



VILNIAUS | HIGHER EDUCATION
KOLEGIJA | INSTITUTION

QUALITY MANUAL 2025



ABBREVIATIONS

Abbreviation	Full name
VIKO	Vilniaus kolegija / Higher Education Institution
SKVC	Centre for Quality Assessment in Higher Education
R&D	Research and Experimental Development
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EHEA	European Higher Education Area
PDCA	Plan – Do – Check – Act (plan – implement – evaluate – improve) quality management cycle
KPI	Key Performance Indicator
LAMA BPO	Lithuanian Association of Higher Education Institutions for Organising General Admission
LMT	Research Council of Lithuania (RCL)
ŠMSM	Ministry of Education, Science and Sport
ERASMUS+	European Union Programme for Education, Training, Youth and Sport
HEROES	European University Alliance to which VIKO is a member
AIKOS	Open Information, Counselling and Guidance System
KV	Quality Manual
KUS	Quality Assurance System
PR	Procedure
TA	Legislation
TV	Regulations
SKK	Study Field Committee
SPK	Study Programme Committee

TERMS

Term	Definition
Quality Assurance System (QAS)	VIKO's institutional management system encompassing the planning, implementation, evaluation and continuous improvement of activities in accordance with the PDCA principle, with the aim of ensuring the quality of studies, research and experimental development (R&D), artistic and administrative activities. It comprises a system of procedures, measures and methods designed to ensure the fulfilment of quality requirements, manage risk, monitor, assess and oversee quality, conduct performance monitoring, and demonstrate compliance with applicable standards.
Quality Policy Statement	A VIKO document in which the management formally sets out its commitments to quality management.
PDCA Cycle	A quality management model based on the principle of continuous improvement, comprising planning (Plan), implementation (Do), evaluation (Check), and improvement (Act).
Quality Assurance in Studies	A set of ongoing processes aimed at ensuring that studies comply with established quality standards, applicable legislation, and the expectations of stakeholders.
Research and Arts Quality Assurance	A systematic, multi-level process encompassing internal self-evaluation, external accreditation, continuous improvement, and the involvement of all relevant stakeholders, based on European standards and national legislation.
Research and Experimental Development (R&D) Activities	Activities involving the creation of new knowledge, the conduct of applied research, and the development of innovations.
Artistic Activities	Creative professional activities encompassing the creation, presentation and dissemination of artistic works, thereby contributing to the cultural development of society.
Academic Staff	Teaching staff, research staff, other researchers, and professors emeriti.
Faculty	An organisational unit responsible for the implementation of study programmes, the management of academic staff, ensuring the quality of studies, and conducting research and artistic activities.
Department	A structural unit of a faculty responsible for coordinating activities related to a specific field of study, as well as research and methodological activities.
Self-Evaluation	The ability to critically assess one's own activities and identify prospects for their improvement.
External Evaluation	An evaluation of studies or an institution conducted by independent experts in accordance with national and international quality standards.
Atestation	Periodic assessment of academic staff performance and qualifications, determining compliance with position requirements
Academic Staff Appraisal	A periodic assessment of the performance and qualifications of academic staff to determine compliance with the requirements of the relevant position.

Term	Definition
Key Performance Indicator (KPI)	A quantitative or qualitative measure used to assess the effectiveness of processes, activities or outcomes.
Process Map	A visual representation of an organisation's business processes, illustrating their hierarchy, interrelationships and interactions within a single document.
Social Partners	External stakeholders, including employers, organisations and institutions, that cooperate with VIKO in the areas of studies, research and practical activities.
Feedback	Information provided by students, staff, graduates or partners and used to improve activities and performance.
Sustainability	The responsible use of resources and decision-making aimed at maintaining an economic, social and environmental balance.
Quality Culture	A set of values, attitudes and practices that encourages all members of the academic community to take responsibility for the continuous improvement of the quality of activities.
Quality Forums	Periodic meetings of the Kolegija community at which insights related to study quality are presented, decisions taken are discussed, and improvement measures are planned. The forums are intended to ensure the involvement of students and heads of organisational units in decision-making and quality improvement processes.
National Progress Documents	Strategic planning documents of the State that establish the country's long-term development vision, priorities and objectives, and set out the principal measures for ensuring progress across various areas of public policy.

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INTRODUCTION

Vilniaus kolegija / Higher Education Institution (hereinafter – VIKO) is one of the largest higher education institutions in Lithuania.

Today, VIKO is a dynamic, innovative and international institution that meets not only regional needs but also the expectations of the labour market. Studies are organised across nine faculties: the Faculty of Agrotechnologies, the Faculty of Electronics and Informatics, the Faculty of Economics, the Faculty of Arts and Design, the Faculty of Pedagogy, the Faculty of Civil Engineering, the Faculty of Health Care, the Faculty of Technics, and the Faculty of Business Management.

VIKO consistently develops its study, Research and Experimental Development (hereinafter –R&D), and professional art activities, which are based on international standards and social responsibility. VIKO continuously develops its activities with the aim of creating a study environment based on international standards, social responsibility and R&D. VIKO seeks not only to ensure high-quality academic education, but also to provide a strong foundation for students' professional careers, while contributing to the development of regional and national well-being.

VISION

Vilniaus kolegija (VIKO) opens pathways to tomorrow's opportunities

VIKO aims to be the most modern higher education institution, open to the international environment, whose activities are based on the principles of responsibility, innovation and sustainability.

MISSION

Transforming ideas into solutions that build a sustainable and resilient society.

VALUES:

- **COMMUNITY SPIRIT** – Together, we create a meaningful future.
- **INNOVATION** – We experiment boldly and embrace innovation.
- **OPENNESS** – We invite dialogue and cooperation.
- **PROFESSIONALISM** – We strive for the highest standards.

Concept of Higher Education Quality in the Context of the European Higher Education Area

The quality of higher education in the European Higher Education Area (hereinafter – EHEA) is a fundamental principle of higher education policy that all countries committed to the principles of the Bologna Process. This concept of quality is based on the understanding that quality is not a static state or formal compliance with requirements, but a dynamic and continuously improving process. Within the EHEA, quality is understood as a set of principles, processes and outcomes that ensure that higher education institutions not only meet fundamental academic and professional requirements, but also continuously improve the effectiveness of their activities and their value to society. This approach is comprehensively articulated in the document **“Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)”**.

According to the ESG, quality assurance encompasses three dimensions:

- **internal quality assurance**, which is the responsibility of higher education institutions themselves;
- **external evaluation**, conducted by independent quality assurance agencies;

- **the quality of evaluation institutions**, which are subject to international requirements for transparency and reliability.

The ESG also emphasises the openness of quality processes, evidence-based decision-making, a focus on the student experience, and stakeholder involvement.

VIKO's Quality Assurance System (hereinafter – QAS) is fully aligned with the Standards and Guidelines for Quality Assurance in the ESG. VIKO places particular emphasis on student involvement, data-driven decision-making, periodic reviews of quality processes, and open communication with the academic community and social partners. Quality assurance processes are not merely a formal obligation; they are integrated into day-to-day activities, fostering a sense of responsibility, continuous improvement, and academic leadership.

Legal Framework for Quality Assurance in Higher Education in Lithuania

Quality assurance in higher education in Lithuania is based on national legal acts aligned with international standards and European Union documents. The main legal sources governing the quality management system are:

- **the Law on Research and Studies of the Republic of Lithuania** (current version);
- documents **of the Centre for Quality Assessment in Higher Education (hereinafter – SKVC)**;
- **the Standards and Guidelines for Quality Assurance in the ESG**.

The legal framework establishes the autonomy of higher education institutions in the field of quality assurance while also providing for clear external oversight mechanisms. Higher education institutions are required to:

- integrate quality assurance principles into strategic planning;
- develop a data-driven system for evaluating performance;
- apply quality assurance management measures at all organisational levels;
- ensure compliance with national and European higher education standards.

At VIKO, these legal provisions are implemented through a continuously improved Quality Management System.

Quality Assurance Philosophy and Quality System Model

Quality management is not understood merely as an administrative function; rather, it is a **continuous** activity based on the involvement of all members of the community, **fostering** innovation and reflection and **ensuring** strategic development. The philosophy of VIKO's Quality Management System is based on contemporary concepts of higher education quality, the ESG, and a culture of continuous improvement.

VIKO's QAS aims to ensure that all areas of the organisation's activities – studies, applied research, artistic activities, partnerships, international activities, and management processes – are based on high-quality, transparent and value-creating practices. The main objectives of quality assurance are:

1. Ensure high-quality studies and a positive student experience

- Continuously improve the content of study programmes
- Increase student involvement and satisfaction

2. Strengthen data-driven management and the quality of decision-making

- Ensure that all key decisions are based on Key Performance Indicators (hereinafter – KPIs), surveys and analysis

3. Foster a culture of continuous improvement across all areas of activity

- Improve processes based on the PDCA cycle
- Ensure the development of staff competences

VIKO's QAS is based on a process approach and focused on improving the effectiveness and efficiency of activities, as well as meeting the needs of social partners. It is also based on a **systemic and consistent approach** encompassing the full scope of the organisation's activities – from formulating strategic objectives to implementing, evaluating and improving specific results.

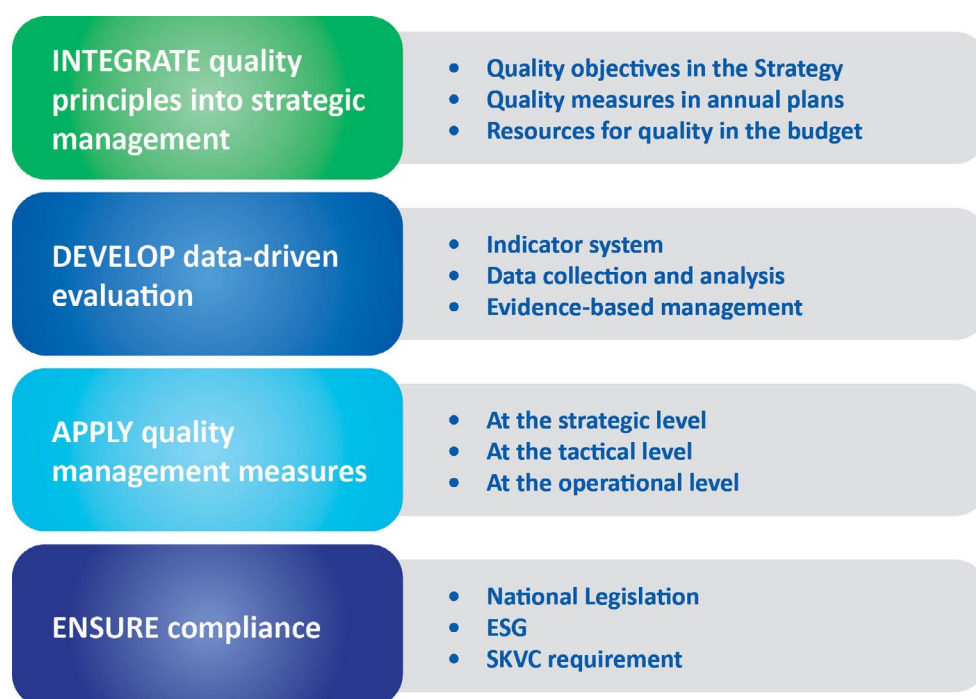


Fig. 1. VIKO Commitments to Quality Assurance

The PDCA cycle is the fundamental operating principle of the QAS, ensuring continuity, transparency, accountability, and continuous improvement. Quality assurance processes are communicated through the newsletter, annual reports, and the VIKO website, ensuring transparency and accountability to the community and social partners.

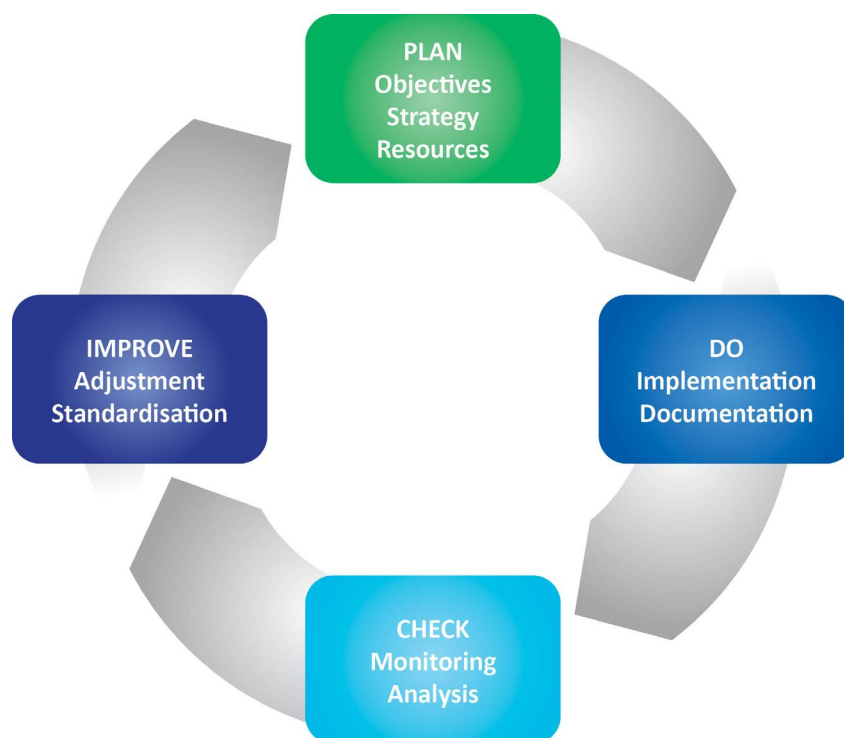


Fig. 2. PDCA Cycle

This cyclical model is applied **across all areas of VIKO's activities**. The PDCA cycle is a continuous improvement method used in quality management systems to enhance process effectiveness. First, objectives and actions are planned to improve processes or address problems. The planned actions are then implemented and the results monitored. During the check stage, the achievement of objectives is assessed and areas for improvement identified. Finally, decisions on corrective actions are made to ensure continuous process improvement and enhance the quality of the organisation's activities.

