

**PROGRESS REPORT ON THE IMPLEMENTATION OF THE EXTERNAL EVALUATION RECOMMENDATIONS FOR VILNIUS KOLEGIJA/HIGHER EDUCATION INSTITUTION**

<b>Expert recommendation</b>	<b>Actions taken by the higher education institution to implement the recommendation</b>	<b>Change that has occurred or is expected (detail how the planned actions have helped or will help implement the recommendation, provide evidence of the results achieved)</b>
<b>Management area</b>		
<p>Vilniaus kolegija/HEI should gather a wider range of qualitative evidence, in addition to the largely quantitative data currently collected for the strategic indicators, to improve its performance (paragraph 40).</p>	<p>Actions taken:</p> <p>In 2024, the Vice Rectors, in conjunction with the heads of the relevant departments, conducted a comprehensive qualitative analysis of the efficacy of the Strategy's Action Plan and the Vilniaus kolegija/Higher Education Institution (hereinafter referred to as Vilniaus kolegija/HEI) performance. This initiative formed part of the broader strategy to enhance the monitoring and execution of the Vilniaus kolegija/HEI Strategy. The objective of this analysis was to evaluate the extent to which the indicators outlined in the plan provide a foundation for monitoring and analysing not only the quantitative but also the qualitative outcomes of the Vilniaus kolegija/HEI's activities. This process aims to identify areas for enhancement and to strengthen evidence-based performance evaluation.</p>	<p>Change implemented:</p> <p>Following an analysis of the effectiveness and qualitative aspects of the Vilniaus kolegija/HEI's strategy implementation action plan, specific measures to improve the plan were initiated, strengthening the logic and analytical value of strategic monitoring:</p> <ol style="list-style-type: none"> <li>1) the review of indicators was aimed at ensuring that monitoring was more closely linked to other planning documents, and that the analysis of indicators was not limited to merely recording the values achieved. Following the analysis, greater attention was paid not only to assessing the reasons for failure to meet indicators, but also to the more consistent application of qualitative analysis and the SWOT method.</li> <li>2) The analysis prompted the refinement and differentiation of indicator formulations to make them clearer, more precise and more analytically useful. For example, it was suggested that more precise terms be used, such as 'inter-sectoral' instead of 'interdisciplinary'.</li> <li>3) The role of qualitative indicators was also strengthened: it was emphasised that in certain areas, such as the evaluation of conferences, it is not only their number that matters, but also qualitative analysis.</li> <li>4) In order to make the indicators more meaningful from a management perspective, some of them were supplemented with aspects revealing the value of the activity; for example, it was suggested that the number of publications should be linked not only to quantity but also to scientific value, assessed according to Research Council of Lithuania points.</li> </ol> <p>In summary, it can be stated that the analysis carried out led to a clear shift in the monitoring of the Strategy's Action Plan: there has been a shift from more general and predominantly quantitative indicators to a more precise, differentiated and analytically robust system of indicators, in which greater emphasis is placed on</p>

	<p>In accordance with Order No. V-346 of 7 October 2024 issued by the Rector of Vilnius kolegija/HEI and Order No. V-457 of 19 December 2024 issued by the Rector of Vilnius kolegija/HEI, the Vilniaus kolegija/HEI's annual activity reports have been updated.</p>	<p>qualitative analysis, the assessment of causes and the interpretation of the impact of activities.</p> <p>Taking into account the experts' recommendations and the analysis of the implementation of the Vilniaus kolegija/HEI's strategic action plan, the formats of the Vilniaus kolegija/HEI's annual activity reports were updated in 2024. Following the update of the templates, a transition was made to a broader performance evaluation model, in which quantitative data is systematically supplemented by qualitative analysis. The changes made laid the groundwork for basing the Vilniaus kolegija/HEI's activity reports even more on qualitative performance evaluation. In the structure of the report forms, alongside statistical data, a description of the current situation is consistently requested, for example, analysing student satisfaction with the organisation of the study process and the quality of teaching, the provision of a personalised study process, the involvement of social partners, the internal study quality management scheme, the responsibilities of stakeholders, the planning of study improvement measures, and other aspects revealing the quality of processes. This indicates that the institution's progress is assessed not only by the extent of the results achieved, but also by the appropriateness of measures, the maturity of processes, the use of feedback, and the actual impact on the quality of studies. It is important to note that specific qualitative analysis tools were also incorporated into the report format: provision was made to integrate SWOT analysis into different areas of activity, to analyse the effectiveness of volunteering activities, to assess the impact of internationalisation on the quality of the study process, and in some areas, examples of good practice are directly specified. Furthermore, certain indicators in the form are identified as qualitative, such as the assessment of the adequacy of lecturers' competences or the conditions for improving staff competences at different levels.</p> <p>The approved activity reports of the Vilniaus kolegija/HEI reveal that the changes made were not limited to a formal update of the report format, but also led to a change in the very logic of the activity evaluation. The evaluation of the institution's activities is based on a mixed model, encompassing not only quantitative but also qualitative data, whilst the annual activity reports involve not only the presentation of data but also its qualitative analysis, allowing for a more detailed disclosure of the nature of the changes, their justification and their impact. The Vilniaus kolegija/HEI's activity report is prepared on the basis not only of data from administrative departments, but also of self-assessments of faculty activities and student self-expression groups. This approach means that the report is not merely a compilation</p>
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		<p>of statistical indicators, but includes their interpretation, an explanation of the context and the formulation of qualitative conclusions. For example, it interprets student feedback and its use in decision-making, conducts a qualitative assessment of social partners and employers, formulates insights on strengthening cooperation with local authorities, presents qualitatively significant aspects of staff composition, and the sustainability of the funding structure and associated risks are discussed. In other words, the report emphasises not only organisational decisions but also their rationale, significance and anticipated impact on the institution’s management. Therefore, the Vilniaus kolegija/HEI’s annual activity reports serve not only to record performance results, but also as a tool for institutional self-analysis, progress monitoring and evidence-based decision-making.</p>
<p>Vilniaus kolegija/HEI should improve the quality of information available on its websites and in social media, emphasising the distinctive features of the institution and promoting all aspects of its provision (paragraphs 42-43).</p>	<p><b>Actions taken:</b></p> <p>In 2024, the Public and Community Services Department was established (Order No. V-394 of the Rector of Vilnius kolegija/HEI dated 7 November 2024).</p> <p>In 2023–2024, the <i>viko.lt</i> website and the websites of the departments were updated.</p> <p>In 2022, strategic guidelines for the Vilniaus kolegija/HEI’s internal and external communications were drawn up.</p>	<p><b>Change achieved:</b></p> <p>The aim of the newly established Public and Community Services Department is to develop external services and showcase the Vilniaus kolegija/HEI’s strengths to social partners. This has strengthened the institutional basis for a more consistent presentation of the Vilniaus kolegija/HEI’s services, strengths and uniqueness to external target groups. For example, on 15 May 2025, cooperation, contract work and support agreements were signed with AB “Klovainių skalda”.</p> <p><a href="https://www.viko.lt/ab-klovainiu-skalda-ir-vilniaus-kolegija-sutelke-jegas-bendriems-projektams/">https://www.viko.lt/ab-klovainiu-skalda-ir-vilniaus-kolegija-sutelke-jegas-bendriems-projektams/</a></p> <p>The updated <i>viko.lt</i> and departmental websites have improved the consistency of the Vilniaus kolegija/HEI and faculty websites and the quality of information. This has improved the consistency and coherence of information across the Vilniaus kolegija/HEI’s various communication channels, laying the groundwork for a clearer and higher-quality presentation of the Vilniaus kolegija/HEI’s activities, services and unique features online.</p> <p>Internal and external communication guidelines for Vilniaus kolegija/HEI were prepared (in Lithuanian and English, 2022) and published on the intranet. The guidelines include a communication analysis, as well as proposals and recommendations for improving the institution’s external and internal communication. Strategic guidelines for the Vilniaus kolegija/HEI’s internal and external communications have been prepared, setting out measures to improve the quality of information. Communications have begun to be based on clearer strategic</p>

