



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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**EVALUATION REPORT**

**STUDY FIELD**

**MANAGEMENT**

at Vilniaus kolegija

**Expert panel:**

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Report language – English

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## Study Field Data

Title of the study programme	<b><i>Cultural Activity Management</i></b>	<b><i>Organisation Management</i></b>
State code	6531LX042	6531LX041
Type of studies	College	College
Cycle of studies	First	First
Mode of study and duration (in years)	Full-time studies (3 years); Full-time, organised in sessions (3 years);	Full-time (3 years); Part-time (4 years);
Credit volume	180	180
Qualification degree and (or) professional qualification	Professional Bachelor's degree in Business Management	Professional Bachelor's degree in Business Management
Language of instruction	Lithuanian; English;	Lithuanian
Minimum education required	Secondary Education	Secondary Education
Registration date of the study programme	31/08/2009	12/07/2011

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# CONTENTS

<b>I. INTRODUCTION</b>	<b>3</b>
1.1. BACKGROUND OF THE EVALUATION PROCESS	4
1.2. EXPERT PANEL	4
1.3. GENERAL INFORMATION	5
1.4. BACKGROUND OF MANAGEMENT FIELD STUDIES AT VILNIAUS KOLEGIJA	5
<b>II. GENERAL ASSESSMENT</b>	<b>6</b>
<b>III. STUDY FIELD ANALYSIS</b>	<b>7</b>
3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM	7
3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES	10
3.3. STUDENT ADMISSION AND SUPPORT	13
3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT	16
3.5. TEACHING STAFF	21
3.6. LEARNING FACILITIES AND RESOURCES	23
3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION	25
<b>IV. RECOMMENDATIONS</b>	<b>27</b>
<b>V. SUMMARY</b>	<b>31</b>

## I. INTRODUCTION

### 1.1. BACKGROUND OF THE EVALUATION PROCESS

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

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

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

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

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

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

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

### 1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of SKVC on 31 December 2019, [Order No. V-149](#). The site visit to the HEI was conducted by the expert panel on *8th of May, 2023*.

**Prof. dr. Jannis Angelis (panel chairperson)** of *AFE0 division, KTH Royal Institute of Technology, Sweden*;

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

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

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

**Mr. Matthew Klitching**, *Lancaster University, UK*.

### 1.3. GENERAL INFORMATION

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

No.	Name of the document
1.	2018–2020 mobility of incoming/outcoming students.
2.	Student numbers that are on academic leave.

### 1.4. BACKGROUND OF MANAGEMENT FIELD STUDIES AT VILNIAUS KOLEGIJA

Vilniaus kolegija (VIKO) was established in 2000 and is an accredited state higher education institution of the Republic of Lithuania. It provides professional higher education studies, develops applied scientific research, experimental development and professional art. There are in total 41 study programmes in 12 study field groups and 28 fields of study, with 5669 students, including 220 foreign students, studying the full study programme. Studies are organised in seven faculties: the Faculty of Electronics and Informatics, the Faculty of Economics, the Faculty of Business Management, the Faculty of Health Care, the Faculty of Pedagogy, the Faculty of Agri-technology, and the Faculty of Arts and Creative Technologies. There are two study programmes in the Management study field: the subject study programme Cultural Activity Management and the modular study programme Organisation Management. Development of the internationalisation is a key strategic objective, with staff participating in many international activities, and a strong and active student mobility. About 300 cooperation agreements have been signed with international partners from 46 countries. Erasmus+ mobility agreements dominate, with higher education institutions in Poland, Turkey, Spain, Belgium and Latvia. Active cooperation with Belarusian HEIs was temporarily suspended. Partnerships with HEIs from specific regions and countries outside the EU are continuously being developed. On external evaluations, the two study programmes were last accredited in 2013 for the maximum period of time of 6 years. There have also been two institutional evaluations taking place since its inception in 2000. One by a team of national experts in 2005 and one by international experts in 2014. In both occasions accreditation was given for the maximum period of time.

## II. GENERAL ASSESSMENT

Management study field and first cycle at Vilniaus kolegija is given **positive** evaluation.

Study field and cycle assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	4
7.	Study quality management and public information	3
	<b>Total:</b>	<b>22</b>

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

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

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

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

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

### III. STUDY FIELD ANALYSIS

#### 3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

*Study aims, outcomes and content were assessed in accordance with the following indicators:*

*3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market*

The two management field programmes Cultural Activity Management and Organisation Management incorporate needs of society and the labour market in several ways. Blended approach with distance and on-site teachings helps attract and retain students from diverse backgrounds and needs. Focus on the programme module covers needed skills, such as soft skills and tools, as well as more indirect soft skills such as teamwork and managing projects. The Cultural Activity Management study programme has no equivalent in Lithuania, giving it a unique position in providing for societal capabilities. The Organisation Management study programme has been modified with the inclusion of project management to ensure the program better fits with the set demands in the labour market.

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

VIKO has a strategy with mission and strategic goals which are tied to the two study programmes. Of note is the prominence of the internships (4 and 2 in respective program). Given the explicit and close links with practice, active external partnerships are employed in the design and later delivery of courses in both programmes. The internships in particular provide a feedback mechanism on topics and assessments covered in the programmes and student skills development. Module assessment is evaluated and adjusted to align with the expected skills acquisition.

Overall, the aims and outcomes of the two study programmes clearly fall within the activity and strategy objectives of VIKO.

