



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

BUSINESS FIELD OF STUDY

Mykolas Romeris university

EXTERNAL EVALUATION REPORT

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Report prepared in 2026
Report language: English

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I. INTRODUCTION

1.1. OUTLINE OF THE EVALUATION PROCESS

The field of study evaluations in Lithuanian higher education institutions (HEIs) are based on the following:

- Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science, and Sport;
- Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (SKVC);
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The evaluation is intended to support HEIs in continuous enhancement of their study process and to inform the public about the quality of programmes within the field of study.

The object of the evaluation is all programmes within a specific field of study. A separate assessment is given for each study cycle.

The evaluation process consists of the following main steps: 1) Self - evaluation and production of a self - evaluation report (SER) prepared by an HEI; 2) A site visit by the review panel to the HEI; 3) The external evaluation report (EER) production by the review panel; 4) EER review by the HEI; 5) EER review by the Study Evaluation Committee; 6) Accreditation decision taken by SKVC; 7) Appeal procedure (if initiated by the HEI); 8) Follow - up activities, which include the production of a Progress Report on Recommendations Implementation by the HEI.

The main outcome of the evaluation process is the EER prepared by the review panel. The HEI is forwarded the draft EER for feedback on any factual mistakes. The draft report is then subject to approval by the external Study Evaluation Committee, operating under SKVC. Once approved, the EER serves as the basis for an accreditation decision. If an HEI disagrees with the outcome of the evaluation, it can file an appeal. On the basis of the approved EER, SKVC takes one of the following accreditation decisions:

- **Accreditation granted for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points), or good (3 points).
- **Accreditation granted for 3 years** if at least one evaluation area is evaluated as satisfactory (2 points).
- **Not accredited** if at least one evaluation area is evaluated as unsatisfactory (1 point).

If the field of study and cycle were **previously accredited for 3 years**, the re - evaluation of the field of study and cycle is initiated no earlier than after 2 years. After the re - evaluation of the field of study and cycle, SKVC takes one of the following decisions regarding the accreditation of the field of study and cycle:

- To be accredited for the remaining term until the next evaluation of the field of study and cycle, but no longer than 4 years, if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).
- To not be accredited, if at least one evaluation area is evaluated as satisfactory (2 points) or unsatisfactory (1 point).

1.2. REVIEW PANEL

The review panel was appointed in accordance with the Reviewer Selection Procedure as approved by the Director of SKVC.

The composition of the review panel was as follows:

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

1.3. SITE VISIT

The site visit was organised on 5 November 2025 onsite

Meetings with the following members of the staff and stakeholders took place during the site visit:

- Senior management and administrative staff of the faculty(ies);
- Team responsible for preparation of the SER;
- Teaching staff;
- Students;
- Alumni and social stakeholders including employers.

There was no need for translation, and the meetings were conducted in English.

1.4. BACKGROUND OF THE REVIEW

Overview of the HEI

Mykolas Romeris University (hereinafter - MRU) is a state-run university which was established in 2004 from three former institutions - the Lithuanian Police Academy, the Law Academy of Lithuania and the Law University of Lithuania. The main governing bodies of MRU are the Council, the Senate and the Rector. As of 1 October 2024, MRU had 511 lecturers and researchers, and 300 administrative staff and other staff members. The University offers programmes in all three cycles of higher education. There are 19 fields of study with the majority of study programmes (95%) being offered through the social sciences field. MRU operates in Vilnius, Kaunas, Utena and Marijampolė. It has five academic departments: Law School, Public Security Academy (based in Kaunas), Faculty of Human and Social Studies, Faculty of Public Governance and Business, and Sudovian Academy (based in Marijampolė).

Overview of the study field

MRU has operated a Business Field of Study since 2010 when the Business Systems Creation and Management study programme (taught in Lithuanian) was introduced. This programme is no longer being offered due to low recruitment. The Global Business and Modern Marketing (hereinafter - GBMM) programme, which is taught in English. A specialism for the GBMM programme - Branding and Advertising Management (BAM) was introduced in 2021 but has been discontinued due to low recruitment. Following the review of the Business Field of Study in 2022, the programme International Business and Customs Logistics (IBCL), accredited in 2016, has also been discontinued due to low recruitment.

Previous external evaluations

The last international external evaluation of the Business Field of Study at MRU was carried out in 2022. The first cycle study programmes were accredited for 3 years, and the second cycle study programmes were accredited for 7 years. The first cycle programmes were awarded a total score of 19 points with „Learning Facilities and Resources” ranked as „very good”, „Links Between Science (art) and Studies”, Teaching Staff” and „Study Quality Management and Public Information” ranked as „good”, „Intended and Achieved Learning Outcomes and Curriculum” and „Student Admission and Support”, „Teaching and Learning, Student Performance and Graduate Employment ranked as „satisfactory”. The team of experts made a number of recommendations which included focusing on recruitment, reviewing learning outcomes, addressing high dropout rates, and increasing outgoing mobility. These recommendations have been discussed in the Self Evaluation Report (hereinafter - SER) presented to the Review Panel, and form part of the analysis in this report.

Documents and information used in the review

The following documents and/or information have been requested/provided by the HEI before or during the site visit:

- *Self-evaluation report and its annexes*
- *Final theses*

Additional sources of information used by the review panel:

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

Overview of the student portal

Additional documentation requested by the team which included notes of Study Field Committee meetings and the outcomes of student surveys.

II. STUDY PROGRAMMES IN THE FIELD

First cycle/LTQF 6

Title of the study programme	Global Business and Modern Marketing	International Business and Customs Logistics
State code	612LX053	6121LX051
Type of study (college/university)	University studies	University studies
Study cycle	First cycle studies	First cycle studies
Mode of study (full time/part time) and nominal duration (in years)	Full - time study 3 years, Part - time study 4.5 years	Full - time study 3 years, Part - time study 4.5 years
Workload in ECTS	180	180
Award (degree and/or professional qualification)	Bachelor of Business Management	Bachelor of Business Management
Language of instruction	Lithuanian and English	Lithuanian
Admission requirements	Secondary education	Secondary education
First registration date	2010 - 06 - 22	2016 - 05 - 18
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)		to be terminated from 1 July 2026

III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS

The **first cycle** of the Business field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points ^{1*}
1.	Study aims, learning outcomes and curriculum	3
2.	Links between scientific (or artistic) research and higher education	3
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	3
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Quality assurance and public information	3
Total:		23

1*

1 (unsatisfactory) - the area does not meet the minimum requirements, there are substantial shortcomings that hinder the implementation of the programmes in the field.

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

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

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

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

IV. STUDY FIELD ANALYSIS AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM

1.1.	Programmes are aligned with the country's economic and societal needs and the strategy of the HEI
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FACTUAL SITUATION

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

The SER states that the GBMM programme was designed to respond to the growing complexity and interdependence of global economic processes, where interdisciplinary thinking, adaptability, and practical business competence are essential (SER p. 7). This rationale is reflected in the revised aims and learning outcomes presented in Annexe 1.1. For instance, Learning Objective 1.3 requires graduates to critically analyse and comprehensively evaluate global business processes in the context of international change.

The curriculum explicitly integrates management, international economics, branding strategy, innovation processes, and digital marketing. The learning outcomes demonstrate the interdisciplinary character of the programme, requiring an understanding of theories in management, economics, psychology, mathematics, and statistics. The revised curriculum includes compulsory courses aimed at developing the theoretical foundations of global business (Annex 1.4, SER p. 14). New courses such as Start-ups Building and Entrepreneurship and the planned Business Databases and Analytics reflect a stronger focus on innovation and digital technologies. The programme's emphasis on adaptability and practical relevance is further supported by internships and active cooperation with business representatives. The evaluation panel acknowledges that, in this regard, clear improvement has been achieved: both the learning outcomes and the curriculum structure explicitly address global complexity and interdisciplinarity.

The SER further argues that the structure and outcomes of the programme reflect the needs of contemporary society and the evolving labour market, offering a multidimensional, practice-oriented, and internationally relevant study experience (p. 8). This statement is substantiated. The programme is delivered in English, and its growing popularity among international students has contributed to the overall increase in first-cycle student numbers in Business Studies from 36 to 88 in the same period (SER p. 27). Courses such as Intercultural Management and Communication and International Trade and Marketing promote global awareness, while experiential learning, project work, case studies, and real business scenarios are embedded throughout the curriculum.

The internship (15 ECTS) and bachelor thesis (15 ECTS), both completed in the sixth semester, consolidate students' practical competences in real - world business environments, reinforcing the applied nature of the programme. The student body represents a diverse international cohort (Europe, Asia, Africa), creating a genuinely multicultural learning environment (SER pp. 26 - 27). The number of incoming international students has consistently increased since 2021, with a 90 % rise by 2023. Recruitment efficiency has also improved: while 45 applicants were accepted but only 18 enrolled in 2022, in 2023 a total of 39 applicants submitted the application and 38 enrolled.

The SER emphasises that the programme is strongly oriented towards experiential learning (SER p. 7). This claim is largely justified. The study plan includes the Internship and Bachelor Thesis modules (15 ECTS each), both designed to consolidate competencies in authentic business contexts (Annex 1.4). The SER also notes active collaboration with business professionals and marketing experts who are regularly invited for guest lectures and in-class activities (SER p. 7). However, neither the SER nor the supporting documentation specify how frequently such interactions occur or in how many courses they are integrated. While examples of input from external experts are provided, these

relate mainly to the MBA level (SER pp. 9, 22). The references to practitioner involvement remain rather general, and the data provided in Section 5 (SER pp. 45 - 47) lack precision, particularly considering that 82 % of all lecturers are permanent staff (holding at least a 0.5 FTE for three years) and more than 70 % possess a scientific degree (SER p. 45).

During the on-site visit, university management, teaching staff and social partners provided concrete examples that corroborate this claim. Teachers described a wide range of project-based, problem-based, challenge-based, and gamified learning approaches, including hackathon-type activities in which students develop and validate real start-up ideas using no-code tools, conduct customer discovery interviews, and present their outcomes to panels. Social partners and alumni confirmed that students are able to integrate quickly into business teams and work on real company problems during internships and consulting projects. These testimonies substantiate the SER's assertion that experiential and practice-oriented learning is a defining feature of the programme, even though the extent of practitioner involvement varies across individual courses.