	<p>An analysis of the Vilniaus kolegija/HEI's public profile was carried out (external expert study).</p> <p>The Vilniaus kolegija/HEI's strategy for 2026–2030 highlights a strategic direction for a recognisable identity.</p> <p>The communication direction “VIKO paves the way for tomorrow's opportunities” was formulated, covering all areas of the Vilniaus kolegija/HEI's activities.</p> <p>The Vilniaus kolegija/HEI's external communication is regularly discussed and analysed at Vilniaus kolegija/HEI community meetings and Rector ate meetings.</p>	<p>principles, creating the conditions for more targeted and higher-quality information management and more unified communication.</p> <p>An analysis of the Vilniaus kolegija/HEI's public image (conducted by external experts) showed that VIKO's public image remained consistently positive. At the presentation of the study on Vilnius kolegija/HEI's external communication and public image on 14 October 2025 on 14 October, the tone of Vilniaus kolegija/HEI's communication was discussed, as well as how the institution is perceived among other higher education institutions in Lithuania, which members of the community speak/comment/share expert insights the most, and so on. An externally assessed basis has been established for evaluating the Vilniaus kolegija/HEI's communication situation and for continuing to strengthen public visibility in a targeted manner.</p> <p>Strengthening the Vilniaus kolegija/HEI's identity has been established at a strategic level, so the development of communication is linked to the institution's long-term priorities. Six objectives have been set, which are detailed in terms of measures, expected changes, evidence of impact and responsible persons.</p> <p>A communication theme has been formulated: ‘VIKO (Vilniaus kolegija/HEI) paves the way for tomorrow's opportunities’, adapted for different target audiences: prospective students – #suVIKOpavyko; for social partners and the community – “Growing up to change the future” (Communications Department, presented at the community meeting on 4 September 2025). This marked the start of developing a more coherent communication model, tailored to audiences and more clearly highlighting the Vilniaus kolegija/HEI's uniqueness. Communication has become more focused on the needs of different target groups and on presenting a unified institutional identity.</p> <p>To strengthen the implementation of the external and internal communication model, HEI's external communication is regularly discussed and analysed at Vilniaus kolegija/HEI community meetings and Rector ate meetings. In 2025, the Vilniaus kolegija/HEI's Rector ate and administrative meetings discussed institution's study programme advertising campaigns, as well as preparations for and participation in study fairs. Communication management has become a subject of ongoing institutional discussion and monitoring, which indicates a shift towards a more coordinated and systematically managed communication model.</p>
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	<p>Newsletters for the community are regularly prepared and published.</p>	<p>By regularly preparing and publishing newsletters for the community, the regularity of internal communication and the consistency of information dissemination have been strengthened, creating the conditions for better community awareness of the Vilniaus kolegija/HEI's activities, priorities and changes.</p>
<p>The Academic Council should consider how it could perform more effectively its function as a senior academic body, in particular, in overseeing the implementation Vilniaus kolegija/HEI's quality management system and applied research activities (paragraph 34).</p>	<p><b>Actions taken:</b></p> <p>In accordance with the updated Vilniaus kolegija/HEI Quality Manual, the functions set out in the Academic Council's Rules of Procedure have been reviewed, with a focus on quality assurance in studies and the monitoring of the implementation of research, development and innovation (RDI) and art activities.</p>	<p><b>Change implemented:</b></p> <p>The Academic Council's Rules of Procedure have been updated (approved by Resolution No. AT N-4 of 12 March 2025) to strengthen the Council's role in the supervision of study quality assurance and R&amp;D and art activities, by adding specific functions: "&lt; 7.3. approves the internal study quality assurance system and monitors its implementation; 7.12. evaluates the results of applied research and experimental development carried out, as well as the quality and standard of the Vilniaus kolegija/HEI's applied research, experimental development and art activities; 7.13. determines the directions and themes of applied research, professional art, experimental development activities and scientific, taking into account the fields of study offered by the Vilniaus kolegija/HEI and their links with scientific fields, the qualifications of art staff, available financial resources, and the needs of students and clients; 7.19. considers the Vilniaus kolegija/HEI's strategic activity plan submitted by the Rector, which defines the Vilniaus kolegija/HEI's mission and vision, and submits its opinion on it to the Council; 7.20. considers the plans for the reorganisation of the Vilniaus kolegija/HEI's structure submitted by the Rector, which are necessary for the implementation of the strategic activity plan, and submits its opinion on them to the Council;&gt;".</p> <p>During meetings, decision-making is based on data presented in the Vilniaus kolegija/HEI's annual activity report, identifying areas for improvement and formulating recommendations for enhancing academic, research and art activities. Members of the Academic Council are provided with the report or other documents submitted for consideration in advance, ensuring the opportunity to submit comments and request additional information from the drafters regarding ongoing activities or documents.</p> <p>In accordance with the approved Vilniaus kolegija/HEI Strategy for 2026–2030 (approved by Resolution No. ST N-17 of 22 December 2025), R&amp;D and art activities are linked to the institution's strategic priorities. The strategy implementation plan sets out specific actions and measures that comply with the elements of the quality assurance system and the effectiveness assessment criteria set out in the Quality Manual.</p>

	<p>Planned actions:</p> <p>The following action is planned to strengthen the Academic Council's supervisory function: to establish the Vilniaus kolegija/HEI's risk management system.</p>	<p>In accordance with the description of R&amp;D and art activities at Vilniaus kolegija/HEI (Rector 's Order No. V-226 of 2 July 2020), requirements are set out for the conduct of R&amp;D and art activities, the presentation and evaluation of results, and the allocation of funds for the results achieved. The provisions of this document are followed in practice when organising R&amp;D activities and allocating funds to the implementers of these activities for results actually achieved.</p> <p>Pursuant to Academic Council Resolution No. AT N-12 of 18 December 2024, a standing Academic Council Committee on Science and the Arts was established.</p> <p>The Committee acts as an advisory body, providing recommendations on the implementation of the Vilniaus kolegija/HEI's R&amp;D programme, systematically reviewing documents related to applied research and art activities, identifying risks, and presenting reasoned conclusions and recommendations to the Academic Council.</p> <p>Expected change:</p> <p>Once the Vilniaus kolegija/HEI's risks related to the quality of studies and the implementation of R&amp;D and art activities have been identified, and a plan of management actions and measures has been drawn up, targeted monitoring of these areas and timely decision-making in response to potential threats will be ensured. At the academic level, this process will be overseen by the Academic Council, which supervises the implementation of the internal quality assurance system for studies and evaluates the quality of R&amp;D and art activities. This will enable risk management to be linked not only to administrative monitoring but also to collegial academic deliberation and decision-making.</p>
<p>Vilniaus kolegija/HEI should review its approach to ensure that it is able to be proactive in meeting changing technological, societal and environmental drivers to create and maintain an attractive portfolio of relevant study programmes.</p>	<p>Actions taken:</p> <p>Continuous quality monitoring of study programmes is carried out, and the results are used to ensure a portfolio of study programmes that is relevant and oriented towards the needs of the labour market and society.</p>	<p>Change achieved:</p> <p>In line with experts' recommendations to review its approach and respond more actively to changing technological, social and environmental factors, the Vilniaus kolegija/HEI bases the relevance of its study programmes on continuous monitoring of the quality of its fields of study. This monitoring enables not only the recording of the current status of study programmes, but also the consistent tracking of how their relevance changes in the context of labour market needs. The study programme monitoring reports analyse changes in student numbers, the minimum competitive entry score, dropout rates, the proportion of students completing their studies on time,</p>