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

**Table No. 1** Study program **Cultural Activity Management's** compliance to general requirements for *first cycle study programmes of College level (professional bachelor)*

<b>Criteria</b>	<b>General legal requirements</b>	<b>In the Programmes</b>
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS
ECTS for the study field	No less than 120 ECTS	156 ECTS

ECTS for studies specified by College or optional studies	No more than 120 ECTS	60 ECTS
ECTS for internship	No less than 30 ECTS	4 obligatory internships, 30 ECTS credits
ECTS for final thesis (project)	No less than 9 ECTS	Obligatory final thesis, done individually, 12 ECTS credits
Practical training and other practice placements	No less than one third of the programme	>1/3
Contact hours	No less than 20 % of learning	46 percent

**Table No. 2** Study program **Organisation Management's** compliance to general requirements for *first cycle study programmes of College level (professional bachelor)*

<b>Criteria</b>	<b>General legal requirements</b>	<b>In the Programmes</b>
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS
ECTS for the study field	No less than 120 ECTS	150 ECTS
ECTS for studies specified by College or optional studies	No more than 120 ECTS	50 ECTS
ECTS for internship	No less than 30 ECTS	2 obligatory internships, 40 ECTS
ECTS for final thesis (project)	No less than 9 ECTS	10 ECTS
Practical training and other practice placements	No less than one third of the programme	>1/3
Contact hours	No less than 20 % of learning	At least 20%



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

As per the SER provided (p.11) and also discussed by both staff and administrators from VIKO, the teaching is explicitly based on a formal and structured pedagogical approach (eg the Creativity Platform). There are also facilities available to students and for teaching that are directly aligned with this approach of teaching philosophy and methods. In accordance, student assessments within modules are split into stages for better learning, with module grade based on combination of module assessment scores. This supports the established aims and learning outcomes.

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

The provided SER (p11-12, and ANNEX 1.6) covers the modules and options available in the two study programmes. There is a mix of core and electives in each, providing students the skills required. The use of different teaching formats (eg SER p12, and staff interviews) allows students the access to different learning environments. The required internships further provide students with opportunities to develop their skills. This was raised as an important part of the programmes by students and alumni alike. The combination of appropriate electives and core modules ensure consistent student development as expected and required for each study programme.

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

The students have opportunities to personalise their studies, as apparent in the electives available (as per SER p.12 and ANNEX 1.6). Also, the internships can be chosen according to the student's individual interests. The final study project provides a similar opportunity for customisation. There is also blended learning used in the modules.

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

The final project is obligatory for all students in the management field study programmes. The final project is conducted individually, with the academic supervisor assessing the scholastic rigour of the project. There is willingness among the staff to allow for shared final projects, which may help reduce workload and facilitate improved learning among the student pairs. Not all interviewed students viewed shared projects as a positive. Based on their views, a mixed approach may be considered, providing the option to conduct the final project also or as a pair.

Overall, the two management field programmes have many strengths, key ones are shown in the text below. There are also two weaknesses identified. These are structural and something that the programme managers should pay particular attention to, so as to ensure that the expected and desired learning outcomes are achieved in the programmes. However, overall, the

aims and learning outcomes of the two field study programmes are well in line with the needs of society and the labour market.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Use of blended learning designed to fit individual student needs, which supports a wide range of background and needs of the student body.
2. Module assessments are largely ongoing rather than only relying on a final module exam.
3. There is an explicit link between learning theory and tools and the approach taken to teaching modules, which anchors the learning in an established educational knowledge.
4. Proactive changes were made to the programmes and modules as needed by the market, for instance introduction of project management.

#### ***(2) Weaknesses:***

1. Internship access relies on a combination of structured partnerships and ad hoc relations, possibly leaving some students with less opportunities. This is partly negated with in-house internships provided for those students unable to find other positions or those preferring internal administrative roles.
2. There are new media forms and new roles and skill sets required for student development for the job market. It is not apparent how this is captured in the modules, although it is prevalent in the internships and the final thesis project.

## **3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES**

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

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

Active involvement of students and teaching staff in applied research and project activities: Field teaching staff carried out 34 applied research projects in 2019-2022, 9 of which were commissioned. Students are also actively involved in the activities of the Student Scientific Society (SSS) and the Student Science and Art Society (SSAS), participating in various research projects, scientific seminars, discussions, and presenting research results at conferences. Teaching staff have 10% of the workload allocated to developing new teaching materials according to recent developments in the field of study.

Field teaching staff work closely with social partners, conducting 12 national and 9 international projects (6 Erasmus+ and 3 Nordplus), involving students in project activities. This helps to strengthen the links between the VIKO and the industry, ensuring the relevance of research activities.

The applied research focuses on creativity and innovation in management, business and labour market issues, opportunities for students' critical thinking and creativity, leadership and

motivation development, promotion of sustainable management, and aspects of social responsibility.

In the period of 2019-2022, 111 scientific publications were prepared, including publications referenced in the Clarivate Analytics Web of Science database and the Scopus database. Students have also published 10 articles in the academic year 2019-2022. The publications revolve around the topics of cultural education, events management, general business and corporate social responsibility. The publications are equally distributed among the faculty working in the 2 programmes.

Integration of research activities into studies: Research results are integrated into studies, contributing to informed and well-reasoned decisions to improve the quality of studies.

VIKO has demonstrated a strong commitment to integrating science activities into the field of study. The involvement of both students and teaching staff in applied research, project activities, and collaborations with social partners ensures the relevance and effectiveness of the research activities. The institution should continue to focus on strengthening strategic partnerships to further improve the sufficiency of science activities in the field of research related to the field of study.

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

Integration of recent research into studies: Teachers incorporate their own and other researchers' latest findings into the study programs by updating the content of subjects/modules, adjusting assignments, formulating new problem-based tasks, and stimulating discussions with students on topical issues.

Active involvement of students in scientific research: Students participate in scientific research alongside teachers, compare and process research results, and independently search, analyze, and relate the latest management achievements to their studies. This helps to expand students' subject and research competencies and increase their motivation for studies. For example, the "Creative Platform" methodology created by Prof. Dr. Christian Byrge and Prof. Soren Hansen (Aalborg University, Denmark). A team of teaching staff has been trained to work with this methodology as an exclusive partner in Lithuania (page 11). Such a method is widely used in the modules taught at the VIKO.

Students' research competencies are developed through various subjects in the study programs, such as Cultural Economics and Corporate Finance, Cultural Tourism Management, Intercultural Business Communication, and Cultural Project Management, as well as internships and writing a graduation thesis.

Students and teaching staff actively participate in international and national scientific conferences, presenting their research findings, and engaging in annual science festivals like "Spaceship Earth".

