



# Results of institutional evaluation in Lithuania: lessons learnt and not

*Aurelija Valeikienė, Deputy Director  
With input from Nora Skaburskienė, former  
SKVC Director*

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- A brief introduction to HE system in Lithuania
- External quality assurance set up
- Procedure of institutional review
- Peer Review results
- Results of Resources' evaluation
- Survey of HEIs
- What's next

## Higher Education in Lithuania

- The preparation for the restructuring started at the Soviet time, during the national upheaval period from 1988. The higher education reforms started after the reestablishment of Lithuania's Independence in 1990.
- Three study **cycle system** launched in 1993-1994.
- On 24 January 1995, SKVC as **external QA** agency established.
- In 1999 Lithuania joined the **Bologna Process** and assumed further responsibilities in implementing reforms.
- **Binary system** of HE from 2000
- Since 2006, bilingual **Diploma Supplements** are mandatory.
- Since mid-2009, implementation of **ESG** is mandatory.
- In 2010, the **Lithuanian Qualifications Framework** launched; in 2012 – LTQF referenced against EQF.
- From 1 September, 2011 the study load is measured by new credits based on **ECTS** system.

# Higher Education in Lithuania

44 Higher Education Institutions

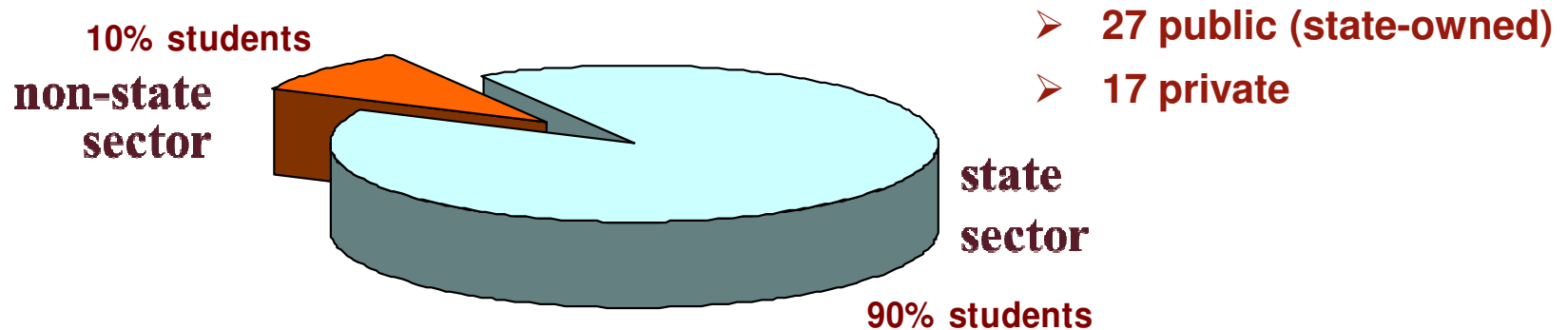
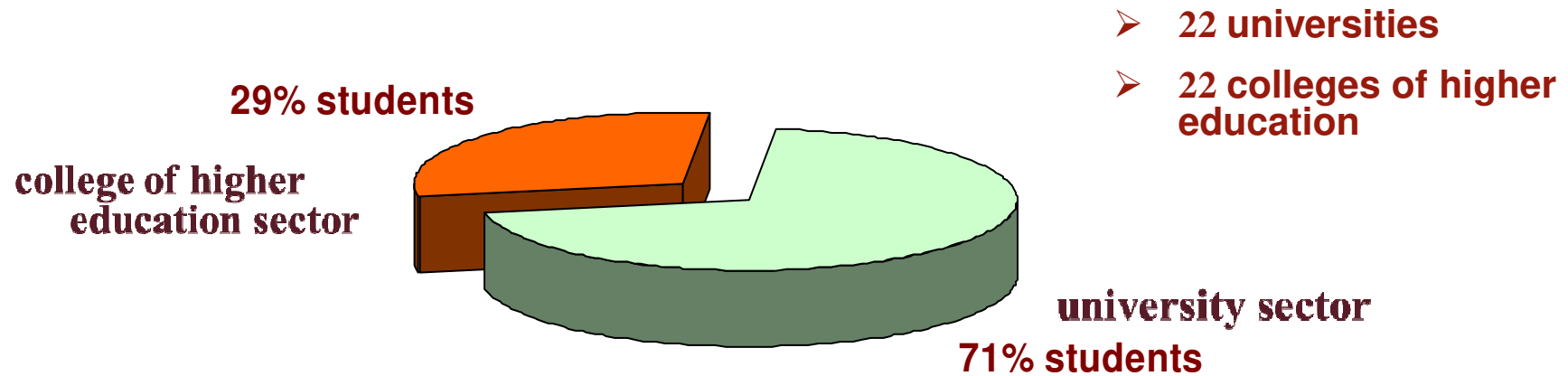
~ 1800 I&II cycle  
study programmes

2,9 mln. population

~133 000 students



# Higher Education in Lithuania



- Study programme evaluation and accreditation from 1998-1999
  - Foreign experts from 2002
  - From 2009: evaluation can be performed by SKVC or another agency for quality assurance in higher education, which is included in the EQAR. Accreditation is solely by SKVC
- Institutional review and accreditation
  - Evaluations of colleges [with local experts] to gain HEI status: 2000-2004
  - 1<sup>st</sup> cycle of full scale institutional reviews in 2011-2014, final decisions taken in 2015:
    - fully international teams, stakeholder representation as required by ESG]
    - Institutional review and accreditation performed only by SKVC