		<p>student and staff mobility, graduate employment rates based on SKVC data, and a SWOT analysis is conducted; and, once areas for improvement have been identified, a plan for the implementation and impact of improvement measures is drawn up. In this way, the monitoring of study programmes at the Vilniaus kolegija/HEI is used as a continuous monitoring, evaluation and response tool, allowing for a targeted review of the study provision and, where necessary, the adjustment of actions.</p> <p>For example, the summary of monitoring data for all 34 study programmes carried out in the 2025–2026 academic year enabled the identification of the Vilniaus kolegija/HEI’s general areas for improvement: improving the quality of studies, enhancing the student experience, developing internationalisation and partnerships, effective communication, and the visibility of studies. Key priorities explicitly identified include updating the content of study programmes, including their relevance and the integration of artificial intelligence, strengthening communication and the attractiveness of studies, reducing student dropout rates and developing support systems, strengthening internationalisation and partnerships, improving lecturers’ competences, strengthening the quality assurance system, and improving infrastructure and digital tools. This indicates that the Vilniaus kolegija/HEI links monitoring results to specific responses to technological, societal and study environment changes, whilst the relevance of the study programme portfolio is assessed not only against existing indicators but also in terms of the need to update content in a timely manner, enhance student success and increase the attractiveness of programmes.</p> <p>This ongoing change is further reinforced by the fact that the monitoring of study programmes is not an isolated process, but is consistently supplemented by other data sources: data from the Vilniaus kolegija/HEI’s annual activity reports, self-assessments by faculties and fields of study, surveys of employers and social partners, graduate employment and career data, results of graduate surveys, Decisions by Programme and Field Committees regarding programme updates, as well as external labour market signals from local authorities or other institutions (social partners). This body of data provides the basis not only for assessing the current state of the study programme portfolio, but also for continuously refining its relevance, strengthening links with labour market, societal and technological changes, and making more evidence-based decisions regarding the improvement, expansion or review of programmes. It can therefore be stated that the Vilniaus kolegija/HEI monitors its study provision, enabling it to respond to changing external needs not on an ad hoc basis but systematically, and to develop an attractive and relevant portfolio of study programmes.</p>
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<p>Vilniaus kolegija/HEI should support its established approach to strategic planning and risk management with a manual that details the planning and risk management processes, sets out responsibilities and the approach to linked communication.</p>	<p><b>Planned actions:</b></p> <p>To prepare the Vilniaus kolegija/HEI's risk management plan by 2026.</p> <p>Carry out continuous risk monitoring and assessment, linking this to the achievement of strategic objectives.</p>	<p><b>Expected change:</b></p> <p>In accordance with the risk management plan, the Vilniaus kolegija/HEI will have a more clearly defined risk management process, linked to strategic planning, responsibilities and decision-making. The risk management plan is currently being developed: representatives from the central administration and faculties have been involved in the process, and working sessions are being organised to discuss and refine the Vilniaus kolegija/HEI's key risks that are most significant from a strategic perspective. The annual risk management plan is scheduled to be finalised by 30 June 2026. In preparing the plan, it is envisaged that the probability and significance of risks, as well as the control measures currently in place and those planned, will be determined, thereby laying the foundation for more consistent risk assessment and management. This demonstrates that the risk management system is being developed in a collegial manner, involving different levels of the institution and areas of activity.</p> <p>The Vilniaus kolegija/HEI's risk management plan will provide a basis for the more systematic identification, assessment, monitoring and management of risks that may affect the achievement of strategic objectives, the quality of studies, resource management and other areas of activity. Responsibilities will also be more clearly allocated, the procedure for risk communication will be defined more consistently, and the link between planning, risk monitoring and performance improvement will be strengthened. Faculties, taking into account the specific nature of their activities, will prepare and implement faculty-level risk management plans, which will enable the consistent implementation of the Vilniaus kolegija/HEI's overall risk management system. As the plan is drawn up annually, its implementation will be assessed at the end of the planning period, the identified risks and their management measures will be reviewed, and, taking into account the results obtained and internal and external changes at, the next annual risk management plan will be prepared. In this way, the Vilniaus kolegija/HEI will strengthen a more preventive and coordinated management model, enabling a more timely response to potential threats and the informed taking of decisions.</p>
<p>Vilniaus kolegija/HEI is strongly advised to develop a clear strategy for staffing to: a. ensure that the</p>	<p><b>Actions taken:</b></p> <p>In accordance with the updated Vilniaus kolegija/HEI Strategy for 2026–2030,</p>	<p><b>Change implemented:</b></p> <p>In accordance with the updated Vilniaus kolegija/HEI Strategy for 2026–2030, internal documents are being updated, taking into account internal and external</p>

academic staff profile can be adapted effectively to meet rapidly changing societal and professional needs and thus to ensure the sustainability of a responsive programme portfolio; b. ensure flexible, efficient and effective administrative management that proactively supports changing needs.

internal documents are being updated.

The Centre for Teaching Excellence was established on 3 September 2025 (Order No. V-341 of the Rector of Vilnius kolegija/HEI dated 3 September 2025)

In 2025, the Staff Management and Lecturer Workload Planning modules of the Study Information System (hereinafter SIS) were developed and implemented.

factors as well as changing needs. This process strengthens the Vilniaus kolegija/HEI's ability to respond more systematically to changes in studies, the labour market, technological developments and organisational changes, and increasingly links decision-making to the analysis of the current situation at the Vilniaus kolegija/HEI and the external environment. This creates the conditions for a more consistent adaptation of staff management, the organisation of studies and administrative processes to the changing environment, and strengthens the flexibility and sustainability of the institution's operations.

In 2025, the Centre for Teaching Excellence (hereinafter referred to as the Centre), commenced operations, with the primary aim of strengthening lecturers' didactic competences and empowering them to create engaging and modern learning environments that meet students' needs. The Centre provides services related to teaching and learning innovations for lecturers; advises lecturers on improving and optimising teaching and learning activities; and provides information on teaching innovations to the Vilniaus kolegija/HEI's departments.

With the establishment of the Centre, the development of teaching staff competencies at the Vilniaus kolegija/HEI has become a coordinated and systematic institutional activity. The Centre's provision of consultancy, methodological support and the dissemination of teaching innovations creates the conditions for a more consistent updating of teaching methods, the strengthening of an inclusive and modern learning environment, and an improvement in the quality of studies. This strengthens the Vilniaus kolegija/HEI's ability to ensure that the profile and competencies of academic staff are better adapted to the rapidly changing needs of society and the labour market.

Following the implementation of the Staff Management and Lecturer Workload Planning modules of the Study Information System (hereinafter – SIS), data-driven planning of lecturers' activities has been strengthened across all faculties at the Vilniaus kolegija/HEI, and better conditions have been created for more consistent planning of academic staff workloads, monitor the distribution of lecturers' workload activities, assess lecturers' involvement in study, research, art and other academic activities, and make more informed staff management decisions. The implemented SIS functionality allows for monitoring and ensuring that the academic staff's profile can be adapted more flexibly to the changing needs of study programmes, society and the labour market.

	<p>Planned next steps:</p> <p>Develop a digital database of the Vilniaus kolegija/HEI's staff.</p>	<p>The SIS data preparation for transfer to the national Register of Educators has been implemented, which enhances the consistency of administrative processes and the reliability of data. The implementation of SIS modules reduces data duplication and enables more efficient use of staff data at institutional and national levels.</p> <p>The implementation of SIS modules directly contributes to ensuring the quality of data entry and maintenance, i.e. academic and administrative staff consistently and accurately record their activities. Furthermore, regular data monitoring enables the quality of workload data to be assessed, ensuring that management decisions are based on reliable and up-to-date information. In the longer term, the aim is for the SIS data collected to become an integral part of the Vilniaus kolegija/HEI's institutional research and quality assurance system. This would enable not only a timely response to the current staffing situation, but also the forecasting of academic staff requirements, the more targeted development of a competence-building strategy, and evidence-based staffing policy decisions at both faculty and Vilniaus kolegija/HEI-wide levels.</p> <p>This would strengthen data-driven management of academic staff and administrative processes, in line with experts' recommendations to strengthen strategic staff management.</p> <p>Expected change:</p> <p>The development of the Vilniaus kolegija/HEI's digital staff database will enable the more consistent collection, systematisation and analysis of data on the activities, competencies, workload and professional development of academic and administrative staff. This will allow for more targeted planning of staff professional development, the identification of missing competencies, the alignment of lecturer profiles with changes in the study programme portfolio, and the more informed setting of staff development priorities. This will strengthen strategic staff management, complementing the data-driven administrative framework being established through the implementation of the SIS.</p>
<b>Quality assurance</b>		
<p>Vilniaus kolegija/HEI should consider how the Quality Manual might be made more accessible and useful to staff and students (paragraph 66).</p>	<p>Actions taken:</p> <p>The Quality Manual was updated by Academic Council Resolution No. AT N-17 of 10 December 2025.</p>	<p>Change implemented:</p> <p>Taking into account the experts' recommendation to consider how to make the Quality Manual more accessible and useful, the Vilniaus kolegija/HEI took a significant step – it updated the Quality Manual as the main document of the internal quality assurance system. The updated manual more clearly defines its purpose,</p>

