

## STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

### VILNIAUS KOLEGIJOS VEIKLOS VERTINIMO IŠVADOS

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## INSTITUTIONAL REVIEW REPORT OF VILNIAUS COLLEGE OF HIGHER EDUCATION

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Centre for Quality Assessment in Higher Education

Vilnius  
2014

## CONTENT

I. INTRODUCTION.....	3
II. BACKGROUND INFORMATION ABOUT THE INSTITUTION.....	4
III. STRATEGIC MANAGEMENT .....	5
IV. ACADEMIC STUDIES AND LIFE-LONG LEARNING .....	14
V. RESEARCH AND (OR) ART .....	20
VI. IMPACT ON REGIONAL AND NATIONAL DEVELOPMENT.....	23
VII. GOOD PRACTICE AND ENHANCEMENT RECOMMENDATIONS.....	27
VIII. JUDGEMENT .....	32
ANNEX. VILNIAUS COLLEGE OF HIGHER EDUCATION RESPONSE TO REVIEW REPORT.....	33

## I. INTRODUCTION

1. The review and the site-visit of the Vilniaus Kolegija/Vilnius College of Higher Education (hereinafter referred as **VIKO** ) was organised by the Centre for Quality Assessment in Higher Education (SKVC), in its role as an Authorised Agency for quality assessment and in accordance with the Lithuanian Law on Research and Higher Education. The review was conducted in accordance with the prescribed methodology pursuant to the Procedure for the External Review in Higher Education approved by Government Resolution No. 1317 of 22nd of September, 2010.
2. The Review Team consisted of the following members:
  - Dr. Richard Mischak, chairperson, Austria;
  - Dr. Fredy Sidler, team member, Switzerland;
  - Mr. Lex Stomp, team member, the Netherlands;
  - Ms. Danguolė Kiznienė, team member, Lithuania;
  - Mr. Karl Agius, student representative, Malta;
  - Mr. Klemen Subic, team secretary, Slovenia.
3. VIKO provided the review-team with Self-evaluation report (SER) with all relevant annexes and further documentation as requested by the review team at the site-visit (*Agenda of the College Council, Action Plan for the future, List of foreign Higher education institutios, statistics on students that went abroad, drop-out statistics, List of courses provided in English, Financial report*). The review team examined all provided documents, as well as other publicly available information and websites and the finding of Research and Higher Education Monitoring and Analysis Centre (hereafter – MOSTA) analysis of VIKO learning resources and infrastructure, which show that VIKO as a higher education institution meet the state expectations in learning resources and infrastructure area for a higher education institution. The site-visit of the VIKO took place from 30<sup>th</sup> of September 2014 till 2<sup>nd</sup> of October 2014. During the first day of the site-visit to VIKO, the review team observed and assessed also the material resources and other facilities of two VIKO Faculties, namely Faculty of Electronics and Informatics and Faculty of Health Care.
4. During the three days of the evaluation the review team conducted interviews with nine groups of interviewees. At the last day additional interviews with the Director of the VIKO

and with selected representatives of the faculties were conducted, mainly due to additional open issues and further clarifications which were necessary for a comprehensive evaluation of VIKO.

5. The review team assessed VIKO's operation according to the four principal areas as set out in the 'Methodology for Conducting an Institutional Review in Higher Education' (hereinafter referred as: the Methodology): strategic management, academic studies and life-long learning, research and/or art activities, and impact on regional and national development. Within each area of activity the review team made appropriate reference to the criteria set out in the Methodology and took due account of the lists of sub-criteria in reaching their decision. The review team has also been presented with the general findings of the last external evaluation report from 2005.

## II. BACKGROUND INFORMATION ABOUT THE INSTITUTION

6. VIKO is an accredited state higher education institution (HEI), pursuing college studies, carrying out applied research and professional art and is currently the largest professional HEI in Lithuania (among 23 Colleges).
7. VIKO was founded in 2000 by combining 9 separate specialized higher schools and has more than 7100 students enrolled in 44 Professional Bachelor programmes. VIKO currently comprises 7 faculties: Faculty of Electronics and Informatics, Faculty of Economics, Faculty of Business Management, Faculty of Health Care, Faculty of Pedagogics, Faculty of Arts and Creative Technologies and Faculty of Agro-technologies. Out of the total amount of study programmes, currently
  - 4 study programmes are offered in Lithuanian and English and
  - 3 study programmes both in Lithuanian and Russian.
8. Among 952 employees there are 494 teachers, mainly lecturers with professional experiences. The number of PhD teachers and number of associated professors is increasing from year to year.

9. The mission of VIKO is reflected in its *Integrated Development Strategy of Vilniaus Kolegija/University of Applied Sciences until the year of 2020* (hereinafter referred as *Strategy 2020*):
- to prepare practice-oriented specialists with the College degree of higher education in biomedicine and natural, humanitarian, social and technological sciences and arts, who meet economic and social needs of Vilnius region and the entire Lithuania.
  - to ensure that the study process would be modern and in compliance with European standards as well as develop an effective cooperation with representatives from the business world.
  - to develop the students' general abilities and civil values, necessary for the future work of the College graduates and their continuing studies.
10. VIKO's aim is to provide the highest quality of professional education, to develop the internationality and applied science research activities and professional art, to improve its academic staff competences, to improve infrastructure of its study and applied scientific research and to increase the effectiveness of institutional management.

### III. STRATEGIC MANAGEMENT

11. The review team assessed the compliance of strategic documents and the effectiveness of their implementation in practice in accordance with the methodology. They assessed whether the strategic plan is fit for purpose, ensures the transparency of operations of the college, enables adequate access and participation of all relevant stakeholders and the interested public as well as whether it provides guarantees for implementation and effective management.
12. As a basis for assessing the effectiveness of the strategic management review team primarily used the following documents: Self-evaluation report (SER), Strategy 2020, Rector's report and Action Plan 2020. The review team has carefully reviewed all the available documents and in combination with the interviews identified the actual state. The review team concludes that the Action Plan is very(!) comprehensive since it provides 158 different measures for improvement up to year 2020. The Action Plan describes the situation observed in 2011 and plans to monitor short-term and medium-term objectives (up to 2013, 2016 and 2020). However, the review team concludes that the Action Plan should be more operationally focused. The review team noted that there are too many activities in Action Plan and no clear

procedure to set priorities. The Review team encountered the presence of team spirit at the faculty level and would recommend it to be applied also to the college level.