### **Aims:**

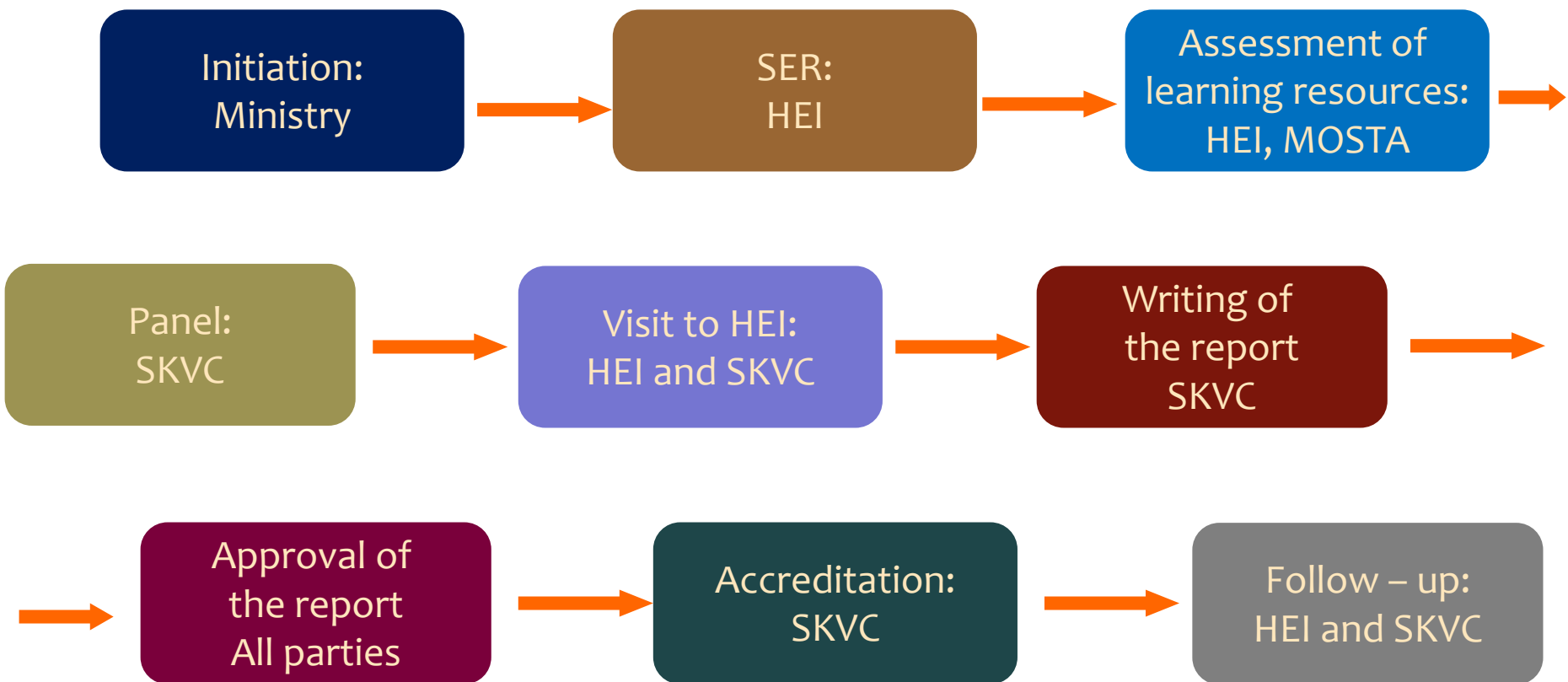
- to create **prerequisites for the improvement** of the higher education institution's activities,
- to **promote its culture of quality**,
- to estimate the basic financing needs with respect to the **effectiveness** of the institution's activities,
- **to inform** the founders (legal persons), the academic community and the general public about the quality of the higher education institution's activities,
- to present **recommendations for the development** of the HEI's activities.

### **Evaluation areas:**

- Strategic Management
- Academic Studies and Life-long Learning
- Science and (or) Art
- Impact on Regional and National Development



## Evaluation process





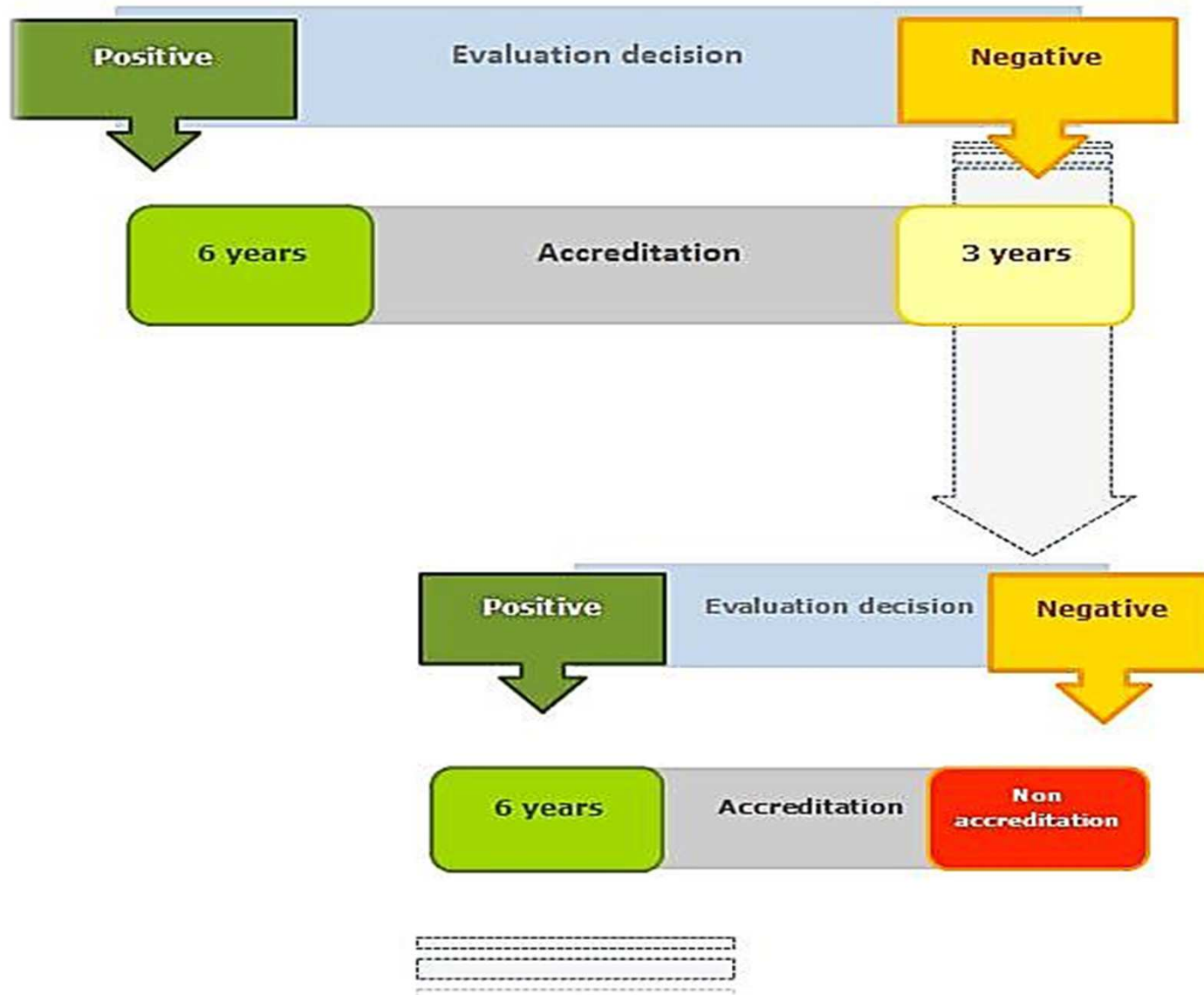
**Positive evaluation shall be given if HEI:**