		<p>scope, user groups and their roles, emphasising that the manual applies to all departments, staff, students and stakeholders of the Vilnius kolegija/HEI. The handbook also explicitly states that it helps every member of the community to understand their role in the value chain, whilst a separate section details how the handbook is used by students, lecturers, managers, the administration and partners. In this way, the updated Quality Manual becomes not only a regulatory document but also a practical guide linking quality policy, processes, responsibilities and day-to-day activities. Furthermore, its accessibility is enhanced by specific dissemination and publicity measures: staff are made aware of the quality policy through training, meetings and the intranet, whilst students and social partners are informed via the public website, events and cooperation forums. This suggests that, in updating the Quality Manual, the Vilnius kolegija/HEI responded to the experts' recommendations not merely as a formality, but systematically – with the aim of making the document clearer, more accessible to different user groups, and practically useful in the institution's day-to-day operations.</p> <p>The updated Quality Manual, which clearly defines the responsibilities of the community and their links to the legislation and internal documents governing the Vilnius kolegija/HEI's activities, will lay the groundwork for a more consistent application of the quality management system in practice. Since the level of the community's awareness and involvement in the implementation of the quality policy is identified in the Manual as an indicator of the maturity of the quality culture, systematic familiarisation with the Manual should be regarded as a necessary condition for the quality policy to be not only approved in documents but also actually applied. Thus, the presentation and application of the updated Quality Guide will lead to a clearer understanding of the community's responsibilities, greater involvement of staff, lecturers, students and partners, more consistent integration of quality measures into planning and evaluation processes, and a stronger culture of quality within the institution. Thus, through this action, the Vilnius kolegija/HEI has not only updated the document but also strengthened the conditions for the Quality Manual to be effectively used as a tool for implementing the quality management system.</p>
<p>By acting on the suggestions in paragraphs 74-75, 79 and 81-82 Vilnius kolegija/HEI could establish an approach</p>	<p>Actions taken:</p> <p>In accordance with the updated Quality Manual, approved by Academic Council Resolution No. AT N-17 of 10 December</p>	<p>Change implemented:</p> <p>In accordance with the updated Quality Manual, the Vilnius kolegija/HEI has begun to develop its quality management system more systematically, giving it a clearer, more distinctive and more integrated structure. As the Quality Manual was only</p>

to quality management that is both distinctive and effective.

2025, a Quality Management System is being developed at the Vilniaus kolegija/HEI.

approved on 10 December 2025, at this stage it is appropriate to speak not of its fully realised impact, but of the established direction of the quality management system and the conditions created for its more consistent implementation. In the Quality Manual, the quality assurance system is defined as the Vilniaus kolegija/HEI's entire operational management system, encompassing planning, implementation, evaluation and improvement in accordance with the PDCA principle, whilst a quality indicator is clearly understood as encompassing both quantitative and qualitative dimensions. This indicates that quality management at the Vilniaus kolegija/HEI is linked not only to the recording of data, but also to its analysis, interpretation and use for the improvement of operations. The manual clearly establishes the processes of strategic planning and implementation: strategy development and implementation, preparation of annual activity plans and reports, setting of KPIs, monitoring and analysis, risk identification, assessment and management, as well as decision-making based on data analysis. Implementers, decision-makers and consulted parties have been designated for these processes, including faculties, departments, the Student Council and social partners. The guide also stipulates that faculties must set out specific quality assurance measures in their plans, link them to responsibilities and deadlines, integrate risk management into planning, and indicate in their decisions which data has been used. This suggests that the Vilniaus kolegija/HEI has established a more consistent, systematic and evidence-based quality management model, in line with experts' recommendations to develop a distinctive and effective quality management model.

This shift has also become more evident in practice. The updated format of the Vilniaus kolegija/HEI's annual activity report requires not only statistical data but also descriptions of the current situation, the involvement of social partners, communication processes, SWOT analysis, qualitative analysis of the implementation of cooperation agreements, analysis of the effectiveness of volunteering activities, and other elements of qualitative analysis. This indicates that the annual activity report is used not only to record results, but also to assess their context, validity and impact. The 2025 annual activity report confirms that activity monitoring and self-assessment at the Vilniaus kolegija/HEI are clearly linked to quality assurance, and that the report is prepared based not only on data from administrative departments but also on self-assessments of faculty activities and student self-expression groups. In the near future, we can expect a more consistent application of KPIs and risk monitoring, clearer integration of quality measures into departmental plans, more systematic involvement of the community and social partners, and stronger data-driven decision-making at the institution's management

	<p>Planned actions:</p> <p>In accordance with the updated Quality Manual, approved by Academic Council Resolution No. AT N-17 of 10 December 2025, present the Quality Management System to the Vilniaus kolegija/HEI community.</p>	<p>levels.</p> <p>Expected change:</p> <p>The presentation of the Quality Manual to the Vilniaus kolegija/HEI community is important because it creates the conditions for transferring quality policy, quality management principles and related responsibilities from the documentary level to the institution's day-to-day operations. The Quality Manual clearly stipulates that the quality management system encompasses the entire management of the Vilniaus kolegija/HEI's activities, and that its effectiveness depends not only on defined processes or procedures, but also on the extent to which the community understands the logic of this system, their role within it, and the practical application of quality policy provisions. The manual identifies the level of the community's awareness and involvement in the implementation of the quality policy as an indicator of the maturity of the quality culture; therefore, systematically familiarising the community with the guide should be regarded as a prerequisite for ensuring that the quality management system is not only formally approved but also effectively applied at various levels of the institution's operations. The manual also stipulates that staff are to be familiarised with the quality policy through training, meetings and the intranet, whilst students and social partners are to be informed via publicly accessible information channels and events. This indicates that the presentation of the Quality Manual to the community is understood as a consistent measure for implementing the quality management system, rather than a one-off informational exercise. For example, the stage of presenting the Quality Manual to the community is scheduled for 28 May 2026.</p> <p>The expected outcome of this action is linked to a stronger implementation of the quality management system in practice: greater community awareness and engagement, a clearer understanding of the responsibilities of staff, lecturers, students and department heads, more consistent integration of quality measures into departmental plans, and more active use of feedback in decision-making. As the Quality Manual links decision-making to objective data, systematic analysis and feedback, familiarising the community with the Quality Manual also creates the conditions for strengthening data-driven management, the application of KPI monitoring and the more consistent development of a quality culture. It can therefore be argued that the presentation of the Quality Manual to the community is an important prerequisite for moving from the formal approval of the Quality Manual to</p>
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		<p>its practical application, with the expected change being a more mature quality culture, greater community responsibility for quality outcomes, and more effective functioning of the quality management system within the institution.</p>
<p>There should be a review of the self-assessment procedure paying particular attention to its focus, the extent to which self-assessment and activity reports furnish Academic Council (or its committees) with sufficiently rich information on the quality of Vilniaus kolegija/HEI's provision, and to the possibility that compliance with the procedure may place an undue burden on staff (paragraphs 72-74). Vilniaus kolegija/HEI's approach to quality management could also be strengthened by widening the scope of its quality monitoring reports (paragraph 73) and its procedure for programme approval (paragraph 75).</p>	<p>Next steps:</p> <p>Update the formats of the Vilniaus kolegija/HEI's annual activity reports.</p> <p>Implement a data analytics system for the Vilniaus kolegija/HEI: the digital collection and analysis of quantitative and qualitative data covering all the Vilniaus kolegija/HEI's activities.</p>	<p>Expected change:</p> <p>The next update of the Vilniaus kolegija/HEI's annual activity report forms is planned for 2026–2027. This stage is linked to the implementation of the newly approved Vilniaus kolegija/HEI strategy and the response to expert recommendations. In response to this recommendation, the update of the forms will aim to ensure that the reports are used not only to record activities and indicators, but also to provide a more detailed analysis of the quality of the services provided by the Vilniaus kolegija/HEI, better reflect the needs of stakeholders, and provide the Academic Council with more detailed information for decision-making. It is envisaged that the updated forms will, alongside quantitative indicators, more systematically integrate descriptions of the current situation, qualitative analyses, SWOT analyses, impact assessments, interpretation of feedback results, and analysis of the involvement of social partners and other stakeholders. This will enable annual activity reports to serve not only as a tool for accountability but also for monitoring analytical quality.</p> <p>It is expected that the updated content of the annual activity reports will allow for a more systematic linking of performance results, service quality analysis, stakeholder feedback and improvement actions, thereby providing the Academic Council with a more detailed and meaningful overview of the Vilniaus kolegija/HEI's activities and the quality of the services it provides. It is also envisaged that the reports will present not only performance results but also their qualitative context and areas for improvement in various fields, including study quality management, staff, internationalisation and other Vilniaus kolegija/HEI activities, in a more coherent manner.</p> <p>Over the next two years, it is planned to implement a data analytics system for the Vilniaus kolegija/HEI. The expected change is more consistent, responsive and evidence-based management of the Vilniaus kolegija/HEI's activities, where decisions are made on the basis of centrally collected, systematically analysed quantitative and qualitative data. The Vilniaus kolegija/HEI is already preparing systematically for this change: staff competencies in data management, analysis and interpretation are being gradually strengthened, and training is being organised to enable staff to use data more effectively when planning, evaluating and improving</p>