13. According to the interviews conducted with the Director, from 2013 the implementation of the Strategic Plan is more decentralized in order to encourage a specific development for each faculty. The review team proposes that with respect to priority objectives of each member key strategic issues, focused on extension their offer (LLL, benchmarking, offering common services etc.), are highlighted. Furthermore, optimization of costs, joint presentation and marketing of services is suggested to be taken into consideration.
14. With regards to transparency, accessibility and publicity of the Action Plan, review team concludes that all internal stakeholders were actively involved in its preparation (leadership, students, staff, College Board and Academic Board). But during interviews review team found out that a large number of objectives and indicators included in the Action Plan 2020 (as already mentioned in paragraph No. 12) leads to excessive diversification of activities among internal stakeholders. Review team therefore proposes that the activities are more specific and better focused on niche activities.
15. From the interviews with social partners and graduates review team concludes that there is a great interest and potential for strengthening cooperation in various fields of VIKO's strategic objectives. In this way, also additional resources for smooth operation and development of VIKO in the future may be provided. Review team suggests that VIKO focuses on strengthening their cooperation with social partners and developing of new strategic connections (both domestic and foreign). This would increase their public visibility and help them recognize the market niches. VIKO should take the initiative to strengthen cooperation instead of waiting them to come from social partners.
16. Review team gives the following general remarks on the **organisation chart** of VIKO:
  - The three management bodies College Board, Academic Council and Director are on the same management level with no indication of the relations between them. Also the statute doesn't clearly make a distinction of the duties and mainly of the *shared responsibilities* of the three bodies. This makes it impossible to clearly say who is responsible for which part of strategic and operational management and who is depending on whom.

- The director has 20 directly subordinated organisational units. That's much too many and nearly not manageable. Successful businesses have rarely more than 10 direct-reports in senior positions. In addition to this, he has to care for the relations with the College Board and the Academic Council.
- According to the increasing importance of applied research and arts activities it should be checked whether a vice-director for applied research and art activity should be created or not. The expert team suggest to consider possibility of the merger of Finance and Infrastructure into one vice-directorate.

**17.** Management of procedures, decision-making and accountability are distributed between the managing authorities. Review team concludes that it is necessary to strengthen the cooperation within the Management Board and management authorities. It was evident from the interviews that the role of a student in the Management Board may be more emphasized proactive. Review team proposes to the College Board to collaborate more intensively with faculty members in order to clear out strategic priorities. The review team suggests that all stakeholders nominated in the College Board should be more aware of their role, as well as they should represent the interests of VIKO to the general public. It is necessary to strengthen personal responsibility of members of the management authorities, in particular members of the College Board. With a different attitude to the outside world, they could attract more funds. Review team suggests to focus more on LLL, which may be one of the possible solutions.

**18.** The review team concludes that there are three main **strategic challenges** for VIKO on medium and long term view:

a. Implementing a risk management process (or better risk matrix):

- What are the most important risks coming up in the medium- and long-term?
- What's the probability of occurrence?
- What could be the most probable damage?
- What would be the consequences for the strategic development?

b. Assigning strategic priorities:

It might be impossible to implement all the 158 strategic activities planned with the Activities plan for two reasons:

- The academic and the administrative staff of VIKO will not be able to work in all these projects – besides their normal work at VIKO;
- Looking at the decreasing number of students and the reduction of state funding there will not be enough funds for implementing all the defined projects and the operational costs afterwards.

The strategic management bodies have to define priorities in the sense of the strategic way VIKO intends to go: what is important for the medium and long term future of VIKO, what is less or not important.

c. Establishing a Financial management: The College Management should always be aware of the medium and long-term consequences on the financial situation by its decisions.

Therefore:

- Estimated implementing and operating costs have to be added to all 158 actions in the strategic activities plan.
- There should be no planning of future activities/projects without adding the implementation costs, future operating costs and how they will be funded.
- A financial plan should always be established for showing the management the consequences of its decisions
- In the medium and long term an accounting system (e.g. GAAP) should be established to give the College management the financial information at any time it needs for its decisions. This is an absolute necessity for an autonomous and therefore accountable public institution.

**19.** Regarding the insurance for implementation of planned measures the review team concludes that all stakeholders are aware of the importance of niche activities and advantages of VIKO, but the interviews showed that the priorities are rather more focused and understood in relation to the activities of VIKO's member (faculties) as of the College as a whole. This may also be related to the fact that VIKO is relatively young HEI, formed by the merger of various independent faculties. At the faculty level strategic management is transparent and efficient, that is why it would be appropriate to ensure the transfer of good practices on the VIKO level. This would further strengthen cooperation between faculties, enable easier performance in the field of niche activities, enhance development of LLL and strengthen the transfer of good practices between faculties.



Review team observed that there were meetings, designed to enhance cooperation between faculties and exchange of good practices, but it would be appropriate to provide additional opportunities in order to improve mutual cooperation and joint projects. That would improve the operating conditions, joint presentations on the market, contribute to the public visibility of VIKO and strengthen cooperation between faculties and social partners (eg. enhanced support for PR and Marketing). In this way VIKO could also provide additional financial resources for development, adequate funding, irrespective of the demographic decline in the number of students by 2020 and reduced funding from the state budget.

- 20.** Therefore the review team recommends the development of a corporate identity for one institution “Vilniaus kolegija”- merge all the faculties together under one single brand. (In all public reports, rankings, citations and media announcements there is never mentioned a faculty but the university/college as a unit: Oxford, Cambridge, Harvard, MIT. ETH etc.) Corporate identity would bring the following positive results:
- Getting a better and sustainable impact on regional and national development.
  - Being and staying an attractive HEI for the best future students, for the best future members of the academic and research/art’s staff and for the best partnerships with other institutions.
- 21.** The Review team concludes that the strategy of cooperation and attracting of partners is not entirely clear and is left to the activities and commitments of individual faculties. Review team noted that individual faculties are successful in doing so and that there are strong strategic links with social partners (at the college level), but would like to highlight the need for a comprehensive approach that would further improve the integration of new social partners and strengthen cooperation with existing social partners.
- 22.** In the field of financial sustainability and complementarity with the strategic objectives for 2020 review, the team concludes that the solutions for improvement and new funding opportunities adopted by the VIKO management and College Board are left to natural selection of closing down the private higher education institutions and their programmes. In this way the number of students can continue to grow in the future and the sectorial resources divided to higher education may be distributed among public institutions. That would strengthen their position in the market. Therefore, review team concludes that there is still considerable scope for improvement in the field of VIKO’s activities. Interviews showed that

private institutes and companies, providing various consultancy services from the fields of VIKO faculties exist in vicinity. Their position in the market has strengthened in the past years. Therefore, the review team suggests that the possibilities of entering the market of consulting services need to be investigated in order to find the niche areas, which would provide additional funds for development and operation.