VIKO's QAS is based on process management principles, enabling the systematic and transparent management of the institution's activities. This approach is reflected in the VIKO Process Map (see Fig. 3), a visual tool illustrating how the organisation's processes are structured, interconnected, and integrated into the overall quality management system.

The Process Map is structured according to the classical process management methodology, grouping processes into three main categories:

Strategic processes – processes aimed at formulating the institution's strategic objectives, developing its quality policy, and defining overall directions for its activities. These processes include strategic planning and implementation (1.1), quality management policy and system management (1.2), and external evaluation and accreditation processes (1.3).

Core processes – processes that directly create value for the institution's key stakeholders – the academic community, students, and social partners. These processes include the implementation of studies (2.1), academic staff activities (2.2), research and artistic activities (2.3), and international activities.

Support processes – processes that ensure the resources, infrastructure, and support services required for the implementation of core and strategic processes. These include study resources and student support (3.1), information, document and IT management (3.2), financial management

(3.3), communication and dissemination processes (3.4), and infrastructure and facilities management (3.5).

The process groups indicated in the Process Map (e.g. 1.1, 1.2, 2.1, 3.2, etc.) identify specific areas of activity. Each process group comprises several related processes and/or procedures. For example, the process group “2.1 Study Processes” includes specific processes and procedures such as admission, implementation of study programmes, assessment of student achievement, preparation and defence of final theses, and other processes related to the organisation of studies.

This process structure ensures that:

- all levels of activity – from strategy to day-to-day operations – are clearly defined and inter-connected;
- each process has a clear owner, responsibilities, and assessment criteria;
- the PDCA cycle is consistently applied across all processes;
- the QAS covers not only study processes but all areas of the organisation’s activities.

Detailed process descriptions, responsibilities, procedures, and quality criteria are provided in other sections of this Quality Manual, according to the respective process group areas.

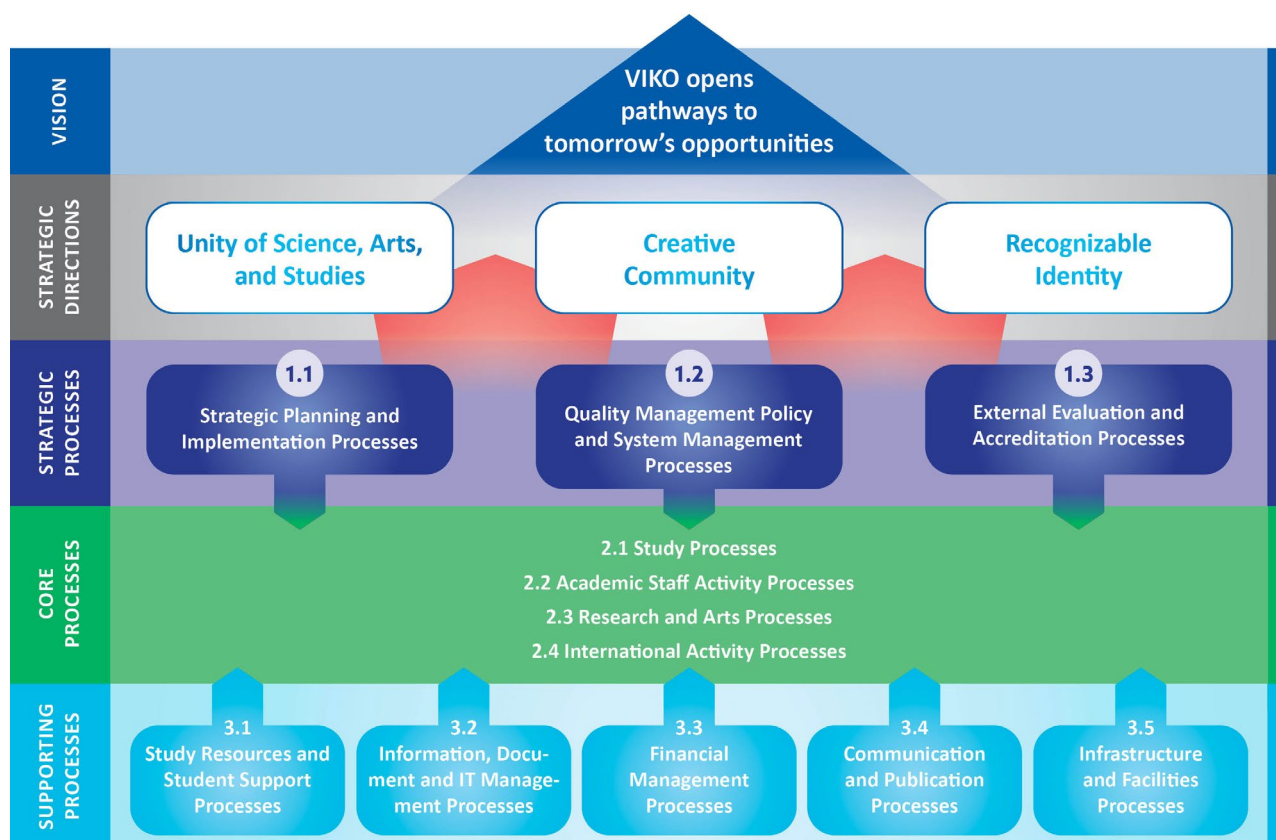


Fig. 3. VIKO QAS – Interaction between Processes and Strategy

The QAS and the organisation’s strategic objectives form an integrated system operating on the principle of a common goal – continuous improvement. The QAS enables the structured planning, implementation, and evaluation of activities that directly contribute to the achievement of strategic objectives. It ensures that all processes are aligned with the organisation’s vision, mission, and

values. Applying the value chain principle, each process creates added value for the customer and the organisation. In this way, the QAS becomes a key tool for ensuring the effective achievement of strategic objectives and competitive advantage.

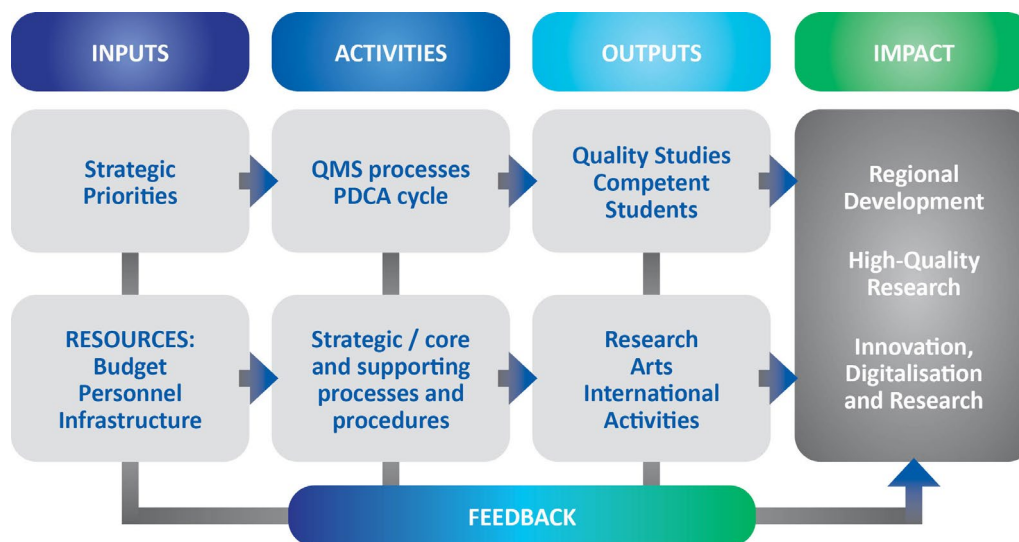


Fig. 4. From Strategy to Value Creation – Value Chain

Purpose and Scope of the Quality Manual

The VIKO Quality Manual (hereinafter – the QM) is the principal strategic document underpinning the internal QAS. Its purpose is to establish clear principles, structures, responsibilities, and procedures required to ensure the consistent and systematic quality management of studies, research and artistic activities, as well as all institutional processes.

The QM applies to all VIKO organisational units, employees, students, and stakeholders. It helps ensure that every member of the organisation understands their role in the value chain and acts in accordance with common values and objectives.

The Manual defines:

- quality assurance objectives;
- the organisational structure of the QAS;
- processes;
- monitoring, evaluation, and improvement mechanisms;
- principles for stakeholder involvement.

This QM is applied together with the Study Regulations, VIKO Strategy, and VIKO Internal Quality Assurance Procedure Description.

The scope covers the following key strategic directions:

- unity of research, artistic activities, and studies;
 - A creative community;
 - A recognisable identity;
- and their implementation through strategic, core, and support processes.

Who is the QM for and how is it used?

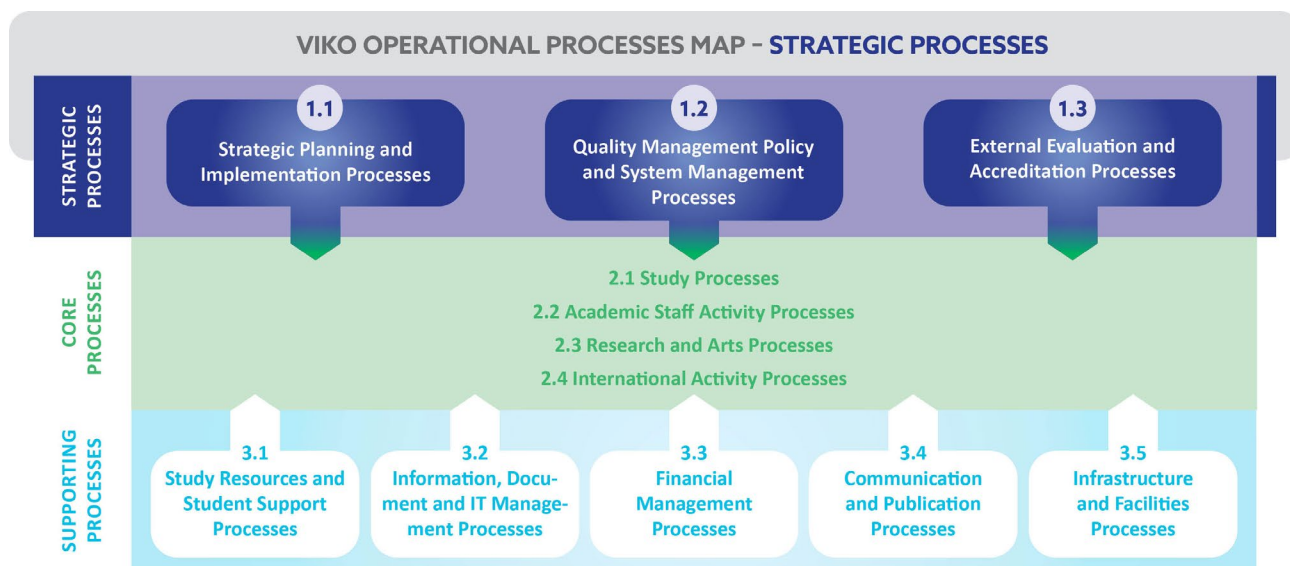
Group	Areas of activity / processes	How is the QM used?
Students	2.1 Study Processes	Understand their responsibilities, rights, and quality assurance mechanisms.
Teaching Staff	2.2 Academic Staff	Understand their responsibilities, rights, and processes related to programme development and quality assurance.
Managers	1. Strategic Processes	Make decisions based on clear processes and indicators.
Administration	3. Support Processes	Implement procedures and provide the required support.
Partners	2.4.3 Partnerships	Understand VIKO's Quality Policy Statement and opportunities for cooperation.

Review and Update:

- The Study Quality Department **is responsible for the QM**
- The QM **is reviewed** no more than **once a year**
- A working group **is involved**, formed by the Rector
- The QM **takes effect** from the date of approval

1. Strategic Processes

Strategic processes are processes that define the higher education institution's areas of activity and ensure that its mission, vision, and strategic objectives are consistently translated into practical decisions and activities. They include long-term planning, priority setting, quality policy development and implementation oversight, as well as participation in external evaluation and accreditation procedures. In this way, strategic processes shape the institution's core and support processes and help ensure the sustainability and transparency of its activities.



5 Fig. Strategic Processes

VIKO's strategic processes include:

- Strategic planning and implementation processes (1.1), which enable VIKO to systematically plan its activity objectives, align them with national priorities, and translate them into annual activity plans;
- Quality management policy and system management processes (1.2), which establish the principles for planning, implementing, and evaluating studies and other activities, ensuring a consistent quality culture;
- External evaluation and accreditation processes (1.3), which ensure an objective assessment of the institution's activities and accountability, provide opportunities for comparison with other higher education institutions, and strengthen the credibility of studies.

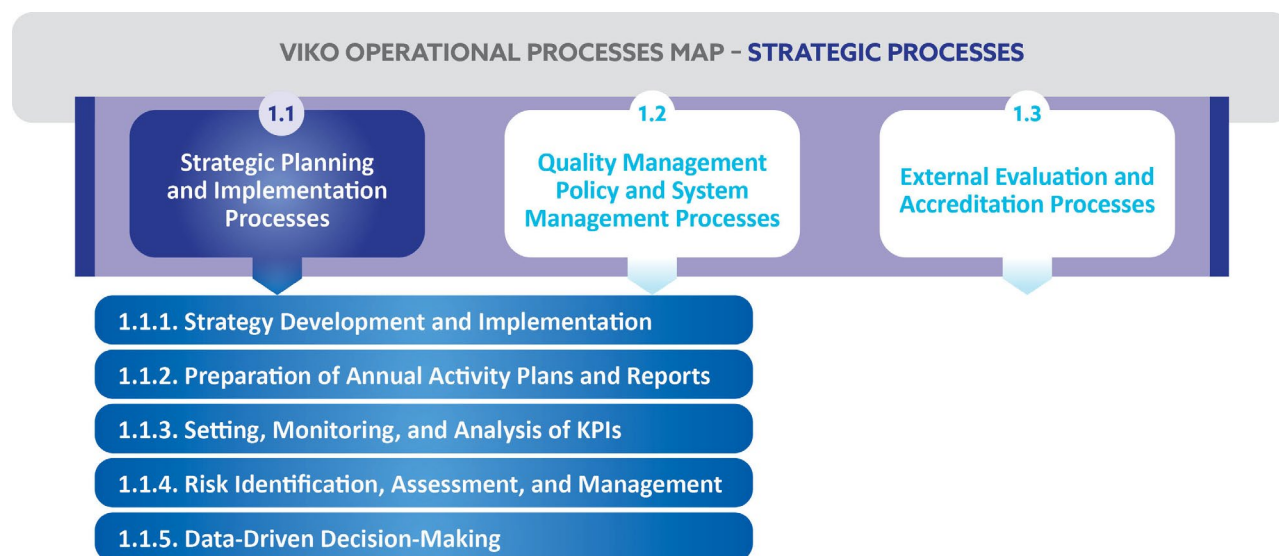
Taken together, these processes enable VIKO not only to plan and implement its objectives, but also to systematically evaluate and improve them, thereby creating an environment of continuous quality improvement.