		activities. The implementation of the data analytics system will enable the Vilniaus kolegija/HEI to identify areas of strength and areas for improvement more quickly, monitor progress more accurately, assess the impact of decisions more effectively, and plan quality improvement measures in a more targeted manner across all areas of the Vilniaus kolegija/HEI's operations.
Academic Council should institute a formal procedure for the periodic evaluation of the quality management system and consideration should be given to the value and feasibility of assessing the system against the principles and criteria set out in the current version of the Quality Manual (paragraphs 85-86).	<p><b>Actions taken:</b></p> <p>In accordance with the updated Quality Manual and the Rules of Procedure of the Academic Council, approved by Resolution No. AT N-4 of 12 March 2025, indicators for the periodic monitoring and evaluation of the effectiveness of the Vilniaus kolegija/HEI's quality management system have been established, and provisions for formalising their application have been made.</p>	<p><b>Change implemented:</b></p> <p>Taking into account the experts' recommendation to establish an official procedure for the periodic evaluation of the quality management system, the Vilniaus kolegija/HEI relies on the methodological framework already established in the updated Quality Manual (hereinafter – the Manual) and provides for its further formalisation. In the Quality Manual, the quality assurance system is defined as the Vilniaus kolegija/HEI's entire operational management system, encompassing planning, implementation, evaluation and improvement in accordance with the PDCA principle, whilst a quality indicator is understood as both a quantitative and qualitative measure. The manual also clearly regulates the processes of preparing annual operational plans and reports, setting KPIs, monitoring and analysis, risk identification, assessment and management, and decision-making based on data analysis. The document highlights the process of evaluating the effectiveness of the quality assurance system (1.2.5. Evaluation of the effectiveness of the quality assurance system), stating that it is a formalised part of the Vilniaus kolegija/HEI's activities, carried out in an integrated manner using planning, reporting and indicator monitoring tools. In order to strengthen the formalisation of this process and to respond to the experts' recommendation regarding the periodic evaluation of the quality management system, it is envisaged that the Study Quality Department will present an analysis of the effectiveness of the quality assurance system and the conclusions of the evaluation to the Academic Council on an annual basis. This will enable the Academic Council to regularly review the effectiveness of the quality management system, based on annual data, indicator monitoring and analytical conclusions. This suggests that the principles, indicators and monitoring logic for assessing the effectiveness of the quality management system are already established at the Vilniaus kolegija/HEI, and their continued presentation to the Academic Council will strengthen the formal, periodic and evidence-based evaluation of the system.</p>
Vilniaus	<b>Actions taken:</b>	<b>Change implemented:</b>

kolegija/HEI should ensure that the 'feedback loop' is closed to ensure that all students and staff can reliably see how the organisation listens, learns and improves; a 'you said, we did' model could form part of the approach.

The Procedure for Feedback to Improve the Quality of Studies has been updated and approved by the Academic Council's Resolution AT N-5 of 11 April 2024, with the aim of ensuring the continuous monitoring, analysis and publication of feedback results.

Taking into account the experts' recommendation to ensure a closed feedback loop and to demonstrate more clearly to students and staff how the organisation listens and improves, the Vilniaus kolegija/HEI has updated the Procedure for Improving the Quality of Studies through Feedback. The updated Procedure establishes a clear system for the collection, analysis, use and publication of feedback, thereby creating the conditions not only for systematic decision-making but also for the consistent communication of these decisions to the community. A key change relates to the fact that the procedure regulates not only the collection of feedback data but also the publication of decisions made on the basis of that data: summarised results are presented to the community within 3 months, and information on the changes implemented is provided no later than 12 months. This creates the conditions for the consistent application of the 'you said it – we did it' principle and strengthens the functioning of the closed feedback 'loop'. The procedure also provides for the publication of summarised survey results and details of changes made on the Vilniaus kolegija/HEI's and/or faculties' websites, with the Study Quality Department ensuring the coordination of this process.

The closure of the feedback loop is further strengthened at faculty level: once a semester, meetings are organised with students, lecturers and social partners, during which study quality issues are discussed, the results of surveys and other forms of feedback are presented, and it is explained what decisions have been taken and what changes have already been implemented. For example, once the results of student surveys on teaching quality have been summarised, they are discussed with lecturers. Department heads share the students' views with the lecturers, who then identify which aspects of teaching or working methods they plan to improve. Subsequently, department heads inform students about planned or already implemented changes, thereby clearly demonstrating that their views are heard, considered and translated into concrete actions. This practice demonstrates that feedback at the Vilniaus kolegija/HEI is managed not as a one-off data collection exercise, but as a cyclical process encompassing data collection, analysis, decision-making, publicising of decisions and subsequent discussion within the community.

The effectiveness of this system is also confirmed by the growing engagement of the community. Participation in staff job satisfaction surveys increased from 42 percent in 2022 to 51 percent in 2024, whilst the number of respondents in student study satisfaction surveys rose from 1,257 to 1,523. These indicators suggest that confidence in feedback processes and their relevance is being strengthened at the Vilniaus kolegija/HEI. Furthermore, periodic and consistent feedback enables

		<p>progress to be monitored over time, the impact of decisions taken to be assessed, and further measures to improve the quality of studies to be planned in a targeted manner. Thus, the Vilniaus kolegija/HEI is transitioning from a fragmented approach to collecting feedback to a systematic, cyclical and transparently communicated feedback management model, in which the link between the data collected, the decisions taken and the changes implemented is clearly visible.</p>
<p><b><i>In the area of studies and research (art) activities</i></b></p>		
<p>Vilniaus kolegija/HEI should ensure that faculties include in their activity plans effective measures to reduce student dropout, and carefully monitor their implementation (paragraphs 105-106).</p>	<p><b>Actions taken:</b></p> <p>The Vilniaus kolegija/HEI's Student Retention Management Plan has been updated and approved by Order No. V-191 of the Rector of Vilnius kolegija/HEI dated 30 August 2023.</p> <p>The effectiveness of measures to manage student dropout is monitored and analysed on a regular basis.</p> <p><b>Risk factors for student withdrawal from</b></p>	<p><b>Change implemented:</b></p> <p>The aim of the Student Retention Management Plan (hereinafter referred to as the Plan) is to reduce the annual student dropout rate to 12 per cent by 2025. To achieve this aim, the following objectives were set: to improve the information and communication system for prospective students and current students; to strengthen students' motivation to study; to develop a study-friendly environment. To achieve this objective, 16 measures were planned, specifying the implementing body, the deadline for completion and the expected outcome. In accordance with the Plan, the deans of the faculties were tasked with preparing faculty-level plans to reduce student dropout rates.</p> <p>In November 2025, a review of the Plan was carried out to analyse the effectiveness of the measures set out in the Plan. It was found that the proportion of students who discontinued their studies in the 2024–2025 academic year was higher than that set out in the Plan – 18.53 percent. As part of the Plan's implementation, faculties are organising events to help students adapt to the academic and social environment of the Vilniaus kolegija/HEI, aimed at increasing students' motivation to study, improving the student-oriented study environment and communication with students, enhancing their psychological well-being, identifying the causes of dropout, and to investigate and analyse students' views on their adaptation, expectations, motivation and satisfaction with their studies at the Vilniaus kolegija/HEI. Following an analysis of the measures set out in the Plan and discussions with faculty representatives on the planning of effective measures, it was decided to focus more attention not only on students' academic achievements but also on their psychosocial well-being (training, psychological and career counselling, research, surveys, etc.), as well as to individualise the monitoring of student progress and the provision of support (academic, social, psychological, career); to offer more optional modules on the topic of student wellbeing.</p>