**23.** In the field of Human Resources the review team concludes that VIKO constantly encourages further education of its employees, participation in projects and programs, improvement of their teaching staff competences and skills. Participation with social partners is also encouraged. Strong connections and cooperation can be seen especially at the faculty level. VIKO also successfully encourages their staff and students to attend national and international conferences, debates, exhibitions, etc. and ensures the mobility of teaching and non teaching staff and students. In the recent years, VIKO has steadily increased the proportion of teachers and reduced the number of administrative staff. More and more competent people with a PhD are involved in their projects and encouraged to participate in publication of articles in various relevant publications and journals. Review team has observed a strong commitment to strengthening the level of competitiveness in the field of human resources and constant staff development activities. Prior to conducting studies all activities are planned two years ahead and various activities of personnel management are defined, for example participation in projects, education and training, publication of papers and participation in conferences, exhibitions etc. These activities also include the participation of students. Teachers are encouraged to improve their research, teaching and subject-specific competences through participation in various conferences, projects, competitions, internships, doctoral studies, and mobility programs. On the other hand, they are encouraged to gain additional practical experience through cooperation with the social partners and consulting services.

**24.** VIKO has two Codes of Ethics, one for students and one for teachers, also a mechanism for checking plagiarism is established. In this field they cooperate with the Vilnius University because they have all the software needed.

**25.** The review team concludes that participation of students in changing, developing adopting and evaluating curriculum is provided in the VIKO Statute. It is based on student surveys, their participation in management bodies and various commissions (QA Commission), participation in meetings, round tables etc. Informal approaches are also included in the form

of resolving outstanding issues and problems through conversations with teachers, heads of the departments or deans. Interests of students are represented by an independent non-profit organization - Students' Representative Council. The Council's organizational structure is combined of 6 different Committees, which are responsible for different areas of the organization (Academic Board, Student Card Committee, PR Committee, Committee for international affairs and others). Therefore, the review team concludes that the informal QA system is well-developed and demonstrates the ability to resolve the majority of problems encountered. Efficient and transparent evaluation of learning outcomes is guaranteed by the procedures specified in the Study Order, more specifically in the paragraph defining evaluation of study results.

**26.** VIKOs Quality Assurance (QA) system is well developed and properly implemented at the faculty level. The process and methodology of self-evaluation process vary from faculty to faculty. On-site interviews and documentation showed that some faculties are using „on paper“, others e-questionnaires, some are questioning students at the end of the semester, others at the end of the study year etc. The review team concludes that the QA system is operating successfully at an informal level since students have the opportunity to solve their problems "in the hallway", through conversation with the dean, head of the study program or department. Most of the problems are also solved within departments (between students, teachers, head of the department, dean). Based on the findings from student questionnaires, the activity plan with suggestions for improvement is prepared by every teacher in collaboration with the head of department. Variety of seminars (eg. seminars on creative thinking) are also organized. Review team considers that the room for improvement exists in enhancement of formal QA system at the VIKO level, but the implementation should be very cautious, mainly due to the fact that the effectiveness of non-formal QA shall not be affected. The review team sees the opportunity for improvement in the implementation of a single information system that would allow joint monitoring and improvement of QA and provide easier analyzing, while allowing faster transfer of good practices between faculties.

**27.** Lithuanian Law on Higher Education says in art. 41 that Lithuanian Higher Education Institutions should base their quality assurance system on the provisions of the European Higher Education Area (EHEA). The same provision is given by the SKVC methodology in paragraphe 8.1.1. The basic EHEA paper on quality assurance in HEIs is „European

Standards and Guidelines for Quality Assurance in the European Higher Education Area“ (ESG) <sup>1</sup>.

Objective no. 1 of the Integrated Strategy of VIKO is: „Provide the highest quality professional education“ and it is a strong commitment of VIKO to quality. VIKO Quality Manual (annex 4 of VIKO documents) basically implements the European quality provisions. Therefore VIKO Strategy on Quality is in agreement with the principles of EHEA.

However there is one important topic (one out of seven) missing in the VIKO Quality Manual that is mentioned in ESG guideline 1.4 (p. 18):

*“Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.”*

As far as review team could see VIKO Quality Manual didn't take into account this topic, neither in Chapter 3.1 nor in Table 4 or 12 (article 6.2).

- 28.** VIKO and their members provide all necessary information for students via websites and social networks. Review team concludes that information and notifications about events are provided through social networks (Facebook), while it would be appropriate to upgrade VIKO's website (regarding content and structure) and optimize it for its use. Given that VIKO has all the necessary resources and know-how, the review team suggests that teachers, experts from practice and students from various faculties could easily be included in the redesign of the website.
- 29.** In the field of management with **material resources** the review team concludes that VIKO has adopted various measures for improvement of the current state and reduction of costs in the recent years. Nine out-of-use facilities have been returned to the Ministry of Education and Science. In this way, maintenance and heating costs have been reduced and on the other hand greater homogeneity of the management with material resources has been provided. In the recent years VIKO has completed some urgent renovations of lecture rooms, laboratories and other facilities and provided new equipment. Part of the funds needed for modernization of equipment have been provided through various projects and programs (ESS, EU funds). MOSTA in its findings for 2011-2013 VIKO learning resources and infrastructure also shows, that VIKO complies to the minimum expectations for the higher education institution.

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<sup>1</sup> Link to ESG: [http://www.enqa.eu/wp-content/uploads/2013/06/ESG\\_3edition-2.pdf](http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf)  
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Therefore, the review team concludes that VIKO is effectively managing their material resources.