- Complies with the procedures set for external review
- The learning resources have been judged to meet the minimum quality standards for the conditions and organisation of studies (**until 2014!**)
- No essential drawbacks have been found in its operation and all the areas have received a positive evaluation

**Negative evaluation:**

- Does not meet at least one criteria

## Consequences of review

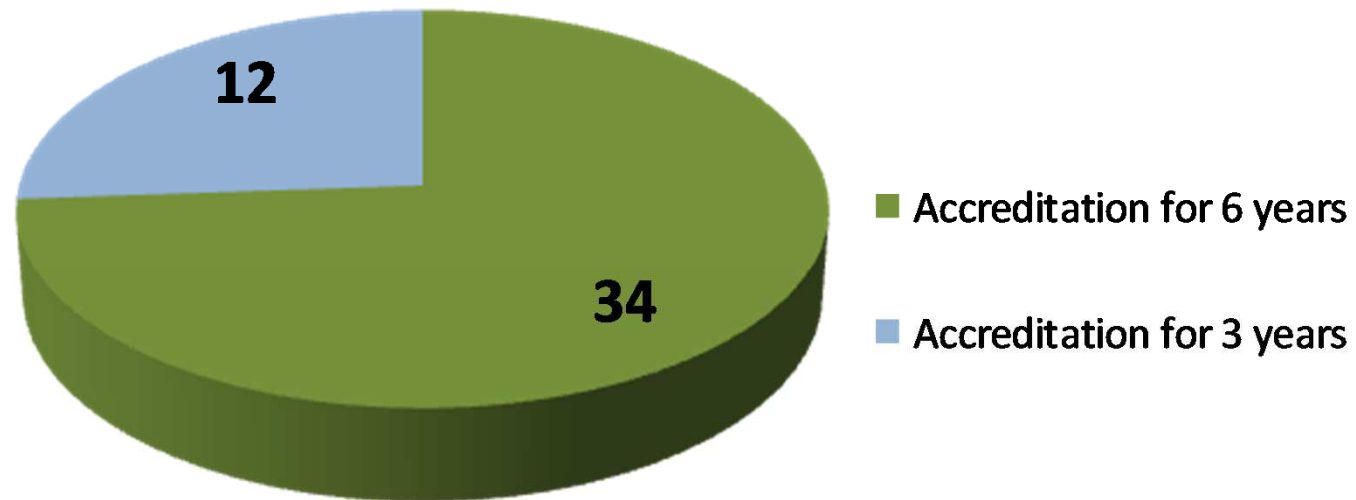




## Changes during the process

- Mandatory consultations for HEIs before submitting self-evaluation documents
- Introduction of mapping tool for experts
- Recommendations for HEIs on preparation of self-evaluation documents (published online)
- Summary of the review report for wider public
- MOSTA evaluation – source of information (starting from November 2014)
- Review of Priests Academies – by AVEPRO (starting from November 2014)