The SER also claims that Erasmus+ mobility opportunities play a significant role in fostering students' adaptability, global outlook, and employability. This aligns with the programme's overall philosophy. While the 2022 evaluation identified limited outgoing mobility as a weakness, the 2025 report demonstrates substantial improvement, as confirmed by the data tables in the SER (pp. 28 - 30). The institution responded proactively to the earlier recommendation by introducing measures to encourage participation in mobility schemes. The increase from 2 students in 2021-2022 to 21 students in 2023-2024 (long-term mobility) marks significant progress and substantiates the SER's claims about the growing importance of international experience.

These quantitative trends were confirmed during meetings with senior management and students. Management emphasised that outgoing mobility is increasingly organised through BIPs and travelling seminars within the European Reform University Alliance, while students reported participation in short-term mobilities to partner institutions in Greece, Poland, Romania and Germany, supported by Erasmus funding. This confirms that international experience is now an integral and visible part of the student journey, even if many students still prefer short-term formats over full-semester mobility.

Regarding graduate employability (SER pp. 8-9), the information provided remains largely declarative. The statement that the institution is "actively working to create a systematic framework for collecting structured feedback from employers" is vague and requires verification. Data from ŠVIS indicate that the proportion of graduates employed within 12 months after graduation is relatively low and that average income has declined in the past year. Although the national ŠVIS system does not capture graduates working abroad, the absence of an internal mechanism to monitor international graduate outcomes represents a notable gap.

During the meeting with university management, the panel was informed that, according to national ŠVIS data, only around 33% of graduates are recorded as employed in Lithuania 12 months after graduation. Management attributed this low figure primarily to the large share of international students who leave the country after their residence permits expire and therefore fall outside the national tracking system. They also reported that an alumni database and platform for international graduates are currently being developed as a strategic priority; however, at the time of the visit, these tools had not yet produced systematic and reliable outcome data. This confirms the panel's view that, while qualitative feedback from employers and alumni is positive, evidence-based monitoring of graduate careers remains underdeveloped.

The available evidence confirms that the GBMM programme is designed to prepare graduates for a wide range of professional roles beyond traditional marketing and business functions, including start-ups and specialised corporate services, in line with contemporary trends. However, the documentation does not provide empirical evidence on the actual employment outcomes of GBMM graduates in these specific fields, mainly due to the limitations of the national tracking system (SER p. 38).

Finally, the SER discusses the number of programmes offered within the institution and their sustainability. Since the 2022 evaluation, the situation has improved significantly. The previous panel deemed the IBCL programme unsustainable, as no viable cohorts had been admitted since 2018, and recommended a comprehensive review. The institution has responded strategically by terminating the IBCL programme (effective 1 July 2026) due to persistently low enrolment and limited student interest.

Senior management confirmed this decision during the on-site visit and explicitly linked it to a broader optimisation of the programme portfolio following the 2022 review. They reported that the closure of the International Business and Customs Logistics programme and the Brand and Advertising Management specialisation has contributed to a clearer and more focused offer, as well as increased student numbers in the remaining business programmes.

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

In the previous evaluation (2022), this area was assessed as Satisfactory (2 points), although the panel acknowledged alignment between the institution's mission, strategic goals, and programme objectives. The main criticism concerned insufficient coherence between the formally declared aims of the first - cycle programmes and their proclaimed global and international orientation, despite these dimensions being reflected in the programme titles.

Substantial progress has since been made in response to that critique. The institution has revised the aims and learning outcomes of the Global Business and Modern Marketing programme to ensure that they fully reflect global thinking, innovation, and social responsibility - the three pillars of MRU's strategic vision. The revised programme description explicitly states that its purpose is to prepare bachelor graduates capable of conceptual and independent thinking, equipped with the knowledge and skills to create, manage, and develop business in a rapidly changing international environment (SER p. 10). This is now directly embedded in the reformulated learning outcomes. For example, several LOs require graduates to critically analyse and comprehensively evaluate global business processes in the context of international change, while others emphasise communication and collaboration in intercultural settings (Annex 1.1). These revisions have effectively addressed the previously identified weakness concerning the lack of a coherent international and global dimension in the programme's aims and content (Annex 1.4).

MRU's overarching strategic goal - to develop globally minded individuals capable of acting effectively and responsibly in international domains (First Strategic Pillar 2024-2029) - is now more clearly operationalised through the international nature of the GBMM programme, which attracts a high proportion of foreign students. Both incoming and outgoing mobility have been significantly strengthened. In the academic year 2023-2024, 21 GBMM students participated in long-term Erasmus+ mobility. Erasmus+ mobility is now explicitly recognised as a key element supporting the development of students' adaptability, global outlook, and employability.

MRU's mission also stresses the cultivation of responsible, critically minded individuals who contribute to the harmonious progress of society. The GBMM learning outcomes include personal and social competencies that require students to assume moral responsibility for the social, economic, cultural, and environmental impacts of business and marketing decisions (LO 5.1). This demonstrates strong alignment with MRU's mission and its strategic objectives related to sustainable development. The LOs emphasise critical thinking, cooperation in global environments, and open collaboration, thereby directly reflecting MRU's institutional commitment to nurturing critically reflective graduates.

However, despite the strong growth in international recruitment, the programme's attractiveness among domestic applicants remains limited. Since MRU's strategic goal is to educate globally minded individuals capable of contributing to national as well as international contexts, the limited

engagement of local students may constrain the programme's overall social impact within Lithuania. The institution itself recognises this as an area for improvement, noting the need to "more actively communicate information about the uniqueness of the programme's curriculum in Lithuania and thus attract more students from the local environment" (SER p. 18).

This concern was clearly corroborated during the on-site visit. Senior management reported that, in the current year, only three Lithuanian students are enrolled in the English-taught GBMM programme, largely because there are no state-funded places available in the business field, and competition for publicly funded study places at the national level is intense. As a result, many local applicants are unwilling to pay full tuition fees. Management also explained that a new Lithuanian-taught business management programme in Marijampolė has been introduced to better serve regional and national needs, while the GBMM programme primarily targets international students. The panel considers that this strategic positioning is consistent with MRU's international mission, but it does limit the programme's direct impact on Lithuanian society.

MRU's mission also includes advancing society through innovative research. While the GBMM programme contains a course in Introduction to Research Methodology and students complete a bachelor thesis, the 2022 panel observed that - despite the strong practical relevance of teaching - a research - informed and evidence - based culture in classroom practice was still insufficiently developed. The current SER provides evidence of institutional efforts to improve this dimension. MRU has established and annually increased a Research Support Fund, which offers additional financial incentives to faculty members for publishing in high - impact journals (Q1 and Q2) and for producing monographs with internationally recognised publishers (SER p. 23). In 2022, MRU received an award from Elsevier for the fastest research growth rate (CAGR), corresponding to a 72.4% increase in publications indexed in WoS and Scopus between 2018 and 2022 (SER p. 6). Further evidence of student engagement in research is presented in Section 2 of the SER (p. 21). Overall, the alignment between the GBMM programme's aims, learning outcomes, and MRU's mission and strategic priorities has been significantly strengthened since 2022. While the integration of the global dimension and research orientation has improved, further attention should be given to enhancing the programme's visibility and attractiveness to domestic students to maximise its societal relevance.

ANALYSIS AND CONCLUSION (regarding 1.1.)

The Global Business and Modern Marketing (GBMM) programme demonstrates clear and measurable progress since the 2022 evaluation. Its aims and learning outcomes are now well aligned with societal and labour market needs, as well as with MRU's mission and strategic priorities. The curriculum effectively integrates global business, management, and marketing perspectives, with strengthened emphasis on interdisciplinarity, innovation, and experiential learning. On-site discussions with management, teachers, students, and social partners confirmed that project-based and challenge-based learning, hackathon-type activities, and internships provide authentic opportunities to work on real business problems, and that mobility (including ERUA Blended Intensive Programmes and travelling seminars) has become a visible element of the student experience.

The programme is designed to prepare graduates for diverse professional roles in an increasingly complex and international business environment, and portfolio optimisation since 2022 (including the planned closure of IBCL and the discontinuation of the Brand and Advertising Management specialisation) has contributed to a clearer and more sustainable offer. However, two areas still warrant further attention: (1) the very limited participation of domestic students in the English-taught programme, which constrains its direct impact on Lithuanian society, and (2) the absence of a systematic mechanism for tracking graduate employability, particularly for international alumni.

Management acknowledged that national ŠVIS data capture only a minority of graduates and that an alumni database and platform are still under development. Overall, the programme reflects substantial enhancement in coherence, global relevance, and strategic alignment, addressing most of the weaknesses identified in 2022. The integration of the global dimension, experiential learning and international mobility is now evident in both documentation and practice. Continued focus on domestic visibility and on evidence-based monitoring of graduate outcomes would further consolidate these positive developments..

1.2.	Programmes comply with legal requirements, while curriculum design, curriculum, teaching/learning and assessment methods enable students to achieve study aims and learning outcomes
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FACTUAL SITUATION

1.2.1. Programmes comply with legal requirements

The 2022 evaluation concluded that the Business Studies programmes complied with all legal requirements. The GBMM programme continues to demonstrate full compliance. The total scope of the programme is 180 ECTS, meeting the legal requirement of 180–240 credits for first-cycle studies. The programme corresponds to Level 6 of both the Lithuanian Qualifications Framework (hereinafter - LQF) and the European Qualifications Framework (hereinafter - EQF).

Study field subjects account for 168 ECTS, exceeding the minimum requirement of 120 credits. The Internship module comprises 15 ECTS and the Final Thesis likewise 15 ECTS, both meeting the minimum thresholds established by national regulations. The annual study workload of 60 ECTS complies with statutory standards.

The share of contact hours is 29.6% (1,440 out of 4,860 total hours), which surpasses the minimum legal requirement of 20%.

