Cycle of studies	Second	Second	Second
Mode of study and duration (in years)	Full-time (1.5 years); Part-time (2 years);	Full-time (1.5 years)	Full-time (1.5 years)
Credit volume	90	90	90
Qualification degree and (or) professional qualification	Master's degree in Business Management	Master's degree in Business Management	Master's degree in Business Management
Language of instruction	Lithuanian; English;	Lithuanian	Lithuanian
Minimum education required	Bachelor's degree	Bachelor's degree	Bachelor's degree
Registration date of the study programme	5 June 2007	19 May 1997	11 June 2012

Title of the study programme	<i>International Business Management</i>	<i>Management</i>	<i>International Project Management</i>
State code	6211LX019	6211LX077	6211LX028
Type of studies	University studies	University studies	University studies
Cycle of studies	Second	Second	Second
Mode of study and duration (in years)	Full-time (2 years)	Full-time (1.5 years)	Full-time (1.5 years)
Credit volume	120	90	90
Qualification degree and (or) professional qualification	Master's degree in Business Management	Master's degree in Business Management	Master's degree in Business Management
Language of instruction	English	Lithuanian; English;	English
Minimum education required	Bachelor's degree	Bachelor's degree	Bachelor's degree
Registration date of the study programme	19 May 1997	9 February 2006	2 December 2010

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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 *16th 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 UNIVERSITY

Vilnius University (VU), established in 1579, is the largest and oldest institution of higher education in Lithuania. VU is a state public institution governed by the Senate, the Council, and Rector. It offers studies in 12 field groups and 61 study fields, with over 90 Bachelor's and Integrated study programs, 110 Master's and Professional studies programs, nearly 30 research fields for doctoral students, and over 60 residency study programs.

Management studies are conducted in four core academic units at VU: the Faculty of Economics and Business Administration (FEBA), Kaunas Faculty (KnF), Business School, and Šiauliai Academy. FEBA was established in 1940, KnF in 1964, and the International Business School at VU (now VU BS) in 1989. The Business School operates with more autonomy than other units. As of January 1, 2021, ŠA (formerly Šiauliai University) became a part of the academic unit of VU, with unique status and a focus on research, education, and innovation in regional development. Management study programs emphasise the importance of an interdisciplinary approach to address evolving global business challenges. These programs integrate prevailing management and business administration theories, uniting disciplines such as economics, sociology, behaviour sciences, and various business fields. This provides students with a comprehensive understanding of the management paradigm, preparing them to apply this knowledge to organisational practices.

The following management study programs have been externally evaluated and accredited for varying lengths of time:

- Management (FEBA) – 2013 (6-year accreditation)
- Business Information Systems (FEBA) – 2017 (3-year accreditation)
- Global Business and Economics (FEBA) – 2017 (3-year accreditation)
- Quality Management (FEBA) – 2013 (6-year accreditation)
- Strategic Management of Information Systems (FEBA) – 2013 (6-year accreditation)
- Art Management (KnF) – 2017 (3-year accreditation)
- International Business Management (KnF) – 2017 (3-year accreditation)
- Management (ŠA) – 2013 (6-year accreditation)
- International Project Management (BS) – 2017 (6-year accreditation)

II. GENERAL ASSESSMENT

Management study field and first cycle at Vilnius 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 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)

Vilnius University (VU) offers two first cycle and seven second-cycle study programs in the management field. All programs are designed, executed, and improved by SPC, taking into account market needs, scientific advancements in management and economics, practical trends, international market changes, business development trends, social stakeholder feedback, and other quantitative and qualitative data. The first cycle includes Management (FEBA) and Business Information Systems (FEBA), while the second cycle includes Global Business and Economics (FEBA), Quality Management (FEBA), Strategic Management of Information Systems (FEBA), Art Management (KnF), International Business Management (KnF), Management (ŠA), and International Project Management (BS).

The management study programs offered by VU are designed to meet the current demands of the labour market, leveraging the scientific potential of the university and its necessary infrastructure. The first and second cycle programs vary in terms of the level of qualification and specialisation of the specialists being trained, as well as the nature of competencies developed. The development of these competencies and the creation of new programs in this field are based on market forecasts and international trends, as well as an assessment of the university's ability to provide training in relevant competencies and abilities.

VU's **Management (FEBA) first cycle program** has been completed by numerous graduates and is offered at many progressive universities worldwide. It covers theoretical and practical knowledge of management processes, operations, innovations, and changes. The program's interdisciplinary approach and development of competencies and skills essential at all management levels are its major strengths. Students develop a valuable set of managerial skills, including effective communication, organisational ethics and strategy, accounting, personnel management, market research, and risk assessment. The program is delivered in Lithuanian and English to meet the strategic aim of VU to become an international university and align with the government's goal to increase the number of English-language programs. It is offered consistently over the entire semester or sessionally, which is especially beneficial to working students and international students. The program prepares students to manage their own businesses or assume managerial roles in various organisations.

The **Business Information Systems (FEBA) first cycle program** has always focused on the growing importance of information systems, specifically those related to business activities. The program trains system analysts in the management of information systems by combining informatics and management competencies. Graduates understand the needs of organisations

and the possibilities provided by modern technologies. In addition to system analysts, there is a growing demand for business analysts, information service and process architects who have a deeper understanding of business problems and can provide more innovative solutions. The program utilises advanced teaching methods such as course papers, final theses, and real-world project participation. This program is suitable for students who understand the role and potential of information systems in modern organisations and the economy.

VU offers seven Master's degree management study programmes that vary in several aspects and cultivate distinct competencies among students. This allows prospective students to select the management study programme that aligns with their specific requirements, skills, and potentials.

The **Global Business and Economics (FEBA) program** was created with the aim of addressing the demands of both local and international markets, as well as the latest advancements in economics and management, and practical trends. The program was developed to meet the rising need for highly-skilled professionals who can navigate and succeed in the global business landscape. It is closely aligned with the realities of both the local and global economy and business, and the changing needs of the labour market due to globalisation and modernization. The program aims to educate responsible leaders who can manage global businesses and ensure their sustainable development. Students are taught how to identify the factors that drive successful business activities and master effective leadership approaches in a diverse global context. The program covers business development models and the use of modern technologies to manage businesses more efficiently, while also developing the skills needed to adapt to the challenges of the present-day business and economic landscape. Additionally, the program emphasises problem-solving and team organisation skills, as well as identifying areas for improvement and purposeful development of one's competencies.

The **second-cycle programme in Quality Management (FEBA)** aims to equip professionals with a clear understanding and practical application of quality management principles and methods across different areas of activity. Graduates are expected to possess the ability to identify and analyse quality and sustainable development issues, and provide effective solutions to improve quality and promote sustainability amidst an ever-changing environment. The programme was created and implemented at a time when Lithuania was reorienting its export markets from the east to the west, with high-quality products being an essential condition for compliance with international requirements. Presently, this programme significantly contributes to the transformation of the country's economy towards creating higher added-value and integrating it into international business supply chains while promoting sustainable development. This unique study programme is popular among heads of organisations, managers, and quality specialists seeking to deepen or renew their knowledge and competences in areas such as quality, environmental protection, social responsibility, security management systems, process management and improvement, management systems and operational audit, and product quality and environmental protection assessment.

The **Strategic Management of Information Systems (FEBA)** is a second-cycle program that aims to produce highly qualified graduates who can work independently in the dynamic field

of management and informatics. The program was reorganised to adapt to the changing landscape of information technology and global economics, with an emphasis on developing joint strategic competencies related to both management and informatics. The increasing penetration of information technology in public life has created new opportunities, but effective application and assessment methods have yet to catch up with the development of these technologies. The program also focuses on scientific research, with candidates for a Master's degree encouraged to prepare a scientific work and develop competencies based on research.

The **second cycle programme Art Management (KnF)** appeared as a response to the need for competences related to art management in the sphere of culture and cultural industries. This need has more than once been identified in the analyses carried out by Lithuanian and international organisations in this sphere⁵ and declared in political document⁶. Considering this approach, as well as experience of KnF of carrying out interdisciplinary programmes, in 2012, the Master's degree programme Art Management (KnF) started to be operated at VU; the programme was oriented towards both the development of management competences of art programme graduates and towards improvement of qualification of working specialists. The aim of the programme is to train highly-qualified specialists in art management capable of devising management strategies of art organisations, identifying and creatively solving management and marketing problems of art organisations, projects and initiatives, carrying out projects of art and business cohesion. Relevance of knowledge and abilities acquired in this programme is testified to the popularity of this programme with people working in the sphere of art and culture. They choose the programme because they feel the need to renew their professional knowledge, become acquainted with the latest research and progressive practices in the field of art management.

The **second cycle program in International Business Management (KnF)** is designed to produce highly-qualified professionals who meet the demands of the contemporary global market, equipped with the skills to work as middle and top management in international business enterprises. The program is built on the University's resources and is based on practical knowledge of business, internationality, solution-oriented approach, intercultural competence, and multilingual communication skills, which are highly valued by employers worldwide. The program is supported by the academic and teaching staff and other resources of the University, ensuring successful implementation.

The **second cycle program in Management (ŠA)** was created in response to the needs of the Northern Lithuania region for highly-qualified management specialists with competencies in strategic management, forecasting, change management, leadership, and other fields. The program aims to train management specialists with professional competencies to meet the needs of regional development. The program is available in both Lithuanian and English, with the option of online study. ŠA is the only institution that offers this program, attracting graduates of Bachelor's degree programs and specialists in other fields who are already in leadership positions and are seeking to acquire management competencies.

The **International Project Management programme** is affiliated with the Project Management Association (IPMA) and equips graduates with the necessary skills to obtain IPMA

D level certification. Over the past three years, this programme has gained a solid reputation internationally and has established strong connections with the professional project management community both domestically and globally. Graduates are capable of formulating project and programme ideas, creating detailed implementation plans that account for stakeholder expectations, effectively utilising organisational resources to ensure successful project and programme execution, assuming control of projects and programmes, managing project risks, and leading project teams. These competencies are highly sought after in the current market for management professionals, highlighting the programme's relevance and importance. The International Project Management programme has been assessed and listed on the IPMA REG list.

Program Development by the Study Program Committee (SPC): The SPC is responsible for the development, implementation, and enhancement of all programs. It takes into consideration market requirements, advancements in management and economics, practical trends, international market changes, business environment developments, social stakeholder feedback, as well as quantitative and qualitative data.

Diverse Study Cycles: Vilnius University offers programs at both the undergraduate (Bachelor) and postgraduate (Master) levels. These programs differ in terms of qualification levels, specialisation options for graduates, and the competencies they develop. Due to evolving legal conditions, many Master's level students choose to combine work and study, which may affect their international mobility. As an alternative, there is an increasing demand for hybrid and online teaching formats, micro-credentials, and lifelong learning opportunities. Additionally, VU recognizes the importance of fostering entrepreneurship in general and supporting start-ups in particular, aligning with the expectations of the business and society. Furthermore, all study programs incorporate research-oriented components with practical relevance. Bachelor's programs provide opportunities for students to participate in programs such as Erasmus. With an international focus, the university hosts numerous international guest lectures and offers double degree programs to attract international students.

Alignment with the Job Market: The management study programs at Vilnius University are designed to meet the current demands of the job market. Leveraging both the university's scientific resources and necessary infrastructure, the development of competencies and the creation of new programs are informed by market forecasts, international trends, and the assessment of the university's capacity to impart relevant skills and abilities.

Interdisciplinary Approach: The programs adopt an interdisciplinary approach to cultivate competencies and skills across all management levels. This enables students to develop a diverse range of abilities, including effective communication, holistic thinking, and critical reflection. Moreover, there is an emerging emphasis on cross-faculty collaboration to harness the potential that lies in interdisciplinary cooperation.

Language and Cultural Diversity: To align with Vilnius University's strategic vision as an international institution and to increase the availability of English-language programs, some offerings are provided in both Lithuanian and English.

Orientation towards Current Trends: The programs undergo continuous adaptation to reflect the latest developments in the fields of business, management, and technology. Modern teaching methods, such as coursework, theses, and involvement in real projects, are employed to ensure students stay abreast of current trends.

Career Orientation: The programs aim to prepare graduates for successful careers in management, whether through entrepreneurship or leadership roles in diverse organisations within and beyond Lithuania.

