

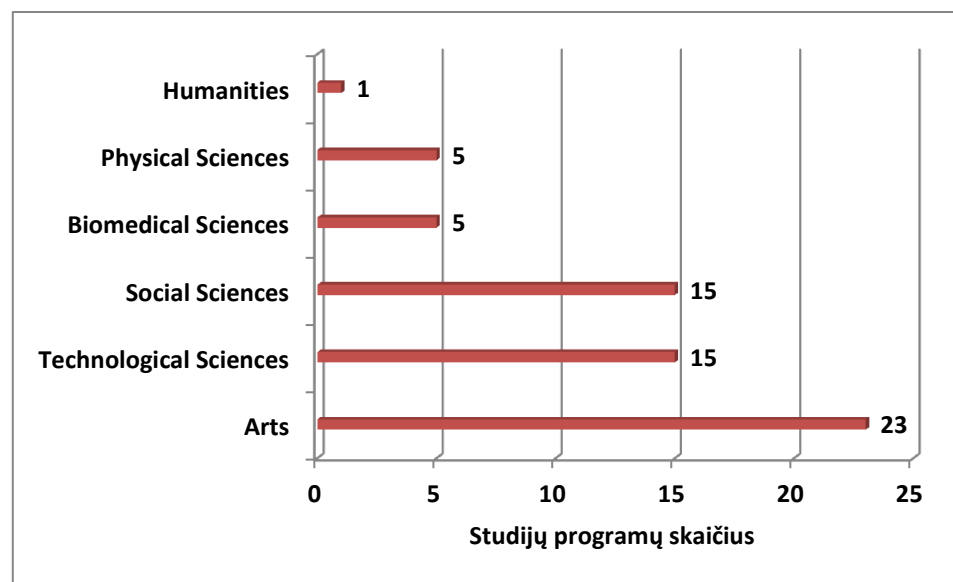
**QUANTITATIVE AND QUALITATIVE ANALYSIS  
OF STUDY PROGRAMMES ACCREDITED TWICE IN SUCCESSION FOR THREE YEARS OF STUDY**

**IN THE PERIOD 2010-2014**

*General statistics*

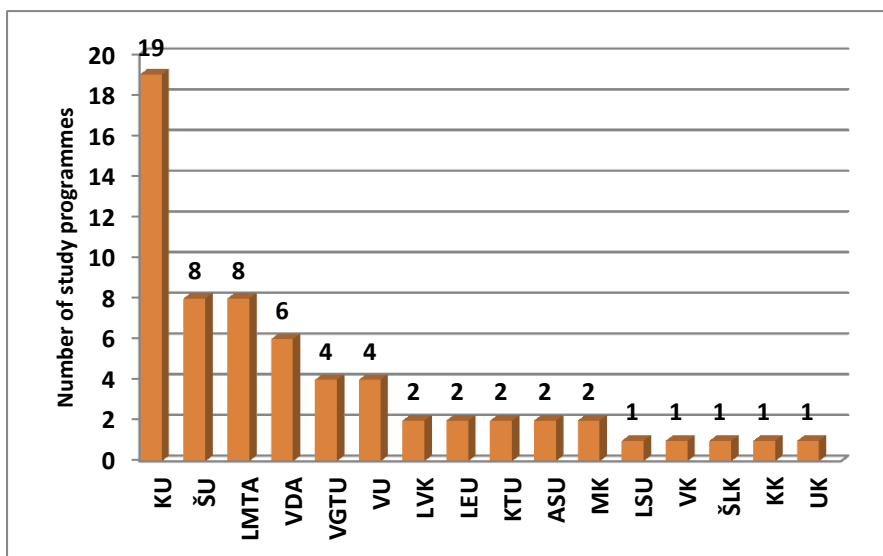
In the analysed period, **64** study programmes were accredited twice in succession for three years of study. In this period **467** study programmes in total were accredited for three years. The study programmes repeatedly accredited for three years of studies make up approximately 14 percent of all study programmes accredited for three years of study in the period 2010-2014.