	<p>studies and the effectiveness of measures to reduce dropout rates are monitored and analysed.</p>	<p>The reasons for dropping out of studies are continuously monitored and analysed in order to identify them in a timely manner and take preventive action. The following measures are used to achieve this objective: recording student attendance, individual interviews with students, group meetings between students and the faculty administration, proposing and creating individual study plans, offering the option to switch from full-time to part-time study, meetings with social partners and graduates, introductory lectures, adjusted study plans by rearranging the distribution of subjects across semesters, payment of tuition fees in instalments, psychological counselling, the appointment of study tutors for first-year students, placements in the student's home town or town, anonymous suggestion boxes for evaluating the quality of studies and raising issues, flexible timetables, and the option of academic leave and suspension of studies.</p> <p>From the 2024–2025 academic year, new compulsory attendance rules for study sessions came into force, including the recording of student attendance, individual meetings with students, group meetings between students and the faculty administration, the proposal and creation of individual study plans, the option to switch from a full-time to a part-time study schedule, meetings with social partners and graduates, introductory lectures, adjusted study plans involving changes to the distribution of subjects across semesters, payment of tuition fees in instalments, psychological counselling, the appointment of study tutors for first-year students, placements in the student's home town or town, anonymous suggestion boxes for assessing the quality of studies and raising issues, flexible timetables, and the option of academic leave and suspension of studies.</p> <p>From the 2024–2025 academic year, new compulsory attendance rules for study sessions came into force, approved by the Rector's Order No. V-221 of 4 July 2024 'On the Monitoring of Student Attendance at Academic Sessions'. The mandatory attendance rate for compulsory courses is at least 50 per cent. The aim of these regulations is to increase student engagement in the study process, ensure a more consistent pace of learning, and prevent situations where poor attendance leads to academic gaps and, ultimately, withdrawal from studies.</p>
<p>In line with its plans, Vilniaus kolegija/HEI should put in place arrangements to increase the number of students involved in applied research and art activities and the number of</p>	<p><b>Actions taken:</b></p> <p>The needs of stakeholders are systematically analysed and, based on the results, commissioned final theses and applied research projects are initiated.</p>	<p><b>Change achieved:</b></p> <p>Vilnius kolegija/HEI is consistently implementing the experts' recommendation regarding the involvement of students in applied research, art activities and increasing the number of commissioned final projects.</p> <p>The Vilniaus kolegija/HEI conducts a systematic analysis of the needs of social stakeholders in collaboration with the Vilnius Chamber of Industry, Commerce and</p>

final theses commissioned by external stakeholders (paragraphs 110-111).

Strengthen student engagement in R&D and art activities by ensuring academic, organisational and financial support.

Crafts, the Vilnius Region Development Council, the Lithuanian Business Confederation and strategic partners – companies and organisations. This process is further strengthened by the active participation of faculties and staff in national professional associations, such as the Lithuanian Engineering and Technology Industry Association (LINPRA), the National Electrical Engineering Business Association (NETA), the Lithuanian Builders’ Association, the Lithuanian Project Management Association, the Association of Human Resource Management Professionals, the Lithuanian Marketing Association, the Lithuanian Hotel and Restaurant Association, the Lithuanian Conference and Event Association, as well as the INFOBALT Education Committee. Within these associations, representatives of the Vilniaus kolegija/HEI participate in discussions regarding the needs of the professional field, new technologies, the relevance of competencies, the quality of studies and professional standards, and these insights are used to update study programmes, plan work placements, initiate applied research and commission final-year projects. During meetings and collaboration, topics for final projects and applied research, opportunities for commissions, and other ways in which the Vilniaus kolegija/HEI’s activities could better meet the needs of the labour market and the professional field are discussed.

A model for commissioned final-year projects and applied research has been developed: based on needs analysis, faculties initiate competitions for commissioned final-year projects and applied research projects for companies and institutions; the work is formalised through contracts with the client, ensuring that the project objectives meet the needs of the stakeholder/client.

Vilniaus kolegija/HEI students are integrated into research groups: students are encouraged to participate in the research groups of lecturer-researchers; students’ contributions are assessed and credited with study credits in accordance with established procedures. One of the academic measures to motivate students is the optional module ‘Research and Experimental Development (Art Activity)’, which was introduced in 2025 and in which students’ scientific and art activities can be credited and assessed with study credits. Eleven students from the Faculties of Agrotechnology, Education and Business Management have chosen this course. This creates a structured academic pathway for students to engage in R&D and art activities.

The Student Scientific Society (hereinafter referred to as SSS) and Student Scientific and Art Society (hereinafter referred to as SSAS) is active: the SSS coordinates and promotes student initiatives in R&D and art activities: it organises scientific and practical conferences, creative evenings, seminars and working groups. The SSA’s

		<p>activities provide students with practical experience in preparing publications and presentations, develop research skills and encourage participation in scholarship competitions. SSS and SSAS members conduct research in applied research laboratories and the teaching nursery, and prepare and present papers and articles at international and national scientific and practical conferences. Student involvement in R&amp;D and art activities is demonstrated by the now traditional science and art conferences: ‘Modern Technologies for a Sustainable Environment’, ‘Youth in a Changing Society’, ‘EKOFORUMAS’, ‘Economics, Business, Management 2025’, ‘Synergy of Science and Art 2025’, ‘Healthcare in the Context of Youth Values’, ‘I Seek. I Discover. I Experience’. Students from the Vilnius kolegija/HEI also participated in other conferences related to fields of study and research at higher education institutions in Kaunas, Klaipėda and Utena. Faculty support for SSS mentoring and project administration increases student engagement, boosts the number of presentations and publications, and contributes to the development of social responsibility projects. For example, in 2025, the Vilnius kolegija/HEI’s students prepared 265 presentations and 112 publications. A total of 80 publications were produced in collaboration with lecturers, accounting for 71.4% of the total number of publications. 784 students were involved in project-based activities, and 66 participated in various research groups at the Vilnius kolegija/HEI.</p> <p>Alongside the SSS and SSAS’s activities, the Vilnius kolegija/HEI’s model and achievements in R&amp;D and the arts have become more sustainable and visible. It is expected that the SSS and SSAS will act as a bridge between students, lecturers-researchers and social partners: initiating joint projects, helping to coordinate the topics of commissioned final-year projects and publicising partners’ commissions.</p> <p>Since November 2024, the Vilnius kolegija/HEI has become a full member of the PRIME network, thereby creating more favourable opportunities for collaboration with other foreign higher education institutions in applied science activities involving students. From 28 April to 1 May 2025, students from the Faculties of Economics, Agrotechnology, Healthcare, Electronics and Informatics, and Business Management took part in the PRIME network’s annual event, EUROWEEK 2025, which was held at Vilnius kolegija/HEI. Under the guidance of their lecturers, the students were required to conduct research within an international working group, prepare a presentation, and present the results of their research. Participation in events of this nature encourages students to communicate and collaborate in an intercultural environment, and to improve their teamwork skills and research competencies. This event also promotes cooperation among students from VIKO’s faculties. The 2026</p>
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		<p>Euroweek event will take place in Katowice, Poland. Students and lecturers from the Faculties of Economics, Business Management, Healthcare and Agrotechnology will participate in this event. Vilniaus kolegija/HEI is the only higher education institution representing Lithuania at the international PRIME network's 'Euroweek' conference.</p> <p>Incentive and funding mechanisms: The 'Regulations on the Award of Vilnius kolegija/HEI Scholarships for Achievements in Academic or Art activities and Targeted Grants for Students to Carry Out Academic and Art Activities' have been approved. The Science and Arts Service organises scholarship competitions; students who have published one or more scientific papers, delivered a presentation at a conference or publicly presented their creative work are encouraged to apply.</p> <p>Administrative process and publicity: faculties and the Science and Arts Service coordinate the inclusion of students in research groups, the recognition of study credits and scholarship competitions; results and opportunities are systematically publicised to students and stakeholders.</p> <p>By combining a systematic analysis of stakeholders' needs, formalised commissioning mechanisms, academic decisions, scholarship and funding instruments, and active collaboration between faculties and partners, the Vilniaus kolegija/HEI has made visible progress in recent years — an increase in the number of commissioned final-year projects, greater student involvement in R&amp;D and art activities, rising figures for publications and conference presentations, and the expansion of R&amp;D and art activities focused on social responsibility.</p>
<p>Vilniaus kolegija/HEI should develop and publish a Learning and Teaching Strategy. As part of an articulated learning and teaching strategy:</p> <ul style="list-style-type: none"> <li>o Vilniaus kolegija/HEI should further consider the meaning of student-centred learning and teaching and innovative teaching methods; it is recommended that its approach is updated and benchmarked against international exemplars;</li> <li>o Vilniaus kolegija/HEI</li> </ul>	<p>Next steps:</p> <p>Develop the activities of the Centre for Teaching Excellence.</p> <p>Strengthen innovative, experiential and international teaching and learning practices.</p>	<p>Expected change:</p> <p>In recent years, we have observed a trend in higher education towards placing increasing emphasis not only on research but also on the quality of teaching. The Vilniaus kolegija/HEI recognises that teaching competence must be understood as an integral part of academic professionalism, and therefore seeks to strengthen teaching and learning processes more consistently, encourage student engagement, improve the study experience, and more clearly define the Vilniaus kolegija/HEI's approach to contemporary teaching and learning.</p> <p>Taking into account the above premises and the experts' recommendation to develop a Teaching and Learning Strategy (hereinafter – the Strategy), the Vilniaus kolegija/HEI is gradually laying the foundations for this strategy. In September 2025, the Centre for Teaching Excellence was established, with the aim of strengthening lecturers' teaching competences and creating modern learning environments that meet the needs of today's students, thereby complementing the professional profile of the lecturer with the skills of a learning facilitator and student advisor.</p>

should increase interdisciplinary approaches and activities between faculties and programmes of study through thematic projects, modules and programmes of study such as sustainability; o Vilniaus kolegija/HEI should also consider its learning and teaching strategy could include approaches to offering support and advice through the use of internal ‘critical friends’, staff peer mentoring, and sharing of best practice.