Teaching staff actively communicate and cooperate with foreign scientists, taking an interest in the latest scientific and technological achievements in the Management study field, examining the integrative aspects of scientific findings, and involving students in scientific activities.

VIKO demonstrates a strong commitment to linking the content of studies with the latest developments in science, art, and technology. The active involvement of both students and teaching staff in research activities, the development of research competencies, and the collaboration with foreign scientists contribute to the relevance and effectiveness of study programs. The institution should continue to strengthen these links to further improve the quality and relevance of education.

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

Active participation in research activities: Students are encouraged to engage in scientific activities such as writing a graduation thesis, conducting applied research under the guidance of teaching staff, analysing scientific sources, describing practical situations, identifying problems, and proposing possible solutions.

Students are continuously encouraged to participate in research activities through the Student Scientific Society (SSS) and the Student Science and Arts Society (SSAS), which promote student engagement in various research projects, scientific seminars, discussions, and conferences.

In the academic year 2019-2022, teaching staff trained students for three international scientific-practical student conferences and three national conferences. Students actively participated in these research activities, presenting papers and sharing their scientific findings.

Students carry out commissioned research and project activities in cooperation with social partners, enabling them to apply their theoretical knowledge and skills in solving real-life problems related to management functions and management aspects.

Students actively participate in the annual science festival “Spaceship Earth” and the annual international students' creativity camp, where they deal with challenges provided by business companies, applying the Creative Platform methodology developed by scientists of Aalborg University in Denmark.

VIKO provides an array of opportunities for students to get involved in scientific (applied science, art) activities consistent with their study cycle. Through active participation in research activities, collaboration with social partners, and engagement in scientific societies and events, students can develop their research competencies and apply their knowledge to real-life situations. The institution should continue to promote and support these opportunities, ensuring that students can fully benefit from their involvement in research activities.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Active student involvement: Students are actively involved in various research activities, scientific societies, conferences, and collaboration with social partners, enabling them to develop their research competencies and apply theoretical knowledge to real-life situations.
2. Diverse opportunities for research engagement: VIKO offer numerous opportunities for students to engage in research, such as participation in national and international conferences, annual science festivals, and creativity camps.
3. Strong teaching staff support: The teaching staff actively participate in scientific research, share their experience in conferences, collaborate with foreign scientists, and involve students in scientific activities, ensuring up-to-date and relevant examples linking theory and practice during studies.

#### ***(2) Weaknesses:***

1. Uneven student participation in research activities: The percentage of students participating in international and national scientific conferences shows room for improvement, indicating that not all students are equally engaged in research activities.

### **3.3. STUDENT ADMISSION AND SUPPORT**

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

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

As with other bachelor's programmes in Lithuania, admission to the VIKO programmes is centralised through the Association of Lithuanian Higher Education Institutions for Centralised Admission (LAMA BPO). The institution includes comprehensive and appropriate information on admissions conditions on its website and the required competition scores are as follows:

<b>First subject</b>	<b>Weighting for the first subject</b>	<b>Second subject</b>	<b>Weighting for the second subject</b>	<b>Weighting for the third subject that does not overlap with other items</b>	<b>Weighting of Lithuanian language and literature or another subject instead of Lithuanian language and literature</b>
Mathematics	0,4	History or Information Technology, Geography or a foreign language	0,2	0,2	0,2

As specified in the Self Evaluation Report entrants to VIKO must meet the minimum requirements, in that their minimum competition score must be 4.3. To apply for a state-funded place, an arithmetic average of annual grades of five subjects must be 6 at the least, three state

matura exams, namely, in Mathematics, Lithuanian Language and Literature, and a state matura exam in any other subject, must be passed. For admission to a non-state-funded place, one state matura examination must be passed and the competition score must be no lower than 4.3. These requirements are set out in the Rules for Admission to VIKO. Students can secure additional points for higher grades, military service, volunteering and sporting participation.

Demand for VIKO's programmes has remained relatively stable, however senior management had determined that in order to comply with national requirements the institution's part-time pathway would need to be extended from 4 years in length to 4.5 years. Instead, a decision was made to introduce a sessional timetable where 'full-time' students are taught in the evening and on the weekend. This replaced the part-time route but has contributed to a slight reduction in overall student numbers, in 2021, following the removal of the part-time study pathway. Throughout the visit, the team were not able to identify an explicit committee within the governance structure that holds responsibility for monitoring student deferral and attrition rates. The team considered that assigning such responsibility would enhance oversight and monitoring. The institution did inform the team however that it is currently considering the introduction of specialisms on the Organisation Management programme in order to make the course more attractive to potential applicants.

The HEI also engage in outreach work in local schools to support long-term recruitment strategies. Staff provided examples of being given teaching remission in order to engage in such outreach activities. Staff informed the team that they appreciated being involved in this work and considered they were contributing to their programme's long-term sustainability as a consequence.

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

The institution provided the panel with evidence of credit awarded through the accreditation of prior learning processes. This included students who had been refused credit for certain prior qualifications. The Head of Department will approve learning plans for students undertaking Erasmus+ mobility. Individual teaching staff do not advise of the suitability of credit at partner institutions, this will instead be done by the Head of Department. Annex 3.3 of the self-evaluation report shows that the majority of students have 100% of their credits approved. However, a small minority have fewer credits approved, in one instance as little as 40%. Students confirmed that they were aware and satisfied with the process for accreditation prior learning and several students met by the panel had gone through this system.

### *3.3.3. Evaluation of conditions for ensuring academic mobility of students*

The institution informed the team that student preference is currently focussed on short term mobility, rather than international internships or semesters abroad. The institution is therefore giving consideration to the introduction of defined mobility windows in their programmes and identifying international strategic partners to enable more outward mobility among students.

The institution recognises that students need support to overcome apprehension about undertaking international opportunities and the language and cultural challenges that this presents.