These shared features define the management study programs at Vilnius University, enabling students to cultivate competencies that align with the demands of the job market and the requirements of a research-oriented education, ultimately equipping them for a successful career in 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 effects of globalisation, organisational integration, and the COVID-19 pandemic have brought about the need for management competences and abilities. By 2030, nine out of ten jobs in the European Union will require highly qualified employees. The labour market will value soft skills that are difficult to automate, such as communication, teamwork, leadership, problem-solving, and organisation. To respond to these changes, management study field programmes at VU regularly review and update their competences (see Aims and learning outcomes of the management study field programmes in Annex 1).

The learning outcomes of management study programs cover knowledge and its application, research skills, social and personal skills. These outcomes are aligned with program objectives and the Lithuanian National Qualification Framework. The management study field regularly updates its aims, results, and program content to stay relevant to market trends and the needs of society. Lecturers conduct research, observe business practices, and consider student feedback to make proposals to the SPC for adjustments. The SPC maintains contact with alumni, who become social partners and provide advice for program improvement. Social partners and market trends inform changes to program aims and outcomes, as well as the content of each course unit and thesis topics. These measures ensure that the management study field remains relevant and in line with the needs of society and the labour market.

The **Bachelor's degree programme Management (FEBA)** offers students a valuable set of management competences that are in demand by employers both locally and internationally. According to research by CEEMAN, private and public sector organisations seek professionals with "soft" competences, which include management skills. Management (FEBA) program focuses on developing these competences, such as creative thinking, analytical problem-solving, teamwork, and leadership, through an interdisciplinary approach. The program distinguishes itself from other similar programs by offering subjects like business negotiation, psychology, logic, and personal finances, which further enhance students' critical and strategic thinking abilities. The importance of interdisciplinary approaches has been reinforced by practical business research and online working during the Covid-19 pandemic. The program

aims to develop cognitive diversity, collective intelligence, and a balance between convergent and divergent thinking to prepare students for the challenges of the modern workplace.

The **Business Information Systems (FEBA) program** combines engineering and managerial competencies necessary for an information systems specialist. It includes course units integrating interdisciplinary content and developing general competences. Research by INFOBALT and MOSTA in 2018 confirmed the need for such bi-directional competences. The program's universal competences create conditions for working globally and online, reducing emigration. The program's concept was based on guidelines by international professional organisations, focusing on universal competences and virtual online work possibilities. The program's core unites subjects based on three knowledge and competence categories proposed by ACM and AIS. The program's bi-directional nature and correspondence to business and management substantiate the need for it.

The **master's degree program Global Business and Economics (FEBA)** focuses on providing students with advanced scientific and technical knowledge and an in-depth understanding of the world's political, cultural, and economic factors necessary for global business management solutions. The program regularly updates its course units based on topical economic issues and market research. It covers both business management and economic aspects, including global business strategy, intercultural management, economic globalisation, and financial markets. The program is renowned for its internationality, inviting professors from different universities worldwide and accepting students from Europe, Asia, Africa, and the USA. The program also offers a dual degree at the University of Parma and Parthenope University of Naples in Italy, a unique opportunity not offered by any other Lithuanian University. The program's multidisciplinary approach distinguishes it from foreign universities' programs, which usually focus solely on international economics or interdisciplinary programs in economics and business management with different specialisations.

The **Master programme in Quality Management (FEBA)** is the only one of its kind in Lithuania and is recognised internationally. Graduates have demonstrated their competencies in Europe and the USA. The programme aligns with the European quality policy and sustainable development objectives and meets the international professional requirements for quality management specialists. In 2022, the programme ranked No. 12 in international rankings, demonstrating its quality in comparison to similar programmes in western universities.

The programme provides a balance of theoretical knowledge and practical skills, taught by experienced lecturers who are experts in quality management, auditing, and consulting. Students learn to integrate information on quality and business technology, analyse and apply quality management concepts and models, and conduct research. The programme also focuses on creating various quality, environmental, social responsibility, and security management systems, to align with the context of sustainable development and the implementation of the Green Deal. Students gain experience through business simulations, assignments, and audits of concrete organisations. Graduates will be able to design and conduct quality management system audits, evaluate product quality and environmental impact, conduct research, make decisions, and apply new methods in practice.

The **Master programme in Strategic Management of Information Systems (FEBA)** is designed for open-minded executives and combines competences in information systems, information management, and general management. The programme focuses on two main directions: general problems of information systems and higher business informatics, including business intelligence, Decision Support Systems, and Big Data analytics. With the significant growth of information technology enterprises and expanding spheres of activities, the need for strategic information systems management specialists is constantly increasing.

Compared to other related programmes at VU, the Information Systems Management programme lacks management components, while the Master's programme in Informatics offered by VU MIF is mainly oriented towards engineering problems. The VGTU programme in Information Systems Programme Engineering has a good combination of engineering aspects but lacks management components. The MRU programme in Electronic Business Management focuses on the fundamentals of management and business, while the VMU Master programme in Informatics is more oriented towards technical aspects of data analytics.

The plan for the Strategic Management of Information Systems programme has been developed through a responsible analysis of globally recognized Master programmes in the field, such as those offered by Carnegie Mellon University, New York University, University of Arizona, Syracuse University, and University of California, Berkeley. These programmes are noted for their balanced development of information and management competences, with considerable attention devoted to the strategy of organisations and its relation to information strategy and implementation.

The **second cycle programme Art Management (KnF)** uniquely combines understanding of the art sector with necessary management knowledge and abilities for successful art organisation management. The programme views art as a creative economic activity resulting in products and services with aesthetic qualities and educational, social, and political effects. Specificity in their creation, production, dissemination, and use requires knowledge for effective art organisation management. The programme focuses on subject-specific knowledge and skills required for heads and managers of art organisations, such as strategic management, marketing, strategic analysis, macro-social environment understanding, and personal and social development, including leadership, teamwork, morals, and responsibility.

International Business Management (KnF) program equips students with skills in managing business processes in a globalised and digital environment. The program's unique features include developing a holistic approach to international business, emphasising sustainable development trends and business management, and providing an international environment for learning. Compared to other international business programs, the KnF program has a scientific approach that focuses on business management and sustainable development trends. The program's course units also integrate knowledge of sustainable development, which is crucial for international business development. Overall, the International Business Management (KnF) program offers a relevant set of competencies for students seeking to succeed in the global business environment.

The **second cycle programme Management (ŠA)** aims and learning outcomes are aligned with ŠU's mission, which focus on improving the quality of study programs, increasing internationality, and producing competent specialists. The purpose of the program has remained unchanged since the 2021 reorganisation, with regular updates made in consultation with social partners and comparisons to other programs. Graduates of Management (ŠA) are equipped with leadership skills and strategic management competencies to take charge of teams and implement sustainable development projects in small and medium-sized enterprises.

The **International Project Management (BS) second cycle programme** follows the International Competence Baseline approved by the International Project Management Association (IPMA). It is taught by experienced Lithuanian and foreign scientists in project management. The programme received accreditation and registration from IPMA REG in 2021, which is a registration platform for high-quality project management programmes. Graduates are well-prepared to be certified for IPMA D level and the study content is regularly updated to align with modern project management theory and practice.

Strategic Commonalities of Study Programs at Vilnius University:

Responding to Changing Needs: Vilnius University's management study programs regularly review and update their competencies to align with market trends and the demands of society. The programs adapt to the effects of globalisation, organisational integration, and the COVID-19 pandemic.

Emphasis on Soft Skills: In anticipation of future job requirements, the programs prioritise the development of soft skills that are difficult to automate, such as communication, teamwork, leadership, problem-solving, and organisation. These skills are valued by employers locally and internationally.

Interdisciplinary Approach: The programs employ an interdisciplinary approach to foster a wide range of competencies and abilities. They incorporate subjects from various disciplines, enhancing critical and strategic thinking, creativity, and analytical problem-solving.

Alignment with Market Trends: The programs continuously update their content to reflect the latest developments in business, management, and technology. This includes staying informed about topical economic issues, advancements in information systems, and strategic management approaches.

International Orientation: Several programs have an international focus, attracting professors and students from around the world. International collaborations, guest lectures, and double degree programs contribute to the programs' global perspective and provide students with valuable international experiences.

Quality and Recognition: The study programs at Vilnius University strive for excellence and international recognition. Programs like the Master's in Quality Management have achieved high rankings and meet international professional requirements. The focus on quality

management, sustainability, and strategic information systems management demonstrates the programs' commitment to high standards.

Specificity and Specialization: Certain programs, such as Art Management and International Business Management, offer unique combinations of subject-specific knowledge and management skills tailored to the respective industries. This specialisation prepares students for specific roles and challenges within those sectors.

Industry and Stakeholder Engagement: The programs maintain active engagement with social partners, alumni, and industry experts. This involvement ensures that the programs stay relevant, incorporate real-world practices, and receive valuable feedback for continuous improvement.

Research and Practical Relevance: The programs integrate research skills, practical projects, business simulations, and real-world case studies to bridge theory and practice. This approach equips students with the necessary knowledge and skills to make informed decisions and apply their learning in practical settings.

Certification and Accreditation: Some programs, like International Project Management, align with internationally recognized standards and receive accreditation or registration from relevant professional associations. This allows graduates to pursue certifications and further enhances the programs' credibility.

Overall, the management study programs at Vilnius University demonstrate a commitment to staying current, meeting market demands, fostering interdisciplinary learning, and providing students with the competencies and skills necessary for successful careers in their respective fields.

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

The management study field programs at Vilnius University are developed and delivered in compliance with the Law on Higher Education and Research of the Republic of Lithuania, the Lithuanian Qualifications Framework, General Requirements for the Provision of Studies, and Study Regulations of Vilnius University. The study programs meet legal requirements, as outlined in Tables 1.1 and 1.2 SER, and are updated to align with the management study field description approved by the Minister of Education, Science, and Sport of the Republic of Lithuania on 30 September 2021. The program updates were implemented by 1 September 2022.

Table No. 1 Study programme **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	190/205 ECTS
ECTS for studies specified by University or optional studies	No more than 120 ECTS	15 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	36 %
Individual learning	No less than 30 % of learning	64 %

Table No. 2 Study programmes' **Business Information Systems** 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	205/215 ECTS
ECTS for studies specified by University or optional studies	No more than 120 ECTS	15 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	38 %
Individual learning	No less than 30 % of learning	62 %

Table No. 3 Study programme **Global Business and Economics** 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	120 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	95/115 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	19 %
Individual learning	No less than 50 % of learning	81 %

Table No. 4 Study programmes' **Quality 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	85/90 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	15 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	18 %
Individual learning	No less than 50 % of learning	82 %

Table No. 5 Study programme **Strategic Management of Information Systems** 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	85/90 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	15 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	18 %
Individual learning	No less than 50 % of learning	82 %

Table No. 6 Study programme **Art 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	90 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	20 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	23 %
Individual learning	No less than 50 % of learning	77 %

Table No. 7 Study programme **International Business 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	120 ECTS
ECTS for the study field Information Services	No less than 60 ECTS	120 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	15 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	35 ECTS
Contact hours	No less than 10 % of learning	21 %
Individual learning	No less than 50 % of learning	79 %

Table No. 8 Study programme **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	85/90
ECTS for studies specified by University or optional studies	No more than 30 ECTS	10 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	20 %
Individual learning	No less than 50 % of learning	80 %

Table No. 9 Study programme **International Project 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	90 ECTS
ECTS for studies specified by University or optional studies	No more than 30 ECTS	5 ECTS
ECTS for final thesis (project)	No less than 30 ECTS	30 ECTS
Contact hours	No less than 10 % of learning	17 %
Individual learning	No less than 50 % of learning	83 %

The duration and credit scope of second-cycle SPs in the study field may vary (ranging from 1.5 to 2 years and 90 to 120 credits), but they all meet formal requirements. It's important to note that the contact work mentioned in Table 1.2 doesn't include individual tutorials with lecturers and their consultations on course units. The percentage of contact work takes into account both in-person and online teaching. Due to the COVID-19 pandemic, online teaching was widely utilised in the spring and autumn semesters of 2020 and the spring semester of 2021. The study plans of the study programmes demonstrate a deliberate effort to comply with formal requirements for delivering studies. These plans clearly outline the relationship between learning outcomes (as detailed in Annex 1 SER) and the corresponding course units (presented in Annex 2 SER).