Develop student-centred studies.

Draw on the experience of HEROES Alliance partners when developing the Teaching and Learning Strategy.

To develop and implement the Teaching and Learning Strategy.

From 2026, the Vilniaus kolegija/HEI is launching a new initiative to improve the quality of teaching – mentoring programme for Vilniaus kolegija/HEI lecturers, designed for both novice and experienced lecturers to help them systematically strengthen their competences, create engaging and digitalised learning experiences, and compile evidence of their work in a teaching portfolio. These achievements will be recognised through micro-credentials and digital badges. The plan is to train at least 20 mentors by 2030. Six mentors are currently undergoing training. This initiative is also linked to strengthening a culture of collegial feedback – there are plans to introduce a cycle of observation of lecturers’ lectures and practical sessions with formal feedback, thereby facilitating peer mentoring and the sharing of best practice among staff.

Vilniaus kolegija/HEI representatives are actively participating in a national project – the development of guidelines for the improvement, assessment and recognition of the didactic competences of lecturers at Lithuanian higher education institutions, which are expected to be approved by the Minister of Education, Science and Sport in autumn 2026.

We will seek to underpin student-centred studies by developing student counselling and individual progress monitoring practices, and by creating a teaching and learning environment that fosters creativity and critical thinking, and ensures emotional and social well-being and equal opportunities.

It is likely that participation in the HEROES university alliance will also help to focus the direction of teaching and learning, as we have the opportunity to share experiences with eight other partners. We participated in the development of the alliance’s joint guidelines for challenge-based teaching and learning. This experiential teaching and learning method has already been successfully implemented in the form of a Blended Intensive Programme (BIP) with HEROES partners since autumn 2025.

In order to systematically embed these initiatives, a Strategy Development Working Group is planned to be established in the autumn of 2026, involving representatives from all faculties, lecturers and students. The strategy aims to clearly define the Vilniaus kolegija/HEI’s teaching and learning principles, values and priorities, to establish a student-centred approach to learning, the application of innovative teaching methods, opportunities for inter-faculty and inter-disciplinary collaboration through thematic projects, modules or programmes, as well as student counselling and individual progress monitoring practices. It is hoped that the strategy will help to create a more coherent teaching and learning environment that fosters creativity, critical thinking, emotional and social well-being, and equal opportunities.

The development of the strategy and the initiatives already underway will create the

		<p>conditions for a more systematic strengthening of lecturers' competences, the development of student-centred learning, the promotion of innovative methods, strengthen collegial feedback, and ensure that the improvement of teaching quality becomes part of a coherent institutional policy rather than isolated initiatives.</p>
<p><b><i>Impact on regional and national development</i></b></p>		
<p>Vilniaus kolegija/HEI should develop an institution-wide, systematic and proactive approach to assessing and responding to needs in all areas of its activity, including degree programmes, lifelong learning and applied research and art activities, where it expects to achieve impact on regional and national development (paragraph 130).</p>	<p><b>Actions taken:</b></p> <p>The needs of the labour market and social partners are systematically assessed.</p>	<p><b>Change achieved:</b></p> <p>Taking into account the experts' recommendation to develop a systematic and proactive approach to the assessment of external needs and responding to them, the Vilniaus kolegija/HEI already applies needs analysis when developing new study programmes and introducing specialisations. When developing new programmes, an assessment of labour market needs is carried out, and the programme rationale sets out which regional, national or professional needs are intended to be met. This demonstrates that the range of study programmes is shaped not only by internal academic decisions, but also by taking into account signals from the external environment, labour market trends and the expectations of social stakeholders.</p> <p>The assessment of needs is further strengthened by the systematic involvement of social partners in quality assurance processes for study programmes. Labour market representatives participate in study programme and field of study committees, as well as in final project assessment panels, providing insights into graduates' readiness for professional practice, the relevance of their competences, and the need to improve study content. This process is complemented by the active participation of the Vilniaus kolegija/HEI's lecturers in international and national professional associations, such as the EERA (European Educational Research Association), the EASSH (European Alliance for the Social Sciences and Humanities), AmCham – the American Chamber of Commerce, IUIS – International Union of Immunological Societies, the Lithuanian Association of Design Companies, the Lithuanian Marketing Association, the Lithuanian Hotel and Restaurant Association, the Lithuanian Association of Language Teachers, the Lithuanian Educational Research Association, the Lithuanian Florists' Union, etc.). By participating in the activities of these associations, lecturers familiarise themselves with current trends in professional practice and competence development, share expert insights, engage in professional networks and receive feedback on changing professional needs. This enables the timely identification of new competence expectations, technological and professional changes, and the use of the insights gained to improve the content of study programmes, strengthen practical training and update study programmes. In this way, the assessment of external needs at the Vilniaus kolegija/HEI takes place not only</p>