The panel met students who had undertaken a range of short-term mobility opportunities ranging from a one-week trip to a Belgian institution, through to longer periods of study abroad that had led to international internships. Students also provided examples of participating in international simulation competitions. Given the extant national challenges surrounding outgoing mobility, the team determined that the institution was taking a pragmatic and considered strategic approach to promoting and expanding student mobility.

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

Students are broadly satisfied with the support provided by VIKO. These support arrangements, including the library, psychological counselling, financial assistance and support for students with disabilities.

Students confirmed that they are asked to disclose any disability as part of their application and that induction introduces the full range of VIKO services available to them. Students also confirmed that they are able to access free psychological support, which is communicated through the institution's website. A tour of the premises demonstrated that there are suitable spaces on campuses to provide such support, including individual and group consultations.

In addition, the institution adopts an individualised approach to monitoring student progression. This includes exit interviews with students who are considering suspending their studies or dropping out of their respective programme. These interviews are used to tailor interventions based on student need. This might include flexible study options or other forms of student support, including psychological assistance free of charge.

An appropriate range of incentives and scholarships and allowances are available for students. These are comprehensively outlined on the VIKO website and in the Regulations of Scholarships and Benefits of VIKO.

#### *3.3.5 Evaluation of the sufficiency of study information and student counselling*

Students confirmed to the panel that access to the institution's psychologist was readily available and there was no waiting list to be seen. Where students had cause to access the service, they received suitable support. Alumni also confirmed that they had access to comprehensive study information during their period of study, as well as sufficient access to counselling where required. Alumni are still able to contact the Career Counsellor at the institution if they require additional support.

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Providing teaching remission so that staff can support outreach and recruitment activities
2. Strategic consideration of the introduction of specialisms on the Organisation Management programme.

#### ***(2) Weaknesses:***

1. Strengthen publicity of the sessional timetable pathway so that the removal of the part-time route does not continue to exacerbate a reduction in student numbers
2. Implement the defined 'international mobility windows' to strengthen internationalisation of the programmes
3. Identify an explicit committee within the governance structure to monitor student deferral and attrition rates.

### **3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT**

***Studying, student performance and graduate employment were evaluated according to the following indicators:***

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

Management study fields are available in full-time timetable, or in part-time study form (this form is only available to Organization Management students enrolled in 2020 and earlier). The full-time study form consists of 60 credits per year, 3 years of study and 180 ECTS and one credit is 25-30 hours of student work (SER p.27). The information about the study timetables/schedules is published on the websites of the faculties. The volume of each subject/module is calculated in credits and consists of contact work (lectures and practicums) and independent work. For each subject / module students have their independent study plan.

The Deans of the Faculties are approving timetables for the contact work and examination sessions. The duration of contact work per week may not exceed 28 academic hours. Contact work may not exceed 8 academic hours per day (in case of part-time studies, – no more than 12 academic hours per session working day).

The study results are evaluated by cumulative evaluation, where the final grade is obtained by adding the grades of the components of the cumulative evaluation. Teaching staff informs students about evaluation of each subject/ module during the first lecture and about the ending of each subject/module with an exam or an independent work (project, practice report). The Dean's Office organises extended meetings with student representatives every academic year. The Head of the Department and academic groups of students meet at least once a semester. During these meetings students can give their opinions on the study programs, how they can



develop their practical skills and give recommendations on how to improve the quality of studies.

The teachers are making timetables when students must report on work tasks carried out independently. Information about reporting of their job's students is obtained in the first lecture of each subject/ module. The Dean is approving the timetable for the examination session and it is published at least 2 weeks before the start of the session. Examination session is organised in 3 weeks.

The study programmes have a link with the related study programmes in other social sciences. There are different study methods in the Programmes: traditional and interactive lectures, workshops, information searches, creative exercises, debates, individual and group work, presentation of creative projects, tutorials, etc. Evaluation methods include: examinations, problem-solving analysis, independent work, project work, internship report, evaluation of individual and group work reports, etc. The Organisation Management study programme allows to develop and promote students' creativity throughout the study process.

To evaluate students' achievements, a used Cumulative evaluation method and the final evaluation consists of the results of the mid-term evaluation, the independent work and the exam or project work evaluation. Students are receiving not only theoretical but also practical evaluations that develop teamwork and problem-solving skills.

At least 30 credits are accounted for internships. The *Cultural Activity Management* study programme provides 4 internships: an entrepreneurship internship in the second semester, a management internship in the fourth semester, a project activity internship in the fifth semester, and the final internship in the sixth semester. The *Organisation Management* study programme provides 2 internships: a professional internship in the third semester and the final internship in the sixth semester. (SER p.12) Students of management study programmes accomplish their internships in various national or international business enterprises or public sector institutions. During internship they are solving a real problem proposed by the organisation in which they can accomplish their final internship. Social partners have a close relationship with VIKO and are satisfied with their cooperation.

The teaching and learning process is able to take into account the needs of the students and lets them achieve the learning outcomes. Students in collaboration with teachers can make their study plans corresponding to their needs. Study methods are very different from traditional to modern and allow for students to achieve a lot of practical skills. Evaluation process consists not only from theoretical knowledge evaluation, but also includes practical knowledge evaluation. The evaluation of student achievements is providing students with constructive feedback during the study process and it is based on predetermined evaluation criteria. Social partners are satisfied with students' competence. The VIKO should continue to use these study and evaluation methods.

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

The socially vulnerable groups and students with special needs have opportunities to study at VIKO. Vilnius Kolegija was participating at the EU Structural Funds project “09.3.1-ESFA-V-708 Enhancing accessibility of studies. This project is implemented by the State Study Foundation and has been continued. The necessary facilities for studying and the study places are adapted to the socially vulnerable groups and students with special needs. For students with limited physical mobility classrooms are selected on one floor to allow easy mobility. For such a students can be organised, individual timetables if needed, they can receive additional counselling and the study process is personalised according to special needs. Their evaluation can be controlled in more flexible forms. The examination session can be extended for them if they have objective reasons for that. If there is enable students with hearing impairments to participate in lectures and practicums, the Vilnius City Sign Language Centre cooperates with sign language interpreters who translate all the information provided orally into the sign language.