In the 2022 evaluation, the panel noted potential ambiguity in the documentation regarding whether the bachelor thesis topic must be based on research conducted during the internship, or whether it could be chosen independently from an approved list. This former uncertainty has been resolved. The institution adopted and updated the Methodological Guidelines for the Preparation of Bachelor's and Master's Theses in 2024. These guidelines clearly state that there is no requirement for the internship to be linked to the thesis topic. Students may select a topic from the approved list or propose their own, subject to approval by the Study Field Committee (hereinafter - SFC).

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

MRU applies a cumulative assessment system in which the final grade consists of continuous assessments and a final examination. This approach reduces the risk of plagiarism and promotes active student engagement. Assessment methods include problem analysis, projects, case studies, presentations, essays, and reports, each selected to correspond with the specific competences developed in a given course.

In the 2022 evaluation, the Expert Panel concluded that the documentation provided clear evidence of well-developed aims and learning outcomes, as well as coherent relationships between programme objectives, course content, teaching methods, and assessment practices. However, two weaknesses were identified that limited full alignment:

Inconsistent feedback – the absence of a systematic and consistent approach to providing feedback to students across courses and programmes.

Ambiguity regarding the bachelor thesis – uncertainty as to whether thesis topics must be based on research conducted during the internship, although it was clear that topics were chosen from an approved list. The second issue has since been resolved (see above).

The first weakness - lack of consistent feedback - remains only partially addressed. MRU has taken formal measures to remedy this issue, but the evidence provided focuses more on formal procedures and student notification rather than on the practical consistency of feedback across courses. The SER states that students are “clearly informed about the opportunity to review their assessment results”; that upon request, a teacher must “provide comments on the mistakes made during the assessment and on the criteria used to determine the final grade”; and that in Moodle, “contact details are provided through which students can reach the lecturer” (SER pp. 18, 37). The SER also notes that teachers provide formative feedback during the semester and summative feedback at mid-term and at the end of the semester.

These elements demonstrate that the institution has established formal mechanisms to ensure transparency and accessibility of assessment results (e.g. comments upon request, Moodle communication channels). However, the documents do not offer clear evidence that the earlier weakness - insufficiently systematic and consistent feedback practices across courses and programmes has been fully resolved in practice. The SER does not include quantitative data or consistent qualitative evidence (such as student survey results following the implementation of these measures) that would confirm improved uniformity in feedback delivery. Therefore, while procedural transparency has improved, the underlying issue of variability in feedback quality among lecturers appears to persist.

Interviews with teachers and students confirmed this mixed picture. Several lecturers described a continuous assessment approach that included frequent Moodle activities, individual comments on tasks, short quizzes at the beginning of each class, and even creative feedback methods (e.g., weekly Kahoot-based reflections). At the same time, students reported persistent issues with grade transparency: in some subjects, they were unsure where to find their current grades and indicated that results sometimes only became visible at the end of the semester. This confirms that, despite the formal procedures, feedback practices are still implemented unevenly across courses and cohorts.

1.2.3 Curriculum ensures consistent development of student competences

Although the 2022 Expert Panel recognised that the curriculum was logically designed and the courses were relevant, it identified as a weakness the lack of a coherent international or global context, despite the programmes being labelled as “global” or “international.”

Based on the revised programme, it can be concluded that the overall curriculum logic - ensuring a consistent and progressive development of competencies - has been strengthened and directly addresses the shortcoming identified in 2022. The institution conducted a comprehensive review of course content and learning outcomes in response to the external evaluation. This included the systematic revision of course descriptions, as well as the clarification of links between topics, objectives, and outcomes. The wording of LOs was reinforced to better reflect international dimensions (e.g., LO 1.3 and LO 4.1).

The course Global Business Development and Business Models - previously elective - was made compulsory, and its objectives were updated to strengthen the global focus. The curriculum now emphasises advanced managerial and marketing skills within a global and multicultural context. The updated study plan includes subjects such as Quality Management, Human Resource Management, Management of Business Budgets, Social Media Marketing, International Trade and Marketing, and the newly introduced Start-ups Building and Entrepreneurship.

The weakness identified in 2022, regarding the insufficient integration of the global and international context, has been addressed through explicit curricular modifications that enhance the coherence and consistency of the programme.

While the formal and structural coherence of the curriculum has clearly improved, one of the 2022 recommendations remains only partially fulfilled. During the meeting with teaching staff, the panel was informed that certain cross-subject assignments and shared assessment criteria exist (for example, joint projects between Brand Management and Marketing courses, or combined assessment in English for Specific Purposes taught by two lecturers). However, students themselves reported that they do not experience fully integrated programme-wide projects spanning several subjects and generally perceive assignments as subject-specific. This suggests that integrated assessments are present in parts of the curriculum but are not yet implemented systematically across the programme, nor always communicated to students as coherent cross-course learning experiences.

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

In the 2022 evaluation, the Expert Panel found that adequate opportunities for study personalisation were provided to students. However, the panel expressed concern that if such personalisation resulted in very small study groups, it could negatively affect the overall student learning experience, particularly given the importance of teamwork for achieving the declared programme competences. This concern was linked to the generally low enrolment numbers in the Business Studies field at that time. The concern has since been alleviated due to a notable increase in student numbers.

Although the GBMM programme is relatively concentrated - which is typical for first-cycle studies - students are able to personalise their learning through 21 ECTS credits out of the total 180 ECTS, representing 11.6% of the overall programme scope. This personalisation is achieved through alternative elective course units and foreign language choices (Annex 1.4). Considering the current student population, this level of flexibility appears appropriate. Nonetheless, MRU could further enhance the personalisation opportunities by allowing students to take elective courses from other study programmes, thereby capitalising on the university's broad portfolio of academic offerings. Students confirmed that they can choose between alternative elective subjects and foreign languages. Still, they also noted that the actual choice is often limited to two options and that some mandatory subjects are not perceived as directly helpful for their intended careers. They expressed a wish for a broader range of electives and more possibilities to take courses from other programmes. This feedback supports the recommendation to expand elective options across MRU's portfolio to strengthen individual learning paths and interdisciplinarity.

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

In the 2022 evaluation, the Expert Panel identified a key weakness in the unclear documentation concerning bachelor's theses. The 2022 SER was inconsistent: it stated that the thesis should address a real business problem identified during the internship yet also noted that topics were selected from an approved list. Furthermore, the panel found that only a small number of theses were actually based on real cases arising from internships. This weakness has now been formally resolved. The updated Methodological Guidelines approved in 2024 clearly define that there is no requirement for the internship to be linked to the thesis topic. Topics are selected from the list approved by the Study Field Committee (SFC), or students may propose their own topic, subject to SFC approval.

Procedures for appointing thesis defence committees and conducting thesis defences at Mykolas Romeris University (MRU) are set out in the MRU Procedure for the Assessment of Study Results (in force since 1 February 2021) and are further detailed in the updated Methodological Guidelines for the Preparation of Bachelor's and Master's Theses, approved in 2024. The qualification

committee for the defence of final theses is established by field of study. At least one third of the committee members must hold a doctoral degree in the discipline in which the thesis is defended. To ensure an external perspective, at least one committee member (typically the chair) is a professor or associate professor from another higher education or research institution, or an employee of a partner institution. The final thesis grade is determined by calculating the average of the grades awarded by committee members, based on an overall assessment consisting of an evaluation of thesis quality (weight 0.60) and the quality of the defence (weight 0.40) (SER pp 15–16). Students submit their thesis together with a declaration confirming that the work was prepared independently, without plagiarism, and in accordance with academic writing rules; formal mechanisms to prevent plagiarism and ensure originality are in place for the thesis defence process (SER pp 39–40).

The bachelor's thesis is closely linked to the Assurance of Learning process, serving as a key instrument for verifying students' ability to apply scientific methods (LO 2.1, 2.2). The topics of theses defended between 2021/2022 and 2023/2024 demonstrate clear relevance to contemporary managerial, marketing, digital, and innovation-related issues, including start-ups, risk management, the impacts of COVID-19, and sustainability. Supervisors are appointed from among MRU academic staff who have at least three years of teaching experience and conduct research in the relevant scientific field; this was confirmed through a random review of sample theses. A random review of submitted theses also confirms that the works correspond to disciplinary standards and the expected level of a first-cycle degree.

However, the available documentation does not clearly specify the procedure by which topics proposed by social partners are approved. It appears that even externally suggested topics, whether submitted directly by a company or indirectly by a student, must undergo approval by the SFC. The SER indicates that social partners are not actively engaged in the initial stage of topic selection but play an important role in facilitating student access to company data and information when the chosen topic is relevant to their organisation (SER p. 17). Discussions with employers and alumni partly qualify this picture: social partners reported that, in individual cases, they propose real business problems and datasets for bachelor's theses and collaborate with academic staff on interpreting results, sometimes leading to joint publications and long-term consulting relationships. However, these examples are largely based on personal networks and ad hoc arrangements rather than on a systematic, study-field-wide mechanism for involving social partners in topic formulation. The panel therefore considers that there is good practice to build on, but that more structured procedures would be needed to ensure consistent engagement at the initial stage of thesis design.

ANALYSIS AND CONCLUSION (regarding 1.2.)

The GBMM programme fully complies with national legal requirements and relevant qualification frameworks. Its scope, structure, and allocation of credits meet statutory standards, and the earlier ambiguity concerning the link between internship and bachelor's thesis topics has been resolved through methodological guidelines adopted in 2024. Programme aims, learning outcomes, teaching and assessment methods are coherent and mutually aligned, and the cumulative assessment system promotes continuous engagement and academic integrity.

The long-standing issue of inconsistent feedback to students across courses, however, remains only partially addressed. Formal mechanisms for transparency are in place, and some lecturers provide rich, continuous feedback through Moodle activities, quizzes, and in-class reflections. However, students reported cases of limited grade transparency and delayed access to results. This suggests that feedback practices still vary significantly across courses and depend heavily on individual lecturers.

The curriculum ensures a logical and progressive development of competences and now demonstrates a clearer global and international orientation following targeted revisions. Explicit changes to course content and study plans have strengthened interdisciplinarity and global business

perspectives. At the same time, the implementation of integrated cross-course projects remains incomplete: teachers described some shared assignments and joint assessment criteria, whereas students largely experience tasks as subject-specific and do not clearly perceive programme-wide integrative projects.