The management study field programs at Vilnius University are meticulously designed and delivered in full compliance with various legal and regulatory frameworks. These include the Law on Higher Education and Research of the Republic of Lithuania, the Lithuanian Qualifications Framework, General Requirements for the Provision of Studies, and Study Regulations of Vilnius University. Adhering to these regulations ensures that the programs meet the necessary legal standards and provide a high-quality educational experience. The study programs have undergone updates and revisions to align with the management study field description approved by the Minister of Education, Science, and Sport of the Republic of Lithuania on 30 September 2021. These updates were implemented by 1 September 2022, ensuring that the programs stay up-to-date and relevant to the evolving needs of the field.

While the duration and credit scope of second-cycle study programs in the management field may vary (ranging from 1.5 to 2 years and 90 to 120 credits), all programs fulfil the formal requirements set forth by the regulatory bodies. The variations in duration and credit scope allow for flexibility and cater to the specific needs and goals of each program.

It is important to note that the contact work mentioned in Table 1.2, which outlines the percentage of contact hours, encompasses both in-person and online teaching. This includes lectures, seminars, workshops, and other forms of structured interaction between students and lecturers. However, it should be acknowledged that individual tutorials with lecturers and their consultations on course units are not included in the contact work calculation. The COVID-19 pandemic has further emphasised the significance of online teaching, as it was extensively utilised during the spring and autumn semesters of 2020 and the spring semester of 2021.

The study plans of the management study programs demonstrate a deliberate effort to ensure compliance with formal requirements for delivering studies. These plans clearly outline the connection between the intended learning outcomes, as detailed in Annex 1 of the study program, and the corresponding course units presented in Annex 2. This comprehensive alignment guarantees that students acquire the necessary knowledge, skills, and competencies outlined in the program's learning outcomes through a well-structured curriculum.

By adhering to legal and regulatory frameworks and maintaining a strong focus on learning outcomes, the management study programs at Vilnius University offer students a robust and compliant educational experience that prepares them for successful careers in management.

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

Academic requirements and expected learning outcomes for management studies at VU are integrated into the study programmes, which comply with the qualification levels established in Lithuania and the European Qualifications Framework. The first and second cycle programmes are designed to develop competences consistently across all semesters and course units. The main difference is that the first cycle focuses on practical application, while the second cycle emphasises critical thinking, creative application, and scientific research. Bachelor's degree graduates can become lower- or middle-level employees, while Master's degree graduates are trained for top positions and scientific research. The curriculum is regularly reviewed to ensure coherence and preserve originality.

The study field programmes implement their expected learning outcomes by organising course units in a consistent manner. Course units are composed of study credits that measure a student's workload necessary to achieve the expected learning outcomes. In management study programmes, a study credit is equivalent to 26-26.66 working hours, with 5 study credits making up the smallest unit of content. This uniformity allows for flexible curriculum design and individualised learning. The workload distribution and curriculum design are regularly reviewed and adjusted by the SPC to improve the study programmes. Table 1.3 in the SER presents the required workload for different management study field programmes.

Table 1.3 demonstrates a significant shift in the balance between contact and self-study hours in all programs during the last semesters. The data reveals that self-study hours increase dramatically, which can be attributed to professional internships and the completion of final theses in both Bachelor's and Master's studies. It's important to note that while self-study increases, the time spent on individual consultations with internship and final thesis

supervisors also significantly rises during this period. However, this increase is not reflected in the table. Annex 2 (SER) provides a detailed presentation of all curricula and their corresponding learning outcomes.

The **Management (FEBA) Bachelor's programme** spans eight semesters, with the last devoted to professional internship and preparing the final thesis. The curriculum focuses on developing general and subject-specific competencies through five blocks of courses. These blocks cover essential microeconomics, macroeconomics, history and theory of management, business law, business ethics, social responsibility, global business, decision-making, business research, accounting, entrepreneurship, intercultural management, and communication skills. The program includes both compulsory and optional courses, with students selecting their compulsory courses from a list of blocked subjects presented in semesters III to VII. Additionally, students can choose foreign language or other VU faculty courses from the list of GUS courses. The Management program at FEBA devotes the first two semesters to developing cognitive and communication skills and establishing a foundation for further studies. Students cover subjects such as Economic Theory, Management, Marketing, and Information Technologies. In the third year, students learn about process and operation management, as well as studying topics such as Innovation Management and Human Resource Management. The final semester is dedicated to a professional internship, which aims to develop skills in business management and organisation. The internship also focuses on developing communication and cooperation skills, and decision-making abilities. Rules and instructions for completing the Coursework and Final Bachelor's Thesis are publicised on the VU FEBA website, as are the aims and procedures for the professional internship.

The **Business Information Systems (FEBA) program** is an 8-semester study program that aims to develop subject-specific and general competencies. It provides 2336 hours of contact work and 4063 hours of self-study. The curriculum is designed to integrate social sciences and informatics to develop competencies. It includes subjects such as Fundamentals of Information Technologies, Fundamentals of Information Systems, Analysis and Design of Information Systems, Information Systems Management, Fundamentals of Economics, Management and Business Administration, Business in Digital Media, and others. The program follows a tried-and-tested order of priority for developing competencies, with the first stage focusing on general disciplines, the second stage on more specific subjects, and the third stage on more complex topics. The program also includes two term papers, a Final Bachelor's Thesis Seminar, a Professional Internship, and the preparation of a Bachelor's final thesis to develop independent competencies in research and creative activities. The curriculum is designed to link management study field course units with information systems. For example, the fundamentals of management and accounting are taught together with Information System Analysis and Information Systems Design. As the scope of knowledge increases, subjects that extend the range of management knowledge are included.

The **Global Business and Economics (FEBA) Master's study programme** is focused on micro and macro level studies with an emphasis on internationalisation. The programme consists of four stages spread over four semesters. The first semester covers the fundamentals of general management concepts, while semesters I and II focus on macro level business management and

global economy. Semesters III and IV concentrate on micro level studies and global business and management themes.

Disciplines of the global economy provide competences necessary for global business environment studies. Global business disciplines help develop deeper management competences in global enterprises for strategic decision making. The programme requires 600 hours of contact work and 2520 hours of self-study. Optional subjects are offered in related areas of global economics or business, such as Competition Policy and Practice, Financial Markets and Derivatives, and Sustainable Development. The course of Final Master's Thesis is integrated into the last three semesters, with each semester having a specific ECTS credit and student workload. Students acquire practical skills in research methods, critical literature assessment, and hypothesis development. Overall, the programme seeks to develop subject-specific and general competences for global business and economics studies.

The **Quality Management (FEBA) Master's program** is offered in two formats: full-time in Lithuanian/English (three semesters) and part-time in Lithuanian (four semesters), with both formats comprising 90 credits. The program aims to develop subject-specific and general competencies through 418 contact hours and 1922 self-study hours. Part-time studies are suitable for working individuals seeking a second or third degree, with an average age of 30-35 years. This format allows students to balance work, personal life, and studies as they earn the same credits in a shorter time frame.

The program covers the conceptual understanding of quality management and provides theoretical foundations for business excellence and sustainable development of organisations. Design Quality Management Systems help students understand how quality management systems operate, while other subjects like Business Process Management, Lean and Quality Management Methods, and Quality Diagnostics and Audit deepen their knowledge and skills in quality management. Both full-time and part-time formats prioritize scientific research competencies, with the final thesis being written in different semesters. In the first draft, students analyse literature on their chosen theme, followed by collecting and analysing research methods in the second draft. In the last semester, they conduct empirical research, analyse the results, draw conclusions, and make proposals. The program also includes subjects like Research Methods, Statistical Data Analysis of Survey Using SPSS, and Quality Management Seminar, which help students acquire the fundamentals of scientific research, master research instruments, and learn how to present and defend research results. Optional subjects like Strategic Management, Leadership, Organisational Psychology, Human Resources Management, Management of International Projects, Knowledge and Innovation Management, are also available to deepen knowledge and expand the field of applying management. The distribution of optional subjects varies in full-time and part-time formats.

The **Strategic Management of Information Systems (FEBA) second-cycle program** spans three semesters and involves 90 credits. To foster both subject-specific and general competencies, the program allocates 424 hours to contact work in a lecture-room and 1916 hours to self-study. The program's curriculum design is based on two interrelated directions. Firstly, the program covers general-purpose subjects in semester one that form the foundation

of the necessary general competencies, leading to specialisation subjects in semester two. Optional subjects are offered to provide flexibility to the study model. Secondly, during all three semesters, students delve into their chosen themes, studying the problem from theoretical and practical aspects. This approach integrates the subjects studied into a unified whole. Assessments are conducted in stages, with "Project of Final Thesis I" in the first semester, "Project of Final Thesis II" in the second semester, and "Final Master's Thesis," "Masters" seminar, and assessment in the third semester. While the final thesis is prepared and defended only in the third semester, by this stage, the student has already prepared its two main parts.

The program's curriculum is divided into several groups of subjects that integrate social sciences and informatics competencies. These include general subjects that link information systems and business strategy, advanced business informatics, related fields, and subjects to expand research competencies and prepare the final master's thesis. The order of priority of developing competencies is determined by the program's short duration, the portfolio principle between subject groups, and the belief that related field subjects supplement and enrich each other. The group of subjects related to advanced business informatics and cultivating insights is considered significant due to the high value and increased demand for these competencies in recent years.

The program emphasises scientific research activities, and research competencies are consistently distributed throughout the semesters. The Seminar of Strategic Management of Information Systems monitors the preparation of the final master's thesis.

The **Art Management (KnF) second-cycle program** spans three semesters and requires 90 credits. The final semester is solely dedicated to completing the Master's Thesis, while the first two semesters focus on preparing for it. The program emphasises both subject-specific and general competencies, allocating 560 hours for contact work and 1840 hours for self-study. During the first semester, students must complete two compulsory modules worth 10 credits: Strategic Management in Art Organizations and Contemporary Art and Society. These modules cover strategic management in arts organisations, as well as social analysis of contemporary art. In addition, there are two blocks of optional modules where students can deepen their knowledge of the macro-environment of arts organisations (art law and art policy) and special knowledge of art management (art project management or management of cooperation between private and public sectors). Students must choose one subject from each block, with each subject worth 5 credits.

The second semester also requires two compulsory modules worth 10 credits: Strategic Art Marketing and Market Research, and Creative Industries: Arts. The former focuses on art marketing management, while the latter explores entrepreneurial skills in the art sphere. Additionally, there are two blocks of optional modules where students can study marketing (Audience Development or International Marketing) and entrepreneurship (Economics of Art or Art Communication). Students must choose one subject from each block.

The final semester is dedicated to writing the Final Master's Thesis, which comprises a theoretical and practical component. The practical component can be an empirical investigation

or a practical project. The thesis must demonstrate the student's understanding of art management and their ability to analyse, assess, and interpret results independently.

The **International Business Management (KnF) program** is a four-semester program with a scope of 120 credits. The program focuses on developing subject-specific and general competencies through 658 hours of classroom contact and 2542 hours of self-study. The curriculum includes compulsory and optional subjects, with the former consisting of 14 subjects (130 credits), while the latter includes three subjects chosen from a list of six (15 credits). The sequence of compulsory and optional subjects in each semester ensures a consistent acquisition of knowledge and the development of planned competencies.

The first semester covers Global Communication and Negotiations, Innovation Management, Methodology of Scientific Research, and International Business Environment as compulsory subjects, and Responsible Leadership or Global Strategic Management as an optional subject. The second semester covers Scientific Research Work I/II, International Exchange and Sustainable Development, International Marketing, International Business, and Internationalisation of Companies as compulsory subjects, and Social Responsibility of Transnational Corporations or Business Psychology and Image Management as an optional subject. The third semester covers Sustainable Business Management and Society, Global Economics and Sustainable Development, Scientific Research Work II/II, and Cross-Cultural Management as compulsory subjects, and Investment Management in Financial Markets or International Finance as an optional subject. The fourth semester covers International Human Resource Management as a compulsory subject and requires students to prepare a Final Master's Thesis.

Throughout the program, students gain knowledge and skills in a range of areas, including analysis, critical and constructive assessment, innovative activities, research skills, marketing, international business management, and sustainable development. They also learn about intercultural communication, global economics, financial markets, and international monetary theories.