	<p>Planned actions:</p> <p>From 2026–2027, conduct a representative annual survey of the needs of external social stakeholders, and present an analysis of the results in the Vilniaus kolegija/HEI’s annual activity report.</p>	<p>through formal consultation mechanisms, but also through ongoing dialogue with the professional community, social partners and labour market representatives.</p> <p>Every year, a consistent partnership based on the voluntary work of Vilniaus kolegija/HEI lecturers, administrative staff and students is developed with NGOs, public sector institutions, social partners and community organisations. Members of the Vilniaus kolegija/HEI community actively engage in various joint initiatives, and the voluntary activities carried out demonstrate the systematic, multifaceted and socially responsible involvement of the academic community. Over the academic year, more than 50 volunteering activities are carried out, covering different forms of activity and social themes.</p> <p>The Vilniaus kolegija/HEI also has an impact on the country and the region through R&amp;D and art activities. In 2025, a centralised analysis of national and/or regional needs in the fields of R&amp;D and art activities was carried out, and measures to address these needs were planned (2025 Vilniaus kolegija/HEI Social Responsibility and Sustainable Development Report). Additionally, needs are identified through various initiatives implemented at both central administration and faculty levels, including individual discussions with stakeholders, bringing them together and encouraging discussions, with the aim of improving value chains and identifying the main points of system impact (challenges).</p> <p>At the level of the international university alliance HEROES, a regional needs analysis was also carried out in 2025, on the basis of which a map of future skills and competence needs was drawn up for both Lithuania and other Alliance countries.</p> <p>Expected change:</p> <p>The expected change resulting from the planned representative survey of external stakeholders’ needs is linked to the fact that the Vilniaus kolegija/HEI will strengthen the systematic assessment of external stakeholders’ needs, and the results will be used more consistently when planning, updating and evaluating all key areas of activity. This survey will provide the basis for decisions regarding study programmes, lifelong learning provision, R&amp;D and art activities to be grounded in reliable data on regional and national needs. For example, this could help to update the content of study programmes more accurately in line with employers’ expectations, to develop a more targeted provision of skills development or non-formal education for specific occupational groups, and to select topics for STEM and arts activities in a more focused manner, relevant to the needs of the region and the country. It is expected that this will enable a better response to the expectations of the labour market, the</p>
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	<p>To identify and assess the impact of the strategic actions and indicators in the Vilnius kolegija/HEI's 2026–2030 Strategy Implementation Plan on the Vilnius kolegija/HEI, the region of, the country and at the international level.</p> <p>Develop guidelines for the assessment of regional and national needs in 2026–2027.</p>	<p>public sector, communities and other social partners, strengthen the relevance of the Vilnius kolegija/HEI's activities, and contribute to more targeted, impact-oriented decision-making, whilst the Vilnius kolegija/HEI's role in regional and national development will become clearer and stronger.</p> <p>This approach is further reinforced by the recently prepared implementation plan for the new Vilnius kolegija/HEI Strategy 2026–2030, which provides for the evaluation not only of the implementation of strategic actions and the achievement of indicators, but also of their impact on the Vilnius kolegija/HEI, the region, the country or at the international level; therefore, the results of the external stakeholder needs survey can be used not only for activity planning but also to substantiate their impact. This will create the conditions for a more systematic link between the assessment of external needs and the planning, implementation and annual monitoring of strategic actions, and decisions regarding the development of study programmes, lifelong learning, R&amp;D and arts activities will be based not only on institutional priorities but also on a more clearly defined impact on the external environment.</p> <p>It is envisaged that an analysis of a representative survey of external stakeholders' needs will be presented annually in the Vilnius kolegija/HEI's annual activity report. In this way, the assessment of external needs will become an integral part of annual monitoring and self-evaluation, enabling a systematic assessment of the extent to which the Vilnius kolegija/HEI's study programmes, lifelong learning, R&amp;D and arts activities meet regional and national needs. This will enable the Academic Council and other governing bodies to make more informed decisions regarding the improvement of activities, directions for development and the strengthening of external impact.</p> <p>Once the Guidelines for the Assessment of Regional and National Needs have been drawn up, the Vilnius kolegija/HEI will establish a more consistent and systematic procedure for assessing regional and national needs, enabling the needs of the external environment to be identified, analysed and utilised according to uniform principles when planning and improving study programmes, lifelong learning, R&amp;D and innovation, and arts activities. The prepared guidelines will ensure that decisions on the development of activities are based on a clearly defined needs assessment framework. For example, the guidelines could help to determine more clearly which professional groups would benefit most from professional development programmes, and which topics in R&amp;D or arts activities are most important for the region or the</p>
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	<p>Expand strategic partnerships with Vilnius City Council.</p>	<p>country. This would make it easier to align the needs of social stakeholders, the region and the state with the Vilniaus kolegija/HEI's strategic priorities, and decision-making would become more consistent and data-driven.</p> <p>By expanding strategic partnerships with municipalities in the Vilnius region, the aim is for the Vilniaus kolegija/HEI to engage consistently and purposefully in identifying and responding to the needs of municipal and regional organisations. It is planned to organise targeted meetings with representatives of municipal administrations, their departments and regional organisations, during which the Vilniaus kolegija/HEI's activities and opportunities would be presented, and the needs for specialists, competencies and services in the specific region would be analysed. Such meetings and the analysis carried out could help highlight the need for specific professional development programmes for municipal staff, strengthen opportunities for practical cooperation with local institutions, and better align student placements, applied research and art initiatives with topics relevant to the region.</p> <p>For example, in July 2024, representatives from R&amp;D and arts activities visited Vilnius District Municipality, where they discussed with the mayor and municipal staff the opportunities and prospects for cooperation with in developing existing digital services and creating new ones, as well as conducting research in environmental protection, information technology, engineering and other fields. Furthermore, most of the Faculty's practical training institutions belong to Vilnius City Municipality, and representatives of Vilnius City Municipality actively participate each year in the Faculties' Career Days, which provide students with opportunities to familiarise themselves with the activities of businesses and the municipality, ongoing social initiatives and internship opportunities.</p> <p>It is planned that such visits and the aforementioned initiatives will be carried out systematically, in accordance with the prepared Guidelines for the Assessment of Regional and National Needs, which will ensure the consistent development of needs analysis and cooperation.</p> <p>The development of strategic partnerships with municipalities and organisations in the Vilnius region directly contributes to the implementation of the Vilniaus kolegija/HEI's Strategy for 2026–2030, in particular Objective 3.1 – to establish and develop long-term partnerships with regional business, public sector and community organisations.</p> <p>It is expected that stronger, needs-based cooperation will enable better alignment of study content, practical training and the Vilniaus kolegija/HEI's service provision with the needs of the regional labour market. This will contribute to the achievement</p>
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		of the strategic indicator – ensuring that at least 70 per cent of graduates are in highly skilled employment within 12 months of completing their studies. This will strengthen not only the Vilniaus kolegija/HEI’s visibility in the region, but also its contribution to regional development and the creation of professional value for graduates.
Vilniaus kolegija/HEI should define a set of indicators for evaluating the effectiveness of its activities aimed at regional and national development, in addition to those currently used to measure the volume of activity (paragraph 136).	<p>Planned actions:</p> <p>To prepare and implement the implementation plan for the Vilniaus kolegija/HEI’s Strategy 2026–2030, incorporating an impact assessment of strategic actions and indicators.</p>	<p>Expected change:</p> <p>Taking into account the experts’ recommendation to establish additional indicators to assess the effectiveness of the Vilniaus kolegija/HEI’s activities aimed at regional and national development, the Vilniaus kolegija/HEI has implemented this recommendation by integrating impact assessment logic into its strategic planning and performance evaluation system. In the Vilniaus kolegija/HEI’s 2026–2030 Strategy Implementation Plan, each strategic action and indicator is linked not only to the scope of activities but also to the areas, scale and level of impact, as well as evidence of impact. The plan provides for the assessment of impact at the institutional, regional, national and international levels, thereby laying the groundwork for a shift from the quantitative recording of activities to a more consistent analysis of their effectiveness and impact. This logic is consistently applied to other strategic documents and programmes, such as R&amp;D and arts programmes, strategic partnerships and social responsibility programmes. The implementation of this recommendation was reinforced by a creative workshop for the academic community held on 17 February 2026, during which participants learnt to plan and measure impact, thereby strengthening the institution’s overall understanding of the practical application of impact assessment.</p> <p>The expected change is linked to the fact that the Vilniaus kolegija/HEI will continue to strengthen the evaluation of activities based on impact logic and its consistent application in practice. It is expected that more clearly defined effectiveness and impact indicators will allow for a more systematic assessment of how R&amp;D and art activities, strategic partnerships and social responsibility initiatives contribute to regional and national development, and the evidence of impact gathered will be used more actively when deciding on the continuation, expansion or adjustment of activities. This will strengthen the link between strategic priorities, ongoing activities and their actual impact, and decision-making will become more evidence-based.</p>
Vilniaus kolegija/HEI should make greater efforts to advertise its lifelong	<p>Actions taken:</p> <p>The Centre for Teaching Excellence was</p>	Change achieved:

learning services, including training courses in the fields of fine arts and any other successful courses, to raise awareness among stakeholders and fill a niche on the market (paragraph 140).

established on 3 September 2025.

The provision of lifelong learning services at faculty level is being developed and coordinated.

Planned actions:

In line with the experts' recommendation to enhance the visibility and development of lifelong learning services, the Vilnius kolegija/HEI established the Centre for Teaching Excellence (hereinafter – the Centre) in 2025. Although this action is not directly aimed at promoting lifelong learning services externally, it partly reflects the essence of the recommendation, as it strengthens the institutional capacity to develop a more relevant, higher-quality learning provision that meets contemporary needs. The Centre's activities, which relate to strengthening lecturers' teaching competences, disseminating teaching innovations, consultancy and the creation of modern learning environments, provide the conditions for developing more attractive and flexible teaching formats that can be applied not only in formal studies but also in lifelong learning activities.

The Vilnius kolegija/HEI is implementing this expert recommendation not only by strengthening its internal academic capacity, but also by developing a specific range of training and professional development opportunities for external stakeholders at faculty level. The Faculty of Agrotechnology offers non-formal education programmes, seminars and consultations to the public (for example, on organic production certification, organic crop and livestock farming, flower bed design, food quality assessment or garden planting, Faculty of Economics – courses, training sessions and seminars (e.g. on the basics of accounting and taxation, taxation of self-employment, the formulation of social responsibility policies and the application of balanced scorecards in strategic planning), The Faculty of Healthcare runs professional development programmes (aimed at healthcare professionals, covering topics ranging from the management of modern infections to palliative care and the basics of vaccination and non-formal education (specialisation) programmes for general practice nurses, for example, anaesthesia and intensive care, operating theatre nursing and mental health nursing. The Faculty of Education, in collaboration with the National Education Agency, runs national professional development programmes, and organises the assessment and recognition of competences acquired through non-formal, informal and self-directed learning. As a partner in the project 'Tęsk: come, improve, contribute!', the faculty offers modules in early childhood and pre-school education pedagogy, as well as primary education pedagogy. This indicates that the Vilnius kolegija/HEI is already developing a portfolio of lifelong learning services tailored to various target groups, geared towards professional, sectoral and societal needs.

Expected change:

	<p>Through the Public and Community Services Department, coordinate the promotion and presentation of lifelong learning services to external audiences</p>	<p>The Vilniaus kolegija/HEI is already developing a diverse range of lifelong learning provision, but further action should involve more consistent promotion of these services, strengthening their overall visibility and presenting them in a more targeted manner to social stakeholders. It is envisaged that the coordination of these activities will be taken over by the Public and Community Services Department, which will contribute to a more consistent presentation of lifelong learning services to external audiences and to increasing their visibility.</p>
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