Opportunities for personalisation are formally adequate: students may tailor 21 ECTS (11.6%) of their studies through elective subjects and language options, and earlier concerns about very small groups have diminished with higher enrolment. Students nonetheless reported that the actual elective choice is often limited and expressed a wish for a broader range of options, including courses from other programmes. Final theses meet all academic and legal standards for the field and cycle; topics are relevant, supervision is provided by qualified staff, and plagiarism control procedures are established. Social partners contribute mainly through access to company data and, in some cases, by proposing real business problems; however, this involvement is still ad hoc rather than supported by a systematic mechanism at the study field level.

In summary, Area 1 shows substantial improvement in formal alignment, structural coherence, and international orientation. Remaining weaknesses primarily relate to the consistent implementation and evidence, including feedback practices, integrative assessments, elective provision, and the structured involvement of social partners in thesis topics, all of which require further consolidation.

AREA 1: CONCLUSIONS

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

COMMENDATIONS

1. The programme's aims and learning outcomes are well-aligned with MRU's mission and strategic priorities, particularly in promoting global thinking, innovation, and social responsibility.
2. The curriculum has been substantially revised to strengthen interdisciplinarity, global orientation, and the integration of management, economics, and digital business perspectives. On-site discussions confirmed that experiential and practice-based learning methods are widely used in teaching.
3. The University has acted on the 2022 recommendations by clarifying bachelor thesis procedures, strengthening mobility opportunities (including new short-term formats within ERUA) and ensuring full compliance with legal and qualification requirements.
4. Programme portfolio optimisation in the Business Studies field, including the planned closure of the IBCL programme and the discontinuation of the Brand and Advertising Management specialisation, has contributed to a clearer, more sustainable, and better populated programme offer.

RECOMMENDATIONS

To address shortcomings

1. Establish a systematic approach to providing formative and summative feedback across all courses, including clear expectations for the timing and transparency of grades, and collect evidence of its consistent implementation through regular student surveys or audits.
2. Further develop and formalise programme-wide integrative projects or assessment mechanisms that test students' ability to synthesise knowledge across subjects, ensuring that these are not only implemented but also clearly perceived by students as cross-curricular learning experiences.
3. Introduce an internal system to monitor the career paths and employability outcomes of both domestic and international graduates (e.g., through an alumni platform and structured follow-up surveys) to provide evidence-based feedback for programme improvement and to complement national ŠVIS data.

For further improvement

1. Enhance the communication of the programme's distinct value within Lithuania and explore ways to make the Business Studies field more attractive to domestic applicants, thereby increasing the programme's national impact.
2. Consider allowing students to take elective courses from other MRU programmes and expanding the range of elective options within GBMM to strengthen interdisciplinarity and individual learning paths.
3. Build on existing good practices with employers by introducing more structured procedures for involving social partners in the early stages of thesis topic formulation and project design, while maintaining their important role in facilitating access to company data and real business problems.

AREA 2: LINKS BETWEEN SCIENTIFIC (OR ARTISTIC) RESEARCH AND HIGHER EDUCATION

2.1.	Higher education integrates the latest developments in scientific (or artistic) research and technology and enables students to develop skills for scientific (or artistic) research
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FACTUAL SITUATION

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

In the 2022 evaluation, the panel acknowledged MRU's growing efforts to strengthen its research productivity and quality but concluded that a genuine research culture was still lacking. The 2025 SER provides convincing evidence that the institution has made substantial progress in this regard by strategically enhancing research activity and more actively integrating it into study programmes. According to the SER (pp. 18–21), the annual performance evaluation of R&D activities shows clear improvement in the Management (S003) and Economics (S004) fields. The SER reports that between 2021 and 2023, the number of publications in high-quality journals (Q1 and Q2) increased by approximately 30%, reflecting a deliberate shift toward prioritising research quality over volume.

Importantly, the evaluation framework now considers not only Web of Science and Scopus databases but also the Academic Journal Guide (AJG). On the other hand, only 8 publications in Web of Science belong to Q1-Q2 in relevant fields (i.e., Management, Business) in the years 2022-2025 (where two are MDPI). The reported amount of €173,000 that has been paid to promote high-level publications in the last three years (SER p23) seems to be referring to the MRU as a whole, not just the business fields.

In 2022, MRU received an award from Elsevier for the fastest research growth rate (CAGR), with a 72.4% increase in WoS- and Scopus-indexed publications between 2018 and 2022 (SER p. 6). MRU's participation in the European Reform University Alliance (ERUA) and in 11 active research clusters further supports its growing research engagement. These collaborations have had direct curricular impact, leading to the introduction of the elective course Social Entrepreneurship in the GBMM programme.

InCites analysis confirms that most teaching staff (all but three listed in Annex 5.1) are involved in publication activities. However, when limiting the analysis to publications in Management and Business categories within Web of Science, the number of relevant MRU outputs decreases markedly (from 422 to 36 between 2022–2025). Only a limited subset of academic staff contributing to the GBMM programme publish in directly relevant fields, and some publications remain confined to lower-tier or regional CEE journals. Nonetheless, for a first-cycle programme, the current level of research activity and scholarly engagement can be considered sufficient and appropriate to support programme delivery.

The on-site discussions with the SER team and research leadership provided additional insight into how these developments are supported institutionally. MRU has established excellence centres and research laboratories that concentrate activity in key thematic areas, allocate internal funds – from 20,000 in 2020 to 400,000 EUR in 2024 – for qualification improvement, and are expected to feed research results back into teaching. Academic staff are affiliated with specific laboratories, which helps connect research projects, doctoral supervision, and course content in a more structured manner. Again, this part of SER seems to be reporting about MRU as a whole, not just for the business field.

In 2022, the panel evaluated the relationship between research and studies as Good (3 points), acknowledging that faculty research topics closely reflected the content of the study programmes. The main shortcoming identified was the absence of a strong, evidence-based research culture in classroom teaching. The 2025 SER provides detailed and verifiable evidence of improvement. It demonstrates that research activities are now more systematically connected with the study fields and directly integrated into the GBMM programme (SER pp. 20–21). MRU presents concrete examples of how recent research findings and applied studies are incorporated into teaching, ensuring that students gain research-informed, practice-oriented knowledge.

Student engagement in the academic and research community is promoted primarily through final theses, which correspond to the expected first-cycle level. Additionally, students actively participate in faculty-organised events such as the international EBEEC Conference, where they contribute to panel discussions and event organisation. They are also involved in European Reform University Alliance (hereinafter - ERUA) activities - such as the Social Entrepreneurship course and Blended Intensive Programmes (hereinafter - BIP) - and in joint projects with Dalton State College (USA).

Overall, MRU provides sufficient evidence that research activities are directly relevant to the study field and are systematically integrated into the curriculum through modernised content, technological tools, and active student participation in research-related initiatives. As a result, the University has significantly strengthened the link between research and teaching, effectively addressing the main recommendation from 2022.

In 2022, the panel noted that MRU's international connections remained modest and that cooperation with social partners in research and consultancy was limited. Contractual and consulting links between academic staff and real business partners were considered weak. The 2025 SER

demonstrates a clear strategic shift towards strengthening both international collaboration and applied research at the national and regional levels. MRU has expanded its international partnerships through alliances such as the ERUA, participation in the EBEEC network, and cooperation with other foreign higher education institutions. Nearly all internationally published monographs are co-authored with foreign scholars, while local monographs are written mainly in-house. This confirms that international cooperation has become a foundation for achieving higher-quality scientific outputs (SER pp. 21–22). Faculty members also participate regularly in relevant international conferences.

Following the 2022 recommendation, MRU has intensified its engagement in applied research projects addressing regional challenges in cooperation with local businesses and public institutions. The SER lists five active projects focused on human resource management (e.g., motivation of Generation Z), social service development, and regional competitiveness. Employer and alumni representatives are mandatory members of the Study Field Committee, strengthening practice-based links.

Beyond the previously mentioned initiatives, MRU has expanded its international research cooperation, including support for Ukrainian scholars. Three Ukrainian researchers currently conduct research at the faculty under externally funded grants, reflecting the institution's commitment to academic solidarity and international engagement. MRU has established mechanisms demonstrating a sustained financial commitment to research support beyond regular salaries. The Foundation for the Promotion of Scientific Activities provides additional remuneration for faculty members who publish in Q1 and Q2 journals (WoS/Scopus) or release monographs with internationally recognised publishers. The volume of funding allocated through this scheme has significantly increased during the review period. A notable number of national and international research projects have been implemented. In 2024, eight projects in Management (S003) and Economics (S004) were active or in submission, and the university continues to participate in Horizon 2020 and Horizon Europe programmes.

Teachers confirmed that they are expected to achieve at least five Web of Science or Scopus-indexed publications within each five-year accreditation period, with a clear preference for Q1 and Q2 journals. This expectation is supported by an internal funding scheme that covers conference participation and provides financial bonuses for high-quality outputs. These testimonies are consistent with the SER's claim that MRU has shifted from a volume-driven to a quality-oriented research strategy.

MRU has presented well-defined and strategically coherent plans for both scientific and applied research, strongly aligned with the Business Studies field—particularly in areas such as innovation, sustainability, globalisation, and entrepreneurship. The financial sustainability of these plans is supported by the growing allocation of internal funds for high-quality research and the institution's expanding capacity to attract and manage external funding, including international grants.

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

MRU actively focuses on integrating modern technologies and digital tools to ensure the ongoing relevance of the GBMM programme. The university recognises the growing impact of artificial intelligence (hereinafter - AI) and promotes its ethical and responsible use rather than imposing restrictive policies. AI tools are incorporated into learning activities such as synthesising large volumes of information and marketing-related tasks (e.g., brand image and visual content development), enabling students to devote more time to critical discussion and innovative problem-solving.

During the meetings, university representatives emphasised that MRU's strategy is to encourage the ethical and transparent use of AI in learning and assessment, and teachers presented several concrete examples of AI-supported assignments (e.g., using AI to generate visual brand books from

hand-drawn sketches or to support content analysis). At the same time, students reported that some lecturers remain cautious and do not actively encourage the use of AI, allowing it only in narrowly defined tasks and under strict citation rules. This suggests that, although institutional policies and good practices are in place, the integration of AI-based tools remains uneven across courses. Students are trained in the use of statistical software (hereinafter - SPSS) in Business Statistics courses, allowing them to work with real datasets and apply analytical methods relevant to business contexts. Modern project management tools such as MS Project are also employed to strengthen students' planning and coordination skills. Furthermore, students are encouraged to effectively use academic databases (e.g., EBSCO, SAGE) and reference management tools such as Zotero.