The **Management (ŠA) second-cycle study program** consists of 90 credits and spans three semesters. Its primary objective is to develop students' subject-specific and general competences. The program requires 480 hours of contact work in a classroom and 1920 hours of self-study to achieve this goal. The program's consistency guarantees that students' critical thinking, communication and cooperation, and life-long learning competences are fostered, resulting in a leader who possesses systemic management thinking and can leverage the latest knowledge of management science. Students are also trained to use scientific cognitive methods to make sustainable decisions on an organisation's development and execute them through their study results achieved in various subjects.

The first semester focuses on students' learning and the development and improvement of their general competences, along with the acquisition of subject-specific knowledge and competences. Students learn to plan their academic learning process and improve their general competences by completing assignments that help them develop their subject-related

competences, often oriented towards teamwork and critical thinking. The first semester features three study subjects, namely Knowledge Management, Change Management and Leadership, and Management of Sustainable Development, which apply research-based study elements that enhance students' critical academic thinking and research competence.

In the second semester, the focus shifts to developing students' competences towards strategic management of an organisation, its systematic assessment, and the purposeful development of research competence. Study subjects such as Prognostication and Strategic Management, Systematic Evaluation of an Organization, and Methodology of Social Research are covered in this semester.

The third semester is exclusively dedicated to preparing the final Master's Thesis. During its defence, students demonstrate all the subject-specific competencies developed in the program. These competences include the ability to apply strategic, critical, and constructive thinking when making management decisions in complicated and indefinite situations, the ability to make ethical organisational development decisions based on sustainable development, understanding of different management theories, models, and instruments, the ability to assess the development of management systems expertly and introduce them into an organisation, and the ability to present ideas and results of management activities in a reasonable, effective, and persuasive manner, both orally and in writing.

The length of the **Master's study programme International Project Management (BS)** is 1,5 years and its scope is 90 credits. Seeking to develop subject-specific and general competences, the programme International Project Management (BS) specifies the number of hours to be allocated to contact work and self-study: 392/400 hours are allocated to contact work in a classroom and 1940/1948 hours are devoted to self-study. In the first semester candidates for a Master's degree consistently study the following subjects: Project and Project Organisation Operational Management, Project Financial Management, Strategic Management, Human Resource Management and they have the possibility to choose one from optional subjects: Enterprise IT Solutions in Project Management and Innovation and Change Management. The second semester concentrates on the following compulsory subjects: Process and Quality Management, Agile Project Management, Strategic Project Portfolio Management, Research Methods. In the third semester students prepare the Final Master's Thesis. The theme of the final thesis must be oriented towards improving the organisational project activities revealing international aspects and compliance of the theme with the content of the Master's programme of International Project Management.

The SER outlines the common aspects and differences among various programs offered by the university. All programs aim to develop specific competencies in their respective fields, such as management, business information systems, global business and economics, quality management, strategic management of information systems, art management, or international business management. Each program has defined learning outcomes that encompass various areas of knowledge and skills related to their respective fields. These learning outcomes represent what students are expected to achieve. The programs utilise similar assessment

methods, including examinations, coursework, presentations, and a final thesis, to evaluate students' understanding, knowledge, and progress.

However, the programs differ in terms of their field of study, level of study, specific learning outcomes, and teaching/learning methods. Each program focuses on a distinct area of specialisation and offers different levels of study. For example, the Management (FEBA) Bachelor's Programme is an undergraduate program, while the Business Information Systems (FEBA) Programme, Global Business and Economics (FEBA) Master's Programme, Quality Management (FEBA) Master's Programme, Strategic Management of Information Systems (FEBA) Programme, Art Management (KnF) Programme, and International Business Management (KnF) Programme are all at the master's level. Moreover, each program has its own set of specific learning outcomes tailored to the respective field of study. Although there are some overlapping areas of knowledge, these outcomes represent the unique goals of each program. For example, the Management program covers subjects such as microeconomics, macroeconomics, decision-making, and communication skills, while the Business Information Systems program focuses on information technologies, systems analysis and design, and business administration.

Lastly, while the programs share common teaching methods, such as lectures, seminars, case studies, and projects, each program may emphasise different approaches based on its unique requirements and disciplines. For instance, the Art Management program may prioritise practical projects and workshops, while the Strategic Management of Information Systems program may focus more on research projects and advanced business informatics.

Overall, understanding the common aspects and differences among the programs is essential in selecting the right program based on personal goals, interests, and career aspirations.

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 2 in the SER provides a detailed presentation of all curricula and learning outcomes. All management study programs aim to develop competencies required for future management specialists, with each program's objectives and learning outcomes aligned with the learning outcomes of course units. Program coherence is ensured through the preparation of program structures and study plans. Management study plans are coordinated such that various course units contribute to achieving learning outcomes at each level of the study program. The teaching and learning methods used to achieve learning outcomes are subject-specific and are assessed using appropriate methods. Lecturers prepare subject descriptions guided by desired competencies and study results outlined in the study program description. The methods of assessing student achievements are chosen by lecturers based on the level of study cycle and the year of study and using Bloom's cognitive taxonomy. The teaching methods used in management studies include traditional and interactive lectures, discussions, case analysis, problem-solving activities, simulations, and project activities. Student information analysis skills are taught in conjunction with inductive statistics and mathematical methods, as well as the analytical package SPSS. Distance learning methods are also integrated into the teaching

process during the Covid-19 pandemic. The lecturers regularly review the content of the subjects they teach, following the latest research results, and improving study plans to align with the needs of the economy, business, and society. Once a year, the SPC reviews the study plans and assesses whether all the study results of the study program are sufficiently and evenly covered and whether the appropriate study methods and ways of assessing student achievement have been selected. Annex 3 presents a detailed explanation of the compatibility of the expected study results in management study programs with the study results, methods, and assessment methods of the taught subjects.

Annex 2 in the SER provides a comprehensive overview of the curricula and learning outcomes of all management study programs. The primary aim of these programs is to develop the necessary competencies for future management specialists. The objectives and learning outcomes of each program are aligned with the desired outcomes of individual course units, ensuring program coherence. To achieve the learning outcomes, subject-specific teaching and learning methods are employed. The methods of assessment are carefully chosen by lecturers, taking into account the level of study cycle and year of study, and utilising Bloom's cognitive taxonomy. The assessment methods used in management studies include examinations, assignments, presentations, and a final thesis, among others.

The teaching methods employed in management studies encompass a variety of approaches. These include traditional and interactive lectures, discussions, case analysis, problem-solving activities, simulations, and project activities. Additionally, students are equipped with information analysis skills through the integration of inductive statistics, mathematical methods, and the analytical package SPSS. During the Covid-19 pandemic, distance learning methods have also been integrated into the teaching process to ensure continuity and accessibility. The lecturers responsible for the subjects continuously review and update the content of their courses, incorporating the latest research findings and aligning study plans with the evolving needs of the economy, business, and society. Once a year, the Study Program Committee (SPC) conducts a comprehensive review of the study plans to ensure that all the required study outcomes are adequately covered and that appropriate teaching methods and assessment techniques are employed.

A detailed explanation of the compatibility between the expected study results in management study programs and the methods and assessment methods employed in the taught subjects is presented in SER Annex 3. This annex provides a thorough analysis and alignment of the study outcomes, teaching methods, and assessment methods employed within the management study programs.

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

Vilnius University provides management studies students with abundant opportunities to tailor their educational journey and enhance their overall competences. Each degree program specifies a fixed number of compulsory course credits, as mentioned earlier. In undergraduate programs, students also have the option to select minor study programs. Moreover, bachelor's

students can choose to engage in General University Studies (GUS) during their initial four semesters. GUS is meticulously designed to foster students' erudition, creativity, and a comprehensive worldview aligned with the university's values. The primary objective of GUS is to educate proactive, imaginative, open-minded, and responsible individuals who possess a profound understanding of historical accomplishments, contemporary issues, and future prospects. GUS courses are handpicked from an interdisciplinary list provided by Vilnius University.

Furthermore, students can actively participate in various academic exchange programs facilitated by Vilnius University, including Erasmus+, NORDPLUS, ISEP, ARQUS, and bilateral agreements. These programs enable students to study abroad and gain invaluable international experience. Additionally, VU students have the opportunity to partake in overseas internships or join the VU Smart Internship project, which focuses on addressing real-world challenges within organisations. The Smart Internship follows the Design Thinking methodology and offers supplementary training to foster students' communication, creativity, and teamwork skills. Students collaborate in interdisciplinary groups of 5-7 members, guided by a university manager and a business mentor.

In the context of undergraduate management programs, students are encouraged to learn at least one foreign language. Moreover, students at all levels have the option to study foreign languages as non-credit subjects, thereby acquiring additional competences beyond the scope of their core study programs. For programs that offer dual degrees, such as Management (FEBA) and Global Business and Economics (FEBA), students can spend 1-2 semesters studying at partner universities abroad.

Vilnius University grants students across all study programs the flexibility to craft individualised study plans tailored to their specific needs. Additionally, the university has established a procedure to recognize competences acquired through informal and self-education, allowing students to earn credits for relevant subjects or modules. This recognition system caters to individual learning preferences and expands students' opportunities for self-study, aligning with the principles of lifelong learning.

Since 2019, Vilnius University's TechHub has played a pivotal role in nurturing student self-expression, individual abilities, competences, and entrepreneurial skills. By fostering collaboration among students, researchers, and businesses, TechHub promotes interdisciplinary synergy to develop innovative solutions across various domains. The TechHub activities encompass conferences, meetings, workshops, hackathons, joint research projects, and the exploration of ideas in "sandboxes." These initiatives serve as catalysts for inspiring innovative practices, cultivating high-value innovations, and fostering entrepreneurship and innovation within the academic community. Consequently, students are empowered to express themselves and pursue start-up endeavours.

In management study programs, students are provided with ample opportunities to customise their educational journey and cultivate both general and subject competences. The Expert Panel acknowledges the significance of personalised learning, enabling students to structure their

field of study in alignment with their individual learning objectives and intended outcomes. The program's structure and study plan are meticulously designed to ensure coherence in the development of diverse competences. By aligning the learning outcomes of each program and course unit, the study plans integrate a wide range of subjects that contribute to the achievement of desired outcomes at each level of the program. Lecturers play a pivotal role in facilitating students' personalised studies, crafting subject descriptions that refer to the specified competences and study results outlined in the program description. This ensures that each subject empowers students to successfully attain the intended learning outcomes.

Students pursuing management studies have a plethora of opportunities to tailor their educational experience and foster their overall competences. While each degree program includes compulsory courses, students can also choose minor study programs and opt for the General University Studies (GUS) program to cultivate erudition and creativity. Additionally, students can actively engage in academic exchanges, internships, and study abroad programs, allowing them to gain valuable international experience. The university also offers language courses to further enhance students' language skills. Moreover, Vilnius University recognizes competencies acquired through informal and self-education, providing students with the opportunity to receive credits for these acquired skills. The establishment of TechHub in 2019 further supports students in developing entrepreneurial skills and self-expression through various activities such as workshops, hackathons, and collaborative research initiatives.

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

The VU Senate has approved the collection of written works by Vilnius University (VU) students, and a set of procedures for handling research papers in the VU information system has been endorsed by the Vice-Rector for Studies. Each department within the field of management studies at VU has developed methodological guidelines tailored to their specific requirements for preparing works. Moreover, regulated procedures are in place for the submission, defence, and evaluation of these works. Students can access relevant documents pertaining to the preparation, defence, and assessment of final theses on the websites of the respective VU departments and through the E-learning system, including detailed descriptions of study subjects available in the information system.

A final Bachelor's thesis is an independent written work completed by a first-cycle student, designed to meet the requirements of university studies. Its purpose is to develop the student's ability to apply acquired knowledge, analyse and interpret scientific literature, employ research methods, independently solve tasks, present conclusions and proposals, and effectively describe the research using appropriate language.

On the other hand, a final Master's thesis represents an original scientific work that showcases the author's adeptness in skillfully integrating theoretical knowledge with empirical analytical skills, thus contributing fresh ideas and insights to the researched scientific field. It differs from a final Bachelor's thesis not only in terms of its larger volume (50-70 pages, excluding annexes) but also in qualitative aspects such as subject knowledge, depth, and comprehensiveness of the author's research. A final Master's thesis should possess analytical rigour, demonstrate novelty

and originality, and exhibit a higher level of competence compared to that expected in first-cycle studies, reflecting the author's intellectual maturity.