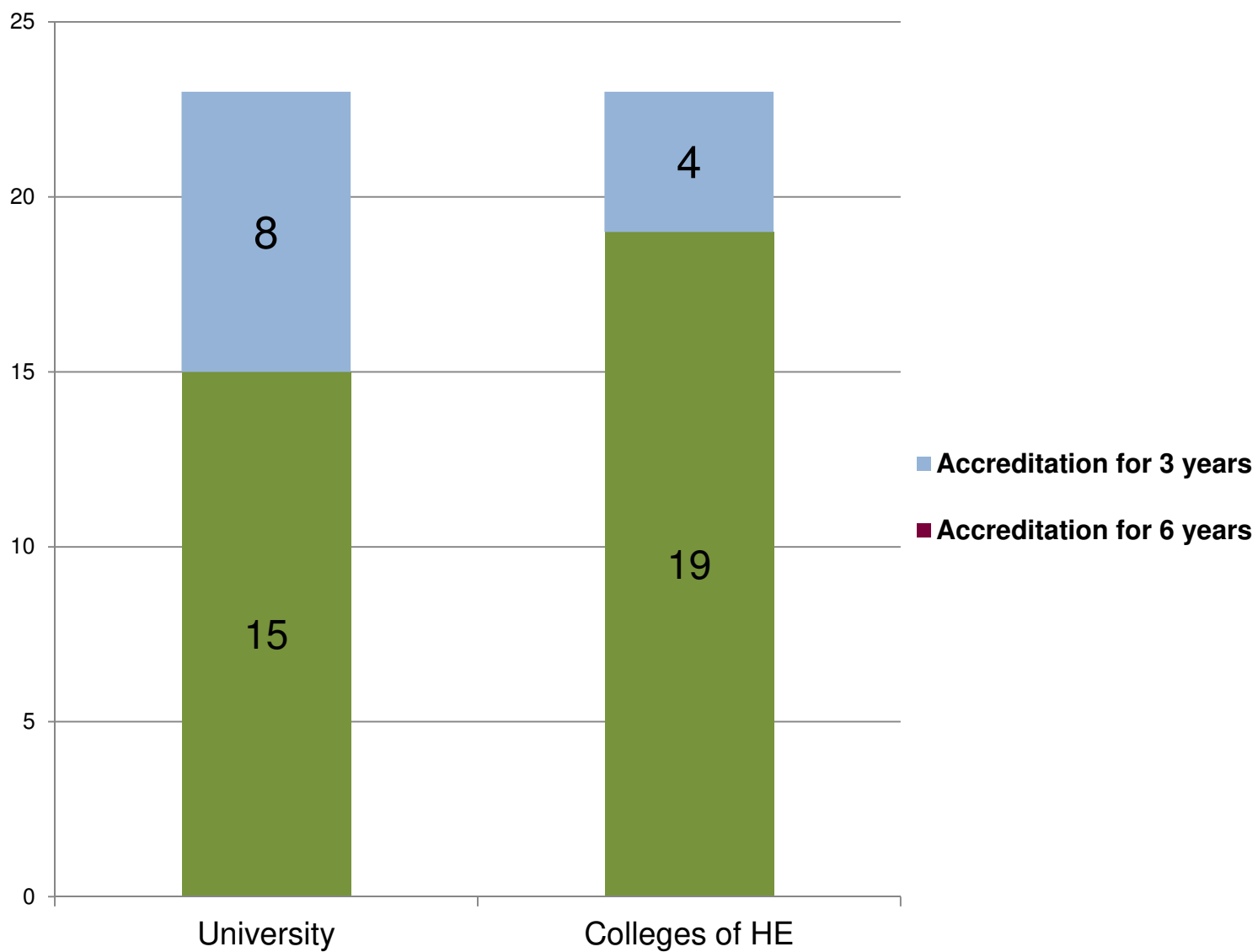
## Review results



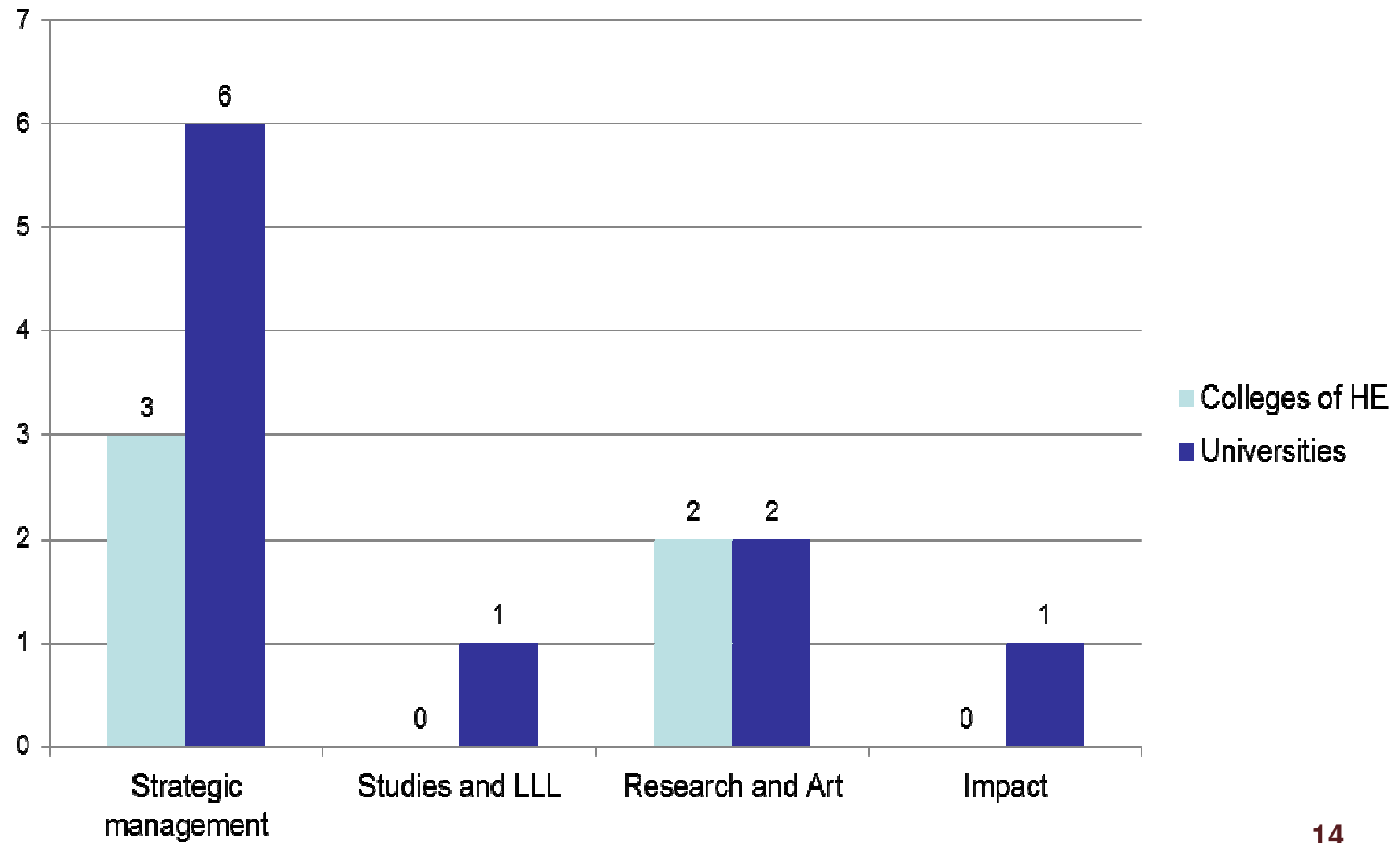
During the I cycle:

- 4 appeals;
- 1 case in Court (duration - 2,5 years).

## Review results



## Negatively evaluated areas





HEIs were provided with the  
lists of good practices:  
<400 (9 per institution)

And recommendations:  
654 (15 per institution)



## Good practices singled out by the experts

- Support by external stakeholders in drafting of a strategic plan (especially in colleges of HE);
- Efforts taken to expand the internationalization, primarily referring to an active participation of students and teaching staff in Erasmus and other mobility programmes





## Good practices singled out by the experts

- Strive to advance staff competences. Examples:
  - establishment of Centre of Excellence for Teacher Training or the Centre for Competence Building,
  - strategic investments into staff competences for further advancement of academic skills,
  - important programmes undertaken, such as the Innovative Researcher and Innovative Teaching,
  - other projects for staff professional development.



## Good practices singled out by the experts

- In some cases efficiency of the quality management system, e.g.:
  - establishment of an advisory quality Council,
  - appointment of a person in charge of quality overseeing the development and implementation of an appropriate and target-driven quality system,
  - establishment of a quality department.



## Good practices singled out by the experts

- Progress in revision of study programmes in accordance with principles of Bologna process
- Improving relations with social partners in the area of programme enhancement, involvement of stakeholders in study programme committees, contribution to development of new programmes
- Strong facilities and learning resources, as well as well-established infrastructure



## Good practices singled out by the experts

- Colleges of HE were commended for great attention in study programmes devoted to practical skills, positive evaluation of study programmes by employers for practical focus of the study programmes
- Some colleges of HE have developed unique and niche-type study programmes adjusted to national or regional needs
- Efforts made to expand distant learning possibilities



## Good practices singled out by the experts

- Although many universities still need to expand the number and quality of their research activities, in the case of several universities have a very high level of achievements of international significance in individual research and/or art activities had been identified
- Research projects undertaken in some colleges of HE had a direct impact on the regional development, for instance, by implementing such social projects as reintegration into the labour market, adults education, small to medium-size business development



## Good practices singled out by the experts

- In a lot of HEIs a good degree of involvement in voluntary programmes by staff and students was highlighted
- Majority of colleges of HE are important for regions and the country on the whole because of their positive impact on the demographic, social, economic and cultural development
- In a number of HEIs (expecially colleges of HE) final papers of students reflected the regional and national needs and were based on the interests of business companies

### Strategic management

- Part of the HEIs do not have a clear or comprehensive strategy which would foresee **specific goals, performance indicators** and implementation **monitoring**
- HEIs often do not have a **risk management** strategy
- A strategic plan does not include **consistent quantitative and qualitative indicators** and fails to describe the value scale of such indicators

- Too little attention given to **performance reporting** and **information system** improvements
- Performance reports **are not circulated** among a wider circle of stakeholders
- Part of institutions does not have an integrated quality management system that would **cover all processes** within the institutions
- Further improvements are necessary in the area of **involvement of social partners** into key operational processes of HEIs



### Internal quality assurance system:

- Part of the institutions were recommended to **integrate their quality procedures** into managerial procedures
- Quality assurance processes do not involve students and social partners – they **do not get any feedback** on their contribution to quality improvement
- When drafting quality assurance systems, **insufficient attention** is given to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- A process of feedback from students **is not standardised** or is not analysed
- The **balance** between quality control and quality enhancement is insufficient

### Staff management

- Universal human resource strategy that would define the staffing needs, staff plans and operational management is missing
- Absence of the institutional policy on staff training and professional competence advancement. No analysis on training needs conducted
- Failure to ensure that the teaching and education material kept abreast with the recent developments

### Internationalization

- There is a necessity to further **expand** internationalization
- HEIs often **do not have a strategic plans** for planned international activities which would clearly define the concept and strategy of internationalization and would allow ensuring sufficient in-coming and out-going mobility flows of students and staff

### Studies and LLL

- In-coming and out-going student and teacher **mobility** was identified as being too low
- Nearly one third of universities were recommended to ensure possibilities for **practical training and internships** of students, including provision of feedback by host organisations on the knowledge and skills of students as well as feedback by students on the organisation of practical training and the practical use thereof
- Necessity to find ways to mitigate **student drop-out** problem was highlighted. There is no clear system for student motivation or assistance, information about academic requirements for students is lacking, academic support mechanism is insufficient

- Not all institutions have a methodology in place to allow **recognition of prior studies**, while such possibility would ensure broader life-long learning possibilities for adults, in particular
- HEIs often do not have official **alumni** clubs or associations which would create favourable environment for cooperation among students and alumni
- LLL model applied by HEIs is not linked to the official or systematic assessment of market needs or market research

### Research and/or Artistic activities

- In a larger number of universities the highlighted problems were related to **strategic management** in the area of research. The problem is linked to ineffective use of indicators, strategic implementation and monitoring
- Improvement of conformity of research and/or art activities to the **mission** and strategic documents of HEIs is recommended
- Insufficient number of **research publications** in international journals
- Level of participation in international **research projects** is rather low