The library’s reading rooms are equipped with computer spaces for the limited physical mobility users and a book magnifier for the visually impaired users. The library has a stationary video magnifier Topaz PHD and a Braille printer VP Columbia with software. The students with disabilities can receive financial – social support which includes scholarships, allowances, benefits for persons with disabilities, loans and the possibility to live in the dormitory of VIKO. Students can have access to faculty classrooms for individual work. They can also participate in sports such as basketball, volleyball, handball, football, table tennis, athletics, and participate in art groups.

Only 1 student at this moment is studying and in 2020-2021 there will be 3 such students. In 2015 one student with visual impairment graduated. Students with special needs have opportunities to study at VIKO. Teachers and other staff have knowledge on how to work with special needs students. Premises are adapted for students with special needs. Students with special needs can receive financial and other necessary support to study at VIKO.

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

The progress of students is monitored at 4 levels – at the teacher, module, program and Faculty level. Teachers present to students the expected learning outcomes, assessment formulas, methods and criteria at the beginning of the lectures. It is used as an accumulative evaluation method. Students can be an active part in it. Teachers provide feedback after each task.

The teamwork of teachers on the same module is coordinated by The Head of Department. It is an organised meeting of teachers working on the module and it discusses the implementation of the module, the dates for the evaluation of students’ achievements (in order to avoid

duplication) and other issues. The Head of the Department collects and analyses remarks of students on the module.

At The Program level it analyses results of evaluation of professional and final internships and theses and it identifies areas to be further developed. The progress of students is analysed systematically and it is made decisions on how to improve problematic areas.

At Faculty level meetings are organised by the Dean and are discussed problem areas and solutions for improving the quality of the study process.

It is an organised students survey at the end of each semester or each module to receive feedback about teaching quality. Also, after each internship, a survey is carried out to clarify students' expectations and to analyse the results achieved. The achievement of students is monitored well and systematically. The study methods are evaluated and controlled every year. Continuous feedback to students is encouraging students to take personal responsibility for their learning progress.

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

About career possibilities, students have full service. They can receive information about careers, exploration of career opportunities, career education and career counselling. They can find information about career, Internship possibilities, and volunteering offers on Career Centre website and Facebook account or by e-mail. VIKO is organising for students career networking events, seminars, lectures, career or open days, meetings with representatives of organisations and companies.

The Career Centre provides career management services in person and remotely. All students have the opportunity to log in and use the career planning tools independently for 5 years after graduation. Career monitoring of graduated students is carried out by analysing the data of the Employment Service under the Ministry of Social Security and Labour, the Career Management Information System (KVIS) and the Department's graduate surveys. The employability rate of graduates in the field has been improved. In 2019, the employability rate was 80% . In 2021, the employability rate was 98,08 %. The increase of employability over the period under evaluation, reflecting high demand for graduates in the labour market and high quality of studies.

The information about the competence of the graduated students and their placement on the labour market from the graduated students and employer is conducted 6 months after their graduation at the earliest. The percentage of students answering the surveys is low. Employers are surveyed about student preparation during student's internships in companies, during the work of the Graduation Thesis Defence Committee. All info about results is published on the faculty website.

Graduated students have close relations with VIKO teachers and are invited to participate at VIKO activities, but no officially organised ALUMNI events exist. Information about students' career possibilities is well presented for students. The employability rate of graduates is good. But there is a lack of information about graduated students working on a specialisation. And no official Alumni activities are organised.

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

All first-year students are signing a Declaration of Integrity, and they are introduced to the norms of academic ethics and the consequences of non-compliance therewith in their first lectures. A high priority of Academic integrity is given in the Graduation Thesis.

The Code of Academic Ethics obliges students to study with integrity. The Code upholds and fosters the most important academic values: justice, honesty, respect for human beings, tolerance, professional, scientific and civic responsibility. The most serious breaches of academic integrity include plagiarism, cheating during a knowledge check of a course or a part of a course, assisting another student in committing an academic dishonesty and bribery. Student academic groups and the Student Representation and teaching staff are involved in academic integrity and also is discussed at annual meetings of the Dean's Office. The Original screening system is used to check for plagiarism in written academic works. Academic integrity is an important issue at VIKO and has a well organised system.

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

Complaints and appeals are regulated in accordance with the Appeals Regulations of VIKO. The Appeals Commission consisting of 5 members is brought together to hear the appeal. There have been no appeals or complaints submitted by Field students in the last 3 years.

#### ***Strengths and weaknesses of this evaluation area:***

##### ***(1) Strengths:***

1. Study methods and evaluation: Different study methods are used in the Programmes: traditional and interactive lectures, workshops, information searches, creative exercises, debates, individual and group work, presentation of creative projects, tutorials, etc. Students are well informed about study methods, can organise learning processes in accordance with their needs and have the possibility to give recommendations. Evaluation methods allow teachers to evaluate students' theoretical and practical knowledge. Feedback is organised in the right way and helps students to achieve their study goals.
2. Conditions to study for socially vulnerable groups and students with special needs: Students with special needs have opportunities to study at VIKO. Premises are adapted for students with special needs and teachers have knowledge on how to work with special needs students

3. Monitoring organisation: The achievement of students is monitored well and systematically and it is organised at 4 levels: at the teacher, module, program and Faculty.
4. Employability of graduates and graduate career: The ratio of employability is high and shows high demand on the market, but there is a lack of information about graduated students working on a specialisation. Cooperation with social partners is well organised and good. Students have a positive attitude to the VIKO.

**(2) Weaknesses:**

1. Lack of information about graduated students working in their field of specialisation after graduation.
2. VIKO has a close relationship with graduated students, but there is no official ALUMNI organisation at VIKO.

### **3.5. TEACHING STAFF**

***Study field teaching staff were evaluated in accordance with the following indicators:***

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

The VILNIAUS KOLEGIJA Management study field during the period under analysis, the subjects/ modules were taught by 50 teachers, including 1 professor (0.02%), 10 associate professors, PhDs (20%) and 39 lecturers (78%), one of whom holds a PhD (SER, p.33). For 42 teaching staff members (84%) VIKO is the main place of work. All teachers have at least a master's degree. All teachers working in the Field have more than 3 years of teaching experience and practical experience in the subject they teach. The student/teacher ratio is favourable throughout the years – it ranges from 7 to 11.6 students per subject/module teacher (SER Table 5.1).