Students at all levels have the opportunity to select topics for their final theses or Master's theses from a list of themes offered by management lecturers/researchers, as well as from business and public sector organisations. Alternatively, they can propose themes that align with the content and goals of their study program, subject to coordination with the Study Program Committee (SPC) and their assigned supervisor. The preparation of theses is overseen by experienced management lecturers/researchers who provide guidance throughout the process, identify any compliance issues, and help address any gaps in knowledge or understanding.

The preparation, defence, and assessment of final theses adhere to regulated procedures. Methodological instructions have been developed by each department in the field of management studies to suit their specific requirements. Students can access relevant documents related to the preparation, defence, and assessment of final theses through department websites and the E-learning system. The final Bachelor's thesis, completed by first-cycle students, aims to enhance their ability to apply acquired knowledge, analyse and interpret scientific literature, employ research methods, and present conclusions and proposals accurately and clearly.

In contrast, the final Master's thesis is an original scientific work that requires the integration of theoretical knowledge with empirical analytical skills. It should contribute new ideas and insights to the researched scientific field, demonstrating a higher level of competence than that typically expected in first-cycle studies. The Master's thesis should possess analytical rigour, novelty, and reflect the intellectual maturity of the author. Students are encouraged to select thesis topics that explore specific issues related to leadership, development, transformation, organisation, management, and improvement of business and public sector organisations. Practical solutions applicable to specific sectors or organisations are particularly encouraged. The chosen thesis topics encompass both the distinctive characteristics of each program and the shared aspects that are important across the field. Methodologies have been developed to define the essence and content of final Bachelor's and Master's theses, emphasising the distinctions between them.

In conclusion, Vilnius University (VU) has established a robust framework for the collection, administration, and evaluation of written works by its students. The approval of the collection by the VU Senate and the endorsement of procedures for research papers in the VU information system demonstrate the university's commitment to ensuring a well-structured and efficient process. The development of department-specific methodological guidelines further enhances the precision and coherence of the works prepared within the field of management studies. With regulated procedures in place for submission, defence, and evaluation, students can navigate the process with confidence. Overall, Vilnius University's commitment to excellence in research and academic development is evident in its approach to final theses. By providing a structured and comprehensive framework, offering access to relevant resources, and encouraging originality and innovation, VU empowers students to make meaningful

contributions to their chosen fields while fostering intellectual maturity and preparing them for future endeavours.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

Strengths of the study programs at Vilnius University:

1. **Program Development by the Study Program Committee (SPC):** The SPC is responsible for the development, implementation, and enhancement of all programs. It takes into consideration market requirements, advancements in management and economics, practical trends, international market changes, business environment developments, social stakeholder feedback, as well as quantitative and qualitative data. This ensures that the programs stay relevant and aligned with the changing needs of the industry.
2. **Diverse Study Programs:** Vilnius University offers programs at both the undergraduate (Bachelor) and postgraduate (Master) levels. These programs differ in terms of qualification levels, specialisation options for graduates, and the competencies they develop. This diversity allows students to choose a program that suits their educational background, career aspirations, and desired level of specialisation.
3. **Alignment with the Job Market:** The management study programs at Vilnius University are designed to meet the current demands of the job market. The programs consider market forecasts, international trends, and the university's capacity to impart relevant skills and abilities. This ensures that graduates are well-prepared and equipped with the necessary competencies to succeed in their careers.
4. **Interdisciplinary Approach:** The programs adopt an interdisciplinary approach to cultivate competencies and skills across all management levels. This approach enhances students' effective communication, holistic thinking, and critical reflection abilities. Collaboration across faculties is encouraged to harness the potential that lies in interdisciplinary cooperation.
5. **Language and Cultural Diversity:** Vilnius University recognizes the importance of language and cultural diversity. Some programs are provided in both Lithuanian and English to cater to international students and align with the university's strategic vision as an international institution. This diversity fosters a multicultural learning environment and prepares students for global career opportunities.
6. **Orientation towards Current Trends:** The programs undergo continuous adaptation to reflect the latest developments in the fields of business, management, and technology. Modern teaching methods, such as coursework, theses, and involvement in real projects, are employed to ensure students stay abreast of current trends and industry practices.
7. **Career Orientation:** The programs aim to prepare graduates for successful careers in management, whether through entrepreneurship or leadership roles in diverse organisations within and beyond Lithuania. The focus on practical relevance, industry engagement, and the development of transferable skills enhances students' employability and professional growth.

(2) Weaknesses:

1. Limited practical experience: While the programs aim to integrate research-oriented components with practical relevance, there may be a need for more hands-on experiences, internships, or industry collaborations to bridge the gap between theory and practice effectively.
2. Limited focus on emerging technologies: As technology continues to shape the business landscape, there may be a need to enhance the programs' focus on emerging technologies such as artificial intelligence, blockchain, or data analytics to prepare students for the future of management roles.
3. Limited emphasis on sustainability: In today's global context, sustainability and environmental responsibility are critical aspects of management practices. The programs may benefit from incorporating more content and discussions around sustainable business practices and corporate social responsibility.
4. Insufficient emphasis on soft skills development: While the programs recognize the importance of soft skills, there may be room for further emphasis on developing skills such as emotional intelligence, adaptability, and cultural competence, which are increasingly valued in the modern workplace.
5. Due to evolving legal conditions, many Master's level students at Vilnius University opt to combine work and study. This choice can impact their international mobility, limiting their ability to engage in study abroad programs or pursue international opportunities. This limitation restricts students from gaining diverse cultural experiences and broader perspectives that international mobility can provide.
6. While the university acknowledges the increasing demand for hybrid and online teaching methods, micro-credentials, and lifelong learning opportunities, there may still be some challenges in fully meeting these needs. Nevertheless, expanding access to flexible learning options and incorporating innovative teaching formats can enhance the overall educational experience, particularly for students who require flexibility due to work or other commitments. Additionally, although the university already incorporates research-oriented components with practical relevance into all study programs, there is room for improvement in terms of nurturing entrepreneurship and supporting start-ups. By enhancing resources and initiatives dedicated to entrepreneurship education, students can gain valuable skills and opportunities to develop innovative business ideas. On a positive note, the university has made commendable progress in addressing the demand for flexible study options, micro-credentials, and online learning through the establishment of the Life-long Learning Center. This center actively integrates these elements into the study programs. Furthermore, in terms of fostering entrepreneurship and supporting start-ups, the VU Business School and TechHub have already taken significant steps. They have contributed to building an entrepreneurial ecosystem and promoting innovation through various activities such as conferences, workshops, collaborative research, and initiatives that facilitate the development of entrepreneurial skills and start-ups among students.
7. Overall Vilnius University's study programs show promise for further development in areas like practical experience, emerging technology focus, sustainability emphasis, soft skills development, diverse study cycles, international mobility, flexible learning formats, and entrepreneurship education, while also acknowledging the university's initial progress

in these domains. Addressing these weaknesses can contribute to a more comprehensive and globally competitive educational experience for students.

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

According to the national official annual assessments data, HEI shows a significant growth in scientific achievements in the fields of management and economics. Despite a decrease in scientific productivity in 2020, justified by HEI by the COVID-19 pandemic, HEI shows substantial progress in terms of scientific publications, particularly in high-level scientific journals. The comparative assessment of HEI research activities in economics and management science is the highest among Lithuanian universities, with a score of 4.15, as stated in SER (Pg. 54).

The quality and impact of publications have been improving, with an increasing number of articles appearing in top-tier journals. VU's bonus system for high-level scientific achievements, such as publications in ABS Academic Journal Guide-listed journals, has incentivized researchers to strive for excellence.

Collaboration with foreign scientists is well implemented, showing commitment to international cooperation in research, as reinforced by experts comment in the Comparative expert assessment of R&D activities of 2018, quoted on SER (Pg. 53): "High-level, internationally recognized research is being carried out."

HEI has a systematic approach to promoting scientific research, raising researchers' qualifications, maintaining international relations, and motivating researchers as reinforced in the meeting with teaching staff.

Study field lecturers actively participate in international conferences, review scientific publications, and contribute to the improvement of the study process. Also, the average number of 8 doctoral dissertations defended per year in the study field (SER, P. 54) shows study field dynamics of research.

HEI shows a strong commitment to the integration of scientific activities in the study field. Along with the high international level of scientific research in the study field, HEI has a significant economic and social impact in the country. Study field collaboration with external partners in scientific activities, such as participation in international and national projects, is noteworthy. HEI has engaged in numerous projects financed by organisations such as Horizon 2020, EU structural funds, and the Research Council of Lithuania.

Study field commitment to enhance the study process includes initiatives of involvement in projects such as CIM, PITCH, Dedalus, Datalit, and JEUL which provide opportunities for competencies development for undergraduate and graduate students and have resulted in the

implementation of pilot projects, with some students receiving international certificates, as described in SER (Pg. 66).

In terms of future development, the study field has well-planned research directions, annual employee plans, and measures in place to promote scientific cooperation. FEBA has a clear and relevant set of strategic goals related to improvement of research evaluation results.

Financial resources are allocated to support research initiatives, including bonuses for high-level scientific achievements and funding for research activities, conferences, and memberships in organisations and associations. As stated in SER (Pg. 80) one area for improvement has to do with the need to expand the network of social partners in foreign countries and to participate more actively in attracting external funds for financing research activities. In a meeting with senior management and faculty administration staff, evidence was given on strategy and action being implemented to deal with this weakness, like the implementation of two research labs that will lead to opportunities of joining international labs networks and increase opportunities for accessing international funding.

Overall, VU's performance in science and art activities related to the field of study, particularly in management and economics, has been commendable. Also, SER that was provided by Vilnius University shows evidence that recommendations from the previous Evaluation Experts Report regarding link between research and studies have been implemented.

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

The university demonstrates a commitment to incorporating the latest literature, including textbooks, scientific articles, and monographs, into the management studies curriculum. Lecturers and university staff actively engage in research and contribute to the scientific knowledge in their respective fields. This ensures that the curriculum is enriched with the most recent scientific advancements and technological innovations.

Lecturers in the management study field integrate the results of their own scientific research into the content of the taught subjects. This practice not only enhances the curriculum but also exposes undergraduate and post-graduate students to cutting-edge scientific knowledge. The incorporation of research findings adds a practical dimension to the studies and enables students to address current issues.

HEI establishes connections with business and government partners, as well as international experts and researchers from other universities. These partnerships provide opportunities for knowledge sharing, guest lectures, and industry insights. Lecturers are invited as guest lecturers to share their achievements and experiences, ensuring that students benefit from real-world perspectives and stay updated with the latest trends and practices.

Based on the information provided, the study field demonstrates a strong commitment to establishing and maintaining a link between the curriculum and the latest developments in science, art, and technology. The use of latest literature, integration of research results, engagement with industry and international experts, and collaboration with external partners

all contribute to ensuring that the curriculum remains up-to-date and aligned with market trends and scientific progress. The efforts of the lecturers and university staff in incorporating their research findings into the courses greatly enrich the learning experience and prepare students with the most current knowledge and skills.

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

HEI demonstrates a good commitment to fostering student engagement in scientific and art-related activities. Lecturers in the study field actively involve themselves in mentoring students at various academic levels. Moreover, efforts are made to involve students in the research activities of lecturers, thus promoting research skills. HEI encourages research-oriented endeavours through the relaunch of the Student Scientific Society (SSS), which aims to strengthen students' analytical skills and contribute to the promotion of science.

Additionally, students are actively involved in scientific activities through their final theses, scientific publications, participation in conferences, and engagement in research projects. Scholarships and prizes are available to recognize and encourage students' research achievements.

HEI provides comprehensive conditions for students to make effective use of the opportunities provided, including conducting research individually or in collaboration with lecturers, publishing articles, presenting at scientific conferences, participating in the SSS activities, and engaging in national and international projects.

Overall, the university's commitment to facilitating student involvement in scientific activities is evident, and the steps taken to promote research skills and provide recognition through scholarships and prizes are commendable.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Strong commitment to integrating science and studies: This commitment is evident through the evaluation of scientific activities and the university's efforts to promote scientific results, raise researchers' qualifications, and maintain international relations.
2. Significant growth in scientific achievements: This growth is reflected in the number of scientific publications, collaborations with foreign scientists, and high-level research projects.
3. Use of latest literature and research in the curriculum: HEI demonstrates a commitment to incorporating the latest literature, research findings, and technological innovations into the management studies curriculum. Lecturers actively engage in research and contribute to the scientific knowledge in their respective fields, enriching the curriculum with up-to-date advancements.
4. Collaboration with external partners: HEI actively collaborates with external partners, including industry, government institutions, and international experts. These collaborations provide valuable opportunities for knowledge sharing, guest lectures,

industry insights, and research projects. The involvement of external partners enhances the relevance and applicability of the curriculum.