- 30.** In the field of management of **learning resources** VIKO has been increasingly focusing on the provision of accessibility since 2004 with the use of e-learning materials. For this purpose a Distance Learning Centre (DLC) was established in 2010. Content development in virtual learning environments – VLE is the main direction for development of e-learning (using the "WebCT" and "BlackboardVistaWebCT"). The review team concludes that Moodle was successfully implemented and also used for the purpose of sharing opinions, discussions and blogging. The number of e-modules and their development increases from year to year, as well as the number of users and teachers using VLE in their daily work. Review team concludes that teacher training for the use and preparation of e-modules is supported by various trainings and documents, such as "Regulation of Distance Learning Delivery and Quality Assurance and VIKO", "The Methodical Minimum Quality Requirements for e-Modules" and "Regulation for Certification of e-Modules ". Since 2004 VIKO has been a member of the National Distance Learning Association (NDLA), since 2010 a member of Lithuanian Distance Learning Network Support and Development Consortium (LieDM) and in 2012 VIKO became a partner at the EU Planned project no. VP1-2.2-SMM-04-V-measure 05-002 "Rendering the Highest Quality of Formal and Non-Formal Education Services". Since 2013 VIKO has been a member of the international project "BOLDIC open learning resources online”.
- 31.** In the area of efficiency of the internal quality assurance system for higher education studies the review team concludes that VIKO plans to develop new study programmes that will be consistent, attractive and primarily oriented to the needs of the market. The review team observed strong initiatives at the faculties level but there is a lack of joint approach. Therefore, it is proposed to strengthen cooperation with the social partners, to strengthen alumni club and relations with alumni who are VIKO’s best ambassadors. According to the interviews, there is a great tendency from students to start their own business, that is why the review team recommends for VIKO to establish spin-offs in which they could actively teachers and successful alumni who already have experience in setting up and managing their own businesses. In this way students could be represented with basics of establishing and managing of small companies.

32. In summary, the strengths of the VIKO's strategic management include good links with social partners, good co-operation with the Chamber of Commerce, a major development and strategic potential at the faculty level, employable and among employers valued graduates and alumni club, successful reduction of costs and good human resources management. Weaknesses and room for improvement identified by the review team include too broad Strategy 2020 and an excessive number of activities foreseen in the Action Plan 2020, relatively poor existing collaboration within the College Board (which should be strengthened), facilitation of ad-hoc attitude, strengthening personal responsibility, lack of strategic financial management.

***Judgement on the area: Strategic Management is given positive evaluation.***

#### IV. ACADEMIC STUDIES AND LIFE-LONG LEARNING

33. The review team explored academic studies and life-long learning of VIKO with reference to the criteria set out in the Methodology and considered their compliance with the requirements for Lithuanian higher education and harmonization with the principles of the European Higher Education Area.

34. The review team noted that the programmes and life-long learning (LLL) provision offered were compliant with the VIKO's mission. They also contributed to meeting the needs of the national economy, social and cultural development. Review team concludes that VIKO has successfully redesigned study programmes according to the Bologna process in 2011. Review team also noted the alignment of the study programmes with VIKO strategy. Currently VIKO's studies are more oriented on problem solving approaches and student-centered learning, they are also taking into account the opinion of social partners and students. Review team notes that it is necessary to further deepen relations with social partners and to include them in renovation/modification of old and in preparation of new study programmes. This could lead to a more market-oriented program offer and provide faster transfer of knowledge into practice and vice versa, while ensuring additional financial resources.

35. One of the main VIKO's objectives is to upgrade study programmes and to develop new as well as joint study programmes, which will be focused on the labor market and will reflect the needs of the economy, health sector, education and culture. According to the interview

with a group of graduates, the review team concludes that the study programmes are practically oriented and offer their students smooth entry to the labor market without additional training and education needed.

- 36.** The review team agrees with the VIKO strategy to enhance the number of study programmes and individual courses, which will be conducted in foreign languages. VIKO encourages their employees to actively participate in intensive language courses with a purpose to increase the level of foreign language skills among the teaching staff. Given the VIKO's geo-strategic position some study programmes are offered in both English and Russian languages. The offer of study programmes in foreign languages is about to grow in the coming years.
- 37.** As an example of good practice, the review team highlights developing framework for business standards on the Study programme committee.
- 38.** The policy of LLL is oriented on post-diploma students or employees who want to improve qualifications (good example is specialization in nursing, accounting and specialization for insurance brokers). The review team notes that due to the specifics of the LLL study, students are also allowed to study according to the individual study plan, whereby all students have access to common network Moodle in order to facilitate accessibility. There are also various types of consultations, mentoring etc. at their disposal.
- 39.** One of the priorities for the professional bachelor degree and LLL is the offering of distance learning, but to enable it, it is necessary to strengthen further development of learning resources. The review team concludes that LLL should be adequately awarded (to award LLL degree and degree titles), while it is necessary to consider the appropriate quality assurance system of LLL, which must be equal to other (accredited) study programmes. Review team recommends to direct LLL into identifying niche opportunities and target groups, to strengthen VIKOs strategic leadership in the field of LLL among colleges and to focus on LLL which will provide more visibility and more intensive focus on the cooperation between various stakeholders.
- 40.** SER reports a relatively high rate of drop-out. On average, maximum rate appears between first and second study year, later it is decreasing proportionally. The only exception is the high rate of drop-out students in the fourth year of study at the Faculty of Electronics and Informatics. The reason lies in the fact that even before the completion of the study a lot of

students begin to work and they have the lack of time to complete the study. To reduce the drop-out rate the faculty focused on four objectives: to increase students' motivation, to strengthen their support, to increase interest and to offer new contents and new modules. They write emails to those students and invite them to finish the study. Despite the fact that there has been a lot of effort invested into promoting, informing and raising awareness among students to lower the drop-out rates, the review team notes that the interviewees (both students as well as teachers) see the main reason for the high drop-out rate in the lack of motivation and the way students have to study (poor secondary education background).

#### **41. Life-long learning and non-formal education.**

There are many different tendencies of development at VIKO, but it is necessary to strengthen the internationalization of study programmes, to strive for further modernization of the infrastructure, to grow alliances with new and existing social partners in order to develop the actual and contemporary content of LLL. The review team concludes that there is already a great competition between the schools and universities for better students, therefore recommends to strengthen the image of VIKO in public, its study programmes and successful graduates.

**42.** An example of good cooperation between faculties is web applications which successfully engage students and teachers of different faculties with social partners. The Review team notes that it is necessary to enhance the public's image of VIKO as a provider of useful knowledge (LLL), which is modern and consistent and is following the latest discoveries and developments, while taking into account regional, national and environmental needs.

**43.** The review team has read in the SER and they found good examples of successful faculty engagement with business or public sector institutions, which resulted in provision of non-formal education and life-long learning opportunities. There is a variety of courses, seminars, e.g., preparation courses for insurance brokers, professional development for health service workers, agricultural courses, etc. Cooperation with Labour Market Agencies resulted in provision of professional training to unemployed; cooperation with Ministry of Agriculture resulted in provision of food safety courses, enterprising farming, etc. In the annual report (2013) they expressed intentions to explore cooperation with vocational training centres.