VIKO has a stable teaching team. During the period under evaluation, 2 teachers only changed –1 in the academic year 2020-2021 and 1 – in the academic year 2021-2022, accounting for 2.4%. This allows us to conclude that the number of teachers in the field is stable, and the turnover is minimal. The workload of teaching staff working in the programmes is developed in accordance with the *Description of the procedure for forming and accounting for full-time workload of teaching staff*, which regulates the nature of pedagogical work, its scope and the accounting procedure at VIKO.

All teachers are active in science and have presented 2-3 scientific outputs (according to the data in Annex 5.1). The research outputs and applied science activities are well integrated into the study process (according to discussion with teachers). During the visit teachers confirmed that the research workload is a part of their job descriptions, they mentioned examples of research projects and joint research with students.

Field teachers are good in teamwork which is needed for module teaching and organising joint examinations. During the visit teachers mentioned numerous examples of teaching

innovations. This allows concluding that the number of the lectures in the VILNIAUS KOLEGIJA study field, their experience of pedagogical and practical work, and qualifications are sufficient to achieve the learning outcomes and comply with the requirements, established in the legislation.

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

The mobility of teachers in the Management field of study at VILNIAUS KOLEGIJA programmes takes place mainly as part of ERSMSU+ programme and this was mentioned as one of major motivators by some of the teaching staff during the visit. VIKO encourages academic mobility of teachers; however, number of outgoing teaching staff members remains low at 12% annually or 5 teachers out of 42 (SER page 35, table 5.2.). Number of total visits, however, is much higher – 23 visits in 3 years. During the visit teachers confirmed that they are supported and have good conditions for teaching and staff mobility. However, some teachers explained that they do not see any value in going to foreign Universities as they can learn everything online. Also lack of sufficient language level was mentioned as keeping teachers from mobility. This allows us to conclude that some teachers need to be encouraged and motivated more to use international mobility options.

Lectures by visiting foreign teachers are also a major contributor to the internationalisation of studies. Field students and teaching staff actively participate in lectures given by foreign teaching staff (SER Table 5.4. mentions 13 such events during the period of assessment). In addition to mobility, each year VIKO organises an International Teaching Week, during which lectures are given by teachers from partner foreign higher education institutions to VIKO community members. Both students and teachers actively participate in the lectures taught by foreign guests and the number of participants is growing (SER, p.37). This allows us to conclude that VIKO teachers have good conditions for ensuring teaching staffs' academic mobility, still for some members of the teaching staff more motivation to participate is needed. Some exchange of positive experiences might be advised.

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

The importance of the development of professional and didactic competences of teaching staff is described in the Description of Qualification Requirements for Teaching Staff Positions of VIKO. Lecturers working in the management study field share their experiences with each other through internal training for VIKO (SER page 32: several examples of training sessions mentioned). During the visit teachers confirmed that they have 10% of their workload dedicated to raising their qualifications. During the visit, the teachers said that their professional development is part of their annual self-evaluation report. They plan their professional development activities (courses, internships, conferences, project activities, etc.) and the faculty administration provides full academic support and assistance to the teachers for their professional development. They are encouraged to undertake teaching

visits/internships and conferences and are encouraged to participate in projects funded by the EU Structural Funds.

Teachers confirmed that they have a very wide choice of topics for qualification development and recently there was a survey organised by VIKO management in order to determine the training needs of the staff. Possibilities for qualification improvement was mentioned by teachers as one of the major motivators for working in VIKO. SER also mentions participation in educational events held for schoolchildren and Career Days as an opportunity for professional development of teachers (SER p.33). During the discussion teachers confirmed that these events contribute to their development as they get to know the future students and their needs and this motivates them to raise their own standards to meet their needs.

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

### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Highly motivated and enthusiastic teachers.
2. Good collaboration and teamwork between teachers within the modules.

#### ***(2) Weaknesses:***

1. Outgoing mobility of teaching staff remains low in terms of number of participants.

## **3.6. LEARNING FACILITIES AND RESOURCES**

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

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

VIKO library comprises the Central Library and 7 faculty libraries, offering a total of 267 workstations and 100 computerised workstations. The library has adopted safety measures during the pandemic, including a book vending machine for 24/7 borrowing and return services. The infrastructure was modernised in 2021, including refurbishment and repairs, smart lighting installations, and improvements for accessibility. VIKO library had over 141,000 copies of 46,000 titles as of 2022. In 2021, the library subscribed to 21 databases, including EBSCO, Emerald Insight, Taylor & Francis, and Wiley Online Library, providing access to a wide range of management-related topics. The library also offers open-access resources, e-books, and other electronic resources to support field studies.

The library actively contributes to information literacy development, with 122 training sessions held in 2021, as well as providing training videos and resources on its website. The Electronic Overlap Identification System (ESAS) has been implemented to check for plagiarism

in student submissions for every final thesis and for some of the student assignments made in the form of essays.

In 2021, EUR 159,900 was allocated for the acquisition of library resources, including printed documents, periodicals, and electronic resources. The cost of information resources per student is EUR 26.2 which is good with a room for improvement according to the OCED and EU average (see for <https://www.oecd-ilibrary.org/sites/5e4ecc25-en/index.html?itemId=/content/component/5e4ecc25-en>). The institution has also invested in infrastructure improvements, renovations, and IT equipment using funds from various sources, including the European Regional Development Fund, the State budget, and internal funds. VIKO provides suitable and adequate physical, informational, and financial resources for field studies, ensuring an effective learning process. The institution has taken steps to continuously improve its facilities, offer access to a wide range of information resources, and invest in modernising infrastructure and equipment for the benefit of students and staff.