**Figure 1. Number of study programmes repeatedly accredited for three years of study, by study area**

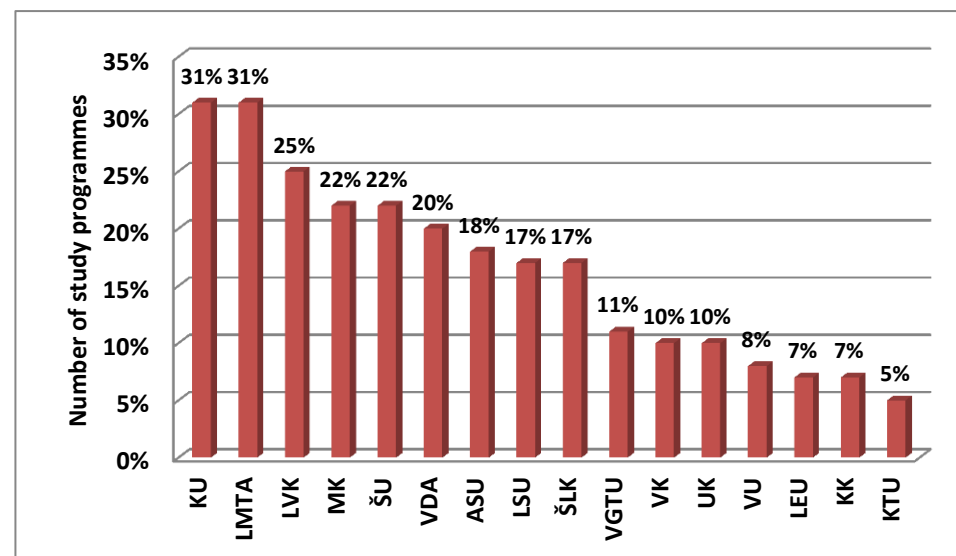


The largest number (**19**) of study programmes repeatedly accredited for three years of study, by higher education institution, are implemented at **Klaipėda University**. Since the largest number of study programmes accredited twice for three years of study are in the Arts study area, also a large number (**8**) of such study programmes are implemented in the Lithuanian Academy of Music and Theatre.

**Figure 2. Study programmes repeatedly accredited for 3 years of study, by higher education institution**



**Figure 3. Study programmes repeatedly accredited for 3 years of study as a percentage share of all programmes accredited for 3 years of study at the higher education institution**



The largest number of repeatedly accredited study programmes for three years of study by type is in the **second cycle of studies**:

1. Bachelor's degree programmes – 23;
2. **Master's degree programmes – 33;**
3. *College study programmes – 8.*

**Summary:** The study programmes repeatedly accredited for three years of study account for approximately 14 percent of all study programmes accredited for three years of study in the period 2010-2014. **Study programmes in the Arts study area** make up the largest number of study programmes accredited twice in succession for three years of study. **Study programmes in the Humanities study area** are the fewest in this respect. The largest number of repeatedly accredited study programmes for three years of study is implemented in **Klaipėda University**.

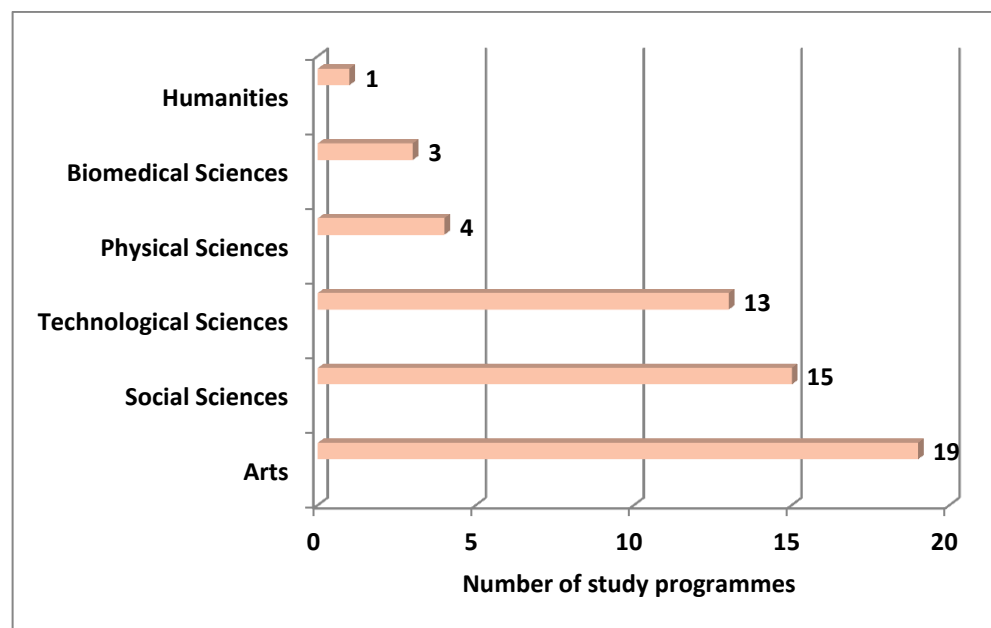
***Quantitative and qualitative analysis of the reasons that determined the repeated accreditation for three years of study:***

*Quantitative data:*

1. Attribution of score '2' increased after the second external evaluation in 19 study programmes;
2. **Attribution of score '2' decreased after the second external evaluation in 32 study programmes;**
3. Attribution of score '2' remained the same after the second external evaluation in 13 study programmes.