**44.** VIKO has made a good contribution to life-long learning by adopting and implementing the assessment and recognition system of non-formal and informal learning achievements.



Though there are only a few adults who used the benefits of this system so far, the review team encourages VIKO to further promote this system and attract more adults, non-traditional students (working adults, working parents, people seeking new qualifications, etc).

**45.** In addition to the above mentioned good examples, the review team has read in the SER and Integrated Development strategy that the number of non-formal education students is decreasing. During the interviews with VIKO community it was also mentioned that coordination of LLL is dispersed among faculties and departments. Therefore, the review team recommends considering a coordinated and systematic approach to LLL provision for attracting both individual students and looking for institutional, corporate learners on a much more proactive basis. VIKO should actively promote the non-formal education recognition system that they have successfully implemented by publicizing it on the website, using other PR tools to the wider public as well as reaching out to businesses and public sector institutions. The review team also recommends considering a life-long learning strategy, identifying life-long learners segments, recruitment channels, co-ordinated marketing, adopting a customer-focused approach. It will better increase visibility of LLL and will bring extra customers, extra income streams.

**46.** In the area of **students mobility**, the review team concludes that the college has one of the best results among comparable institutions in the country. However, VIKO has the vision to continue with strengthening the mobility. Barriers for students that affect mobility are language and limited ERASMUS financial resources. In the field of informatics, many students are already working at companies and have no time for ERASMUS mobility. Review team notes that VIKO strives to improve mobility also by organizing courses for internationalization at home. The mix groups of students (domestic and incoming students), there are also some experiments of combining thesis writing between domestic and foreign (incoming) students. The review team encourages such practices and recommends also to strengthen such efforts in the future.

**47.** In the area of **teachers mobility**, the review team would mention that the college has one of the best results in ERASMUS exchanges and encourage to use this possibility even more across all faculties. The opportunity to see and work with other institutions in higher education always contribute to better teaching quality. There is no language barrier, as the

‘incoming’ teachers could give their presentations in English, that is very welcome by the students.

**48.** While talking to students and graduates as well as teaching staff the review team heard once and again the interest in entrepreneurship education. The review team concludes there is great opportunity to build on entrepreneurship theme as a platform for inter-faculty extra-curriculum activities, as a way to bring together students, alumni and businesses to discuss business ideas, opportunities. Thus, the review team would recommend considering how to encourage different entrepreneurship initiatives such as start-ups, spin-offs among students and alumni and even faculty members. VIKO should consider providing facilities for spin-off (starting with writing the concept, articles and allocating funds). The College could creatively look for interesting ways to engage students in entrepreneurship activities, e.g. start-ups, business plan competition, etc. It would serve as a great opportunity to bring in social and business partners, and even strengthen Vilnius College of Higher Education brand.

**49. Spin-offs / start-ups as a future application of LLL**

VIKO should offer good support to the former students for creating their own businesses. The review team acknowledges the establishment of the Entrepreneurship Centre in July, 2014 – quite shortly before our review of VIKO. We strongly recommend that the Centre will focus on the following areas:

- help young people in their business beginnings: assessing business idea and business plan, providing office/workshop facilities, etc.,
- bring them in contact with seed funding and venture capital institutions/persons,
- give advice on all questions of management and corporate governance, growth and development,
- provide them with marketing and PR help, e.g., by steering them in the successful use of social media (for self-promotion and networking),
- provide with new and useful technologies for the development of entrepreneurship and share best practices among VIKO’s graduates.

To keep the necessary professionalism in this field as incubation centre, the review team recommends that VIKO sends some interested members of its academic staff to an experienced HEI in a foreign country where such centres work successfully, so they can get the know-how of providing further help and services to interested former students.

50. In interviews, review team learned about so called faculty support groups that exist at different faculties. This group encourages involvement of students in the organization and implementation of various events. These activities started a year ago and it would be recommended to strengthen them in the future as they can help to improve the image of VIKO, its faculties and individual study programmes, while also representing public profile of VIKO's graduates, their competences and skills.
51. The review team concludes that students need to be encouraged to get further involved and voice their concerns not just on academic issues but also on administrative issues discussed at the College Board. The current representation, equivalent to 9% of the whole College Board, needs to be addressed.
52. Principles of European Higher Education Area (EHEA) are well implemented. The study programmes are redesigned according to these provisions. The study programme descriptions look adequate, also the Diploma Supplements.

However, the review team concludes that future internal evaluations of the study programmes should focus on the following aspects:

- Lithuanian Qualifications Framework (LTQF) describes detailed generic competences for level 6 of Lithuanian educational system with the purpose to give educational institutions a tool for making sure that learning outcomes of a study programme are on the level they should be (for VIKO: Bachelor level = level 6), which are found on page 39 in its English version <sup>2</sup>
- Are the descriptions of the learning outcomes of the study programmes, the modules and the courses really based on the generic level descriptors of the LTQF? Do in all cases the learning outcomes comply with level 6? Even though it is in the Lithuanian legal requirements, in the course of next revisions of study programmes still the compliance of the learning outcomes with LTQF should be checked and made sure they are brought inline with the requirements of LTQF.

***Judgement on the area: Academic Studies and Life-Long Learning is given positive evaluation.***

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<sup>2</sup> [http://www.kpmc.lt/LTKS\\_EKS/LTKS\\_EKS\\_ataskaita\\_ENG.pdf](http://www.kpmc.lt/LTKS_EKS/LTKS_EKS_ataskaita_ENG.pdf) ).  
*Studijų kokybės vertinimo centras*

## V. RESEARCH AND (OR) ART

- 53.** The review team has looked into the science and arts activities of Vilnius College of Higher Education.
- 54.** In the SER it is noted that colleges basically do not get state funding for their research and arts activities (The total funding for colleges in this area doesn't exceed 400.000 Litas/year) And colleges commonly are not competitive in research financing programmes. This is of course a disadvantage. Despite the efforts and initiatives of the Director to increase resources for research, there is lack of national policy for colleges of higher education.
- 55.** The fact that funds are difficult to obtain, however, it is explicitly not an acceptable excuse, in the opinion of the review team, for VIKO to refrain from embarking on a strategic and coherent pathway to better applied research, which will then have the chance to obtain money commercially, paid for by social and/or business partners.
- 56.** The review team found a situation at VIKO that has potential for growth in the area of applied research. In the interviews with the college lecturers, the review team found that there were good clear ideas about what applied research is and what it can contribute to education as well. The academic council also had a good view on the possibilities. However, in the interviews with the director and the quality assurance group, the review team noted that they less clearly defined what applied research is and how it should strategically be built up as to obtain revenues from it.
- 57.** There are many links with social and business partners. In the interviews, the review team noted that this is a strong point, but it seems to be coincidental rather than on purpose. These connections are essential to applied research and to obtain commercial contracts with the partners, who expressed that they are willing to pay for good services.
- 58.** VIKO is at the start of good cooperation with its social and business partners. The review team sees a lot of potential to build on these fundamentals. It can be a strong point that must be explored further with a coherent vision on applied research and its spin-off into the curriculum of the education programmes at the college, including LLL offerings.