(2) Weaknesses:

1. Some lecturers not actively involved in research activities: Not all lecturers of the program are actively involved in research activities due to a heavy pedagogical load. SER suggests that lecturers should make more efficient use of opportunities provided by the university and focus on research work, especially during creative leaves and long-term internships.

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

Student admissions are regulated nationally and admission to the bachelor programs are done mainly through the LAMA BPO system. Admission to second cycle (masters' programs) is organised independently of the higher education institution through their own system VU ISAS.

No difficulties, challenges or problems have been observed regarding enrolment and admission by the students. The system is clear enough for students and the requirements and criteria for entry are clear and accessible publicly. Of particular note is the contact with international students, who are strongly motivated to enrol by the value of study quality and money ratio. It was mentioned at the meeting that if there are not enough Lithuanian students, students from abroad are more likely to be invited, which can be a good way to keep stable student numbers. From the data provided – overall student numbers are favourable to the Vilnius University but Šiauliai academy has only 47 students in the management field and even though Šiauliai region has problems with demographic decline – Vilnius University should increase cooperation with ŠA, so they could increase international student numbers as the expert panel seen that EVAF and VM faculties has sufficient numbers of international students. The sharing of good practice can help solve problems with ŠA admissions as Šiauliai and adjacent regions suffer from population decline.

However, when comparing the programmes with each other in the management study field, the impression of the expert panel is that there are many similarities. For marketing purposes – VU has to find the uniqueness of each program (except for the program Art management which is unique already) and present those “selling points” and main differences for applying to masters' students.

Students noted that they had known about the university from a long time ago, so they did not notice any exceptional sources of information about the university, the usual ones: university fairs, advertisements on social networks, etc.

Overall, the expert panel can conclude that VU meets all requirements for admissions and the only thing for VU to consider is how to keep the admissions stable and increase student numbers in some of their faculties.

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 commented positively on the communication with the administration, which makes it easy and clear for them where to go. Although there was a lack of understanding among students about the recognition and crediting of competences acquired outside the higher education system.

International students noted that if the system is not clear or if they have questions, they always know where to go to consult the administration.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

In the general sense mobility programs are within the university, they have the options for mobility but outgoing and incoming student mobility is low. Lecturers and administrators were happy to hear about the various opportunities for students to go abroad: internships, exchanges, short-term and long-term stays, and the Alliance. Although it was not well understood from the students' side whether they are really aware of these opportunities, as they are not very attractive to them. A recommendation would be to make students more aware of mobility opportunities and financial support during mobility programs. Also, to create more attractive mobility options for students, where it is easier to reconcile this with students' attachment to their place of residence and financial resources. This is one of the biggest reasons for low student mobility.

Business School (VM) staff and students had more contact and connectivity compared to other faculties and study programmes which is great for the student-staff healthy cooperation. However, when comparing the study programmes with each other in the field of Management Studies, the Business School's programmes appeared more oriented towards practice than those of other faculties. In particular, there is a feeling that students are less oriented towards science, theory and further studies, which is good for students but the balance between science and practice is too much leaning towards practice and the acquisition of a specialty, this particular study programme in VM is more practice-oriented and would be more suitable for colleges. A lot of students and teachers noted and commented about the practical part of the studies in the Business school. Therefore, more efforts should be made to combine the theoretical part of studies with the practical part, to try to involve genuine social partners which are more oriented toward improvement of studies and not to view the university as their own employee pool and to allow more students to test theoretical knowledge in practice.

Universities always have the question in the current labour market - should the programmes be more science oriented as a traditional University or be more practice oriented? This discussion is important but most important is the balance between science and practice. As Vilnius University has a lot of programmes in management study field that are oriented towards science but the expert panel observed that in VM (Business school) - the programme is leaning

towards practise and the University should raise the question if this balance is not too much leaning towards practice in VM. Overall, the requirements are met in all programmes but the expert panel suggests VU to review VM programme.

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 commented that communication with students is good enough, but in general it is noted that some information is not known by the administration of the faculties and is directed to the central administration of the whole university. Even though Vilnius University is the biggest in Lithuania, the faculties within the university should know all procedures and possibilities that are offered by the VU. Students are less likely to be able to find information on their own and more likely to ask the administration directly. Students would like to have more financial support and incentive scholarships. There is a convenient location of the faculties in Vilnius near the dormitories.

During the meeting with students there was a general lack of Lithuanian postgraduate students, with a feeling that there is less contact with them, as most of the attendees were undergraduate and international students. Even though most of local Lithuanian masters' students are employed, the expert panel during the meeting got the understanding from students that there is space to improve integration of and communication with second cycle students.

The administration has highlighted the possibility for students to have part of their studies financed by social partners, so this practice is welcomed as long as it does not force the student to work for this financial support in unfavourable conditions after their studies.

Students do not feel confident and competent enough to speak about the teachers of their studies. It is felt that students are reluctant to speak up about teachers' teaching methods, and there is a lack of innovation in this area.

Students speak about the lack of study flexibility. This is a sensitive issue but it is important to change the attitude of students so that the attendance of lectures is equal to the quality of studies, it should be ensured that all materials related to studies are presented to students on the internal intranet. The university does not provide enough financial support for a student to be able to not work, so it is especially important for most students to be flexible in their studies.

Students emphasised that one of the difficulties is matching practice with theory and the lack of practice itself. This is one of the most important aspects, because in this field of study, practical application of theory is necessary.

3.3.5 Evaluation of the sufficiency of study information and student counselling

Students say that they do not seek much help, but stress that they will always turn to the administration for help and information. The biggest difference between Kaunas, Šiauliai and Vilnius communities is that they are all very distant from each other, and there is a feeling that there is no common research community being built and that they try to maintain it in their academic department. There is a wish from students that they would collaborate more with

lecturers and that there would be more incentive, reasons and opportunities to collaborate between cities (faculties) and academic units.

The biggest dropout of students is in the field when writing articles and final thesis, which was also highlighted by Šiauliai Academy. But we should look at this problem in a broader sense, students are not prepared, do not have enough time to plan their time, are not sufficiently prepared on how and what to write, so they face difficulties, take academic leave and do not return to their studies. Lecturers also point out that it is difficult to attract and motivate students to write articles, so it is a problem on both sides.

Suggestion to pay more attention to the student's preparation for writing articles, and to pay more attention to the preparation for writing the final thesis. Revise the subjects in which academic writing is taught and include more information and practical exercises. Make the possibilities of assistance in academic writing more widely available to students.

Most students don't know where to go to appeal a grade or how to contact the ethics committee. However, students say that they can go to the general administration, which is fully able to help them. Suggestion to better communicate what psychological, ethical and academic support is provided by the VU and where to go for it.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The Curriculum Committee is an active and vibrant body, where students can express their comments and observations, which are potentially taken into account.
2. Students are encouraged to take part in projects, write papers and engage in other academic activities.

(2) Weaknesses:

1. Lecturers should be more responsive to students' comments, and should ask more about students' views on teaching methods and the lecturers they choose.
2. Focus more on creating student communities between faculties and academic departments.
3. To increase the flexibility of studies, which is necessary for modern study directions.
4. Assess the possibilities of providing more financial benefits and financial support to students.
5. Pay attention to the psychological help in Šiauliai, evaluate the possibilities of expanding and increasing the provided psychological help.
6. Pay more attention to networking. Create more permanent events and create new traditions that would be professionally beneficial to the student.

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 educational institution places a strong emphasis on being student-centred and aligning its study programs with the needs of the labour market. The approved descriptions of study programs and subjects outline the study forms, teaching/learning methods, and assessment criteria in a coherent manner (SER, Annex 3). These descriptions not only focus on subject-specific knowledge but also aim to develop general competences required by the labour market. To achieve this, the institution encourages the involvement of students in the learning process through research, teamwork, active participation, and discussions. Student representation is valued within the institution. Students have the opportunity to actively participate in various study committees, allowing them to express their voice and contribute to decision-making processes.

The institution is committed to creating a teaching/learning culture that continuously evolves to meet the needs of students. It supports the development of lecturers' competences through training, consultations, discussions, and the dissemination of good practices. Additionally, the institution provides support services to students, such as academic counselling and professional career guidance, to ensure their progress and success.

Practical application of the competences gained is highly encouraged. The institution promotes internships with social partners and offers opportunities for students to pursue professional internships abroad through programs like Erasmus. However, it was noted in a meeting with students that master's program students face limitations in pursuing international studies due to work and family commitments. To address this, it is suggested to consider shorter exchange programs or internships abroad, lasting 5-7 days, to provide master's program students with international experience.

The institution has a well-organised system for assessing student achievements in each study subject. Depending on the nature of the subject, continuous, interim, and final assessments are conducted. Assessment methods include tests with open and closed questions, control papers, written colloquiums, evaluations of knowledge and activity during contact classes, assessments of project preparation and presentation, and evaluations of involvement in teamwork.

The relationship between faculty and students is emphasised, with a focus on close relationships and a personal approach. However, students, particularly those in bachelor's programs, mentioned the need for more remote studying possibilities to help balance their academic workload with other commitments. They also expressed a desire for lecture recordings to be made available to students who miss classes.

Furthermore, bachelor's program students mentioned that part-time study options would be beneficial for them, similar to those available for master's program students. Some students also mentioned their interest in a dual-degree program but noted that the instructions for acceptance and the application process should be improved, as they found it unclear.

In summary, the institution prioritises a student-centred learning environment and practical application of knowledge. It continually develops its teaching/learning culture, supports students and faculty, and promotes student representation. While there is a strong emphasis on assessments, students have provided feedback on the need for more online options, part-time study opportunities, and clarification regarding dual-degree programs.

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

In 2020, the HEI approved the Diversity and Equal Opportunities Strategy 2020-2025. This strategy outlines the key directions of activity until 2025, with a focus on promoting diversity and ensuring equal opportunities within the institution. The strategy specifically addresses the study process and the needs of socially vulnerable groups and students with special needs.

To cater to the needs of these groups, the institution invests in adapting the university environment and providing compensatory technical tools. They also organise seminars and other events on the topic of disability, involving the university community. Students and lecturers receive advice on issues related to study accessibility, and individualised study options are made available to accommodate individual needs.

In addition to academic support, students have access to professional psychological counselling services. These services cover a range of personal, family, study-related, and social integration concerns that students may have. Students with disabilities have the opportunity to reach out to the administration for information, assistance, or solutions.

For students with special needs, the institution has established a procedure for Individualization of Studies. This process allows for the adaptation of the study process to accommodate the individual needs resulting from disabilities. When evaluating the study achievements of students with special needs, flexible forms of assessment are applied.

Overall, the institution is committed to promoting diversity and equal opportunities within the study process. They actively invest in adapting the university environment, providing support services, and implementing individualised study options to ensure inclusivity 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

At the university, the progress of management students is monitored at various levels, including the course/module and study program. At the course level, the lecturer assesses the progress of students and provides feedback on completed tasks, offering advice and evaluating their

overall progress. This helps improve the visibility of student progress and facilitates continuous improvement of the course content, study methods, and assessment criteria based on student feedback and evaluation results.

The Department of Study Administration at the university overseeing the study programs monitor the progress at the course level. They track student progress and implement preventive measures to address student dropout, aiming to resolve any issues causing students to consider leaving their studies and, if possible, provide support for alternative study paths without interrupting their education.

At the field study program level, the monitoring of student progress is conducted by the Study Program Committee (SPC). Alongside continuous monitoring, the SPC evaluates the final study results of the students.

Feedback on study progress is provided to students at multiple levels. At the course level, lecturers assess student progress and provide feedback during the course, as well as at the end of the course, explaining the grading criteria and composition. On the study program level, feedback is given during meetings of the SPC, in which program student representatives participate. These meetings discuss course progress, results, and any changes made to the study program based on feedback from students, social partners, alumni, global academic trends, faculty changes, and other relevant factors.

During a meeting with faculty and students, it was confirmed that the feedback process is quite effective. Students appreciate the ability to receive both face-to-face and written feedback when requested. However, it was noted that the communication of students' feedback outcomes could be improved proactively. Program coordinators, who act as liaisons between faculty and students, were highlighted as playing a crucial role in facilitating effective communication between the two groups.