1.1. Strategic Planning and Implementation Processes

Strategic planning and implementation processes include setting VIKO's long-term and short-term objectives, planning measures for their implementation, monitoring results, and adjusting decisions based on data analysis. These processes ensure the purposeful development of VIKO's activities, su-

sustainable use of resources, and the involvement of all members of the community in the institution's development.

This area addresses ESG 1.1, which emphasises that higher education institutions should have a clear and publicly available policy and processes that establish a quality culture, ensure consistent activity planning, and support continuous improvement.



6 Fig. Strategic Planning and Implementation Processes

Strategic planning and implementation processes include:

- Strategy development and implementation
- Preparation of annual activity plans and reports
- Setting, monitoring, and analysis of KPIs
- Identification, assessment, and management of risks
- Data-driven decision-making

The preparation of the strategy and annual activity plans is detailed in the strategic planning methodology developed and approved by VIKO.

1.1.1. Strategy Development and Implementation

Strategy development and implementation is an organisation-wide, data-driven management process at VIKO that defines long-term and short-term objectives, selects measures for their implementation, allocates resources, establishes KPIs and responsibilities, and periodically evaluates and improves performance by applying the PDCA cycle.

Planning

Vision refinement. At the beginning of the strategy development process, the institution's vision is refined to ensure its alignment with the mission, values, national and international higher education priorities, and long-term development directions / activity priorities. The vision is refined with the involvement of the community and social partners through strategic sessions, surveys, and discussions.

Environmental analysis. The external environment (trends in the education sector, competitive position) and the internal environment (student needs, staff competencies, financial and infrastructure resources) are systematically assessed.

Setting strategic priorities. Based on the analysis conducted, strategic priorities are formulated, ensuring their alignment with state progress documents.

Formulating objectives and tasks. Strategic objectives are established and specific tasks are defined, providing the basis for the institution's development.

Development of the KPI framework. Strategic performance indicators, their data sources, frequency of data collection, and target values are defined, ensuring their alignment with strategic objectives.

Implementation

Preparation of action plans. Strategic objectives are detailed in the annual plans of the faculties, which specify concrete actions, responsibilities, and implementation deadlines.

Alignment of resources. The allocation of financial, human, and infrastructure resources is ensured in accordance with the approved strategic priorities.

Integration into plans. Strategy implementation is linked to the annual activity plans of the faculties, ensuring a common direction for the organisation's activities.

Progress monitoring. The implementation progress is regularly discussed at meetings of management, faculties, and/or other responsible collegial bodies, ensuring feedback.

Documentation of actions. All implemented actions are recorded, the resources used and results achieved are documented, enabling subsequent analysis.

Evaluation

Measurement of progress. Implementation results are evaluated based on the established KPIs and their target values.

Preparation of reports. Interim reports are prepared annually, in accordance with the established procedure and format, as well as a final implementation report.

Analysis of deviations. Deviations from the planned objectives are identified, and their causes and impact on strategy implementation are analysed.

Presentation of results. Reports are presented to management, the faculties, the Student Representative body, and social partners, ensuring transparency and accountability. They are also published on the intranet and may be published on the website.

Improvement

Adjustment of plans. Based on the results presented in activity reports, strategic objectives and the activity plans of organisational units may be updated.

Integration of risks. Identified risks related to VIKO's activities are incorporated into the risk management plan, and preventive and corrective measures are established.

Ensuring continuous quality improvement. Implemented corrective measures are integrated into the next planning cycle, ensuring the continuity of the strategy and consistency of actions.

Informing the community. All changes are communicated to the community and social partners, providing opportunities for involvement and feedback.

Implementation, documentation, and dissemination. Amendments to the strategic plan are implemented in accordance with the procedure established by VIKO and are made public, ensuring transparency and accessibility of decisions.

The indicator selected to measure this area – the level of achievement of strategic objectives – shows the extent to which the objectives and tasks set out in VIKO's strategy have been actually achieved within the specified period. This indicator reflects the institution's ability to implement its planned directions and achieve the intended results, ensuring consistency in strategy implementation and operational efficiency. A higher indicator value indicates that strategic planning is data-driven, processes are managed according to the PDCA logic, and decisions taken lead to tangible changes in the areas of studies, research, and management.

Table 1. Strategy Development and Implementation Process Indicators

Indicator	Definition	Measurement	Target Value
Level of achievement of strategic objectives	Proportion of the objectives and tasks set out in the strategy that have been achieved	% of objectives / tasks achieved	≥ 80%

Table 2. Strategy Development and Implementation – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
1.1.1. Strategy development and implementation	Strategic planning group	Rector, VIKO Council	Faculties, organisational units, Student Representatives, social partners

1.1.2. Preparation of Annual Activity Plans and Reports

Preparation of annual activity plans and reports in a higher education institution is a process that ensures that the institution's activities are systematically aligned with strategic objectives and national priorities. This activity enables the planning of annual activity tasks, measures, and responsibilities and, at the end of the year, the evaluation of achieved results, identification of deviations, and planning of improvement measures. Such plans and reports are important for transparency and accountability to the community and social partners, as well as for consistently ensuring study quality assurance and the continuity of the institution's activities.

Planning

Faculties and organisational units prepare annual plans, linking them to strategic objectives and priorities. The preparation of plans is based on the established methodology, ensuring a consistent structure and traceability. Tasks, measures, deadlines, and responsibilities are defined. Assessment criteria are established, providing a basis for further analysis.

Implementation

Organisational units implement the measures set out in the plans according to the established deadlines. Implementation progress is periodically monitored by the heads of organisational units, and management is informed of the progress.

Evaluation

At the end of the year, activity reports of organisational units are prepared in accordance with the procedure established in the Strategic Planning Methodology. The reports summarise achievements and identify deviations and their causes. The reports are submitted to management and discussed in the faculties, the Student Representative body, and other collegial bodies.

Improvement

Based on the results of the analysis, annual plans and measures are refined for the following year. Identified shortcomings are incorporated into improvement measures. The results are communicated to the community, ensuring transparency and involvement.

The indicator selected to measure this area – the level of implementation of annual activity plans shows the extent to which the measures set out in the annual plans of the faculties and organisational units have been implemented during the reporting period. This indicator reflects the institution's ability to effectively implement planned activities, ensure continuity in achieving strategic objectives, and ensure coordinated process operation across the organisation. A higher indicator value indicates that planning is realistic, responsibilities are clearly allocated, and implementation and monitoring processes are managed consistently according to the PDCA logic, ensuring the quality of activities and the sustainability of results.

Table 3. Annual Activity Plans and Reports Process Indicators

Indicator	Definition	Measurement Value	Target Value
Level of implementation of annual activity plans	Proportion of the measures set out in the annual plans of the faculties and organisational units that have been implemented	% of measures implemented	≥ 85%

Table 4. Annual Activity Plans and Reports – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
1.1.2. Preparation of annual activity plans and reports	Faculties, organisational units, Study Quality Department	Heads of organisational units, Deputy Rectors	Student Representation, Study Department, International Relations and Projects Department, Information Technology Centre, Career Centre, Infrastructure Service, Finance and Accounting Department, Human Resources Department, Teaching Excellence Centre

1.1.3. Setting, Monitoring, and Analysis of KPIs

KPIs are a key tool for performance monitoring, ensuring systematic evaluation of results. KPIs are used for decision-making at strategic, tactical, and operational levels to ensure continuous quality improvement. Each year, VIKO prepares a comprehensive framework of all KPIs, which serves as a measure of activity progress and the basis for monitoring procedures.

Types of KPIs

The KPIs used at VIKO are classified according to management levels to ensure a clear structure, scope of application, and responsibility for their monitoring and analysis.

Strategic KPIs:

- These are the highest-level indicators that show how the institution implements its strategic objectives and mission.
- They are closely linked to VIKO's strategic plan, national priorities in higher education, and ESG provisions and guidelines.
- VIKO Administration and the Study Quality Department are responsible for their setting and review.

Tactical KPIs

- These are mid-level indicators that cover the activities of faculties, departments, or organisational units.
- They help ensure the quality of studies, research, artistic activities, and administrative processes, as well as monitor the effectiveness of student support services.
- Faculties, organisational units, and the Study Quality Department are responsible for their collection and analysis.

Operational KPIs:

- These are the lowest-level indicators used in day-to-day activities.
- They help monitor process efficiency, promptly identify problems, and make decisions.
- The specific process implementers are responsible for their recording and initial analysis.

The KPI classification ensures that KPIs are applied consistently: Strategic KPIs at the institutional management level, Tactical KPIs at the organisational level, and Operational KPIs in day-to-day activities. All these levels are interconnected and form a coherent KPI structure, with KPIs presented and monitored based on the comprehensive catalogue of KPIs.

This process is regulated by internal procedures:

- **KPI Catalogue and review procedure** (the procedure for the selection, updating, and alignment of indicators with the strategy);
- **KPI analysis and reporting procedure** (data analysis, interpretation of results, and publication);
- **Results discussion procedure** (presentation of results to the academic community and social partners).

Planning

KPI Catalogue. The strategic KPI Catalogue is prepared taking into account VIKO's mission, vision, and strategic objectives, as well as national legislation and international quality assurance standards (e.g., ESG). The KPI Catalogue ensures a unified system for indicator assessment across the institution.

KPI selection. The selection process applies the following criteria: indicator relevance, measurability, reliability, and alignment with strategic tasks. Each indicator must have a clear definition, measurement methodology, and responsible organisational unit.

Determination of data sources and data collection frequency. The data sources to be used are defined (e.g., student registers, financial systems, survey data), as well as who is responsible for providing the data and how frequently it is collected (monthly, quarterly, annually).

Setting of target values. A target value is established for each KPI, defining the minimum, target, and optimal level of results. This ensures clear assessment criteria for performance.

KPI review schedule. The frequency for reviewing and updating KPIs is established to ensure that they remain relevant and responsive to the changing environment.

Implementation

Data collection. Responsible organisational units systematically collect data on the implementation of indicators in accordance with the established procedure. The accuracy, consistency, and objectivity of data collection are ensured.

Data consolidation. The collected information is submitted to the Study Quality Department, which centrally consolidates the KPI data, verifies its reliability, and prepares summaries.

Analytical reports. Consolidated data are used to prepare periodic analytical reports presenting trends and interpretations of results and identifying risk areas.

Integration of results. The results of KPI analysis are incorporated into submitted reports and annual reports.

Evaluation

Analysis of indicator results. The results of each KPI are compared with the established target values and the tasks for achieving strategic objectives, and progress is assessed.

Identification of deviations. Deviations from the planned values are identified, and their causes are determined (internal – deficiencies in procedures; external – changes in the legal or economic environment).

Assessment of risk areas. Based on KPI analysis, the areas with the highest risk of failing to achieve strategic objectives are identified, and their potential impact is assessed.

Presentation of Results. The findings of the analysis are presented to the Administration, the faculties, Student Representation, and social partners to ensure transparency and inclusiveness.

Qualitative interpretation. In addition to quantitative results, qualitative aspects are also analysed, such as student or employer satisfaction and the level of community engagement.

Improvement

Updating the KPI Catalogue. If indicators become irrelevant or no longer align with strategic objectives, they are adjusted or replaced with new ones.

Methodology improvement. Data collection and data analysis procedures are updated, data sources are expanded, and new analytical methods or technological tools are introduced.

Corrective measures. Based on KPI analysis, corrective measures are planned to address identified problems or reduce risks.

Integration into the strategy. Improvement measures are incorporated into strategic documents and the next KPI cycle, ensuring continuous improvement.

Publication and Accountability. The results of KPI analysis and planned areas for improvement are publicly presented to the academic community and social partners to strengthen trust in the institution's activities.

The indicator selected to measure this area – the timeliness of the preparation and publication of the KPI Catalogue – shows how consistently VIKO follows the established schedule for the review, updating, and publication of the KPIs Catalogue. This indicator reflects the institution's ability to ensure the continuity of data-driven decision-making and to provide up-to-date information in a timely manner for planning and decision-making processes. A high indicator value shows that KPI

monitoring is systematic, data are updated on time, and the KPI Catalogue is effectively used for institutional activity planning and Improvement in accordance with the PDCA Logic.

Table 5. KPI Setting, Monitoring, and Analysis Process Indicators

Indicator	Definition	Measurement Value	Target Value
Timeliness of the preparation and publication of the KPI Catalogue	Completion of the KPI Catalogue review according to the established schedule	% of parts reviewed on time	100%

Table 6. KPI Setting, Monitoring, and Analysis – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
1.1.3. KPI Setting, Monitoring, and Analysis	Faculties, departments	Deputy Rectors	Faculties, departments, Student Representation, Social Partners

1.1.4. Risk Identification, Assessment, and Management

Risk management is an integral part of VIKO's internal control and quality management system, regulating the procedures for risk identification, assessment, control, monitoring, and improvement.

In this section, risks are understood as events or circumstances that may have a negative impact on the achievement of VIKO's strategic objectives, study quality assurance, research and arts quality assurance, financial stability, reputation, or administrative processes. Risk management is based on the following principles: integrity, consistency, dynamism, inclusiveness, and accountability. VIKO's risk management is carried out in accordance with the principles established in the Description of the Procedure for the Implementation of Internal Control and its annexes.