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

VIKO engages in a two-level planning process for resource allocation: the institutional level (VIKO) and the Faculty level. Long-term plans for resource improvement align with the long-term integrated development strategy of VIKO. Short-term (one-year) plans are developed and implemented by the Faculty's Economics Office, based on the needs of the Faculty departments and approved by the Faculty.

In 2021, VIKO modernised its study infrastructure with funding from the European Regional Development Fund. These improvements included refurbishment and repairs, smart lighting installations, and accessibility enhancements. Additionally, renovations were made using BMF funds, such as the major renovation of outdoor stairs, installation of benches and bicycle parking, and the purchase of furniture and IT equipment for hybrid teaching. VIKO library upgraded its resources by subscribing to 21 databases, providing access to thousands of full-text articles, dissertations, e-books, and journals on management topics. These resources cater to the field studies and contribute to the overall learning process. Moreover, the library introduced the Wiley Online Library database, offering access to 2235 titles.

Resource renewals were funded through various sources, including the European Regional Development Fund, the State budget, and internal allocations for research and development activities. The institution organises public procurement in accordance with Lithuanian public procurement legislation to ensure rational use of funds.

VIKO demonstrates a comprehensive approach to planning and upgrading resources needed for field studies. The institution follows a structured planning process, investing in the improvement of physical, informational, and financial resources to ensure effective field study delivery and an enhanced learning experience for students and staff.



### ***Strengths and weaknesses of this evaluation area:***

#### ***(1) Strengths:***

1. Wide range of databases: VIKO library subscribes to 21 databases, providing access to an extensive collection of full-text articles, dissertations, e-books, and journals on management topics, enhancing the learning experience for students and staff.
2. Infrastructure improvements: The institution has made significant investments in modernising and improving its study infrastructure, ensuring a conducive learning environment with up-to-date facilities and equipment.
3. Resource planning and allocation: VIKO follows a two-level planning process that takes into account the needs of both the institution and the Faculty departments, ensuring that resource allocation aligns with the long-term integrated development strategy and the immediate requirements of the Faculty.

#### ***(2) Weaknesses:***

1. No formal alumni organisation.
2. The facility spaces are not fully used to their most potential.

### **3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION**

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

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

The internal study quality assurance system at VIKO has been designed and operates in accordance with the legislation (SER Table 7.1, p. 41). The following quality documents are also available on the VK website: Quality manual; Description of procedure for internal quality assessment of performance; Description of procedure for informing the public on quality issues; Description of the procedure for internal quality assurance of study fields.

According to the discussion with study field management and teachers it was identified that the main strengths of the VIKO Quality Assurance System is that it works at 3 levels: students, faculty and study programmes and study fields. The results of quantitative and qualitative surveys and studies of all stakeholders is constantly analysed and a number of internal documents guide the organisation and analysis of study processes (SEr, p. 42). All the feedback received is incorporated in annual self-assessment reports. Students approved that they complete the feedback surveys at least 2 times a year. Moreover, field teachers said that every year a wellbeing survey as well as qualification improvement survey is conducted to find out their experience and needs.

Experts noted that social partners could constantly be updated with the changes of study quality improvements and reports could be publicly available and introduced to all social partners that would help VIKO to respond to market changes more efficiently. The Committee acknowledges that the internal quality assurance system of VIKO has a clear structure and allows it to maintain internal quality at a good level.

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

During the visit experts got an impression about a good level of cooperation between VIKO and its stakeholders. Social partners said that they actively participate in study committee activities also improving the preparation and content of final theses. VIKO involves main stakeholders (the students, teachers) in quality management processes. The frequency of quality surveys allows the institution to get proper results that are publicly available. During the visit the expert panel noted that the activity of Alumni as the VIKO stakeholder in a quality assurance process is still limited. Alumni said that the alumni events are starting and that this year there will be the second Alumni event in June, however when asked about alumni association, the participants told that there is no such association. Experts suggest initiating the Alumni association establishment in the VIKO and constantly receive comments about possible improvement of study programs.

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

The results of the teaching quality surveys are communicated to teachers individually. If the average student score is lower than 3.5, the Head of the Department discusses the improvement plan with the teacher, and the teachers discuss the results of the evaluations in the annual meetings with the Dean of the Faculty and the Vice Dean. The summarised results of the surveys are discussed at the Department and Faculty meetings.

The results of quantitative and qualitative surveys and studies of all stakeholders is available on VIKO website (see <https://en.vvf.viko.lt/studies/student-activities/>). This includes results of the surveys on teaching quality, professional and final practice, survey of final year students and alumni survey.

The VIKO website is well organised and informative, it also has a strong presence in social media. Each year, VIKO's Public Relations Division shares information about studies, admission procedures, the admission process or preparation for studies at the student career event "Studfestas" (<https://studfestas.lt/>) and at the exhibitions "Higher Education Institution Fair" (<https://zalgirioarena.lt/en/renginiai/aukstuju-mokyklu-muge-2020/>) and "Studies" (<https://www.litexpo.lt/renginiai/>).

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

The internal quality assurance system for studies is student-oriented, and students are involved in most quality management processes. They participate in regular surveys, meet with the study programme coordinator at least twice a semester and with the Faculty administration at least once to discuss study quality issues and receive feedback. All quantitative and qualitative data are analysed by the Faculty administration. The results are presented separately to the

teachers and the aggregated reports are analysed at Faculty and on institutional level through appropriate decision-making procedures (SER, p. 42). During the visit students approved their regular involvement in surveys on teaching and learning and were able to mention examples of changes and improvements made based on their suggestions.

***Strengths and weaknesses of this evaluation area:***

***(1) Strengths:***

1. Well-developed quality assurance system that covers all levels.
2. Good initiative related to starting alumni events.
3. VIKO properly organises students' surveys the results of which are publicly available on the website.