Overall, at the university, management students' progress is closely monitored and evaluated at various levels, including individual courses and study programs, with feedback provided to facilitate improvement. Program coordinators play a vital role in ensuring effective communication between students and faculty.

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

Graduates career tracking at the university is facilitated through the use of tools in the Career Management Information System (CMIS). Two types of indicators are utilised for this purpose: objective indicators about graduates' careers are obtained from external (SoDra and various registries) systems for up to five years after graduation, with updates conducted twice annually. Subjective data from sociological surveys capture the subjective opinions of graduates on various career-related matters. These surveys are conducted at three different points in time: one year, three years, and five years after graduation.

Currently, there are no systematic and formalised surveys of employers regarding graduates of the field. As a result, conducting a detailed quantitative or qualitative analysis of feedback is not

possible. However, informal methods such as alumni input, feedback from social partners, and input from invited business representatives help gather information about students' readiness for independent professional activities.

The relatively high employment rate of graduates from the first-cycle Management and Business Information Systems study programs can be attributed in part to the fact that some students begin working during their studies. On the other hand, graduates of the Global Business and Economics and International Project Management study programs have lower employability rates. This is mainly because these programs attract a significant number of international students who do not remain in Lithuania for employment after graduation.

Social partners play an active role in the overall study process by participating as guest lecturers, evaluating final theses, and providing employment opportunities. This fosters a strong connection between the study programs and the labour market. Suggestions for improvement include clearer communication about ongoing partnerships and projects that may be of interest to students for their future research. Additionally, there is a need to enhance the speed of adapting to changing market conditions and technologies. Social partners, employers, and graduates have emphasised the importance of networking in a more systematic and regular manner, focusing on professional connections rather than mere entertainment.

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

The University upholds principles of diversity, openness to ideas, mutual respect, trust, tolerance, autonomy, and accountability to the state and society. These principles are established in various documents, including the VU Statute, VU Code of Academic Ethics, VU Diversity and Equal Opportunities strategy, and other relevant guidelines.

To ensure academic integrity, the final theses of study programs in the field undergo an additional check using the reliable plagiarism detection tool iThenticate. Cases of plagiarism are identified and reported to the faculty administration for appropriate action.

To maintain a transparent and accountable academic environment, the University has implemented an anonymous hotline. This hotline allows any member of the academic community to report violations of academic ethics or instances of intolerance and discrimination without revealing their identity. This mechanism promotes a culture of accountability and provides a platform to address any breaches of ethical conduct within the university community.

During the specified period, no appeals were filed by students from the Faculty of Economics and Business Administration (FEBA) to the Academic Ethics Commission.

Overall, the University emphasises principles of diversity, openness, respect, trust, tolerance, autonomy, and accountability, which are outlined in various documents as well as academic integrity is maintained throughout the study process.

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

The procedure for submitting appeals is outlined in the regulations of the dispute resolution commission of the Core Stem Academic Unit. If a student disagrees with the examination procedure or evaluation, they have the option to submit a written appeal to the Appeals Commission of the Core Stem Academic Unit within 5 working days from the announcement of the evaluation. The decision made by the Appeals Commission regarding the assessment is considered final. However, if there is a disagreement regarding the examination procedure itself, the appeal can be escalated to the VU Dispute Resolution Commission.

The statistics indicate a minimal number of appeals submitted to the Dispute Resolution Commission by students, with only 2 appeals filed between 2018 and 2021.

All in all, the University provides a clear procedure for submitting appeals regarding examination procedures and evaluations, with minimal appeals being filed by students in recent years.

Overall, while the university exhibits several strengths such as a student-centred approach, strong connections to the labour market, and an organised feedback system, there are areas for improvement such as providing more flexibility for bachelor students, expanding international opportunities for master's students, and enhancing communication of survey outcomes to facilitate continuous improvement.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Student-centred learning environment: The university has made efforts to prioritise student involvement and active participation in the learning process, including research, teamwork, and discussions.
2. Strong real-life cases with a connection to the labour market: The study programs incorporate real-life cases and provide practical relevance, preparing students for the demands of the job market.
3. Positive evaluations of the dual degree program: The dual degree program has received high evaluations, indicating its effectiveness in providing students with valuable educational experiences. However, improvements in communication regarding the application process are needed.
4. Well-organised feedback system: The university has established a structured feedback process that provides students with valuable feedback on their progress. This feedback contributes to their learning and development.
5. Strong network with social partners: The university maintains a strong network with social partners, including employers and graduates, fostering collaboration and enhancing the connection between academia and the labour market. However, there is a need for systematisation and regularity in these partnerships.

(2) Weaknesses:

1. Lack of part-time study options for bachelor students: The absence of part-time study opportunities for bachelor students hinders their ability to balance work and studies effectively.
2. Limited exchange programs (Erasmus) for master's students: Master's students face limitations in participating in exchange programs due to work and family obligations. Considering shorter alternative trips could provide them with international experience.
3. Inadequate communication of student survey outcomes: The results of student surveys should be effectively communicated back to the students, along with improvement plans based on the feedback received. This would ensure that students are informed about actions taken to address their concerns and enhance the overall learning experience.

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 teaching staff on the list is generally academically qualified with relevant publications within their field of teaching in a five-year period. There are exceptions and some of the assistant professors and associate professors have not published since 2017 and 2018. Also, the level of publications outlets, the journals, differ significantly across the group. Even though there will always be differences among faculty, it is recommended to set higher expectations for quality and frequency of publications for all teaching staff.

The teaching staff do in general have a lot of teaching experience and many of them, although they have full positions at the university, also indicate many years of professional experiences.

The ratios between number of students and number of teaching staff are provided for the last three years. The number of lecturers has increased in that period and the ratio has improved. The ratio is, not surprisingly, better at the first cycle programs due to more teaching taking place at large class lectures, whereas more of the teaching in second cycle programs are taking place in smaller classes. All in all, the number of lecturers is adequate for the number of students in the management programs, both in first cycle and second cycle programs.

The dynamics of teaching staff turnover is described, and the reasons explained. The turnover is not alarmingly high and proper replacements have been made. It is still, though, necessary to keep attention to how to attract young talent for academic positions. Senior management stated during the site visit, that it is a main priority for them to attract talent in terms of good students, staff and faculty. The remuneration scheme for research outputs, i.e. publications, is stated as one of the things which should make VU more attractive for foreign professors. This could also

support greater diversity in the teaching staff to broaden the range of perspectives and experiences they bring to the classroom.

Another way to attract talent is to identify and recruit potential PhD-candidates among the students. The study field has a clear and formalised process for students to apply and compete for opportunities to collaborate with faculty on research. One alumni during a meeting with alumni confirmed that she as a master student was engaged in research, and became so interested in science that she did a PhD after her masters.

It becomes evident from the site-visit that students find that teaching staff is generally accessible, and it is possible for students to provide informal feedback about the teaching and the courses. The mentor is important for at least some of the students. The students appreciate the practical and immediately applicable knowledge most, especially on the master level, and the relevance of pure theoretical knowledge is not as obvious to them. They do find that they learn a lot from the many case studies used in most of the courses.

Alumni confirms that they as students received high quality teaching with very responsive teaching staff. They provide stories about the teaching staff responding in the middle of the night as examples of a student-centred approach to teaching.

Data proving the compliance of the teaching staff with legal requirements has been presented and the expert panel concludes that this area does not have any weaknesses.

93 % of the teaching staff have at least B2 level in their English. The site visit shows that the oral English speaking skills vary quite a lot, both for students, staff and faculty. Both students and alumni confirm during the site visit that the teaching staff are proficient in English language skills.

To make room for even more international collaboration, both in terms of research and education, it is important to still support the development of English language skills and offer more courses/modules in English.

All in all, the number, qualifications and competences of the teaching staff are adequate and fulfil the needs in the programmes. It is recommended to continue to develop the quality of publications across all teaching staff and to work on the diversity of the teaching staff.

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)

The conditions for ensuring the academic mobility of the teaching staff in the field subject are described in the SER and are primarily organised under the Erasmus+ programme and through bilateral agreements.

VU encourages teaching staff to go abroad on teaching visits, learning visits and exchange and bring back inspiration. Organisational support is being provided and flexibility is demonstrated, for example in terms of rescheduling teaching duties. The numbers of teaching staff who have been taking advantage of mobility in either Lithuania or abroad are provided in the SER and all the teaching and learning visits during the period are stated. The numbers have

decreased from 69 staff members in 2018-2019 to 55 in 2020-2021, which is most likely a consequence of the pandemic.

During the period of consideration, the number of teaching staff taking advantage of this has decreased. This is most likely due to COVID-19 which prevented most travelling in 2020 and 2021.

Most of the teachers attending the meeting at the site visit have been on international exchange in the recent year, and some more than one time. This demonstrates a commitment to international outlook and the exchange visits also contribute to improvement of English language skills among the teaching staff.

It seems like most visits are short term, 3-5 days, and very few are longer research and teaching visits abroad. This could potentially be a way to increase international collaboration and even attract more international professors. VU has established a research fund and support for international research applications together with international professors.

All in all, the conditions for academic mobility are adequate and many staff members take advantage of this.

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

VU has established an Educational Competence Centre for continuous professional and pedagogical development of teaching staff. The number of offerings as well as number of participants are increasing during the period. Most of the teachers met by the panel at the site visit have attended formal didactical development in the recent year, offered by the Educational Competence Centre. They also confirm that this is expected of them by senior management.

Several examples are mentioned in the SER on teaching staff being members of scientific associations and networks, which contributes to academic and pedagogical development within their field. This is also confirmed during the talk with teaching staff at the site visit.

A mentor is being assigned to all new teachers and several of the teachers present have been mentoring new teachers in the field. This arrangement is found very valuable to include and train new teaching staff in the programs.

In some courses, team-teaching takes place where a teacher from faculty and one from industry teach together. This is also seen as a source of inspiration and development.

All in all, the conditions to improve competences of the teaching staff are adequate and sufficient. The mentor system works well for onboarding of new teachers and the Educational Competence Centre offers relevant development activities.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Active researchers within the field in the academic staff.
2. Highly experienced teaching staff.

3. Formalised and transparent process for selection and inclusion of students in research.
4. Responsive and student-centred teaching staff.

(2) Weaknesses:

1. Not all faculty members have recent publications on their publication list.
2. Little long-term international collaboration. This could for example be established through more long-term staff exchanges to establish stronger research and teaching collaborations.
3. Little support for development of research skills, except for exchange agreements. No writing retreats or research seminars for development of research skills.
4. Lack of diversity in teaching staff. While the programs attract international students and guest lecturers, there may be a need for greater diversity among the regular teaching staff to bring different perspectives and experiences into the classroom.

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

During the visit to the Vilnius University, several modern and ergonomic facilities were showcased, highlighting the institution's commitment to providing an effective learning environment. These facilities included open spaces, classrooms, larger auditoriums, and the library.

VU Library (Scientific Communication and Information Centre) is working 24/7 and providing over 670 seats for visitors, including students and lecturers. It also includes various facilities such as 5 group work rooms, 8 IT laboratories, 34 individual work rooms, and a room dedicated to parents with children.

Management students at Vilnius University benefit from a range of resources at the Scientific Communication and Information Centre (SCIC). They can utilise the electronic catalogue to order books online and access relevant reading rooms. The university also provides access to over 70 databases with full-text scientific publications covering management, economics, entrepreneurship, and more. Access is available from both university and personal computers using the VPN service. Despite a reduction in state funding, Vilnius University allocates funds to maintain access to essential databases.

Within the FEBA faculty, there are a total of 36 classrooms, with five of them being computer classrooms equipped with 15-30 workstations each, along with appropriate software.

All auditoriums are equipped with multimedia equipment, such as projectors connected to computers and sound systems. In larger auditoriums, the projector image is duplicated on large

television screens for the convenience of students. The computer equipment is regularly updated to ensure excellent technical operational parameters. Some auditoriums are equipped with interactive smart boards enhancing the efficiency of the teaching process. Additionally, one auditorium has video conferencing capabilities, facilitating remote conferences, meetings, and seminars.

The detailed description of all the physical and informational resources (including Kaunas and Šiauliai faculties) in the SER report and the Vilnius faculty facilities that the expert group has visited creates a positive impression of a well-equipped university that provides a conducive environment for an effective learning process.