### Research and/or Artistic activities

- It is recommended to define and use a more precise definition of **applied research** activities
- Colleges of HE miss formal research **policy**, lack clear research **strategy**, their strategic **planning** is not focussed on long-term research possibilities

## Impact on regional and national development

- HEIs were recommended improving their **planning** activities in the area of **impact**, i.e., defining or clarifying the goals of the third mission, integrating them into strategic documents so as to bring them in line with the general strategic management structure
- There is a need for **evaluation** and **monitoring** of **impact**





# **Evaluation of Learning Resources**

**(by Research and HE Monitoring and Analysis Centre - MOSTA)**



- The review results of learning resources of higher education institutions had been improving every year
- There was a **growing number of study programmes** with the number of students **enrolled through LAMA BPO** (the Lithuanian Association of Institutions of Higher Education, General Admission Organisation) **with an enrolment score below the baseline value** set in the Methodology (for universities – 1.8 grade, for colleges of higher education – 1 grade)



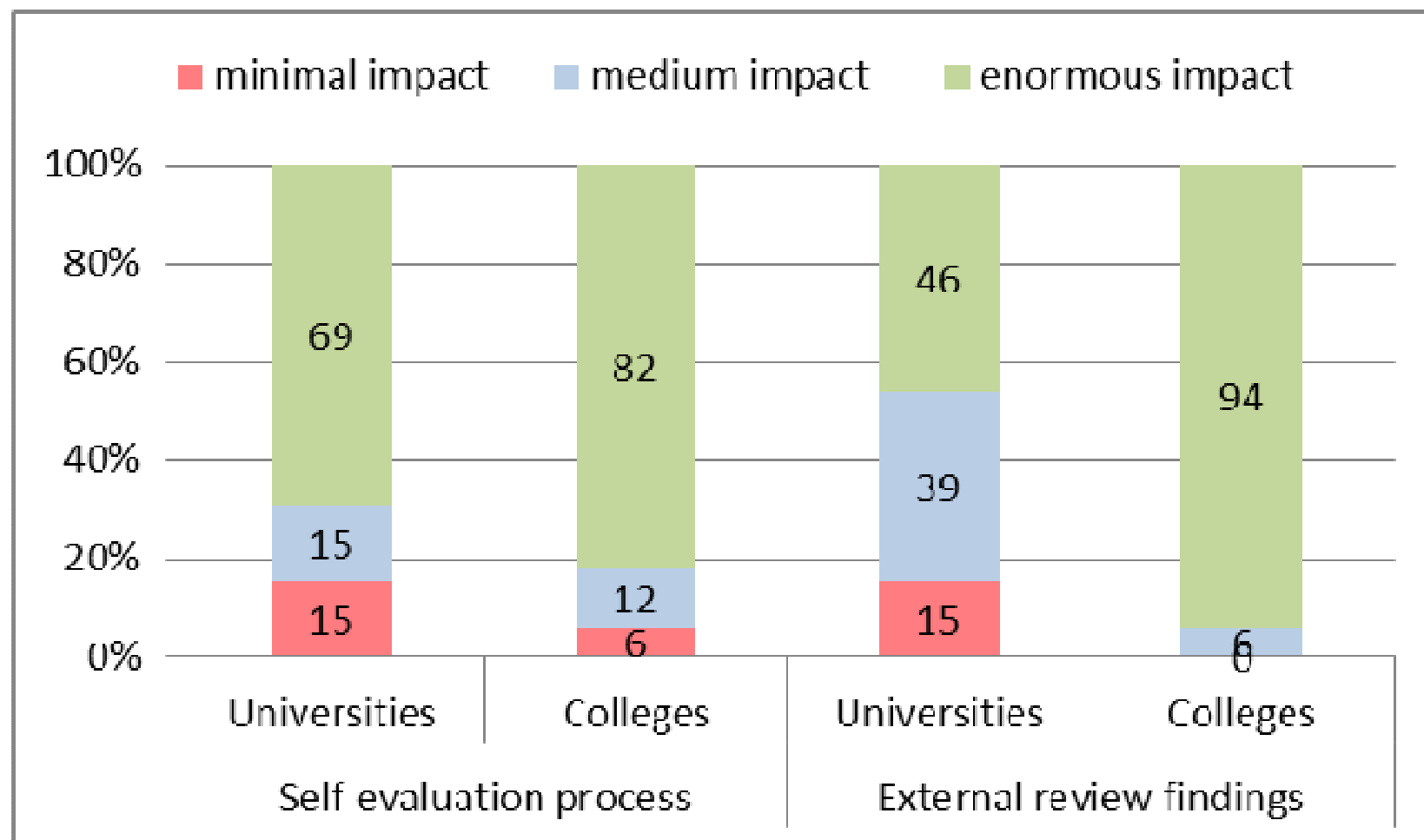
- A large proportion of state-funded students enrolled in the third cycle did not complete their studies within the given period (in 2014 8 out of 14 universities)
- Some non-state universities had **a higher percentage of teaching staff not holding any scientific degrees** (acknowledged artists) and of teaching staff for whom it was **a secondary employment**
- In some of state universities **the number of students enrolled in the third cycle studies was decreasing** compared to the number of students enrolled in the second cycle and integrated studies