Risk Management Planning

Risk management planning includes:

- 1.1. determining the activity context and defining the risk appetite;
- 1.2. identifying risks using SWOT analysis, scenario analysis, and expert assessment methods;
- 1.3. compiling a risk register, specifying the risk name, causes, potential consequences, likelihood of occurrence, magnitude of impact, significance, and the responsible ;
- 1.4. establishing risk assessment criteria based on a likelihood and impact scale (e.g., 1–5 points).

Implementation

Risk management implementation includes the application of preventive and **corrective measures**. Organisational units, within their areas of responsibility, implement measures aimed at reducing the likelihood or impact of risks, including the regulation of procedures, employee training, and the implementation of technological solutions. When a risk materialises, the incident is recorded, its causes are analysed, and response measures are implemented.

Evaluation

Risks are assessed periodically, at least once a year, as well as in the event of significant external or internal changes. The assessment includes:

- analysis of the likelihood and impact of risks using a matrix;
- analysis of recurring incidents;
- assessment of the effectiveness of preventive measures.

The results of risk assessment are consolidated by the Internal Control and Risk Assessment Specialist and submitted to management and the faculties; they are also integrated into annual activity reports.

Improvement

Based on the findings of the evaluation, risk management measures are updated.

Improvement includes:

- adjustment of **risk management plans**;
- implementation of new preventive or **corrective measures**;
- application of additional control procedures.

Risks with a strategic impact are integrated into VIKO's strategic documents and the annual plans of **organisational units**. The **academic community** and **social partners** are informed about significant changes in risk management. The risk management process is carried out as a continuous **PDCA cycle**.

The indicator selected to measure this area – **the level of implementation of the risk management plan** – shows the extent to which the planned measures of the risk management plan have been implemented during the reporting period. This indicator reflects the institution's ability to identify, manage, and mitigate risks in a timely manner that may affect the achievement of strategic and annual objectives. A higher indicator value shows that risk management is integrated into the organisation's management system, while preventive and **corrective measures** are implemented consistently, ensuring the stability, resilience, and **improvement** of the institution's activities in accordance with the **PDCA logic**.

Table 7. Risk Identification, Assessment, and Management Process Indicators

Indicator	Definition	Measurement Value	Target Value
Level of implementation of the risk management plan	Proportion of the planned measures of the risk management plan that have been implemented	% of measures implemented	≥ 90%

Table 8. Risk Identification, Assessment, and Management – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
1.1.4. risk identification, assessment, and management	Faculties, organisational units, Study Quality Department	Deputy Rectors	Student Representation, social partners

1.1.5. Data-Driven Decision-Making

Data-driven decision-making is part of VIKO's management process, ensuring that strategic, tactical, and operational decisions are based on objective data, systematic analysis, and feedback information. This process improves the quality of decision-making, strengthens transparency, ensures accountability, and creates conditions for continuous improvement of activities.

Planning

1. The main data sources required for decision-making are identified:
 - statistical data (e.g., number of students, infrastructure utilisation, number of employees and their age, gender, and other characteristics, financial indicators);
 - results of study quality assurance assessment;
 - internal reports, surveys, and feedback studies;
 - analysis of the KPI Catalogue.
2. The procedure for data collection, data consolidation, and data analysis is defined, including frequency (monthly, quarterly, annually), methods, and responsibilities.
3. Areas are identified in which decisions must be based on data: study quality assurance management, R&D activities and artistic activities, financial planning, personnel policy, and infrastructure management.
4. Data quality criteria are established, including reliability, relevance, accuracy, and accessibility.

Implementation

Responsible organisational units collect data in accordance with the established methodology. The study quality assurance carries out data consolidation, checks the quality of the data, and prepares analytical reports. The analytical reports prepared are presented to the management, faculties and other organisational departments. Draft decisions are based on documented data analysis, and their justification is formally documented in official documents, such as minutes, orders or other normative documents.

Evaluation

An assessment of the justification of decisions is carried out to determine the extent to which decisions were based on documented data analysis. The impact of the decisions taken on the achievement of strategic objectives and annual objectives is assessed. It is analysed whether the data used were sufficient, relevant and provided in a timely manner. The evaluation results are consolidated by the study quality assurance, presented to the management and faculties, and incorporated into the annual activity reports.

Improvement

Based on the evaluation results, the procedures for data collection, consolidation and analysis are adjusted. Data sources are expanded by incorporating additional indicators, surveys, and international or sectoral analyses. Data analysis methods are improved, and new technological tools, such as data visualisation tools, are introduced. The academic community and social partners are informed about significant changes, providing opportunities for feedback. The improved measures are integrated into the next planning cycle, ensuring a continuous process based on PDCA logic.

The indicator selected to measure this area is the share of decisions based on data analysis. It reflects the extent to which VIKO strategic and annual decisions are based on objective data, systema-

tic analysis and evidence. This indicator demonstrates how the principle of data-driven management operates within the institution, enabling reasoned, fact-based and transparent decision-making. A higher indicator value indicates a more mature decision-making culture, in which decisions concerning quality and performance improvement are planned, evaluated and adjusted on the basis of analytical data and PDCA logic.

Table 9. Process Indicators for Data-Driven Decision-Making

Indicator	Definition	Measurement Value	Target Value
Share of decisions based on data analysis	Indicates the extent to which the institution's strategic and annual decisions are based on objective data, analysis and evidence. The indicator reflects how consistently VIKO applies data-driven management in planning and quality assurance processes.	% of decisions in which data analysis was documented as having been used (number of decisions based on data / total number of decisions analysed × 100)	≥ 80%

Table 10. Responsibilities for Data-Driven Decision-Making

Process	Implementing	Decision-Maker	Involved / Consulted
1.1.5. Data-driven decision-making	Faculties, organisational units, Study Quality Department	Rector	Faculties, organisational units, Student Representation

1.2. Quality Management Policy and System Management Processes

Quality management policy and system management processes encompass the formulation of the quality policy statement, the establishment of principles for its implementation, and the monitoring and improvement of the quality management system. These processes ensure that VIKO's activities are based on clear quality assurance principles, coordination of process interactions, allocation of responsibilities, and data-driven decision-making. The QAS forms the foundation of the institution's management, strengthens the quality culture, and encourages the involvement of the academic community in the improvement of activities.

This area addresses **ESG 1.1**, which emphasises that higher education institutions must have an effective quality assurance policy and system ensuring transparency, accountability, and continuous improvement.



Figure 7. Quality Management Policy and System Management Processes

The quality management policy and system management processes group encompasses:

- Quality management policy and provisions;
- QAS;
- maintenance of the QAS structure;
- Quality assurance and integration into strategic management;
- assessment of the effectiveness of the QAS.

1.2.1. Quality Assurance System Policy Statement and Provisions

The VIKO QAS statement (hereinafter – Policy) is an official document establishing the institution's quality aspirations and commitments to quality. It provides the basis for the development of a quality culture, ensures the consistent pursuit of strategic objectives, accountability for activities, and continuous improvement. The statement, provided as a separate document (Annex 1), is publicly available to the academic community and stakeholders and is approved by the Rector and the VIKO Council.

Planning

The Rector initiates the development of the statement, guided by VIKO's mission, vision and values. The strategic planning group, together with the Study Quality Department, prepares a draft, involving heads of faculties, heads of organisational units, Student Representation and social partners. The Policy establishes the following principles: autonomy and accountability, contextuality, systematic approach, future insights, partnership, transparency, and student orientation. The period of validity of the Policy (not less than three years) and the review procedure are established. The main provisions of the Policy are integrated into the Strategy and the QAS.

Implementation

Administration ensures the integration of the Policy into strategic documents; faculty Administration ensures its integration into annual activity plans; faculties, departments, Study Field Committees and Study Programme Committees (hereinafter – SKK and SPK) ensure its integration into study pro-

cesses. The Study Quality Department organises the familiarisation of staff with the Policy through training, meetings and the intranet. Students and social partners are familiarised with the Policy through the public website, events and cooperation forums.

Evaluation

The Study Quality Department annually analyses how the Policy is implemented, based on reports from organisational units, KPIs and survey data. It is assessed whether the Policy is genuinely aligned with the mission and vision, whether the principles are applied in practice, and whether the Policy remains relevant.

Improvement

Based on the evaluation findings, Administration updates the Policy by incorporating new principles or refining measures. The Rector approves the updated Policy, which is incorporated into strategic and annual plans. The changes are communicated to the academic community and social partners.

The indicator selected to measure this area is the level of community awareness and engagement in the implementation of the Policy. It indicates the extent to which the institution's staff, academic staff and students are familiar with VIKO's Policy and actually follow its principles in their daily activities. This indicator makes it possible to assess the effectiveness of the Policy not at the level of documents, but at the level of quality culture – whether it is understood, applied and supported by the entire academic community. A higher indicator value indicates a stronger quality culture, a more mature management system, and consistent achievement of strategic objectives in accordance with PDCA logic.

Table 11. Process Indicators for Quality Management Policy and Provisions

Indicator	Definition	Measurement Value	Target Value
Level of community awareness and engagement in the implementation of the Policy	Indicates the extent to which members of the VIKO academic community (academic staff, staff and students) are aware of the content of the Policy and apply its principles in their activities. Reflects the maturity of the quality culture and the practical effectiveness of the quality policy.	% of academic community members who state that they are aware of and apply the principles of the quality policy (according to the annual survey)	≥ 8

Table 12. Responsibilities for Quality Management Policy and Provisions

Process	Responsible	Decision-Maker	Involved / Consulted
1.2.1. Quality management policy and provisions	Study Quality Department	Rector, VIKO Council	Heads of faculties and organisational units, Study Field Committees and Study Programme Committees, departments, Student Representation, social partners

1.2.2. Quality Assurance Principles

The VIKO QAS is a set of interrelated processes, methods and responsibilities that enable the institution to plan, implement, evaluate and improve all its

Planning

The QAS operates through strategic and annual planning.

- At the strategic level, VIKO sets the objectives of the quality management system, which include ensuring the quality of studies, research and management, in line with ESG principles and national requirements.
- At the annual level, faculties plan specific measures to ensure the implementation of quality assurance principles.
- The planning process is based on data, analysis and the involvement of the academic community.

The result is a clear activity plan that specifies what and how will be measured to ensure quality.

Implementation

The QAS is implemented through daily processes.

- R&D, student services and management processes are carried out in accordance with established procedures and responsibilities.
- Activities are carried out based on cooperation, transparency and a focus on students and partners.
- Each organisational unit is responsible for ensuring the quality of its processes and providing data for monitoring.

This ensures that the QAS is not a separate mechanism but an integral part of regular activities.

Evaluation

The QAS is evaluated based on data and feedback.

- An annual review of the QAS is carried out, during which indicators, surveys, activity results and process efficiency are analysed.
- The results are discussed in accordance with the procedure established by the Administration.
- The evaluation covers not only the results achieved but also the reliability of the system's operation – whether the processes operate as planned.

The results are made public to ensure transparency and awareness among the academic community.

Improvement

The QAS is continuously improved based on the evaluation results.

- Administration and organisational units identify priority areas that need to be strengthened and incorporate them into new plans.
- The Study Quality Department updates process descriptions, indicators and methodological tools.

- Improvement is carried out consistently rather than sporadically, with the aim of strengthening the quality culture and data-driven management.

This ensures that the system remains effective, flexible and responsive to the needs of VIKO and society.

The QAS is not a separate administrative mechanism – it is part of VIKO's organisational culture, based on shared values: transparency, accountability, inclusion and continuous improvement. The system ensures that all decisions are made based on facts, data and dialogue, and that quality improvement is a continuous, regular and collectively assumed commitment.

The indicator selected to measure this area is the timeliness of QAS process reviews. It indicates how consistently the QAS operates within the institution – whether all processes are periodically evaluated and updated in accordance with the established procedure. This indicator reflects the practical application of PDCA principles: planning, evaluation and continuous improvement. Timely process reviews indicate a mature quality management system in which data and feedback are used to make decisions and improve activities.

Table 13. Process Indicators for Quality Assurance Principles

Indicator	Definition	Measurement Value	Target Value
Timeliness of QAS process reviews	Indicates whether the QAS processes are reviewed and updated at the established intervals, ensuring the continuity of the PDCA cycle.	% of processes reviewed within the established timeframe (number of processes reviewed / number of processes planned for review × 100)	1

Table 14. Responsibilities for Quality Assurance Principles

Process	Responsible	Decision-Maker	Involved / Consulted
1.2.2. Quality assurance principles	Study Quality Department, Strategic Planning Group	Rector, VIKO Council	Faculties, organisational units, Study Programme Committees, Student Representation, social partners

1.2.3. Maintenance of the Quality Assurance System Structure

The VIKO QAS is based on a decentralised systemic model that is integrated into all institutional processes and ensures that quality assurance is not the responsibility of a single organisational units, but of the entire organisation. Each organisational unit has clearly defined functions, while decisions are made through cooperation and with the involvement of various stakeholders.

The distribution of responsibilities forms a consistent system:

- strategic-level decisions are made by the Administration;
- the tactical level (the quality of study programmes and organisational units) is ensured through study committees and organisational units;
- the operational level comprises the daily activities of academic staff, Administration and students, the quality of which is continuously monitored.

Thus, VIKO's quality management model is multi-layered, combining a strategic vision, institutional accountability and community engagement. This structure enables effective process management, strengthens the distribution of responsibilities, and ensures the continuous development of the quality culture.

The QAS structure, the matrix of processes and procedures, and the responsibilities matrix are provided in separate Annexes 2 and 3. They define the responsibilities, roles and processes that ensure that quality assurance is not the responsibility of a single organisational unit, but of the entire institution.

Planning

The Study Quality Department coordinates the development of the responsibilities matrix, which defines roles at the strategic, tactical and operational levels.

The matrix of processes is reviewed every three years or in the event of significant changes to ensure that it reflects all activities, from studies to administration.

The Administration determines which decisions are made collegially (by the Councils and Committees) and which are made at the level of individual organisational units, ensuring consistency in decision-making.

Implementation

Faculties and organisational units organise their activities in accordance with the responsibilities matrix, clearly understanding their roles in quality assurance.

SKK and SPK implement decisions at the tactical level (quality of study programme content), while the Administration operates at the strategic level (the institution's vision and priorities).