**59.** VIKO must collectively put forward a coherent vision for applied research. A vision that can be reached by raising ideas in collaboration between management and staff. For scientific research the team recommend that VIKO should make connections to a research university.

**60.** The idea is raised within the Business Department to develop a centre of knowledge for applied research and to start a 'faculty'-journal with the results of research. In the opinion of the review team, this is a very good idea, but it is recommended that this should be done in more departments and that a journal may be a good effort and tool at the level of the whole college.

**61.** For obvious reason applied research is a young activity at VIKO and has grown up in a more or less non-structured and accidental way.

For getting a serious perception in the science community and to provide VIKO with state of the art knowledge, the college should look for a systematic approach of its research mission:

- What are the applied research fields of the college?
- Which way does the college go for more and more peer reviewed applied research?  
How is it guaranteed that the applied research is at the state of the art level?
- How will they define consultations, community services and applied research?
- How does the college fund applied research projects? Standards, procedures, peer review?
- How can it be guaranteed that the applied research is based on the latest results of fundamental research?
- What's the publication philosophy of VIKO?
- And most important: how is applied research quality assured?

**62.** Within VIKO every area for which there are study programmes has produced publications in international databases and periodicals: social sciences 41, biomedical sciences 18, technological sciences 11, humanities 10 and agricultural sciences 4, all together 84 articles in international databases and periodicals, of which 4 articles in the database of the Institute for scientific information ISI Web of Science, were refereed and with citation index. This was in the period 2009 – 2013. In this period the college also organized 13 international and 34 national conferences, often together with partners, for which another 281 articles were published. The review team concludes that this is sufficient, but efforts should be made to publish more refereed articles.

- 63.** VIKO states in its SER that under the plan ‘Strategy 2020’ new scientific knowledge is needed through the use of applied scientific research. The plan aims to connect research, innovation and education. The review team concludes that this is a very sensible aim. But again the college should make it clear what applied research is, how it differs from scientific research and consultancy and how the links can be made between applied research, social and commercial partners and the curriculum in the various programmes.
- 64.** The research activities of VIKO are in accordance with the strategic documents from Lithuania and Europe and also in line with the ‘Strategy 2020’ plan of the college.
- 65.** However, the review team finds that the college does not put forward a clear vision on applied research. During the site visit the review team received (director, quality assurance group, academic council and staff) four different answers in four interviews on the question what applied research is. However vision is strongly needed to be successful in this field.
- 66.** Applied research must be one of the core businesses and marks of VIKO. The brand VIKO should be out to the public (social and (small) business partners). Every faculty should be part of this brand and act in a coherent way towards the partners. This might give VIKO an even stronger name.
- 67.** Review team concludes that the college’s art activities are consistent with the guidelines in national Lithuanian strategic documents. The faculties of Arts and Creative Technologies and of Design and Technologies that merged in 2013 into the faculty of Arts and Creative Technologies are responsible for the arts activities at VIKO.
- 68.** The arts activities are clearly and well put forward to the outside public. Between 2008 and 2013 college students received 23 prizes in (inter-)national events. Students participate in events and exhibitions, but they also learn to organize themselves as well.
- 69.** The staff of the faculty of Arts and Creative Technologies often are professional performers in music, theatre and dance. The staff is well equipped for their positions as lecturers to educate the students in these respective fields of art.
- 70.** In the past 5 years 19 conferences were organized with other colleges and social partners. The faculty of Health Care had a large share with 12 conferences within this. This is an in-

balance, but it can be a strong point for the other faculties to learn from the faculty of Health Care how to achieve this.

71. The college responds to the 'Bologna Process', 'Europe 2020' and 'Horizon 2020' in its 'Strategy 2020' plan. The college is in parallel developing relations with domestic and foreign universities (both scientific research and applied research) and lecturers and students participate in exchange with these institutions. It is positive that the college has signed the so called 'EU Charter'.
72. The college is preparing applications for the new Erasmus+ and Horizon 2020 programmes. A good development, which should be continued until success is reached. The college sees a growth in the number of lecturers that present abroad.
73. The review team has asked staff and students for their international experience and found that this needs further growth. The college must actively stimulate visits abroad. In the interviews the review team found lecturers that presented abroad, which is a good start. But the review team did not find a clear vision on international partnerships, on how it is reached, with whom, how knowledge is exchanged and feeds back into the applied research and the curriculum.

***Judgement on the area: Research and (or) Art is given positive evaluation.***

## VI. IMPACT ON REGIONAL AND NATIONAL DEVELOPMENT

74. The College makes a positive influence on the labour market and the development of economy by offering relevant and modern study programmes, which are appreciated by the students and employers. The programmes are popular among school graduates, making the admission to the college competitive. As a result, it makes the College one of the leaders of HEIs in Lithuania in attracting student vouchers. The graduates' employability rate is high, ranging between 83% to 92%. During the discussions with students and graduates, the review team found they are in general satisfied and happy with the quality of teaching and studying at VIKO.
75. The employers' perception of the College graduates is very good, which is indicated by media surveys, College information, and the employer feedback during the review visit. In

terms of the employability of graduates; the demand of obtained speciality, the quality of knowledge, 6 study programmes have been included in the top ten study programmes of higher education annually.

- 76.** The employers are involved in the design and renewal of study programmes. Professional associations and future employers are consulted on the study content, learning outcomes and study forms. There are good examples when employers and social partners are involved in study programme committees (2 out of 7 members are social partners or employers); are invited to teach some subjects; supervise student practices (one of the mentors are employees/social partners); review final thesis; participate in the qualification commissions of student's thesis defence. Due to the consultation and study of 22 companies, Chemical analysis programme was born. Business partner Thermo Fisher was quoted many times as an active contributor to the study programme committee and student practice. The review team found that business partners are engaged in the structures of management, they are also involved on the College Board.
- 77.** In conclusion, there are very good links and engagement with business and social partners on the faculty level. During various discussions with the College representatives, the review team heard the message that VIKO is satisfied with the number of partners, and they also realise they need to work on strategic partnership. The review team encourages defining strategic partners on the faculty level and especially on the College level. They strongly encourage working in this direction: identifying and strengthening links with strategic partnership, working out mutual commitments and benefits, and finding ways to give credit to strategic partners by employing different PR tools such as dedicating a page on the website, and other appropriate tools. A systematic, strategic approach to building and developing strategic partnerships would benefit VIKO in many ways, renewal of study programmes, bringing in research and consultation money.
- 78.** The review team concludes that the career management website looks like a good platform for sharing employment information.
- 79.** The College is active in pursuing collaboration with other higher educational institutions. The review team has seen a number of signed contracts with Lithuanian and foreign higher education institutions.