The programme content has been updated to reflect current trends in business and technology through new and revised courses such as Start-ups Building and Entrepreneurship, Development of Products and Innovations, and Knowledge and Innovation Management.

The GBMM programme demonstrates good alignment with current developments in science and technology through the deliberate integration of contemporary research findings and modern digital tools. Both structurally and substantively, MRU has improved its position since 2022. The weakness previously identified - the lack of a strong, evidence-based academic culture in classrooms - is now being actively and effectively addressed.

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

According to the SER, MRU has expanded the set of opportunities through which first-cycle students can engage with research. These mechanisms include bachelor's theses, research-based courses, participation in ERUA/Blended Intensive Programmes, and involvement in academic conferences, and they appear broadly consistent with first-cycle expectations. The SER also presents international and interdisciplinary projects as a response to the 2022 recommendation to strengthen academic learning and research-oriented competencies.

At the same time, the SER implies that student research engagement is still driven primarily by the final thesis format and explicitly recognises the need to broaden involvement beyond this route, for example by developing research assistant roles or opportunities within faculty research laboratories (SER p. 25). Despite listing several mechanisms, the SER offers little systematic "hard data" (e.g., participation rates, numbers of research assistantships/lab involvement) to substantiate the claimed level of first-cycle student research engagement. Overall, this suggests that the formal structures are in place, but their implementation and scale are not yet demonstrated as fully mature. On-site discussions with staff and students confirmed that bachelor's theses remain the primary formal driver for research engagement; however, they also pointed to additional opportunities, including participation in ERUA Blended Intensive Programmes and social entrepreneurship projects, involvement in ARUA-related activities, and contributions to international events such as the Enactus Summit. Students described course-based research assignments in Microeconomics and Fundamentals of Marketing, where they conducted small empirical studies and presented their findings. Nonetheless, both staff and students acknowledged that structured roles, such as research assistantships in laboratories or sustained participation in funded projects, are still rare at the first-cycle level.

ANALYSIS AND CONCLUSION (regarding 2.1.)

Since 2022, MRU has made notable progress in strengthening the integration of research and teaching. Research performance in Management (S003) and Economics (S004) has improved, with

a 30% increase in Q1–Q2 publications and a clear institutional commitment supported by the Foundation for the Promotion of Scientific Activities.

Research outcomes are now more systematically embedded in the GBMM curriculum. Students gain exposure to research-based learning through courses, final theses, participation in ERUA/BIP projects, and conferences. The use of modern technologies, including AI tools, SPSS, and MS Project, further enhances their analytical and digital competences.

International collaboration and applied research activities have expanded through Horizon Europe projects, regional partnerships, and cooperation with Ukrainian scholars. These developments demonstrate stronger institutional capacity and growing research maturity.

Remaining challenges include limited research output in core Management and Business fields, uneven integration of evidence-based learning across courses, and the need to involve students in research beyond their final theses.

AREA 2: CONCLUSIONS

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

COMMENDATIONS

1. The university has established excellence centres and research laboratories that provide structured support for research and help connect projects, doctoral supervision, and teaching in thematically coherent areas. This also includes the Foundation for the Promotion of Scientific Activities and explicit publication expectations for academic staff.
2. MRU demonstrates international engagement through ERUA, Horizon Europe and regional projects that strengthen both research excellence and societal relevance, including targeted support for Ukrainian scholars and cooperation with local public institutions and companies.

RECOMMENDATIONS

To address shortcomings

1. Increase the number of faculty members publishing in Management and Business disciplines indexed in international databases, so that research–teaching alignment in the GBMM programme rests on a broader base of staff actively engaged in relevant scholarly output.

For further improvement

1. Continue fostering a research-informed teaching culture across all courses, including systematic reflection on how current research and applied studies are incorporated into syllabi, assignments, and classroom activities.

2. Introduce regular evaluation of how research outputs and research projects influence curriculum updates and student learning outcomes, using this evidence to inform programme development.
3. Develop structured opportunities for students to engage in research beyond final theses (e.g., research assistantships in laboratories, participation in funded projects, or collaborative research teams) and monitor participation to ensure that these opportunities are accessible at first-cycle level.
4. Maintain and further expand high-quality international collaborations, particularly those that combine research, teaching, and student mobility, to consolidate MRU's emerging research profile.
5. Promote a more consistent and pedagogically informed integration of AI-based tools in teaching and assessment across the programme, in line with university-level policies on the ethical use of AI.

AREA 3: STUDENT ADMISSION AND SUPPORT

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

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

Admission to 1st-cycle Business study field programmes is centralized and administered through the Lithuanian Centralised Admissions Information System (LAMA BPO). The minimum competitive score for all entrants is 5.4. Applicants to both state-funded and non-funded places are required to pass state examinations in (a) Lithuanian language and literature and (b) either history, mathematics, information technology, or geography.

Additional points could be awarded for outstanding achievements in national or international Olympiads and academic competitions, military service or volunteering, and participation in university-organized academic schools. The maximum score was 10, or 12 with additional points.

Information on admission procedures, competitive scores, and minimum requirements for funded and non-funded places is available on the MRU website for bachelor's studies.

The specific admission requirements for foreign applicants to the GBMM programme are published separately on the MRU website and set out the qualifications required according to the country of origin. All foreign applicants are required to have English Language at level B2 or equivalent.

Admissions to Bachelor's Business studies grew steadily between 2021 and 2024. The programme is particularly attractive to foreign applicants, while interest among graduates of Lithuanian schools remains lower. This is largely due to the programme being offered exclusively in English, (SER p. 26) which discourages students seeking studies in the state language. Nevertheless, interest from Lithuanian graduates is gradually increasing. In 2024, seven applicants indicated GBMM as their first priority, and two were admitted to state-funded places and one to a non-state-funded place. It should be noted that in 2021-2023, not a single student was admitted to a state-funded place. The highest admission score for the period under review is 7.01 and the lowest is 5.73, with an average in 2023/2024 of 6.24.

Students admitted to the programme are adequately prepared for studies, as their admission score is higher than 5.4 which was set as the minimum competitive score.

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

Recognition of qualifications obtained abroad is conducted in line with the Procedure for the Evaluation and Academic Recognition of Educational Documents Issued Abroad. Applicants to MRU must submit an admission application along with all required documents which include a copy of passport, secondary education certificate, motivational letter (written without AI assistance), English language proficiency certificate. If prior education was completed abroad, qualification recognition is processed automatically as part of admission and is provided free of charge. Decisions are issued within one month after all documents are received.

Applicants may appeal MRU's decision, and if dissatisfied after the internal appeal, may further appeal to the SKVC. The quality of qualification recognition is monitored as part of MRU's overall quality assurance system. Each year, MRU submits reports on recognised qualifications and copies of relevant documents to the SKVC, ensuring proper oversight of recognition procedures.

Between 2021 and 2024, a significant number of foreign applicants to Business studies field at MRU did not receive recognition of their prior qualifications. The qualifications of 98 applicants out of 113 (2021-2022); 145 applicants out of 184 (2022-2023), and 101 applicants out of 146 (2023-2024) to the Business studies field at MRU were not recognised. In each case, the reason for non-recognition was that the submitted qualifications did not meet the requirements for admission to bachelor-level studies at the university.

The Procedure for the Recognition of Study Credits defines how MRU evaluates and recognises learning outcomes achieved at other Lithuanian or foreign higher education institutions (information is publicly available). Learning outcomes are credited automatically if they match MRU studies - either from previous MRU studies that have not substantially changed or from mobility studies at partner institutions under exchange agreements. If learning outcomes do not fall under these categories, the applicant must submit an application, a diploma or transcript, and subject descriptions. MRU staff verify the status of the issuing institution, compare learning outcomes with MRU programme requirements, and complete a credit recognition form. From 2021 to 2024, MRU recognised 100% of learning outcomes earned through Erasmus+ study or internship agreements, validating all credits according to study content.

MRU recognizes learning achievements gained through non-formal and informal learning in accordance with the MRU Regulations on the Assessment and Recognition of Competences and national guidelines. Skills acquired through paid or unpaid work, volunteering, or independent learning (e.g., internships or courses) may be assessed for credit.

To apply for recognition of prior learning achievements, candidates must: have at least secondary education; have at least two years of relevant work experience; provide evidence showing that their achievements correspond to the learning outcomes of specific study subjects. A detailed description of the procedure is available on the MRU website.

ANALYSIS AND CONCLUSION (regarding 3.1.)

Student admission is carried out in a transparent and logical manner, with all relevant information available online and easy to understand. A large number of applications from overseas applicants were received during 2023-2024 period, but only a small number of their qualifications were recognised as suitable for entry to the university programme. MRU may wish to review such applications and reassess the suitability of some foreign qualifications, without jeopardising the expected standards of entry to the GBMM programme, as this may help to improve recruitment to the programme. MRU has an effective system for the recognition of study credits for students who have studied on other MRU programmes, or at other Lithuanian universities or participated in Erasmus programmes.

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

3.2.1. Opportunities for student academic mobility are ensured

MRU students are encouraged to participate in the national and international exchange programmes. Student mobility opportunities include Erasmus+ studies and traineeships, mobility under bilateral agreements, international internships in Lithuanian schools and communities, cross-border study programs and summer schools, and short-term programs via the ERUA Alliance.

Students can join international projects led by faculty (e.g., NordPlus, Erasmus+ strategic partnerships) offering intensive studies or internships. Erasmus+ and bilateral exchange opportunities are promoted via posters, leaflets, screens, events, and social media and presented in lectures when possible.

Interested students apply through their “My Studies” electronic records book. Applications are reviewed by the faculty selection board, and successful candidates are informed and complete required documents. Academic matters are coordinated with the faculty Vice-Dean, and students sign a Learning Agreement to ensure recognition of courses or traineeships at MRU.