The matrix of processes is used as a practical tool – each organisational unit relies on the processes described therein when organising its activities.

The Study Quality Department provides methodological assistance by clarifying responsibilities and processes and organises internal presentations and training for staff.

Evaluation

The effectiveness of the structure is assessed through the annual activity reports of organisational units, which record how tasks have been implemented in accordance with the established responsibilities.

The Administration's annual report discusses whether decision-making is clearly distributed among the strategic, tactical and operational levels.

Student representatives and social partners provide feedback on their involvement in decision-making.

The Study Quality Department consolidates information on the distribution of activities and provides it to the Administration.

Improvement

When gaps in the structure are identified (e.g., duplicated functions or unclear responsibilities), the responsibilities matrix is adjusted.

The Administration may supplement the structure with new roles or committees if new priorities emerge.

The of processes is updated based on the evaluation findings by simplifying or detailing the descriptions to make them practical to use.

The academic community is informed about the changes to ensure transparency and a common understanding of the distribution of responsibilities.

The indicator selected to measure this area is the timeliness of updating the responsibilities matrix and the of processes. It indicates whether VIKO's quality management system structure is maintained effectively and updated in a timely manner. This indicator makes it possible to assess whether the institution's process model remains relevant, whether responsibilities are clearly distributed and understood by staff at all levels. A structure that is updated in a timely manner ensures transparency, continuity of activities and data-driven management, strengthens the culture of responsibility, and supports the continuous improvement of the quality system in accordance with PDCA logic.

Table 15. Process Indicators for Maintenance of the Quality Assurance System Structure

Indicator	Definition	Measurement Value	Target Value
Timeliness of updating the responsibilities matrix and the of processes	Indicates whether the quality management system structural documents (the responsibilities matrix and the of processes) are reviewed and updated according to the established schedule, ensuring a clear distribution of functions and the relevance of processes.	% of reviews completed on time (number of documents reviewed / number of documents scheduled for review × 100)	1

Table 16. Maintenance of the Quality Assurance System Structure — Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
1.2.3. Maintenance of the QAS structure	Study Quality Department, Strategic Planning Group	Rector, VIKO Council	Heads of faculties and organisational units, Study Programme and Study Field Committees, Student Representation, social partners

1.2.4. Integration of the Quality Assurance System into Strategic Management

Integration of the QAS into strategic management is a VIKO-wide process through which quality assurance objectives, principles and indicators are incorporated into strategic documents, planning and budget allocation cycles, decision-making and the daily activities of organisational units. The aim of the integration is to ensure that decisions **are based on data, transparent, consistent** at all levels (strategic, tactical and operational), and directed towards **continuous improvement**.

Planning

The Study Quality Department, together with the Deputy Rectors, determines the scope of integration: quality assurance principles, objectives and KPIs are linked to the strategic priorities.

Quality assurance objectives and KPIs are incorporated into the strategy and annual activity plans of organisational units; the VIKO Council provides strategic oversight, ensuring alignment with the mission and vision.

In their plans, faculties establish specific measures for achieving quality assurance objectives, including responsibilities and deadlines, and/or SKK plan study programme review cycles, specifying which data will be used for decision-making.

Risk management is integrated into planning: the Study Quality Department, together with organisational units, updates the risk register (significance, probability, and management measures), and risk insights are linked to quality assurance objectives and measures.

Student Representation and social partners are involved in planning discussions in the areas in which they participate (study content, practical training), and their insights are documented as evidence of integration.

Implementation

Faculties and organisational units implement the planned measures; decisions (in the minutes of Study Programme Committees and organisational meetings) indicate which principles have been applied and which data have been relied upon (KPIs, surveys, activity analysis summaries).

The study process integrates quality assurance principles into the organisation of timetables, assessment and practical training (e.g., student orientation – the use of feedback; transparency – clear assessment criteria for student achievement and publication).

Administrative processes (finance, human resources, infrastructure, IT) are carried out in accordance with the principles: decision-making criteria are made public, data flows are established for KPI monitoring, and post-event reviews are conducted as part of continuous improvement practices.

The Study Quality Department applies a consistent approach: it provides templates for “labelling” decisions (principle–evidence) and organises targeted briefings according to roles.

The Deputy Rectors coordinate cross-cutting issues (between organisational units and faculties), ensuring that the measures do not contradict one another and are adequately resourced.

Student Representation and social partners participate in thematic sessions, and their contribution is documented as evidence of the application of the partnership principle.

Evaluation

The Study Quality Department, together with organisational units, consolidates data from annual reports, KPIs and surveys into an integrated monitoring overview. The quality of integration is assessed:

- 2.1. the extent to which decisions are based on data (the data used are specified);
- 2.2. whether the principles are applied consistently (clear references are provided in the minutes);
- 2.3. whether the KPIs have been achieved and what the reasons for deviations are;
- 2.4. how risks have been managed (whether the planned Measures have been effective).

The Rector and Deputy Rectors examine the results in administration meetings; the VIKO Council considers the results at the strategic level and provides recommendations on priorities and the allocation of resources.

Faculties and organisational units discuss the results in organisational meetings and identify corrective measures.

Improvement

The Rector makes decisions on corrective actions (process optimisation, KPI system review, strengthening competencies, digital improvements).

The Deputy Rectors refine the plans for the next period; faculties and organisational units detail the measures, specifying responsibilities and deadlines.

The Study Quality Department updates the process (if necessary, refining the linkage between principles and evidence) and monitors implementation.

In the next cycle, progress is compared with the previous period (KPIs, the justification of decisions, changes in risks), thus ensuring a continuous improvement spiral without additional procedures.

Table 17. Process Indicators for Integration of the Quality Assurance System into Strategic Management

Indicator	Definition	Measurement Value	Target Value
Share of organisational plans with quality measures	Indicates the extent to which faculties and organisational units have planned measures related to quality assurance or improvement in their annual activity plans. This demonstrates how the QAS is integrated into the institution's	% of plans containing quality measures (number of plans with quality measures / total number of organisational plans × 100)	≥ 90 %

Table 18. Integration of the Quality Assurance System into Strategic Management – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
1.2.4. Integration of the QAS into strategic management	Study Quality Department, Deputy Rectors responsible for respective areas	Rector, VIKO Council	Heads of faculties and organisational units, Study Programme and Study Field Committees, Student Representation, social partners

1.2.5. Evaluation of the Effectiveness of the Quality Assurance System

The evaluation of the effectiveness of the QAS is a formalised part of VIKO's activities, during which it is determined whether the QAS ensures the achievement of strategic objectives, the quality of studies, and the alignment of activities with the expectations of stakeholders. The evaluation is carried out in an integrated manner, using the existing planning, accountability and performance monitoring instruments.

Planning

The Study Quality Department, guided by VIKO's strategic documents, determines the areas for evaluation.

Assessment criteria and KPIs are selected to enable an objective assessment of the progress in each area. They are linked to VIKO's strategic objectives, national priorities and ESG.

In their annual activity plans, faculties and organisational units provide for measures that contribute to the achievement of the indicators and undertake to provide the data required for evaluation.

Implementation

Faculties collect data on student achievement, survey data, the quality of practical training, graduate employment, and international activity indicators.

Organisational units provide information on the effectiveness of financial management, the development of staff competencies, the utilisation of infrastructure, risk management measures, and other processes.

Data are provided in accordance with the procedure for preparing annual reports.

The Study Quality Department consolidates the information received, compares it with the established indicators, and prepares an annual analysis of the effectiveness of the QAS, which is submitted to the Rector, Deputy Rectors and the VIKO Council.

Evaluation

The Study Quality Department carries out a systematic analysis of all data and prepares a conclusion on the effectiveness of the QAS.

The conclusion presents data on:

- which areas meet the established indicators and objectives;
- which areas have deviations;
- which improvement measures are required.

The Rector and Deputy Rectors consider the conclusion during the Administration review and make decisions on the appropriateness of the proposed measures.

The VIKO Council considers the conclusion at the strategic level and provides recommendations on further development.

Heads of organisational units discuss the results within their respective organisational units and ensure that the information is communicated to staff.

The evaluation results are made public to the academic community through the intranet and at organisational meetings.

Improvement

The Rector, based on the evaluation findings and the recommendations of the VIKO Council, makes decisions on corrective actions.

The Deputy Rectors coordinate the implementation of decisions in their respective areas of responsibility.

Faculties and organisational units implement the planned measures: improvement of study programmes, optimisation of administrative processes, updating of the KPI system, and strengthening competencies of staff.

The Study Quality Department monitors the implementation of corrective measures and provides information on progress to the Rector and the VIKO Council.

In the next monitoring cycle, the Study Quality Department evaluates the impact of corrective actions, thus ensuring a continuous improvement spiral of quality.

The indicator selected to measure this area is the level of institutional quality indicator achieve-

vement against target values. It indicates whether the QAS operates effectively at the institutional level. The indicator integrates the QAS evaluation findings with the monitoring of strategic quality indicators, i.e. whether the VIKO QAS actually contributes to achieving the established objectives. A high indicator value indicates that the system operates stably, processes are coordinated, and quality assurance leads to actual improvement in studies, R&D, and management.

Table 19. Process Indicators

Indicator	Definition	Measurement Value	Target Value
Level of Institutional quality indicators meeting target values	Indicates the extent to which the key quality indicators established in strategic documents (e.g., accreditation of study fields, student satisfaction, completion of studies on time, graduate employment, international activity) meet or exceed the established values.	% of quality indicators that have met or exceeded the target value (indicators meeting the target / all indicators evaluated $\times$ 100)	$\geq 80 \%$

Table 20. Evaluation of the Effectiveness of the QAS – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
1.2.5. Evaluation of the effectiveness of the QAS	Study Quality Department, faculties and organisational units	Rector, VIKO Council	Deputy Rectors, heads of faculties and organisational units, Student Representation, social partners

1.3. External Evaluation and Accreditation Processes

External evaluation is a systematic and independent process during which third parties (external experts or institutions) evaluate VIKO's activities and quality management for compliance with national and international standards. This evaluation is an essential part of the quality assurance system and is inseparable from the culture of continuous improvement that VIKO actively fosters.



Figure 8. External Evaluation and Accreditation Processes

VIKO's external evaluation is carried out in several forms:

1. **External evaluation and accreditation of study fields.** It is carried out in accordance with the Law on Science and Studies of the Republic of Lithuania and in accordance with the **Description of the Procedure for External Evaluation and Accreditation of Studies**, approved by an order of the Minister of Education, Science and Sport of the Republic of Lithuania. The evaluation is carried out by the **Centre for Quality Assessment in Higher Education (SKVC)** or other accredited institutions (e.g., foreign higher education quality assessment agencies).
2. **Institutional evaluation (periodic institutional accreditation).**
3. **External audits**, e.g., studies initiated by the European Commission, the National Audit Institution, or ministries, as well as audits of financial or performance indicators.

External evaluation at VIKO is carried out in accordance with the methodological recommendations and guidelines of SKVC, VIKO's internal procedures, regulations and other documents defining preparation for external evaluation, the procedure for providing information, and responsibilities.

1.3.1. External Evaluation and Accreditation of Study Fields

External evaluation and accreditation of studies is a mandatory process during which the quality of study fields provided by a higher education institution is periodically evaluated to determine whether it complies with the established requirements. The evaluation is carried out at least once every seven years. Based on the evaluation results, an accreditation decision is made, determining whether the institution may continue to provide studies in a particular study field.

The purpose of the evaluation is to assess the quality of study fields and the study programmes within them and their compliance with the requirements of legal acts, the development of competencies that meet the needs of the labour market, the implementation of student-centred teaching, the achievement of study results, and the preparedness of graduates for professional activities, the effectiveness of quality assurance mechanisms at the programme level, and the existence of a continuous improvement culture.

Planning

The planning stage lasts 8–12 months. The purpose of this stage is to systematically prepare for the evaluation and to prepare a comprehensive Self-Evaluation Report.

The Study Quality Department monitors the validity periods of accreditation for all study fields and study cycles provided by VIKO. Before the expiry of an Accreditation period, the Study Quality Department reviews the applicable legal and methodological framework to ensure that the current requirements are identified and informs the Rector about the upcoming external evaluation, the specific areas to be evaluated in accordance with the latest SKVC methodology, as well as the accreditation conditions and possible outcomes. The Rector makes a decision to initiate the evaluation process and approves the schedule for preparing the Self-Evaluation Report, including deadlines and responsibilities.

The Study Quality Department publishes the deadlines, requirements and the required list of documents through internal information channels (the intranet, email and information meetings). The responsible faculty organises the formation of the working group that will prepare the Self-Evaluation Report.

The Study Quality Department prepares detailed information on the implementation of recommendations from previous evaluations. The Self-Evaluation Report preparation group plans the involvement of stakeholders in the evaluation process.

The Self-Evaluation Report is prepared in accordance with the structure approved by the SKVC. The Study Quality Department carries out an internal quality review. It is checked whether the statements are supported by evidence (each important statement must have a reference), whether the interpretation of data is consistent and logical, whether the terminology is consistent throughout the report, whether contradictions between different sections have been avoided, and whether the SKVC requirements for the structure and content are complied with. If foreign experts participate in the evaluation or if the programme is taught in English, the Self-Evaluation Report is translated into English.

Implementation

The head of the Self-Evaluation Report preparation group or the faculty contact person coordinates the agenda for the experts' visit with the SKVC and the experts. The Administration, faculty, Study Field Committee, Student Representation, graduate representatives and social partners confirm the representatives participating in the meetings.

During the visit, the Study Quality Department centrally provides additional information if the experts request documents, data or explanations that can only be provided by the Central Administration.

Evaluation

The evaluation stage lasts 2–4 months and includes the preparation of the experts' conclusion, the preparation of VIKO's response, and the adoption of the SKVC's final decision. The purpose of this stage is to obtain an objective evaluation of the study field and clear recommendations.

Following the visit, the group of experts prepares detailed evaluation findings and, if necessary, recommendations for the improvement of the programme in order of priority. The experts reach agreement on the overall evaluation and the proposed duration of accreditation.