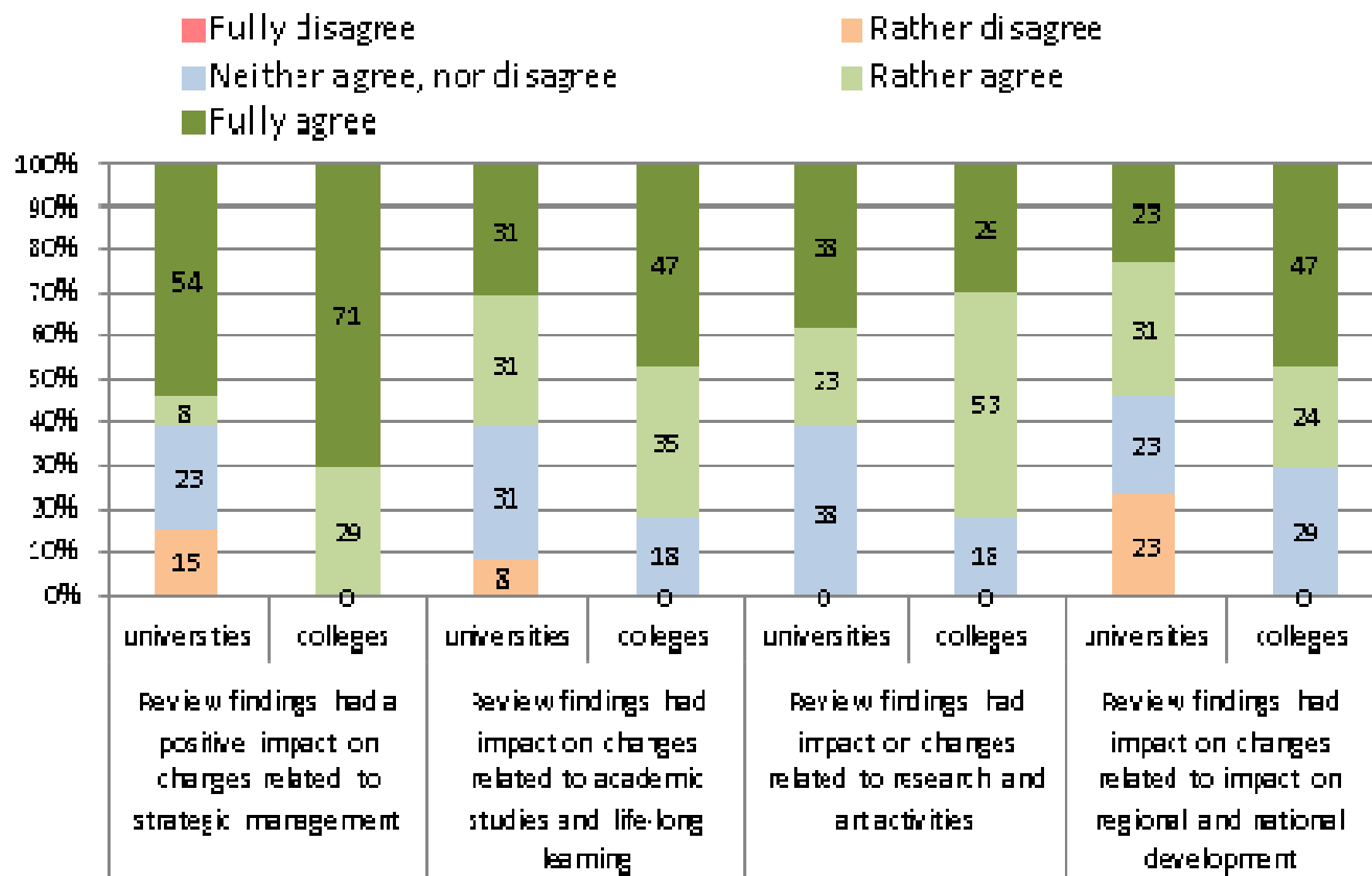


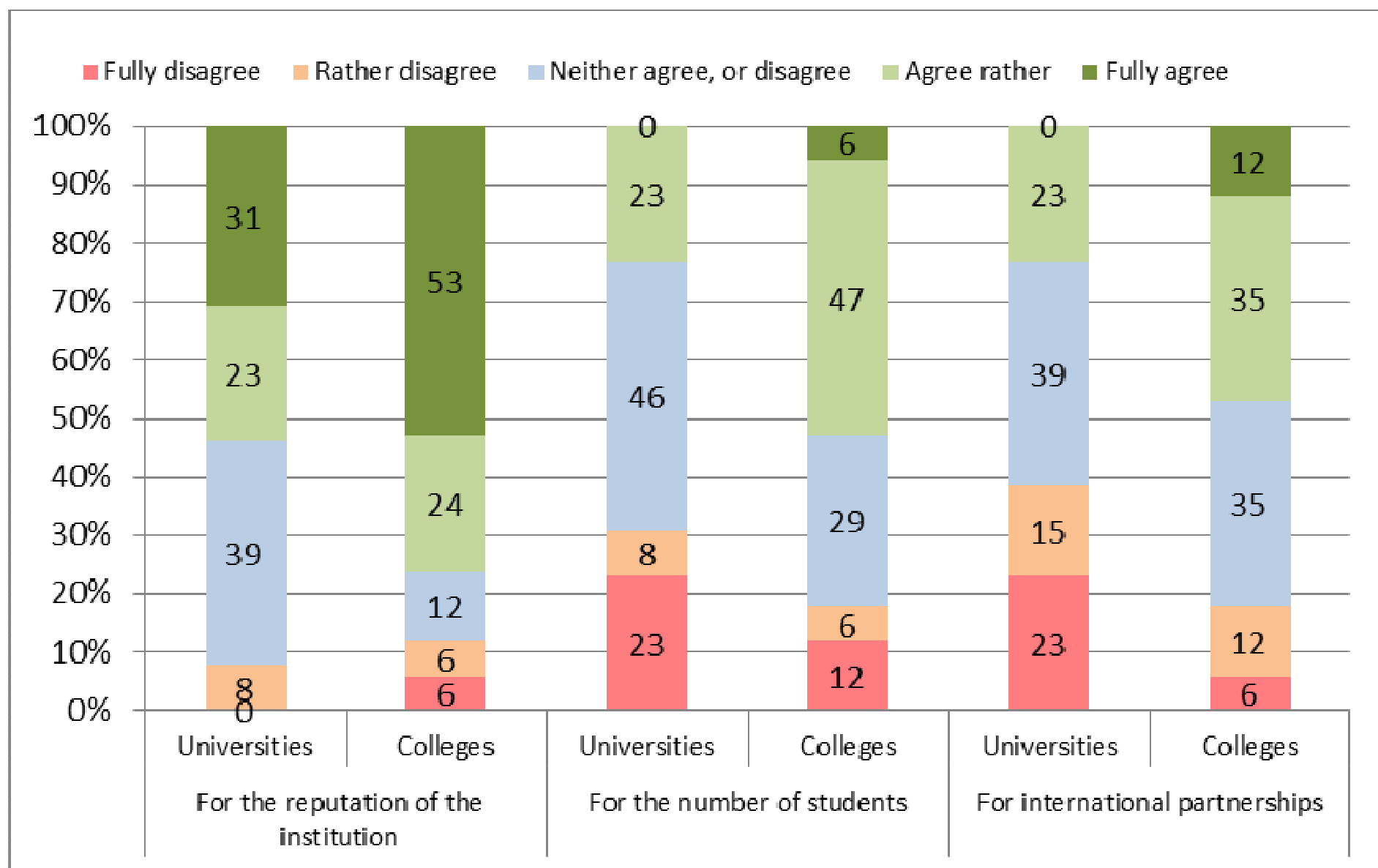
## Survey results



- Institutions positively evaluated the process of institutional review, and saw the benefit of self-evaluation and external review results on their activities
- The largest impact of the review results was made on:
  - changes in the area of strategic planning and follow-up monitoring
  - setting of quantitative and qualitative indicators