## **80. Applied R&D; consultative work/expert activities.**

The College provides consultations, expert services to the wider community, especially different government agencies, ministries. The cooperation is more active with the public sector rather than the private sector. SER provides that College engaged with 75 public sector institutions, 39 companies. However, the funds received for counselling/expert works is decreasing (Strategy Action Plan provides that funds in 2010 were 481 thou. Lt. and in 2013 - 275 thous. Lt.); there was only one commissioned, contracted research over the assessment period. There is yet ambiguity about consultation/expert definitions/criteria/assessment, the earned income is modest. The College is aware of this weakness, and the need to improve cooperation between the College and businesses better. However, while looking at the College management structure, the review team did not find a proper research structure and allocation of research coordination function. Review team recommends considering changing the management structure by clearly identify the research oversight/management role, for example: vice-dean for research, vice-dean for resources and vice-dean for teaching. The review team also suggests identifying and expressing priorities for applied research, positioning itself by offering clear routes and forms of engagement with businesses in terms of R&D, consultation, expert work.

## **81. Relations with Alumni and Graduates.**

The college has operating Alumni clubs at the faculty level. VIKO has recently established the college-wide Alumni club for all graduates of VIKO. However, during the conversations with graduates and alumni, the review team has witnessed that not all graduates who were invited for the discussion with the team were even aware of such College Alumni club. The review team strongly recommends to further improve links with college graduates as they are invaluable resource for the college in terms of strengthening college brand, recruiting new students, building links with businesses.

## **82. Relations with schools.**

VIKO has established links with secondary schools and career counselling centres from different cities of Lithuania. The measures such as a mobile exhibition, open lectures are used to disseminate information about college programmes. The review team strongly encourages to use more actively college Alumni in attracting more students to VIKO, as well as helping schools with career counselling and attracting more motivated students, especially in those disciplines, which have a big drop-out rate. In addition, to all the above mentioned measures, the college should creatively think of outreach programmes for schools, which

could provide meaningful opportunities both for current students or alumni to engage with schools. The College can find plenty of outreach programs examples that Western colleges already employ.

### **83. Social Inclusion.**

The review team has seen and read a number of initiatives on social inclusion. The College has recently offered a programme of choreography for disabled people as part of the Dance Pedagogy programme (Rector's annual report, 2013). Some faculties are more integrated with the local community than others by providing faculty facilities for the community use.

**84.** The Faculty of Electronics and Informatics provides special facilities for disabled, the Faculty of Pedagogy invites sign language students from other department to provide interpretation for students with hearing disability. The university also provides financial support to students with special needs.

**85.** Upon request, students are provided with dormitories, which are in close proximity to faculties. However, during the discussions with students and alumni, the review team heard that dormitories are in poor conditions. The VIKO should consider allocating resources into renovation of dormitories.

**86.** The review team encourages VIKO to further invest in providing access, building adequate infrastructure for disabled students across all faculties.

### **87. Participation and recognition of staff and students in voluntary activities/organizations.**

The review team recognizes and welcomes that VIKO students and teachers are very active by joining numerous social, sustainable development and charitable events (Food Bank, Malta soup, etc.). They engage with children in socialization centres, they come up with creative ideas on how to support kids with cancer, socially disadvantaged kids. Students are active in sporting events. The review team supports all these initiatives and also suggests considering community projects which could bring together not only one faculty, but it could be an inter-faculty joined effort. In this way, it could build common trust and ethics among students. It would help to establish stronger links with community and will provide invaluable experience for students. The review team heard once and again how much students and graduates value practical experience they gain at the College. Thus, it could be

considered to include community projects as part of academic curriculum, which would credit students for their efforts.

**88.** Review team also recognized that academic and administrative staff are active members of local and international organizations, councils, associations as well as active participants in working groups, commissions. VIKO should consider encouraging and supporting staff engagement with the local community, social, business partners by actively rewarding the staff and recognizing their invaluable links and institutionalizing them. It is important to assume proactive and systematic engagement with the municipalities and public authorities to further increase the College influence.

**89.** Inclusion of themes pertaining to national and regional development in *students' training practice and graduation projects*.

VIKO also aims at increasing the number of final theses based on business company interests. Based on the College Annual report (2013), 4,22 % of all graduates in 2013 chose their final thesis topics based on business or public institution interests or requests and they aim to achieve 50 % by 2020. The review team finds that as an ambitious goal which will depend on VIKO's strategy with business partners.

**90.** Compliance of the impact with the priorities of the national and/or regional economic, cultural and social development.

**91.** The College impact on the region and the development of the country are in line with a number of strategic documents: "Europe 2020", Lithuanian progress strategy "Lithuanian 2030", "Scientific Lithuania 2030", "National Strategy for Sustainable development", Vilnius city strategic plan 2010-2020, The Vilnius region development plan 2007-2013, etc. However while reading the SER and other documents the review team felt a tension among different roles that College wants to assume – trying to be a leader internationally, regionally, and locally. The review team concludes that College needs to establish a strong identity and regional role in order to identify and develop an international role.

***Judgement on the area: Impact on Regional and National Development is given positive evaluation.***

## VII. GOOD PRACTICE AND ENHANCEMENT RECOMMENDATIONS

Concluding its evaluation of VIKO, the review team believes that the manifest strengths it saw during its visit amongst the teaching, business partners and the students will provide a good preparation in a transitional stage of its short history.