The SKVC provides VIKO with the experts' conclusion. Within two weeks, the Study Quality Department, together with the faculty and organisational units, carefully reviews the conclusion, verifies

the facts and their accuracy, identifies possible misunderstandings or inaccuracies, and discusses the possibilities for implementing the recommendations. If factual inaccuracies, inaccuracies in the interpretation, or significant circumstances that were not properly evaluated are identified, VIKO may submit comments within the established deadline (usually 2–3 weeks). The comments must be supported by evidence and presented constructively. The Study Field Committee discusses the experts' conclusion, formulates comments, and prepares an improvement measures plan.

The accreditation decision can be of three types. Accreditation for 7 years is granted if all seven areas are evaluated at no less than 3 points. This means that the programme meets the requirements and may continue to be delivered without additional conditions, although the recommendations for improvement must still be implemented. Accreditation for 3 years is granted if at least one area is evaluated at 2 points. This means that the programme has serious deficiencies that must be remedied within 2 years, and a repeat evaluation will take place after 2–3 years. This decision may not be applied twice in succession to the same programme. A programme is not accredited if at least one area is evaluated at 1 point or if, for the second time in succession, at least one area is evaluated at 2 points. A programme is also not accredited when the threshold indicator provision applies (e.g., if the number of students is too low or other critical indicators do not meet the minimum requirements). This means that the study field with the programmes being delivered must be suspended or substantially restructured and submitted for a new evaluation.

The Communications Department, together with the Study Quality Department, publishes the experts' conclusion and the SKVC decision through the institution's publication channels (website, intranet, social media). The list of accredited study fields, including the accreditation periods, is updated and made publicly available on the VIKO website. The academic community is informed about the evaluation results and future actions.

Improvement

The improvement stage lasts for the remainder of the accreditation period (3–7 years until the next evaluation) and is a continuous process. The purpose of this stage is to systematically implement the experts' recommendations. The SKK prepares an improvement measures plan for implementing the experts' recommendations five months after the publication of the SKVC Rector's order on the accreditation of the study field. The plan is structured around seven areas for evaluation and specifies concrete actions for each recommendation, together with deadlines, responsible persons and expected results. Corrective measures are integrated into the faculty's annual activity plan, with specific deadlines and responsibilities. The measures are linked to the faculty's and VIKO's KPI system to enable progress to be monitored.

The SKK regularly evaluates the impact of the measures on the quality of the programme (or programmes). Various data sources are used: student survey results, academic progress statistics, analysis of the quality of final theses, feedback from academic staff, and employers' feedback on graduates.

Successful practices that can be applied more broadly, as well as ineffective measures that need to be adjusted or replaced, are identified.

Stakeholder involvement is particularly important in the improvement process. Students are involved through regular surveys, participation in the activities of Study Field Committees (SKK) and Study Programme Committees (SPK), focus groups on specific Improvements, and representation on the Faculty Council. Academic staff are involved through SKK, SPK and Department meetings, discussions organised by faculty administrations, and experience sharing. Social partners are involved through the evaluation of practical training, project activities, and participation in SKK and SPK.

Graduates are involved through periodic surveys, meetings and events, career monitoring, and feedback on the usefulness of the programme.

Depending on the accreditation period of the study field, progress reports on the implementation of External Evaluation Recommendations are submitted to the SKVC. Their approval and submission to the SKVC are regulated by the Description of the Procedure for Internal Quality Assurance of Study Fields at the Higher Education Institution.

At the end of the cycle, as the next external evaluation approaches (after 6–7 years), the Study Quality Department consolidates the results.

The KPIs used to measure the quality of the external evaluation of study fields enable not only the evaluation of the findings provided by SKVC experts, but also the monitoring of how the institution implements the recommendations and ensures the continuous improvement of study quality.

Table 21. Summary of External Evaluation Indicators for Study Fields

Indicator	Definition	Measurement Value	Target Value
Share of accredited first-cycle study fields	First-cycle study fields are accredited for the maximum period.	Percentage	90% of all first-cycle study fields are accredited for the maximum period.

Table 22. Responsibilities in the External Evaluation and Accreditation Process of Study Fields

Process	Responsible	Decision-Maker	Involved / Consulted
1.3.1. External evaluation and accreditation of study fields	Study Quality Department; faculties; Study Field and Study Programme Committees	Centre for Quality Assessment in Higher Education (accreditation decision); Rector (internal decisions on the schedule, resources and implementation)	Student Representation; social partners and employers; graduate representatives; professional associations

1.3.2. Institutional Evaluation

Institutional evaluation is a systematic and independent evaluation of the activities of the entire higher education institution, carried out periodically (at least once every seven years) by the Centre for Quality Assessment in Higher Education, with the involvement of an international group of experts. The purpose of the evaluation is to comprehensively assess the quality of VIKO's activities and their compliance with national and international higher education quality assurance standards, the effectiveness of the quality management system, the implementation of strategic objectives, VIKO's contribution to the higher education system and regional development, as well as the institution's ability to continuously improve its activities.

Planning

The planning stage begins before the scheduled experts' visit and lasts 12–18 months. The purpose of this stage is to systematically prepare for the evaluation, collect evidence of quality assurance in all areas of activity, and prepare a comprehensive Self-Evaluation Report.

The process begins with notification from the SKVC about the upcoming evaluation deadline. The SKVC informs the Higher Education Institution in advance of the planned evaluation, indicating the indicative period and main requirements. Upon receiving this notification, the VIKO Rector decides to initiate the institutional evaluation process and establishes a preliminary evaluation schedule, appoints a Coordinator, and defines responsibilities. The Coordinator organises preliminary consultations with the SKVC to clarify all technical, procedural and curriculum-related issues.

By order of the Rector, a working group is established, representing all major areas of the Higher Education Institution's activities. Responsibilities are clearly allocated, specifying which organisational unit or person is responsible for collecting and analysing data for each evaluation area.

The Coordinator prepares explanatory material for the preparation of the Self-Evaluation Report, providing a detailed description of the SKVC requirements, the structure, style and formatting of the report, the types of evidence and their use. Data collection instructions may also be prepared, specifying exactly what data are required for each area, which period is to be analysed (usually seven years), the formats in which the data must be provided, and the interim deadlines.

Each responsible unit collects data for its respective area.

The Self-Evaluation Report is prepared in accordance with the structure approved by the SKVC and consists of an introduction, four main sections (one for each evaluation area), findings and appendices.

Quality assurance in the preparation process takes place at several stages. Every two months, the working group meets to discuss interim versions and make corrections. Internal review is also organised, during which VIKO experts are invited to provide constructive comments, as well as consultations with Faculty Councils and the Student Representation. The Rector approves the final Self-Evaluation Report, and the Coordinator officially submits it to the SKVC together with all appendices and institutional documents.

Implementation

The implementation stage lasts 6–9 months and includes the formation of the expert group, preparation for the experts' visit, and the visit itself. The purpose of this stage is to ensure a smooth expert evaluation process and an objective presentation of all areas of activity.

Upon receiving VIKO's Self-Evaluation Report, the SKVC ensures the formation of the expert group. Preparation for the experts' visit begins approximately 3–5 months before the scheduled visit. The Coordinator coordinates the visit dates with the SKVC.

Evaluation

Following the visit, the experts prepare an evaluation report, and the SKVC sends a preliminary report to VIKO. VIKO ensures the review of the preliminary report and the submission of a reasoned opinion on the report. The SKVC makes a decision on the results of VIKO's evaluation in accordance with the procedure established by legal acts.

VIKO must ensure the implementation of follow-up activities.

Improvement

The improvement stage lasts from one institutional evaluation to the next. The purpose of this stage is to systematically implement the experts' recommendations and continuously improve activities in preparation for the next Evaluation.

Within three months after the SKVC decision, the Study Quality Department coordinates the preparation of the Action Plan for Performance Improvement.

The Plan is structured according to each evaluation area and includes the experts' recommendation and specific measures, together with responsible persons and deadlines, as well as KPIs for assessing progress. The approved Plan is submitted to the SKVC no later than within 6 months from the date on which the decision on the accreditation of the Higher Education Institution takes effect.

Taking into account the accreditation periods, the Higher Education Institution implements the planned measures to improve its activities and prepares a progress report on the implementation of external evaluation recommendations. It is published on the VIKO website and submitted to the SKVC.

The following indicators have been selected to measure this area: the number of experts' recommendations and the share of implemented recommendations enable a comprehensive evaluation of the effectiveness of the institutional evaluation and the effectiveness of the quality management system.

The number of experts' recommendations reflects the number of areas for improvement identified by external evaluators. A lower number of recommendations indicates a mature quality management system in which processes are clearly defined and the quality culture is embedded throughout the activities of the Higher Education Institution.

Meanwhile, the share of implemented recommendations shows how the institution responds to the evaluation findings and how effectively it implements the proposed improvement measures. A high value of this indicator shows that the QAS is dynamic and that the evaluation results translate into real changes.

Together, the two indicators provide a comprehensive view of the maturity of VIKO's quality management system and its ability to continuously improve in accordance with the logic of the PDCA model – from evaluation to improvement of activities.

Table 23. Indicators of the Institutional Evaluation Process

Indicator	Definition	Measurement Value	Target Value
Number of experts' recommendations	Number of recommendations provided during the experts' visit (essential + improvement recommendations).	s (pcs.) – e.g., 12 pcs.	< 10 pcs. (fewer recommendations)
Share of implemented recommendations	Number of implemented recommendations compared with all recommendations provided.	Percentage (%) – formula: (implemented / total) × 100	≥ 90%

Table 24. Responsibilities in the Institutional Evaluation Process

Process	Responsible	Decision-Maker	Involved / Consulted
1.3.2. Institutional evaluation	Study Quality Department; faculties; SPKs; organisational units	SKVC (accreditation decision); Rector (internal decisions on schedule, resources and implementation)	Student Representation; social partners and employers; graduate representatives; professional associations

1.3.3. Involvement of Social Partners in the Development and Improvement of Study Programmes

The involvement of social partners is the consistent participation of employers, professional associations, social partners, graduates and other stakeholders in the development, updating and evaluation of study programmes to ensure that they meet labour market needs, professional standards and study field requirements. At VIKO, this participation is established in the following documents: **Committee Regulations** (provide for the participation of representatives of social partners in the composition of the committee) and the **Description of the Procedure for Internal Quality Assurance of Study Fields** (defines social stakeholders and social partners and their involvement in the development of study programmes).

Planning

The faculty administration establishes and maintains a list of social partners by study field and topic; identifies forms of involvement: participation in committees, thematic sessions, focus groups, review of draft study subject (module) descriptions, and management of the network of practical training placements.

The Study Field Committees and Study Programme Committees plan specific involvement activities for each programme updating cycle (meeting schedules, draft documents, responsible persons, required data – overviews of sector trends, provisions of professional standards, etc.).

Implementation

The **Study Field Committees** and **Study Programme Committees**, together with **social partners**, refine the programme content to ensure that it complies with the description of the relevant study field group and sector needs; they prepare specific proposals for the content of study subjects.

Departments, together with **social partners**, review the practical training model: the competency map, tasks, and feedback forms for practical training supervisors; where necessary, the network of practical training placements is expanded.

The **Study Field Committees** and **Study Programme Committees** integrate comments prepared by **social partners** into study subject descriptions: changes, alignment with **study results**, and student achievement assessment methods are clearly indicated.

Faculty Deans ensure that the updated **study programme** and study subject descriptions are uploaded to the **Academic Information System** and made available to academic staff and students; where provided for, brief public explanations are prepared (e.g., “What has changed in the programme and why”).

The **Student Representation** and graduates provide separate feedback on the **planned changes** (clarity, study workload, career prospects); the **Study Field Committees** and **Study Programme Committees** incorporate these comments into the final version of the **study programme** description.

Evaluation

The Study Quality Department, together with the Study Department, prepares an annual review of the results of the involvement of social partners: the extent and programmes in which they participated, which proposals were accepted, and the impact on the achievement of study results, the quality of practical training, and the employment of graduates (using available KPIs and survey data).

The Study Field Committees and Study Programme Committees review at their meetings whether the implemented changes are effective (e.g., clearer assessment criteria, greater alignment of practical training with competencies, and new partnerships with employers); decisions are recorded in the minutes.

Where necessary, the Study Quality Department organises a targeted consultation with social partners (1–2 hours) on complex or unimplemented proposals in order to reach a final decision – to implement them through an alternative approach or postpone them to the next cycle.

Improvement

The Study Field and Study Programme Committees, together with the departments, identify annual priorities for attracting social partners (e.g., study fields where the labour market is changing most rapidly) to ensure that the involvement of social partners in study fields and study programmes is targeted and effective.

The involvement of social partners in the development and improvement of study programmes is assessed based on indicators that help determine the effectiveness, consistency, and impact of this process on study quality. The table below summarises the main evaluation indicators, their definitions, measurement values, and target values.

Table 25. Social Partner Engagement Process

Indicator	Definition	Measurement Value	Target Value
1. Level of social partner engagement	The indicator shows the extent to which social partners (employers, professional associations, graduates, and sector experts) participate in the development, updating, or evaluation of study programmes.	- Percentage of study programmes in which at least one social partner participated during the reporting year.- number of social partners who participated in the development or updating of study programmes.	≥ 100% of study programmes with social partner involvement; ≥ 1 external expert in each study field.

Indicator	Definition	Measurement Value	Target Value
2. Implementation rate of social partners' proposals	The indicator assesses the proportion of proposals or recommendations submitted by social partners that were implemented in the content of study programmes, the practical training model, or the assessment system.	<ul style="list-style-type: none"> - Percentage of implemented proposals compared with all proposals received. - Qualitative analysis (impact of proposals on the quality of study results and graduate employment). 	≥ 100% of proposals implemented; positive impact identified in the annual review of social partner involvement.

Table 26. Social Partner Engagement – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
1.3.3. Involvement of social partners in the development and improvement of study programmes	Study Field Committees and Study Programme Committees; Faculty Administration; departments	Faculty (approval of programme changes in accordance with the established procedure); Rector (approval of committee composition and regulations)	social partners and employers; professional associations; Student Representation; graduate representatives; practical training supervisors

2. Core Processes

Core Processes are processes that directly create value for external stakeholders and are critical to fulfilling the institution's mission and achieving its strategic objectives. In higher education institutions, core processes primarily relate to the organisation and quality assurance of studies, the development of research and arts activities, the creation and application of knowledge to address the needs of society, the strengthening of the academic community, and the promotion of international cooperation. These processes form the core of the institution's activities, as they enable VIKO to fulfil its mission of preparing qualified specialists, conducting research, and contributing to societal progress.