As the majority of students studying on the GBMM programme are from abroad - 20 in 2021/2022 and 38 in 2023/2024 interest in joining outgoing mobility programmes is fairly low. However, the number of students undertaking a study abroad period of one semester or longer has increased from 2 in 2021/2022 to 21 in 2023/2024 and a further 15 students are going (or have been) on mobility visits which are shorter than 3 months during the period under review (SER p. 30).

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

MRU ensures a comprehensive support system that covers academic, financial, and personal aspects of student life. Academic assistance is provided through regular consultations with lecturers, programme coordinators, and access to digital learning platforms, enabling students to track their academic progress. For first-cycle full-time students, timetables are scheduled mainly in the mornings, leaving afternoons for independent study and better work-life balance. Students receive individual consultations on interests and career opportunities, with teaching staff sharing job vacancies and guidance from the Career Centre. The Career Centre also organizes events, training, and updates on internships, jobs, and volunteering opportunities. “Moodle” supports independent and collaborative learning through videos, readings, tasks, and quizzes, bridging classroom and self-study. The Digital Studies Unit provides instructions and technical support for online teaching and assessment (MS Teams, Moodle), while IT staff assist students, lecturers, and administrators via phone, email, or online.

Students can apply for various scholarships - incentive scholarships reward top academic performers, whether state-funded or not; one-time scholarships may be granted for outstanding achievements or active participation in research, social, cultural, or sports activities that promote MRU; social scholarships support students facing financial hardship, illness, loss of a parent, natural disasters, or other exceptional cases. Other scholarships include the International Ambassador’s Scholarship, the Group Coordinator’s Scholarship, and Patron scholarships with terms set by donors. Tuition fees may be reduced by up to 50% or fully waived based on recommendations from the MRU Social Affairs Commission. Students are informed about state-supported loans for tuition, living expenses, or partial studies abroad. Non-local students requesting accommodation are provided with housing at the MRU Students’ House.

In 2021, MRU established the Community Welfare Centre to coordinate support services and promote well-being for students and staff. A dedicated staff member assists students with individual needs or disabilities by providing information on adapted study conditions, coordinating adjustments with teaching staff, advising on state financial aid, and guiding applications for MRU social scholarships.

The MRU Health and Sports Department engages students and staff in sports to promote health, offering training in aerobics, fitness, callanetics, volleyball, badminton, basketball, and guided or independent workouts. The Cultural Activity Centre organizes contests, concerts, and state festival events, while MRU ensembles and clubs - such as Jazz It Up, song studio, Skalsa folk dance, Latino and Bolero dance clubs, and the Theatre Troupe - allow students and staff to develop their artistic talents and spend leisure time productively.

SER states that MRU provides comprehensive support to students and staff, including psychological services, where the first consultation is free, although in the MRU website it is stated, that MRU community members can get 5 free consultations per year – this information needs to be clarified. The Psychological Counselling Department was established in 2018–2019. Demand for counselling increased during COVID-19 and the war in Ukraine, with 378 consultations in 2020–2021 and 452 in 2021–2022. St. Augustine's chapel on campus also offers faith-based guidance. Together with academic, social, sports, and cultural support, these services help students address psychological, academic, and personal challenges effectively.

3.2.3. Higher education information and student counselling are sufficient

To support integration, GBMM students - mostly international - participate in an introductory week presenting MRU infrastructure, study procedures, and student organizations. First-year students receive guidance from the programme head, study manager, and senior student mentors. Additional support is provided by MRU's Student Representative Body (hereinafter - MRUSA), the Community Welfare Centre, Psychological Consulting Department, and Career Centre. Information is available on the MRU website and in the "MRU Legal Acts Regulating the Studies." Meetings allow students to share expectations with faculty staff, fostering a student-oriented and welcoming environment.

ANALYSIS AND CONCLUSION (regarding 3.2.)

The student admission procedure is logical and transparent, and information about the GBMM programme is clearly set out on the MRU Website. MRU has responded to the recommendations of the previous External Evaluation Report by discontinuing the International Business and Logistics Programme and the specialism for the GBMM of "Brand and Advertising Management," and revising the curriculum of the GBMM to make it more attractive to students. This has resulted in an increased number of applications and a higher number of students entering the programme. As MRU currently rejects a high proportion of applications from students with qualifications obtained abroad, it should continue to review the recognition of these qualifications as this could significantly increase recruitment and admission to the programme, although care should be taken not to lower the standards or quality of the programme.

Outgoing mobility is also increasing, although MRU recognises that as the majority of students are international, further study abroad is not always attractive to them. Nevertheless, outgoing mobility has increased during the period under review and students have responded positively to the introduction of short study abroad opportunities. As discussed, the majority of students admitted to the Business field are foreign students, which does provide an international and multi-cultural learning environment. However, MRU may wish to review the relevance of the programme to local employers with the aim of making it more attractive to prospective Lithuanian students

Students receive a range of different kinds of assistance at the university, and meetings with students during the onsite visit confirmed that they considered themselves to be well supported both academically and pastorally. Data is collected by the university regarding the use of the psychological services, but no analysis has been done on how many students in the business field have accessed these services.

AREA 3: CONCLUSIONS

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

COMMENDATIONS

1. The GBMM programme provides a multicultural study environment, which supports the international elements of the programme.
2. The admissions process is clear and transparent.

RECOMMENDATIONS

To address shortcomings

1. Clarify the amount of psychological support to students and ensure that the correct information is available on the website and given to students.
2. Review and document the relevance of the GBMM to local employers with a view to attracting more Lithuanian students.

For further improvement

1. Continue the review of the recognition of foreign qualifications, to ensure this area of recruitment can be maximised.

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

4.1.	Students are prepared for independent professional activity
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FACTUAL SITUATION

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

Various teaching methods such as traditional lectures, case studies, simulation and problem based learning are applied to achieve the learning goals of the programme. Study contents together with individual assignments are provided via virtual platforms such as Moodle to enable the students to work and be evaluated individually. The teaching methods are selected to meet the defined learning objectives, and this selection is also openly presented in the subject description card. The methods are appropriate to support different types of learning including collaborative skills, interactive learning etc. The evaluation and assessment methods are matched with the planned learning outcomes and teaching methods.

As the learning objectives include both conceptual and practical skills, the combination of different teaching methods is selected to support both goals. The evaluation methods include both summative and formative assessment methods. Formative evaluation is used to provide students feedback on their progress and competence development, whereas summative evaluation serves the purpose of ensuring programme quality.

The university provides the graduates of the 1st cycle programme a possibility to continue studies in the 2nd cycle and pursue master's degree.

The university supports individual learning of the students by providing opportunities to individually select topics and projects that support both the learning outcomes of the study programme, but at the same time align with the interests of individual students.

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

The university provides a well-structured plan and process on how to enable students with individual needs to access education. These actions are coordinated by a designated disability coordinator. Students are encouraged to report their special needs on a survey, based on which the disability coordinator can consult with the students and make recommendations for the university on how to address possible challenges facing the student. After the initial contact, the coordinator monitors student performance (and possible challenges) throughout the study period.

Where necessary, students with individual needs can adapt their studies to suit their learning requirements. This may include alternative study methods, implementing different forms of communication, or finding solutions regarding accessibility. The university is equipped with ramps, elevators, wider doors, etc. to enable access for students with mobility issues. Similar applications are in place for students with other kinds of disabilities or special needs. This includes, for example, dedicated workstations for students with visual disabilities, braille printers and software/ speech synthesizers to convert text into sound.

ANALYSIS AND CONCLUSION (regarding 4.1.)

The selected teaching and evaluation methods provide a diverse learning experience, and ensure that the learning objectives are fulfilled. Both the teaching and evaluation is aligned to support the individual learning processes of students. The university provides the graduates a true possibility to continue studies and pursue master's degree. The university

ensures the access of students with disabilities or other personal needs to the study process and monitors their progress throughout their studies.

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

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

The university has a formally defined way of monitoring the progress of students, including summative evaluations in different phases of teaching, such as midterm accounting and final examinations. In addition to the summative evaluations, the students are given feedback on their progress and learning during the courses in various ways, including oral feedback in the case of presentations. For written assessments the university provides possibilities for teachers to give individual and group feedback to the students regarding their assignments.

The students are given feedback during and after their internships and thesis work on how to improve their work and how to solve problems relating to them. The multiple channels through which feedback is given results in more qualitative instead of just quantitative evaluation. This enables the teachers to give more detailed and personalized feedback, but also makes the feedback less systematic.

4.2.2. Graduate employability and career are monitored

The university monitors the employability and career development of their graduates both via official statistics and by engaging with the alumni. Acknowledging the limitations of the official statistics, there has been considerable differences in the employment of 1st cycle graduates 12 months after graduation. In 2021 over 58% were employed, whereas the corresponding number for 2023 was just 33%, which can be considered alarmingly low.

The biggest challenge in the monitoring of employment is that the number and share of international students is high. A large proportion of international students do not stay in Lithuania after graduation, and therefore the university has difficulty in obtaining information about their employment status and career development. Consequently, there is currently no reliable way to estimate the true employment levels of all graduates from the business studies field.

The university attempts to ensure the employability of their graduates by involving employer representatives both in the bachelor thesis defence committees and Study Field committee. This enables them to provide their feedback and make recommendations for the development of the programme. According to the SER, a more systematic way to collect employer feedback, and measure the impact of their involvement is currently being developed.

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

The university has a functioning regulation and policy in place to ensure academic integrity. The definitions on academic integrity are up-to-date, including instructions on the usage of artificial intelligence applications in studies and course work. Sanctions for different types of breaches have been defined, extending to students being expelled from the university in case of serious breaches of academic integrity. Students are made aware of the regulations and processes for monitoring and maintaining academic integrity during the introductory week, and they are further reminded during individual courses and when assignments are given out. Since 2012, the university has required a

mandatory check of bachelor and master's theses using a specialized software. The software has recently been updated to a new one (OXICO), which allows students to check for plagiarism and overlaps themselves, engaging them better into the process of protecting academic integrity.

The university has an up-to-date code of academic ethics, addressing the non-discriminatory policy. To lower the barrier to report possible discrimination, the university provides a possibility to report anonymously via the community welfare centre.