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

The field of management at Vilnius University prioritises the planning and upgrading of resources to meet the evolving needs of students and faculty. Both internal and external funding sources are utilised for this purpose, aligning with the overall strategic plans of the university. The prospective infrastructure improvement plan for 2021-2022 includes renovations, procurement of computer equipment and software licences, and enhancing library resources. However, it was observed during the visit that certain premises, such as the VU Library, appeared outdated and in need of renovation. It is advisable to allocate necessary budgets for these areas and include them in the upcoming renovation plans.

Overall, Vilnius University is committed to providing an effective learning environment for management students through modern facilities and access to a wide range of resources, including the VU Library and databases. The university emphasises planning and upgrading resources to meet evolving needs, but some premises, like the library, may require renovation in the near future.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Strong commitment to modern and ergonomic facilities, prioritising a supportive learning environment.
2. Resourceful and accessible 24/7 library with ample rooms and facilities for learning purposes.
3. Robust and up-to-date IT infrastructure supporting efficient technological operations.
4. Well equipped auditoriums facilitating hybrid teaching methods.

(2) Weaknesses:

1. None.

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

Vilnius University has developed a study quality assurance system in line with the standards and guidelines for quality assurance in the European Higher Education Area, emphasising the fostering of a quality culture and continuous quality improvement. The Study field programmes are affiliated with international organisations, ensuring cooperation with leading universities and adherence to high standards of study quality and process management.

VU implements various processes and procedures for internal assurance of study quality, including approval, monitoring, and evaluation of study programmes, analysis of study progress, and the implementation and enhancement of systems for student achievement assessment and plagiarism checking. Additionally, HEI focuses on the development of teaching staff's pedagogical competence, promotes innovative teaching methods, and provides support services and resources for students.

Vilnius University Study Programme Regulations assign the responsibility of quality assurance and continuous improvement to Study Program Committees (SPCs), which include lecturers, social partners, and student representatives. While SPC activities are regulated in terms of the number of meetings and reports, further improvements are needed to empower SPC members and enhance the quality management system.

The Chairman of the SPC receives a bonus, and SPC members' involvement is considered within the framework of attestation or competition processes. Additionally, there are financial incentives available for SPC members based on the Description of the Inducement Procedure for Contribution to Study Quality.

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

Vilnius University emphasises the importance of communication with business and public sector organisations to ensure the relevance of study programs.

Feedback from social stakeholders is collected to gather information about the quality of studies and is linked to the indicators of HEI strategic plan. Surveys are conducted periodically among students, and graduates to collect feedback. Different surveys are conducted to assess various aspects of the study experience, such as the quality of subjects/modules, semester studies, admission process, study internships, and exchange programs.

The participation of social partners in various aspects of the study process, such as final theses or final exam commissions and Study Program Committees (SPCs), helps align the study field with the needs and expectations of the labour market. Social partners are encouraged to contribute proposals for study program improvement, innovative teaching methods, and the alignment of study content with labour market demands. They are also involved in activities

such as providing themes for final theses, delivering lectures or seminars, participating in graduation ceremonies, external expert evaluations, accreditation processes, and providing feedback on students' professional internships.

Furthermore, the inclusion of at least one social partner representative in the Management study program committees ensures their direct involvement.

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

The collection and publication of information on management study programmes, their goals and achievements, admission requirements and admission process, study programme plan, programme uniqueness and developed areas of knowledge, lecturers, feedback from graduates and students, and career prospects is met.

The results of student surveys about semester studies according to individual programmes are published on HEI internal website, and data from student surveys are used for continuous quality assurance and improvement of the study programme. However, the descriptions of specific subjects are only available to students in the VU Information System, and not publicly available.

Assessment results and study statistics are adequately publicised. Students can find all information related to studies on the websites of the units, including lecture schedules, documents regulating studies, and information about internships. The goals of the programme and study results are discussed with newly enrolled students during the integration week, and during the first lecture of each subject. The performance results are analysed and communicated inside the units, and various data related to the results of CAU's field studies are collected, analysed, and presented every year.

While there is a significant amount of information available to students and the public, some specific information about subjects is only available to students, and not publicly available.

Overall, the collection, use, and publication of information on studies, their evaluation and improvement processes, and outcomes are met.

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 evaluation of the opinion of the field students about the quality of studies at the Vilnius University is conducted through various methods and means chosen by the SKVC or the HEI. HEI Study Information System (VUSIS) is used for study administration, including reviewing and editing study programme plans, managing student data, issuing certificates, and preparing diploma supplements.

The results of these surveys are used to improve the content of taught subjects, teaching quality, and assessment procedures by lecturers. They are also used by SPCs to improve study programmes or their modules and ensure their quality. The survey results are shared with the Heads of research and study units, administration of the University and faculties, and the

Admission-Attestation Commission for various purposes, including advising colleagues, improving activities, and attesting lecturers.

Monitoring the quality of studies is an ongoing process that uses multiple methods and feedback collection mechanisms. Surveys are conducted using the VU electronic survey system integrated into the VU information system. Additionally, separate surveys are organised by student representatives and individual units or programmes to address specific issues relevant to students. Data on employability of graduates indirectly reflect the quality of studies and are collected, analysed, and made public using the SAIKU tool.

The opinion of field students about the study quality is analysed through centrally conducted surveys of first and second-cycle students. These surveys assess specific course units/modules studied during the semester and overall satisfaction with the studies. Detailed survey results are analysed at the unit and study programme levels to identify problematic areas and make necessary improvements.

The analysis of student feedback survey data allows for comparison of quality indicators across management programmes and prompt actions to rectify any issues. Additional student surveys conducted by FEBA provide more detailed results and prompt decision-making based on student feedback. Overall, the results of student surveys conducted by FEBA show positive evaluations of management study programmes, although there may be variations in results during individual semesters.

In conclusion, the evaluation of field students' opinions about the quality of studies at the HEI is a comprehensive process involving various surveys, feedback collection mechanisms, and data analysis. The collected feedback is used to improve the study experience, address issues promptly, and ensure the quality of study programmes.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The study field has a well-developed study quality assurance system that aligns with the standards and guidelines for quality assurance in the European Higher Education Area. This system emphasises fostering a quality culture and continuous quality improvement, ensuring a high standard of study quality.
2. The study field actively involves stakeholders, including students, employers, and industry/sector representatives, in the internal quality assurance process. Feedback from these stakeholders is collected through surveys and other means, allowing for a comprehensive understanding of the quality of studies and alignment with labour market demands.
3. VU demonstrates transparency in collecting and publishing information on management study programs, including goals, achievements, admission requirements, and career prospects. The results of student surveys are effectively used for continuous quality assurance and improvement, contributing to an enhanced learning experience.

(2) Weaknesses:

1. While there is a significant amount of information available to students and the public, some specific information about subjects is only accessible to students and not publicly available. This limitation restricts the transparency of study program details for external stakeholders who may be interested in understanding the curriculum and its content.

IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ol style="list-style-type: none"> 1. Practical Experience: <ul style="list-style-type: none"> ● Increase hands-on experiences, internships, and industry collaborations. ● Develop experiential learning programs simulating real business scenarios. 2. Emerging Technologies: <ul style="list-style-type: none"> ● Introduce specialised courses on artificial intelligence, blockchain, and data analytics. ● Foster partnerships with technology companies and incorporate cutting-edge trends. 3. Diversity in Teaching Staff: <ul style="list-style-type: none"> ● Implement diversity initiatives to attract a diverse pool of teaching staff. ● Invite guest lecturers from international institutions to bring different perspectives. 4. Sustainability Focus: <ul style="list-style-type: none"> ● Integrate sustainability principles and dedicated courses on sustainable business practices. ● Collaborate with sustainability-focused organisations and provide practical projects. 5. Soft Skills Development: <ul style="list-style-type: none"> ● Incorporate dedicated modules and workshops to enhance emotional intelligence and adaptability. ● Offer opportunities for leadership, cross-cultural experiences, and mentorship programs. 6. Study Cycle Challenges: <ul style="list-style-type: none"> ● Explore flexible study options and blended learning for working students. ● Establish partnerships with international universities for study abroad opportunities. 7. Online Learning and Internationalisation: <ul style="list-style-type: none"> ● Invest in technology infrastructure and develop online learning options. ● Strengthen partnerships with international institutions and expand exchange programs. 8. Entrepreneurship Support: <ul style="list-style-type: none"> ● Create entrepreneurship centres and offer courses on business planning and financing.

	<ul style="list-style-type: none"> Facilitate networking events and industry connections for aspiring entrepreneurs
Links between science (art) and studies	<ol style="list-style-type: none"> While acknowledging the heavy pedagogical load that lecturers may face, it is important to encourage them to make more efficient use of available opportunities provided by the university to focus on research work. Specifically, lecturers should use creative leaves and long-term internships to dedicate substantial time and effort to their research endeavours.
Student admission and support	<ol style="list-style-type: none"> Lecturers should be more responsive to students' comments, and should ask more about students' views on teaching methods and the lecturers they choose. Focus more on creating student communities between faculties and academic departments. To increase the flexibility of studies, which is necessary for modern study directions. Assess the possibilities of providing more financial benefits and financial support to students. Pay attention to the psychological help in Šiauliai, evaluate the possibilities of expanding and increasing the provided psychological help. Pay more attention to networking. Create more permanent events and create new traditions that would be professionally beneficial to the student.
Teaching and learning, student performance and graduate employment	<ol style="list-style-type: none"> To improve communication regarding the application process for double-degree programmes. To foster collaboration and to enhance connection between academia and the labour market by systematisation and regularity in alumni and social partnership networks. To evaluate part-time study options for bachelor students: The absence of part-time study opportunities for bachelor students hinders their ability to balance work and studies effectively. To explore possibilities for exchange programs (Erasmus) for master's students: Master's students face limitations in participating in exchange programs due to work and family obligations. Considering shorter alternative trips could provide them with international experience. To enhance communication of student survey outcomes back to the students, along with improvement plans based on the feedback received. This would ensure that students are informed about actions taken to address their concerns and enhance the overall learning experience.

Teaching staff	<ol style="list-style-type: none"> 1. To ensure that all faculty members publish frequently in journals of a specified level of quality. 2. To establish more long-term international collaboration, for example through increased number of long-term staff exchanges. 3. To establish more support for development of research skills, for example through writing retreats and research seminars for all disciplines.
Learning facilities and resources	<ol style="list-style-type: none"> 1. To allocate necessary budgets and include VU Library and other outdated premises in the upcoming renovation plans.
Study quality management and public information	<ol style="list-style-type: none"> 1. To enhance transparency and facilitate better understanding of the study program for external stakeholders, it is recommended to make specific information about subjects publicly available. This could include providing detailed descriptions of each subject, including learning outcomes and topics covered.

V. SUMMARY

Overall, VU's management study programs benefit from their strong foundation in program development, diverse offerings, alignment with the job market, interdisciplinary approach, language and cultural diversity, focus on current trends, career orientation, integration of science and studies, student-centred learning environment, strong partnerships, modern facilities, robust IT infrastructure, study quality assurance, and stakeholder involvement. These strengths contribute to the excellence of VU's management education and prepare students for successful careers in the dynamic field of management.

The following strategically important areas represent both current strengths and opportunities for VU, as well as potential weaknesses if they are neglected by the university's stakeholders.

Program Development and Alignment: VU's management study programs benefit from a strong foundation in program development. The Study Program Committee (SPC) continuously develops, implements, and enhances these programs. By incorporating market requirements, practical trends, and stakeholder feedback, VU ensures that its programs remain relevant and aligned with the evolving needs of the industry.

Diverse Study Programs: VU stands out for its diverse offerings of undergraduate and postgraduate study programs in management. This broad selection empowers students to choose programs that suit their educational background, career aspirations, and desired specialisation. This diversity provides a personalised learning experience, catering to the unique needs of individual students.

Career Orientation and Industry Engagement: VU's management study programs have a strong emphasis on practical relevance and industry engagement. By prioritising the development of transferable skills and fostering real-world experiences, VU prepares graduates for successful careers in management. The integration of industry perspectives and opportunities enhances employability and supports professional growth.

These three fields of action, encompassing program development and alignment, diverse study programs, and career orientation with industry engagement, underscore the excellence of VU's management education and its commitment to equipping students with the skills and knowledge necessary to thrive in the rapidly changing business landscape.

At the end of this report we, the Expert Panel, would like to express our sincere appreciation to the entire team at Vilnius 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)