In the VIKO context, core processes include study processes (programme development, implementation, evaluation, and improvement), academic staff processes (strengthening lecturers' competencies and performance assessment), research and arts processes (the development of research and creative activities and their integration into studies), and international activity processes (partnerships, mobility, and international projects). These areas shape the student experience and the professional readiness of graduates for the labour market and determine VIKO's contribution to the national and international academic community.

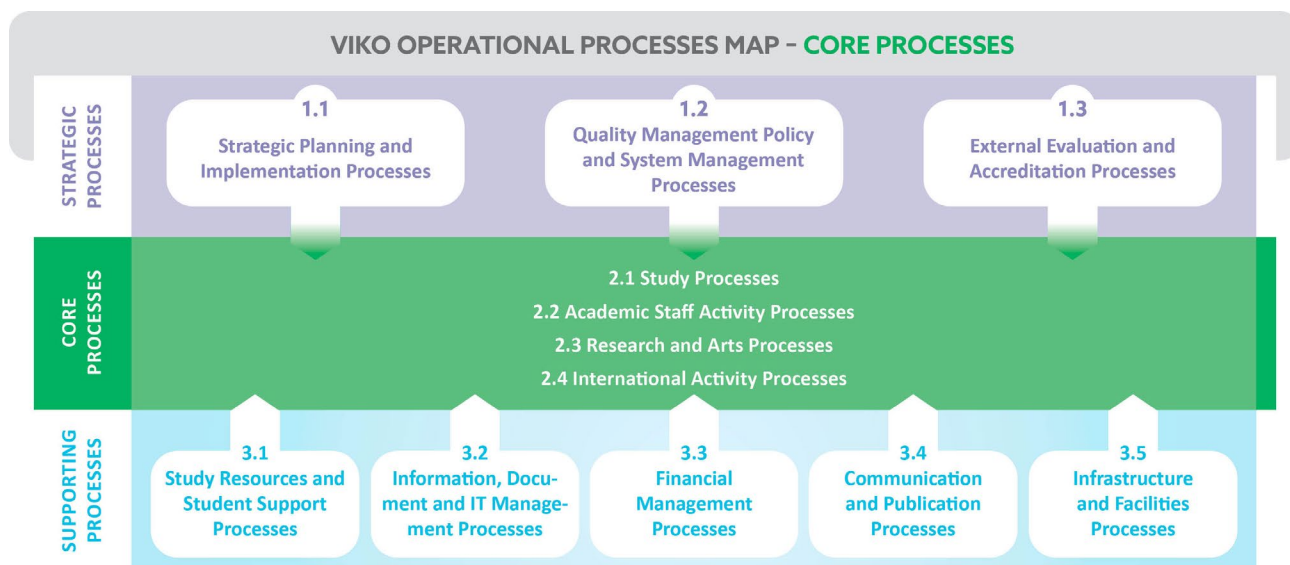


Figure 9. Core Processes

2.1. Study Processes

Study processes cover the entire cycle – from programme development to the completion of studies, ensuring student-centred learning, fair assessment of study results, and continuous improvement of quality. These processes reflect the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), particularly provisions 1.2–1.7, which emphasise the importance of the management of study programmes, learning and assessment, student admission, feedback, and publication of information.

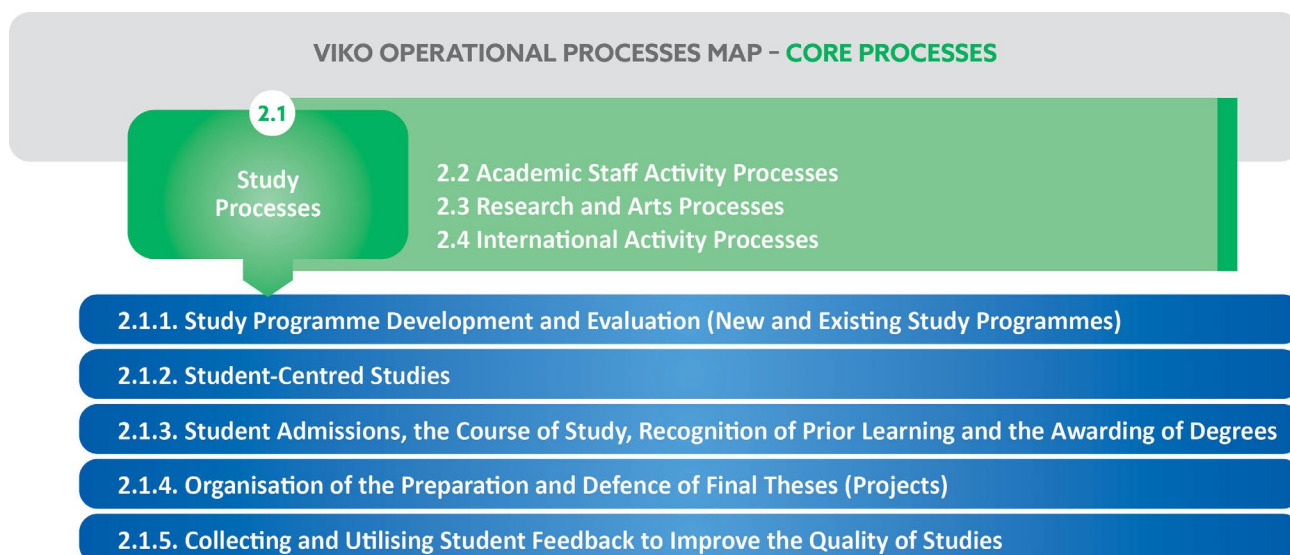


Figure 10. Study Processes

The areas of study processes include:

- Study programme development and evaluation (programmes intended to be implemented and programmes currently being implemented);

- Student-centred studies;
- Student admission, the course of studies, recognition of qualifications, and issuance of diplomas;
- Organisation of the preparation and defence of final theses;
- Collection of student Feedback and its use to improve study quality.

2.1.1. Study Programme Development and Evaluation (New and Existing Study Programmes)

At VIKO, the development, evaluation, and improvement of Study Programmes are carried out as a cyclical, strictly regulated process that ensures the compliance of both programmes intended to be implemented and programmes currently being implemented with ESG requirements, national standards of the qualifications system, and Labour Market Needs. In accordance with ESG provision 1.2, the development and improvement of Study Programmes are based on clearly defined Study Results, involve Stakeholders, and rely on a cyclical system of updating and evaluation that ensures the relevance and quality of Study Programmes.

Development and internal evaluation of study programmes intended to be implemented

Planning

At VIKO, the development of new study programmes is planned in accordance with VIKO strategic documents, national legal acts, and the general methodological recommendations of SKVC.

The processes are planned and initiated by the Dean of the faculty where the study programme is being prepared, taking into account proposals from the VIKO Academic Community, Administration, and social partners, annual Study Field Quality Monitoring Reports, faculty Strategy Implementation Plans, and Department Activity Plans. Social Partners (employer organisations, professional associations) and the Student Representation are consistently involved in the planning process.

Programme planning is based on labour market analysis, graduate career monitoring data, international trends, and national and international requirements for qualifications.

Implementation

Study programmes intended to be implemented are prepared in accordance with the methodology for the evaluation of study programmes intended to be implemented established by the SKVC and the Description of the Procedure for Internal Quality Assurance of study fields at VIKO. The prepared programmes are considered by the Faculty Councils and subsequently submitted to the Academic Council for approval. Following the approval of the Academic Council, the programme is submitted to SKVC for registration and external evaluation. This stage completes the internal quality assurance cycle, as the subsequent procedures are carried out in accordance with the requirements established by the SKVC.

Evaluation and Improvement of Study Programmes Currently being Implemented

Planning

In the context of study programmes currently being implemented, planning is understood as the planning and organisation of their monitoring. At VIKO, this activity is carried out in accordance with strategic documents, national legal acts, SKVC Methodological Recommendations, and the

Description of the Procedure for Internal Quality Assurance of Study Fields. Planning of monitoring is initiated by faculties and the Study Quality Department, based on study field quality monitoring reports, graduate career monitoring data, insights from social partners, and international trends in the development of higher education. Student representatives, graduates, employer organisations, and international experts are involved in this activity to ensure that the study programmes remain relevant and meet labour market needs and the needs of society.

Implementation

At VIKO, the quality of study programmes is evaluated through annual monitoring of study fields, in accordance with the Description of the Procedure for Internal Quality Assurance of Study Fields. This activity is implemented by the Study Quality Department together with Faculty Deans, departments, and Study Field Committees. During the monitoring, the results of the study programmes belonging to the study field, student achievements, feedback, lecturers' reflections, and recommendations from social partners are analysed. Based on the analysis, insights and proposals are formulated for the improvement of study content, the updating of competencies, or other quality improvement decisions, and, where necessary, recommendations are provided regarding changes to study programmes, including consideration of their suspension or discontinuation.

Evaluation and Improvement

The results of the evaluation of study programmes currently being implemented are documented (in SPK and/or SKK minutes and summarised in annual VIKO reports, feedback reports, and study field monitoring reports) and used for planning and implementation of improvement measures. Based on evaluation data, changes to the content of study programmes may be initiated. Study programmes that do not meet the needs of the labour market and society may be suspended or discontinued in accordance with VIKO decision-making procedure.

To evaluate the quality of study programmes, VIKO monitors three main indicators: the share of new study programmes intended to be implemented that have received a positive external evaluation by SKVC; the share of study programmes currently being implemented whose monitoring has been carried out in accordance with the established requirements; and the share of study programmes currently being implemented that have received a positive internal review assessment. These indicators help ensure that newly prepared study programmes comply with national quality standards, while study programmes currently being implemented are regularly monitored, analysed, and updated.

Table 27. Indicators for Study Programme Development and Evaluation (Study Programmes Intended to Be Implemented and Study Programmes Currently Being Implemented)

Indicator	Definition	Measurement Value	Target Value
Share of study programmes intended to be implemented that have received a positive external evaluation (SKVC)	Percentage of new study programmes for which SKVC has provided a positive external evaluation.	%	100 %

Indicator	Definition	Measurement Value	Target Value
Share of study programmes currently being implemented whose monitoring has been carried out in accordance with the established requirements.	Percentage of study programmes currently being implemented for which study field monitoring has been carried out at the established frequency	%	100 %
Share of study programmes currently being implemented that have received a positive internal review assessment	Percentage of study programmes that have received a positive assessment in accordance with the established internal review procedure	%	≥90 %

Table 28. Responsibilities for the Development and Internal Evaluation of Study Programmes Intended to Be Implemented

Process	Responsible	Decision-Maker	Involved / Consulted
2.1.1. Study programme development and evaluation (study programmes intended to be implemented and study programmes currently being implemented)	Faculty Dean, Deputy Dean, working group, SPK, SKK	Faculty Council, Academic Council, Rector	Students, social partners, academic staff, Study Field Committee, Academic Council Committees

2.1.2. Student-Centred Studies

In accordance with provision 1.3 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), VIKO ensures the implementation of study programmes in a manner that encourages students to take an active role in the study process, while assessment methods reflect this approach. This principle underpins the organisation of the entire study process – from planning to evaluation and improvement.

Planning

Student-centred studies are planned in accordance with the Study Regulations, Study Programme Manual, Description of the Procedure for the Organisation of an Individualised Study Process Taking into Account Student Needs, Description of the Procedure for the Individualisation of Study Plans, Description of the Procedure for the Organisation of Studies of Elective Subjects (Modules), as well as in faculty study plans and other relevant documents.

It is envisaged that all study programmes ensure the achievement and assessment of study results through the application of various study methods, integrating independent work and practical sessions.

Study plans specify contact hours, distance learning hours, and hours of independent work, as well as the form of assessment.

Implementation

Lecturers apply various study methods as established in the Study Programme Manual and the descriptions of study subjects.

Study methods and the mode of study (contact, distance, or blended) are selected taking into account the content and specific nature of the study programme, as well as students' needs and capabilities. In accordance with the Description of the Procedure for the Organisation and Implementation of Blended and Distance Studies, blended and distance studies are organised, e-subjects are prepared and subject to appraisal, and the duties and responsibilities of lecturers and students are defined.

Study flexibility is ensured through elective subjects, the individualisation of study plans, and opportunities for practical training, as established in the Description of the Procedure for the Individualisation of Study Plans and the Description of the Procedure for Studies According to an Individual Study Schedule. Practical training is organised in accordance with the Description of the Procedure for the Organisation of Student Practical Training.

Students are involved in the improvement of the study process through surveys, round-table discussions involving lecturers and VIKO Administration, participation in the activities of SPK and SKK, participation in the Student Representation, and participation in Faculty Councils and the Academic Council. The Academic Ethics Code is followed in the implementation of studies and evaluation, ensuring the transparency of evaluation. The principles and organisation of the assessment of study results, as well as academic integrity in assessment, are regulated by the Description of the Procedure for the Assessment of Study Results.

Evaluation and Improvement

Evaluation is based on the study results achieved and their demonstration in various forms – in writing, orally, in practice, or through a project, as established in the Description of the Procedure for the Assessment of Study Results and the Study Programme Manual. Evaluation criteria and methods are specified in study subject descriptions in accordance with the study Subject Description Form and are presented to students during the first class. Cumulative, formative, criterion-referenced, and peer assessment of study results are applied, taking into account the specific nature of the study subject and study programme.

Students have the right to receive feedback on their assessment and to request clarification or a review. Lecturers analyse evaluation results and reflect on opportunities for improvement, while SPK and/or SKK use these data for the review of study programmes, as established in the Study Programme Manual and the Provisions of the Committees.

Student satisfaction with studies and the quality of teaching of study subjects is continuously measured through surveys in accordance with the Description of the Procedure for Feedback to Improve Study Quality. The collected data are analysed by the Study Quality Department, Faculty Study Departments, Departments, and SPK and/or SKK, while key observations are communicated to lecturers and Heads of Study departments.