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

The university has a formal, well-defined procedure to process appeals and complaints. The procedure is set out in the appeal regulation of the university and presented to students and other stakeholders on the university webpage.

Students, as well as other stakeholder groups listed in the appeal regulation, are entitled to submit an appeal or complaint relating to various decisions regarding assessment, procedural violations, possible cases of rejection etc. The stakeholder groups and the accepted topics of appeals are listed in the appeal regulation.

The process of how the appeals are handled and by whom is clear. The students are introduced to the legislation and regulation of assessment and appeals during their introductory week. Based on the interviews, during the site visit, the students are well-aware of their rights to appeal as well as the procedure on how to appeal or file a complaint. According to the SER, no complaints were submitted during the evaluation period.

ANALYSIS AND CONCLUSION (regarding 4.2.)

The learning process, combining the learning outcomes, teaching and evaluation methods is well defined and functioning. The university monitors the employability of graduates both via official statistics and by maintaining contact with the alumni. Rules and processes regarding both academic integrity and treatment of appeals are clearly defined and well communicated to different stakeholder groups, including students. There is evidence of the involvement of social partners in the Thesis and internship process, but no data has been collected on their impact on the quality and development of programmes. MRU has effectively addressed the recommendations of the previous evaluation. The high dropout rates recorded in the last review have decreased significantly as a result of the introduction of early intervention procedures. This enables staff to identify the causes of termination of studies, and to provide more effective support to the students in the form of individual study plans and flexible learning options. The contents of the study programmes have been reviewed and more systematic feedback is collected about student progress which helps to ensure that students are able to complete their studies. The recommendation regarding over assessment has been addressed by better aligning the evaluation methods with the contents and learning outcomes of individual courses. Regular feedback from students is collected to ensure that the students do not consider evaluation excessive. Regular review of the study content and learning outcomes addresses the recommendation to ensure that the study contents align with social and economic needs. As an example, new study subjects have been introduced, and the contents of existing courses have been revised.

AREA 4: CONCLUSIONS

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

COMMENDATIONS

1. The connection between learning outcomes and teaching methods is well documented.
2. Rules and procedures on how to treat cases of academic integrity or appeals are well defined.

RECOMMENDATIONS

To address shortcomings

1. Systematically monitor the employability of former students, especially international ones to ensure that the learning outcomes, contents and quality of the study programmes reflect the needs of the job market and employers.
2. Analyse and document the impact social partners/employers have on the quality and development of programmes.

For further improvement

1. Apply a more systematic approach to providing feedback, both formative and summative across all courses.

AREA 5: TEACHING STAFF

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

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

The teaching faculty of the evaluated study programmes is stable. The total number of teachers in the programme is 20 of which 18 are permanent staff. The teaching staff are academically qualified, with 75% of the teaching staff having an academic degree. The remaining share of teachers are practitioners bringing a more practical approach into teaching. The increasing number of students has had a significant impact on the student-teacher-ratio, as in 2022 the ratio was 2:1, whereas in 2024 the number of students had doubled whilst the number of teachers remained stable, bringing the student-teacher-ratio to 4:1. However, such a ratio can be considered normal.

The composition of the teaching staff has remained stable, as the teacher turnover has been less than 10%. Most of the changes in the teaching staff have been internal, as existing teaching staff have gained higher qualifications and been promoted. This is the main explanatory factor behind the changes in the structure of the teaching staff.

All teachers meet the requirements of academic achievements, such as the number of publications or practical experience. In addition, the majority of teachers are, or have been engaged in applied research projects. In the GBMM programme, which is conducted only in English, lecturers have an English language level of at least B2.

ANALYSIS AND CONCLUSION (regarding 5.1.)

Although the number of students has increased, the university has been able to maintain an acceptable teacher-student-ratio (4:1). Staff turnover has been modest, and teachers have the required qualifications. These are in the form of academic qualifications or practical experience. It can be concluded that the formal qualifications of the teaching staff meet the legal requirements, and that teaching staff are adequately qualified to deliver and assess the learning outcomes of the evaluated study programmes.

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

5.2.1. Opportunities for academic mobility of teaching staff are ensured

The university provides teachers with multiple alternatives for academic mobility. The major mobility programmes include Erasmus+ and Nordplus. In addition to these programmes, teachers are able to utilize support for mobility from the Research Council of Lithuania. The university has numerous bilateral agreements with academic institutions and participates in various specialised programmes such as Fulbright scholarships. Teachers participate in international projects which provide additional opportunities for mobility and research.

The development in the key indicators of academic mobility has been positive, as in 2021-2022 only 10.5% of staff took part in academic mobility. In study year 2022-2023 the share of staff taking part in international mobility increased to 19% and in 2023-2024 this increased to 60%. However, the duration of academic mobility is limited, as the total duration was 60 days in 2023-2024.

During the site visit, when asked about mobility, the teaching staff considered both the funding and the support from the university sufficient. They also confirmed that staff are given plenty of opportunities for international mobility. At the same time, it seems that some staff are more active in international mobility, whilst others are less likely to take advantage of such opportunities due to personal circumstances. Although this is understandable, the university would benefit by introducing ways to motivate less active staff members to participate in more international engagement.

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

The university considers the development of the teaching staff as a strategic priority and has a structured support system for it. According to the SER, the university applies a liberal policy, allowing teachers to choose freely the skills they want to develop. The university offers staff different possibilities to develop their competences through courses provided by the university, open-access courses offered by other universities in Lithuania, courses organized by partner associations or by utilising possibilities for international mobility.

The university provides financial support for teachers to take part in training and development courses organized outside the university. Such support is considered sufficient by the teaching staff.

ANALYSIS AND CONCLUSION (regarding 5.2.)

Based on the documents provided, as well as interviews with teaching staff during the site visit, the Review Team concluded that the university provides teaching staff with adequate support and opportunities to participate in both international mobility and professional development. The increase in the number of staff undertaking international mobility indicates that the measures implemented by the university to address the recommendation from the previous evaluation has had a positive impact. The university has also effectively responded to the recommendation to expand the analytical tools used in business research. by providing teaching staff training possibilities both in-house as well as those organized by other institutions. Furthermore, in response to the recommendation regarding research incentives, these have now been implemented for faculty and are incorporated in the university's promotion system. The research output of teachers is regularly reviewed. The university has also taken a more systematic approach to promote cooperation with social partners in designing and initiating research projects.

AREA 5: CONCLUSIONS

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

COMMENDATIONS

1. Teaching staff meet, and in many cases exceed, the competence requirements for teaching on 1st cycle programmes.
2. Teachers meet the requirements of academic achievements such as number and quality of publications.
3. The majority of teachers are also engaged in applied research projects.
4. Substantial resources and support are provided for teachers in respect of international mobility and professional development

RECOMMENDATIONS

For further improvement

1. Continue to implement measures to engage less active staff members, in international mobility opportunities as this will help to improve the quality of the study programme, and affect a wider international context to the programme content, as well as enabling participants to develop their skills internationally.

AREA 6: LEARNING FACILITIES AND RESOURCES

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

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

The Business Study Field is located in MRU's Vilnius campus. The auditoriums have between 10 - 68 workspaces and are equipped with a video projector, laser pointer with remote slide control as well as a computer for the teacher and a webcam. The layout is flexible to support different teaching activities. Three computer auditoriums are equipped with 40, 30 and 20 computers. The Campus and student accommodation is equipped with a wireless computer network providing open access to all the computer software. Both staff and students have access to Eduroam. Students have the opportunity to learn to use special IT systems, e.g. Avilda which is a business management system for efficient customs and commercial warehouse management, as well as specialist software for advertising.

MRU has an extensive and well stocked library with wheelchair access and dedicated equipment for the visually impaired. (SER pg 54) The university is a member of MoBiLait providing accessible material for those who cannot read standard print. The library subscribes to a range of databases including EBSCO., and through the "virtual library" students can search across several academic resources including the library catalogue and databases. (annex 6.1) They also have access to audio books and radio broadcasts

There is a clear set of regulations for student internships ([Student Internship Regulations](#) (2016), (SER p. 31) which determine the scope, purpose and LOs, content, methods, and criteria of the internship' and its assessment. Students are able to select an internship place from the social partners database or they may find an internship place by themselves. A tripartite student internship agreement is set up and signed by the student, the Dean of the faculty, and the head of the organization where the internship takes place. Students have a supervisor from MRU and from the organisation where they are placed. The workplace supervisor provides feedback on the student's internship, and the MRU supervisor conducts the final evaluation of the internship. Although students can complete their internships both nationally and internationally with a range of organisations, many choose to complete their internship within the university, especially in the International Office.

6.1.2 There is continuous planning for and upgrading of resources.

The University has an expenses and procurement plan which is drawn up at the beginning of the year. Budget funds for study resources are allocated by Faculty and then allocated to study programmes. The library submits a request for funding as part of the procurement plan. Study programme heads and teachers submit literature requests throughout the year, and the heads of study programmes determine the number of copies of a publication which may be required. Teachers and students can also suggest publications for purchase.

During 2024, the Library was allocated 20,000 euros which amounted to 4,000 euros for each academic unit, with 4,000 euros reserved for further publications. Donations from private individuals and organizations amounted to an additional 9,409 euros. MRU allocated 30,000 euros for printed books during 2025. 47,500 euros was allocated for database subscriptions in 2024, and €64,200 has been allocated for 2025.

MRU has a "Creation of Excellence Centers at Mykolas Romeris University" project, which has allocated 394,460 euros to database subscriptions between 2023 and 2027. (SER pg 56)

ANALYSIS AND CONCLUSION (regarding 6.1.)

From the site visit conducted as part of the 2025 review of the Business Studies Field, the Panel of Experts concluded that MRU has excellent modern resources, both physical and virtual. Meetings with teachers and students confirmed that they effectively support the learning process. Both staff and students indicated that they could ask (and would receive) additional resources such as books and specialist software for their courses. MRU has implemented some adaptations for those with disabilities. The team was shown the facilities and equipment to support the partially sighted which are impressive. However, the university recognises that there is further work to be done on making all the facilities accessible to wheelchair users.