***(2) Weaknesses:***

1. Lack of alumni association which could ensure stronger cooperation with alumni as important stakeholders.

## IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ol style="list-style-type: none"> <li>1. There are blended learning opportunities designed to fit individual student needs, and to provide a positive learning environment to a wide range of students. It is important that this is continued to ensure accessibility for a broad student body.</li> <li>2. Similarly, the approach of ongoing assessment in modules rather than only final exams is a positive one in terms of learning outcomes. This should be retained and if needed extended to modules that have not yet incorporated the design.</li> <li>3. The explicit use of pedagogic theory on learning, such as the Creative platform, was shown to be beneficial, and steps should be taken to ensure its underlying logic and purpose is transparent and known by the students.</li> </ol>
Links between science (art) and studies	<ol style="list-style-type: none"> <li>1. Invite guest speakers and experts from various industries to share their insights and experiences with students and faculty members. This can expose the academic community to diverse perspectives and real-world applications of their fields of study.</li> <li>2. Enhance collaboration with foreign scientists and institutions to expose students and teaching staff to diverse perspectives and advancements in their fields of study. This can be done through joint research projects, faculty exchange programs, and international conferences.</li> <li>3. Continue to promote and support student involvement in research activities, including participation in scientific societies, conferences, and collaboration with social partners. This can be facilitated by providing funding opportunities, mentorship, and recognition for outstanding student research.</li> <li>4. Expand opportunities for students to engage with international research projects and collaborations, enhancing their exposure to diverse perspectives and research methods. This can include study abroad programs, internships, and virtual collaborations with research institutions worldwide.</li> <li>5. Encourage faculty members to continuously update their teaching methods and resources by providing professional</li> </ol>

	<p>development opportunities, such as workshops and seminars, focused on the latest pedagogical advancements and technological tools.</p>
<p>Student admission and support</p>	<ol style="list-style-type: none"> <li>1. Strengthen publicity of the sessional timetable pathway so that the removal of the part-time route does not continue to exacerbate a reduction in student numbers.</li> <li>2. Implement the defined 'international mobility windows' to strengthen internationalisation of the programmes.</li> <li>3. Identify an explicit committee within the governance structure to monitor student deferral and attrition rates</li> </ol>
<p>Teaching and learning, student performance and graduate employment</p>	<ol style="list-style-type: none"> <li>1. There is a space to improve the possibility to study for socially vulnerable groups and students with special needs.</li> <li>2. We suggest better graduated students survey organisations and to use graduated students as Ambassadors of VIKO.</li> <li>3. Provide more information about possibilities to study for socially vulnerable groups and students with special needs. In order to build a socially responsible society in Lithuania, there is a need to raise public awareness about access to higher education for socially vulnerable groups and students with special needs and encourage them to study.</li> <li>4. Employability rates of graduates is high, but there is a lack of information about graduated students working in their field of specialisation after graduation and no systematic data is collected. A better organised system is required.</li> <li>5. Alumni have close relations with VIKO, but no official Alumni organisation exists. It is recommended to organise an official Alumni organisation in order to have closer relations with graduated students and to have better opportunities for them as Ambassadors of VIKO to attract more students to study there.</li> </ol>
<p>Teaching staff</p>	<ol style="list-style-type: none"> <li>1. Introduce mechanisms and incentives to increase outgoing mobility of teaching staff in terms of number of participants.</li> </ol>
<p>Learning facilities and resources</p>	<ol style="list-style-type: none"> <li>1. Organise regular campus tours for new and current students to showcase the available spaces and resources. This will help students become familiar with the facilities and understand their potential benefits.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Offer workshops, seminars, and events in these spaces that cater to a wide range of interests and schedules. This could include evening or weekend sessions.</li> <li>3. Collaborate with student clubs and organisations to plan activities and events that will draw students to the VIKO premises. This will not only increase the use of these spaces but also foster a sense of community and belonging among students.</li> <li>4. Develop a comprehensive communication strategy to highlight the availability and benefits of these spaces. This can include regular updates on the VIKO website, social media platforms, and email newsletters, as well as physical signage around campus.</li> <li>5. Encourage faculty and staff to incorporate the use of these spaces into their curriculum and extracurricular activities. This can help students become more familiar with the facilities and create a stronger connection between their academic pursuits and campus life.</li> </ol>
<p>Study quality management and public information</p>	<ol style="list-style-type: none"> <li>1. Following the recently started initiative with alumni events, introduce formal alumni association which could help with formalisation of alumni involvement in study field development.</li> </ol>

## V. SUMMARY

Overall, the reviewing expert panel found the programmes to fulfil the requirements. The processes and conditions for providing a good student education are in place.

Several different areas of the programme delivery were explored during our visit. For each we identified a few areas to consider for improvement, but primarily the recommendations given are there to ensure continuous improvement in the relevance and quality of the offered education. By implementing the recommendations, VIKO can effectively incorporate the latest scientific, artistic, and technological developments into the study programs, ultimately enhancing the quality and relevance of education for their students.

Learning outcomes and module content are approached in a dynamic and well-structured manner. For instance, this is seen in the changing way of (blended) assessments to better capture the subject fields and also to better represent student abilities. Student assessment and evaluation is considered and focused on learning. Academic and support staff were skilled and motivated to provide a good learning environment.

It was noted by the expert panel that it is important to encourage greater student engagement on the VIKO premises, as there are numerous beautifully designed and well-equipped spaces available for academic and extracurricular activities. These facilities have been renovated and equipped with considerable resources, ensuring that they are up-to-date and conducive to a productive learning environment. We understand that many students have part-time jobs or other commitments, which may make it challenging for them to fully utilise these spaces. However, we believe that increased participation in on-campus activities can provide students with valuable opportunities for personal and academic growth. By implementing the suggestions provided, we hope it will increase student engagement on the VIKO premises and ensure that the investments made in renovating and equipping these spaces are fully appreciated and utilised.

For final words, the panel would like to thank the participating staff and student representatives and the social partners for speaking frankly in our meetings. It has enabled the panel to gather a fair picture of the conditions, and also given a feeling of confidence in the study programmes and the people that make them possible. In combination with the prepared documentation, it made the job of the expert panel a lot easier and the visit enjoyable.

Expert panel chairperson signature:

Assoc. Prof. Dr. Jannis Angelis

(signature)