  - improvement of internal quality system







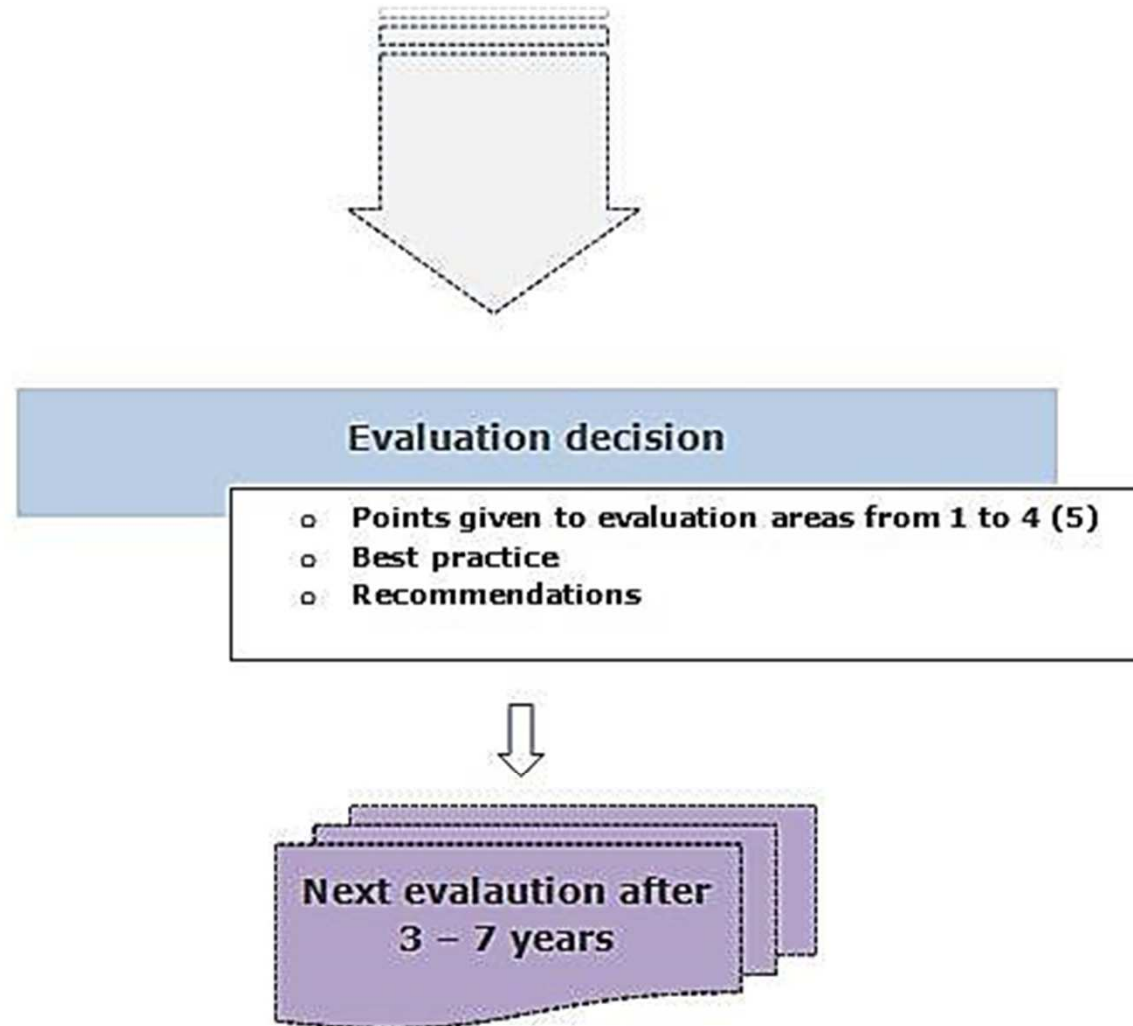




## Follow-up

- ✓ All full reports are published on the website of [SKVC](http://www.skvc.it) ([www.skvc.it](http://www.skvc.it)) and on the websites of HEIs
- ✓ Follow-up visits to all reviewed institutions

## From QA to Quality enhancement



**Ačiū!**  
**Thank you!**

[www.skvc.lt](http://www.skvc.lt)