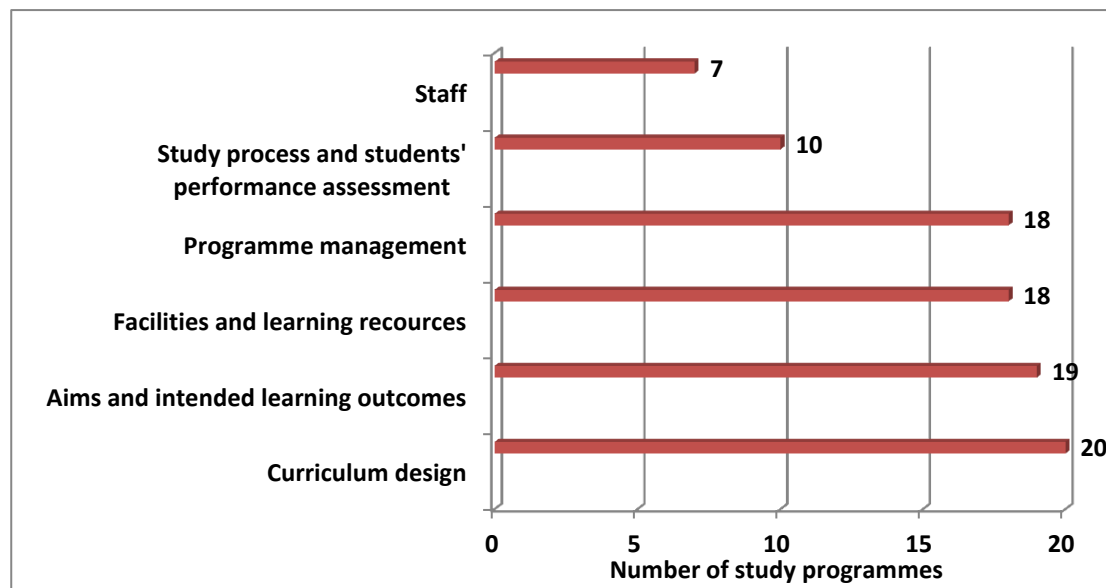
**55 study programmes that have been evaluated are characterised by the fact that score '2' remained the same in the areas of evaluation (regardless of the fact whether the overall number of attributions of score '2' increased or decreased).** The largest number of such study programmes is found in the Arts study area, and the smallest number – in Humanities study area.

**Figure 3. Study programmes where score '2' remained the same after both evaluations in the same areas evaluated, by study area**



As more than one half (55 out of 64) of the study programmes accredited twice for three years of study are characterised by a repeated score of '2' in the same areas of evaluation, the basis for the qualitative analysis of repeated accreditation for three years of study is the evaluation areas in which the assessment score of '2' remained the same after both the first and the second external evaluation.

**Figure 4. Repetition of assessment score '2',  
by evaluation area**



*Quantitative data:*

The most common reasons that determine the repeated score '2' in areas evaluated are the following (*in order to determine the main reasons, all the relevant areas of evaluation have been reviewed*):

1. Recommendations from the previous external evaluation remained not implemented. Most of the time the Review Panel would give the same score for the area's evaluation;
2. In the second external evaluation the Review Panel identified more weaknesses in the same area than in the previous evaluation;

3. The most common weaknesses in terms of the programme aims and intended learning outcomes are related to:
  - a. programme aims and intended learning outcomes that are not well defined – inaccurate definitions, resulting in difficulties in evaluating whether the intended learning outcome will be achieved;
  - b. inappropriate relation of programme intended learning outcomes and study subjects intended learning outcomes;
  - c. labour market demand analysis which is not made;
4. The most common weaknesses in terms of the curriculum design are related to:
  - a. a mismatch between the content of the study subjects and intended learning outcomes of the study subjects, including the study subjects not matching the study cycle;
  - b. a mismatch of the study subjects to the latest technology, science and art achievements in the subject's area;
  - c. outdated reading resources in the descriptors of the study subjects;
5. The most common weaknesses in terms of facilities and learning resources (**especially in the Arts study programmes**) are related to:
  - a. buildings that are not appropriate for studies;
  - b. laboratory and other study-related specialised equipment that does not correspond to the modern trends as well as insufficient number of it;
  - c. lack of reading resources in the libraries and failure to update them.

**Summary:** After the repeated external evaluation (only evaluations related to the accreditation for three years of study have been taken into account), the areas' assessment by score '2' has lowered in one-half of the study programmes (32 out of 64). Still, in as many as 55 study programmes the assessment score '2' remains in the same evaluation areas after the repeated external evaluation. The largest number of such repetitions has been recorded in the areas 'Programme aims and intended learning outcomes' and 'Curriculum design', the smallest number – in the 'Staff' area. It should be noted that the majority of the study programmes in which the same evaluation areas received score '2' in both first and second evaluations were in the Arts study area. 'Facilities and learning resources' was the area most often receiving score '2' in the evaluation of the Arts study programmes. Notably, it has come to light upon completion of an analysis of the relevant evaluation areas that in most cases **the same issues were identified by the Review Panel in both first and second external evaluations.**