92. Among the **many strengths**, the following good practices need to be highlighted. VIKO provides relevant and modern study programmes. Students, graduates and employers are satisfied with the quality of education at VIKO. The practical side (internships, practical training, etc.) of the study programmes has always been highlighted as a key strength.
93. The employers and professional associations are involved in the design and renewal of study programmes.
94. There are excellent links and engagement with businesses and social partners on the faculty level. Cooperation is well established with the Chamber of Commerce and Economy.
95. VIKO has made a good contribution to life-long learning by adopting and implementing the assessment and recognition system of non-formal and informal learning achievements.
96. There are good initiatives of social inclusion at the College, e.g., a programme of choreography for disabled people.
97. Academic and administrative staff are active members of local and international organizations, councils, associations as well as active participants in working groups, commissions. The teaching staff is open and self-critical.
98. VIKO students and teachers are active by joining numerous social, sustainable development and charitable events.
99. It is a strong point that VIKO also aims at increasing the number of final theses based on business company interests or important social issues.

However: A big misunderstanding could be that the big size of VIKO could prevent it from difficult future challenges (in the sense of “too big to fail”). In a relatively small country with a rather big number of colleges and with limited financial resources, future funding will

reasonably go to the best and fittest institutions and not necessarily to the biggest ones, which would be a waste of money.

The review team was not fully convinced, however, that the College is sufficiently aware of changes in the external environment in which it may soon find itself, or at least that it will readily be able to deal with any unexpected/continued reverses (e.g. student enrollments). For this reason, the review team would like to proffer some recommendations for the College to consider on its way forward.

The ‘Strategy 2020’ is an important effort to move the college forward. The review team wants to stress that it is strongly recommended to aim for excellence in every part of its core businesses of VIKO – studies, services, LLL and applied sciences - and would add the following:

1. to **establish a ‘Strategic Financial Management’!** The College Management should always be aware of the medium and long-term consequences on the financial situation by its decisions.
2. to **reduce the number of activity projects** in the ‘Strategic implementation (action) plan 2020’! The document now holds far too many measures. The review team recommends to diminish the number and to give a clear list of for example 10 priorities for the near future and trace them quarterly. Furthermore the plan needs to address persons responsible for these priorities and the clear allocation of time and budget to each item. To each project implementation costs and future operations costs must be assigned. The Action Plan should focus on a smaller number of realistic ‘reporting indicators’, with clearly defined objectives, arrangements for monitoring, defined responsibility among people or groups, and defined timeline for monitoring of realized measures as well as corrective actions taken in cases the objectives would not have been realized according to the timeline.
3. to make sure that provisions from EHEA (Bologna process) are globally implemented, namely in the fields of
  - **Quality assurance:** make sure that all the elements of the standards of “European Standards and Guidelines on Quality Assurance” (ESG) are considered in VIKO Quality Assurance System (see paragraph 51).

- **Study programmes:** make sure that – in the course of next revisions of study programmes – learning outcomes on programme, module and course level are based on the provisions of the Lithuanian Qualifications Framework.
4. to **develop more cross-faculty co-operation, programmes and projects.** Students might find such integrated study programmes attractive and it reflects the state-of-the-art combining formerly separate fields together. During our visit the team was presented several ideas from the faculties, how to do more together, and overcome the historical ‘separated’ silos of thinking and progressing. This would improve teamwork across faculties and VIKO organisational culture would benefit and on top of these programmes could be offered to social partners and generate funds.
  5. to **better define and clarify the basic concept of applied sciences,** as opposed to scientific research and to consultancy. This needs to be a bottom-up process since the staff knows quite well what it should be and how it should be connected to social and business partners. The concept that will arise from this will be strong, coherent and supported by staff.
  6. to **enhance the applied research activities.** As pointed out in the previous point, when it is clear to VIKO, the college might increase the efforts to link with more business partners and establish more joint programmes. This should no longer be delegated to the faculties, as they might pursue their interest only.
  7. to **align all study programmes** – as it is stipulated in the LTQF – on latest results of fundamental and applied research results. VIKO should make sure that broad theoretical knowledge is part of the content of the study programmes, besides all the necessary practical knowledge.
  8. to **continue the work with international partners** in the surrounding areas of central and east Europe, which in itself this is a good development, but the review team encourages the college to start looking further down the road, with regard to the developments the college needs in applied sciences and so called **knowledge centres.** Knowledge in these areas may well be available in more western or northern situated countries.

9. to **actively stimulate academic visits abroad**. The international links and partnerships are necessary for a healthy future. A vision is needed to enable knowledge exchange which then feeds back into the applied research and the curriculum of VIKO
  
10. to **shorten the ‘Decision-making processes’!** By clearly defined competencies for each involved body in the decision-making process, the necessary steps in the process can be cut down, and speeded-up.

## VIII. JUDGEMENT

Vilnius College of Higher Education is given **positive** evaluation.

Grupės vadovas:

Team leader:

Dr. Richard Mischak

Grupės nariai:

Dr. Fredy Sidler

Team members:

Mr. Lex Stomp

Ms. Danguolė Kiznienė

Mr. Karl Agius

Vertinimo sekretorius:

Review secretary:

Mr. Klemen Šubic



# ANNEX. VILNIAUS COLLEGE OF HIGHER EDUCATION RESPONSE TO REVIEW REPORT



The original will not be sent

## VILNIAUS KOLEGIJA

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Centre for Quality Assessment in Higher  
Education

2014-12-23 Nr. (1.15)-44-43/

### REGARDING DRAFT CONCLUSIONS OF VILNIAUS KOLEGIJA/UNIVERSITY OF APPLIED SCIENCES ACTIVITY EVALUATION

Considering draft conclusions of Vilniaus kolegija/University of Applied Sciences activity evaluation, we inform about noticed factual inaccuracies:

1. It is indicated in the 7th item of the draft conclusions, that the College was established by combining 7 professional schools (in English: *postsecondary vocational schools*). It should be: the College was established by combining 9 separate specialized higher schools (the 1st item of the self-evaluation report);
2. It is indicated in the 7th item of the draft conclusions that 42 degree programs are carried out in the College; it should be: 44 degree programs are carried out in the College (the 13th Annex and Appendix to 13th Annex of the self-evaluation report);
3. It is recommended in the 49th item to set up an Entrepreneurship centre in the College. Entrepreneurship centre was established on the 2 of July in 2014 by the Oder of Rector No V-170 but in the Management scheme (Annex 7) was mentioned as Business incubation centre because of the technical mistake. Our Entrepreneurship centre also execute the function of business incubator.
4. It is mentioned in the 62nd item that 84 articles have been published in the international databases and periodicals, 4 of which are reviewed; it should be: from which 4 articles - in database of the Institute for scientific information ISI Web of Science, referred and with the citation index (the 166th item of the self-evaluation report);
5. We would like to specify in what document is the 51st item which is referred to in the 3rd item of recommendations.

Rector

Gintautas Bražiūnas

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