The recommendation from the previous review of the field in 2022, "that the university continues to maintain and develop the resources required in support of the study field" is being addressed by continuous enhancement and upgrading of the resources. and during 2022-2023, one of the computer rooms was upgraded and an updated SPSS software package purchased and installed. There is an effective and ongoing policy for annually reviewing and upgrading the facilities for the Business Studies Field.

To further enhance the resources, MRU recognises the need to build new partnerships with national and international organisations as this may contribute to the expansion of the study infrastructure. The Review Team affirms this course of action.

AREA 6: CONCLUSIONS

AREA 6	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle				4	

COMMENDATIONS

1. MRU has a high-quality, modern infrastructure with well- equipped auditoriums and internet access
2. There is a well- resourced library which provides both digital and paper access to learning materials

RECOMMENDATIONS

For further improvement

1. Ensure that the policy of continuous improvement of the learning infrastructure is fully implemented on an annual basis.
2. Build new partnerships to leverage funds for further enhancement of the learning resources.
3. Further upgrade the learning facilities and resources to ensure that students with disabilities can be fully integrated into the student body.

AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION

7.1.	The development of the field of study is based on an internal quality assurance system involving all stakeholders and continuous monitoring, transparency and public information
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FACTUAL SITUATION

7.1.1 Internal quality assurance system for the programmes is effective

The document defining the quality assurance system (hereinafter - IQAS) for MRU is: “*Provisions of MRU Studies and Research Quality Policy and Internal Quality Assurance System (2023)*”. It follows: “The Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG, 2015). The processes for the implementation of the IQAS are set out in: “*Regulations of Internal Study Quality Management at MRU*” (SER p. 57). At the strategic level responsibility for quality assurance lies with the Senate and Rectorate which formulate and implement the necessary policies. Academic units through the Study Field Committee take responsibility for monitoring the overall quality of study programmes.

The SFC is responsible for ensuring that the study plans and the syllabi enable students to meet the learning outcomes through the teaching learning and assessment process. Its remit includes responding to feedback from students and other stakeholders, overseeing the quality of teaching, ensuring learning resources are adequate and updating the curriculum to ensure it complies with the needs of stakeholders. The content of the programme is reviewed annually by the SFC to take account of changes in legislation in the Lithuanian education system and feedback from social partners, students and teachers (SER p. 57). Any changes made as a result of the review of the study programme are approved by Senate each academic year.

The composition of the SFC includes at least one student from first cycle programmes, one graduate, two lecturers, supervisors of the study field and a representative from social partners (SER p. 58 and Anex 7.1.).

The Director of the Institute of Business and Economics is responsible for managing the academic staff. The Supervisor of the 1st cycle Business field study programme (GBMM) is responsible for managing the student experience. They are both available for consultation in the University or online. The Chair of the SFC organises meetings of the Committee with students and other stakeholders.

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

As indicated in 7.1.1, stakeholders – students, teaching staff, managers, support staff and social partners - have a role in the internal quality assurance of the GBMM, and their main point of interaction is through the SFC. Student feedback contributes to the annual review process which is discussed at the SFC. Students complete regular student satisfaction surveys, the results of which are published on the MRU website and contribute to changes to the curriculum, teaching and assessment. Their representatives attend the SFC and students can provide direct feedback to the management through “Coffee with the Dean” (SER p. 60). Teaching staff are involved in the quality process through their role in learning, teaching and assessment, monitoring student achievement and responding to student feedback. They contribute to the enhancement of the curriculum in response to feedback from students and social partners. Teachers are also required to update their research and undertake continuous professional development. At the end of the academic year, the quality of the study programme is discussed at a formal meeting of the SFC with teaching staff

members. This enables teachers to consider the SFC's remarks while planning their work in the coming academic year (SER p. 59).

Social partners (employers) contribute to improving the quality of the study programme through membership of the SFC, their involvement in the theses defence committees and by providing internships for students. Their reports following the internship include suggestions for the personal development of students and recommendations for updating the curriculum. Alumni contribute to the quality and development of the Study Programme through their membership of the SFC and their responses to surveys organised by MRU.

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

Information about the GBMM programme is published on the MRU website and includes details of the curriculum content, structure of the programme, entry requirements (including English Language certification) together with commendations from previous graduates. The MRU Strategic Plan and Annual Activity report are published on the website, outlining the future strategic goals of the University and providing details of the University's main achievements during the year. Copies of previous international evaluation reports, including those by SKVC, are published on the website. Summaries of student satisfaction surveys are published for the Business Field and for the GBMM.

7.1.4 Student feedback is collected and analysed

MRU conducts several student satisfaction surveys which relate to the quality of the programme overall, teaching and assessment, organisation of the programme, internships and mobility programmes. Alumni staff and social partners are also surveyed. Both quantitative and qualitative data is collected. The data is analysed and the results are discussed at the SFC and contribute to the annual review process. Where necessary changes are made to the content and delivery of the curriculum. A recent initiative to obtain direct qualitative feedback from students is "Coffee with the Dean". [SER pg 60] The outcomes of the student satisfaction surveys for the last 5 years are published on the MRU website.

ANALYSIS AND CONCLUSION (regarding 7.1.)

MRU has a well-documented internal quality assurance system which is implemented and monitored through the Study Field Committee. Stakeholders including administrators, students, teachers, social partners and alumni are actively involved in the quality assurance process and are represented on the Study Field Committee. Reports from social partners who have hosted interns confirm that the interns are able to operate effectively in the business environment. The reports also make suggestions for changes to the curriculum which would help to enhance skills, such as leadership. All stakeholders have an opportunity to provide feedback to the University through surveys which collect both qualitative and quantitative data. Student satisfaction surveys indicate that students are "satisfied" with the quality of their programme and that the programme "meets their expectations" (MRU website). However, the response rates for these surveys are low, and MRU should investigate how students could be motivated to submit responses. Students confirmed that the University does respond to their feedback and changes have been made to teaching methods. This includes the expansion of practical components such as case studies and adding more technical subjects such as digital marketing. The introduction of "coffee with the dean" provides an opportunity for students to discuss any issues they may have on their programmes directly with the dean.

In response to the recommendation made by the reviewers in 2022, to "establish a formal process to report back to students on their issues in a timely manner", the director of the study programme

holds meetings with students, at the beginning of each academic year, to discuss future changes to the programme following student feedback. However, these meetings are informal and undocumented. “Coffee with the Dean” has also been introduced as a means of “closing the loop” and reporting back to students. MRU recognises that action taken in response to feedback from all stakeholders needs to be formalised and reported back to the relevant parties. Furthermore, at the present time, MRU does not have a metric for measuring the effectiveness of stakeholder engagement in the quality assurance process and recognises that this is an area for improvement

AREA 7: CONCLUSIONS

AREA 7	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle			3		

COMMENDATIONS

1. The introduction of “coffee with the Dean” which provides an informal opportunity for students to give feedback on their programme of study.

RECOMMENDATIONS

To address shortcomings

1. Formalise the process by which action taken is fed back to all stakeholders, and ensure that the policy is fully implemented.
2. Develop a system for assessing how the engagement of stakeholders, particularly social partners, has impacted on the quality of programmes.

For further improvement

1. Review the methods of surveying students with the aim of increasing the response rate.

V. SUMMARY

MRU has provided a detailed and informative Self Evaluation Report which has enabled the Review Team to effectively address each of the components of the External Evaluation Report. The Review Team would like to thank all those who contributed to the SER and participated in the onsite visit for their insightful contributions and hospitality.

Following the review of 2022, MRU has implemented a set of actions to address the recommendations made by the previous panel of experts. These are rigorous and effective. Several are ongoing and will provide the basis for continual enhancement of the quality of the Study Field. The university has reviewed the number of programmes offered and discontinued International Business and Custom Logistics and the specialism for the Global Business and Marketing Management programme relating to brand management. This has enabled a stronger focus on increasing recruitment to the one remaining programme. The number of students admitted to the GBMM has increased, but the majority of students are international, and although this provides a multicultural dimension to the programme, MRU recognises the need to attract more local students which would enable the programme to have a greater impact on Lithuanian society.

The aims and learning outcomes of the GBMM have been reviewed and now reflect MRU's mission and strategic priorities. The curriculum content has been updated to align with the needs of the labour market, and a range of different teaching methods has been introduced in response to feedback from stakeholders. These include project-based and challenge-based learning activities, such as hackathons. Internships continue to provide a practical element to the programme and enable students to be involved in "real business world" activities. Some integration of assessments across courses has been implemented, but in general students indicated that assessments were subject based. This is therefore an area for further development. The programme meets all legal requirements. All teaching staff have either a degree qualification or practical experience, and they meet the requirements of academic achievements, such as the number of publications or practical experience. In addition, the majority of teachers are, or have been engaged in applied research projects.

Although the number of students in the study field has increased, the student staff ratio remains at an acceptable level (4:1). Social partners contribute to the quality and development of the programme through their involvement in the Study Field Committee, by supporting internships and their role on the final thesis evaluation committee. However, MRU has yet to implement a means of formally evaluating their impact on programme enhancement.

Staff engagement in research activities has increased due to the implementation of an incentive based system linked to salaries. Progress has been made in strengthening the link between research and the delivery of the curriculum, but further involvement of students in research projects, other than the final thesis, would enhance their learning experience. The introduction of shorter periods of study abroad has increased the number of students and staff involved in international mobility since the review of 2022. However, as the majority of students studying on the GBMM programme are international, the opportunity for longer periods of study abroad is less attractive to them. Although the university provides support for staff to undertake international mobility activities, some members of staff remain reluctant to take advantage of these opportunities.

Assessment is aligned with the learning outcomes, but feedback to students on the outcomes of assessments is inconsistent across courses and needs to be further reviewed to ensure that the mechanisms for the provision of systematic feedback are fully implemented.

The admissions process is transparent and clearly articulated on the MRU website. MRU has an effective system for the recognition of credit achieved through Erasmus and other programmes of study. Students are able to take advantage of a range of student support systems which include,

academic, financial and pastoral support. To ensure that these are effective, the university may wish to consider obtaining feedback about the impact of their use on the learning experience of students in the study field.

Overall, MRU has made considerable progress in enhancing the quality of the business study field and implementing recommendations from the previous review.