Students participate in the feedback process through their representatives on SPK and/or SKK, Faculty Councils and the Academic Council, as well as through joint discussions with lecturers and Administration.

The effectiveness of the study methods and assessment methods applied by lecturers is discussed at SPK and department meetings and at VIKO events for sharing good practices. Based on the evaluation results, study methods are improved, new forms of assessment are introduced, and feedback is strengthened.

Indicators. The average level of student satisfaction with studies (survey results) is a key indicator, as it allows the evaluation of how students experience the diversity of teaching methods, the transparency of assessment, and the quality of feedback.

Table 29. Student-Centred Studies – Process Indicators

Indicator	Definition	Measurement Value	Target Value
Average student satisfaction with studies	Results of student surveys on satisfaction with studies.	Average (1–5 points)	≥4,0
Increase in student satisfaction (measured every 2 years)	Change in student satisfaction with studies over a 2-year period.	Percentage change (%)	≥2%
Average social partner satisfaction with cooperation with VIKO	Results of social partner surveys on satisfaction with cooperation with VIKO	Average (1–5 points)	≥4,0
Annual increase in social partner satisfaction with cooperation with VIKO	Annual change in social partner satisfaction.	Percentage change (%)	≥2%

Table 30. Student-Centred Studies – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.1.2. Student-centred studies	Lecturers, SPK, SKK, Study Department, faculty units, Faculty Study Departments and Departments, practical training supervisors, Study Quality Department, Faculty Administration	Faculty Dean, Vice-Dean, Study Department, Rector, Appeals Committee	Students, SPK, SKK, Teaching Excellence Centre, social partners, lecturers, Study Quality Department, Departments, faculty units

2.1.3. Student Admissions, the Course of Study, Recognition of Prior Learning and the Awarding of Degrees

VIKO's procedures for student admission, the study process, recognition of achievements and graduation are based on the principles of transparency, clarity and student-centredness, in accordance with ESG 1.4, which provides that higher education institutions must:

- apply clearly defined, transparent and publicly available rules;
- ensure the consistent and high-quality management of the student's entire "life cycle": admission, study process, progress, recognition of achievements and issuance of diplomas (or certificates);
- ensure that students are informed about these procedures and have the opportunity to receive consultations;
- establish procedures that ensure the proper documentation and certification of achievements.

VIKO implements these provisions through clearly described study management processes, which are regulated by internal documents and reviewed taking into account feedback from students, lecturers, social partners and external evaluators.

Planning

VIKO's planning of the processes of student admission, the study process, recognition of achievements and issuance of diplomas is linked to VIKO's strategic objectives and national requirements. During the planning process, admission criteria and the structure of the competitive score are established, and applicant flows, social and regional needs, and the popularity of study programmes are assessed. The Study Department is responsible for planning and cooperates with faculties and organisational units.

Planning of the study process includes the development of study schedules and plans, the establishment of assessment schedules and methods for performance monitoring. These decisions are made by the Study Department and faculties to ensure the quality of study programme implementation and the continuity of students' learning.

Planning for the recognition of study achievements is carried out by developing a procedure that allows study outcomes achieved by an individual at higher education institutions in Lithuania or foreign countries to be credited. This ensures student mobility, a flexible study experience and compliance with international standards.

Planning for documents certifying education includes establishing their forms, accounting and issuance procedures, ensuring that the documents comply with legal acts and reach students in a timely manner.

The processes are planned in accordance with the main internal documents – the Rules for Student Admission to VIKO, the Study Procedure, the Procedure Description for the Recognition of Partial Study Outcomes, and the Procedure Description for the Accounting, Registration, Issuance and Storage of VIKO Diplomas, Diploma Supplements (Annexes) and their Duplicate Forms.

Implementation

The student admission process is organised centrally through the LAMA BPO system, while admission is administered by the Admission Committee established by order of the VIKO Rector and the Admissions Department responsible for receiving applicants' documents. Information on admission requirements, competitive scores and schedules is publicly available on the VIKO website, social media and information publications. Applicants have the opportunity to receive consultations on admission requirements and procedures. In all cases not provided for in the admission rules, decisions are made by the Admission Committee.

The study process is continuously monitored: academic progress is monitored, study outcomes are collected, and support is provided to students experiencing learning difficulties. The Study Department, together with the faculties, administers registration, the conclusion of study agreements, the granting of academic leave, changes to the mode or schedule of studies, and other student requests related to the study process.

Requests for the recognition of achievements are considered in accordance with established procedures, ensuring transparent criteria, the opportunity to receive consultations, and students' right to appeal decisions.

Documents certifying the completion of studies – diplomas, diploma supplements and certificates – are issued in accordance with established procedures, in compliance with national requirements and established deadlines.

Evaluation and Improvement

The results of student admission (the number of applicants, competitive scores and the profile of admitted students) are analysed annually in the reports prepared by the Admissions Department. The results are discussed by the Academic Council and within faculty units.

Progress indicators are used to monitor the study process, including the proportion of passed / uncredited subjects and the dynamics of academic debts. Their analysis is carried out by the Study Department and within faculties.

The recognition of achievements process is evaluated based on the number of applications considered, compliance with the established deadlines for processing applications, and the consistency of decisions. The evaluation considers not only how many applications were approved, but also whether decisions are based on the established criteria and clearly explained to students. This ensures that both positive and negative decisions are made transparently, in accordance with the established procedures and in compliance with the requirements for study content.

The process of issuing diplomas and certificates is evaluated based on compliance with established deadlines and procedures. In addition, the number of damaged or cancelled forms may be monitored as a control indicator demonstrating the reliability of document accounting.

Three key indicators are assessed in this area: the ratio of admitted students to graduates, the proportion of students with VBE results above 86 points, and the proportion of students who successfully complete their first semester. These indicators have been selected as key indicators because they directly reflect the requirements of **ESG Standard 1.4** and VIKO's **Strategic Priorities for 2026–2030**:

- a **ratio of admitted students to graduates** of ≥ 1.25 ensures institutional resilience and sustainable management of student flows;
- a **proportion of students with VBE results of ≥ 86 points** of $\geq 20\%$ demonstrates the academic preparedness of admitted students and the potential for study quality;
- **first-semester student success** of $\geq 80\%$ demonstrates the quality of activities and the effectiveness of integration.

Table 31. Indicators of Student Admission, Study Progress, Recognition and Issuance of Diplomas

Indicator	Definition	Measurement Value	Target Value
Ratio of admitted students to graduates indicator	The ratio of the number of admitted students to the number of students who graduated in the same year	Ratio (times)	$\geq 1,25$
Proportion of students with VBE scores of ≥ 86 points	The proportion of students admitted to a study field who achieved a score of 86–100 points in at least one VBE	$\geq 20\%$	$\geq 20\%$
First-semester student success indicator	The proportion of students who successfully completed their first semester among all students admitted in the respective year	%	$\geq 80\%$

Table 32. Responsibilities for Student Admission, Study Progress, Recognition and Issuance of Diplomas

Process	Responsible	Decision-Makers	Involved / Consulted (Internal and External)
2.1.3. Student admission, study progress, recognition of study outcomes and issuance of diplomas	Study Department, organisational units (faculties), Finance Department	Admissions Committee, Study Department, Faculty Dean, head of unit, Administration	Students applicants faculties Communications Department legal advisers Study Field Committees departments lecturers Career Centre

2.1.4. Organisation of the Preparation and Defence of Final Theses (Projects)

The organisation of the preparation and defence of final theses (projects) is a process that ensures that, upon completion of their studies, students independently conduct research or creative work that is in line with the objectives of the study programme, the requirements of the study field and the qualification standard. The process is based on VIKO internal legal acts establishing the procedure for the preparation, defence and assessment of final theses, as well as on the ESG provisions concerning the achievement of study outcomes (ESG 1.2) and the assessment of student achievement (ESG 1.3). A final thesis is an essential final assessment activity in studies, ensuring the award of a qualification degree and qualification, confirmation of the achievement of study outcomes, and contributing to VIKO's contribution to the improvement of the region and professional practice.

Planning

The process of preparing and defending final theses (projects) is planned in advance, ensuring its alignment with the study programmes and study outcomes. The Description of the Procedure for the Preparation and Defence of Final Theses (Projects) of VIKO establishes the procedure for the preparation, review and defence of final theses (projects) at the department and by the final thesis defence committee. The structure, scope, formatting and other requirements for a final thesis are regulated by methodological guidelines for the preparation, formatting and defence of final theses, approved by the Deans.

Faculties and Study Programme Committees plan the topics of final theses, the allocation of supervisors and consultation schedules, involving social partners and ensuring that the topics of final theses address the needs of the study fields and the region.

Implementation

The process of preparing final theses (projects) is implemented by the Faculties and Study Programme Committees in accordance with the Description of the Procedure for the Preparation and Defence of Final Theses (Projects) and the Study Regulations. The topics of final theses must correspond to the study outcomes of the study programmes and the needs of the region, and the topics are approved in accordance with the established procedure. Supervisors provide students with me-

methodological assistance and consultation during the preparation of the thesis, while interim reviews allow progress to be assessed and compliance with academic ethics to be ensured. Reviewers provide conclusions and recommendations before the defence, ensuring an objective assessment. Departments coordinate the formal procedures, ensuring compliance with the schedule, overseeing documentation and organising the formation of defence committees. Defence committees, in accordance with the Description of the Procedure for the Assessment of Student Achievement, the Methodological Guidelines approved by the Faculty Dean, and the approved criteria, assess the theses and make the final decision on the completion of studies.

Implementation

The process of preparing and defending final theses is evaluated in accordance with the Description of the Procedure for the Preparation and Defence of Final Theses (Projects), the Description of the Procedure for the Assessment of Student Achievement, and the Methodological Guidelines approved by the Faculty Dean, which establish assessment criteria, the transparency of procedures and the responsibilities of evaluators. Faculties consolidate the results of final thesis defences and the level of student achievement, while the Study Department, together with the SPK and/or SKK, analyses statistical data and feedback from students, supervisors and defence committees. Evaluation data are consolidated and presented to the VIKO Administration and the SPK and/or SKK, identifying strengths and areas for improvement.

Based on the analysis, methodological recommendations are updated, assessment criteria are reviewed, the relevance of thesis topics to labour market and regional needs is strengthened, and organisational procedures (e.g. schedules and the procedure for forming committees) are improved. Assessment practices are integrated into the next planning cycle, ensuring continuous improvement of the process.

Indicators

The indicators applied to the process of preparing and defending final theses are selected to reflect both the quantitative and qualitative aspects of the process. The proportion of successfully defended theses makes it possible to monitor how many students achieve the intended study outcomes and complete their studies, and is therefore directly related to the ESG 1.2 provision concerning the achievement of learning outcomes. The average grade for theses and its dynamics reflect trends in the quality of theses and the consistency of applying assessment criteria, which is related to ESG 1.3 concerning the reliability and transparency of the assessment of student achievement. The analysis of these indicators provides a basis for determining whether the process ensures the achievement of study objectives and whether methodological or organisational measures need to be adjusted.

Table 33. Indicators of the Organisation of the Preparation and Defence of Final Theses

Indicator	Definition	Measurement Value	Target Value
Proportion of successfully defended (positively assessed) theses	Number of successfully defended theses / total number of theses submitted for defence × 100	%	≥ 95 %
Average grade for final theses	Average of the grades awarded for all defended theses (on a 10-point scale)	points	≥ 8

Table 34. Responsibilities for the Organisation of the Preparation and Defence of Final Theses

Process	Responsible s	Decision-Maker	Involved / Consulted
2.1.4. Organisation of the preparation and defence of final theses	Faculties, faculty units, Study Programme Committees, supervisors, reviewers, defence committees	Academic Council, Faculty Deans	Study Department, Study Quality Department, Student Representation, social partners

2.1.5. Collecting and Utilising Student Feedback to Improve the Quality of Studies

The collection and use of student feedback for the improvement of study quality is a process through which students' opinions on study quality, teaching methods, the learning environment and organisational processes are systematically collected, analysed and used. The process is based on the Study Regulations and the Description of the Procedure for Collecting and Using Feedback for the Improvement of Study Quality, ensuring that feedback is integrated into the Quality Management System and decision-making. This process complies with ESG provisions 1.3 and 1.7 concerning the assessment of student achievement and student involvement in quality assurance (ESG).

Planning

The collection of student feedback is planned centrally, in accordance with the Study Regulations and the Description of the Procedure for Collecting and Using Feedback for the Improvement of Study Quality. The SKK and SPK coordinate the alignment of questionnaires with the study outcomes of study programmes and organisational aspects, while Faculties and Study Programme Committees review and supplement the questionnaires according to the specific characteristics of the study fields. Student Representation provides suggestions on relevant questions, ensuring that the student voice is heard at the planning stage. This was also emphasised in the conclusions of the external experts' evaluation, which recommended strengthening the use of feedback for decision-making.

Implementation

Student feedback is collected through planned surveys and other measures established in the Study Regulations and the Description of the Procedure for Collecting and Using Feedback for the Improvement of Study Quality. The SKK administers the surveys and ensures their anonymity, data protection and the reliability of the results. The SKK, together with the faculties and SPK, collects and analyses the responses, identifying strengths and areas for improvement in the study processes. Surveys are also conducted by the International Relations and Projects Department. Student Representation contributes to the implementation of the surveys by informing the Academic Community, encouraging active student participation and helping disseminate information about their results. The collected data are processed by the Study Quality Department, consolidated reports are submitted to the VIKO Administration, and the main conclusions are made publicly available to the Academic Community.

Evaluation and Improvement

The student feedback process is continuously evaluated to ensure its reliability, representativeness and actual use for the improvement of study quality. The SKK monitors the coverage of surveys, the number of responses and data quality, while the Administration of the faculties, the SKK and the SPK analyse how the results obtained relate to programme objectives and study outcomes. Student Representation provides comments on the accessibility and formats of the surveys, while social partners may be involved in a joint discussion on the relevance of studies. Consolidated conclusions are discussed at administration meetings and quality forums, ensuring transparency and open communication.

Based on the data obtained, the study organisation processes are adjusted: teaching methods are updated, the content components of study programmes are reviewed, and student engagement in decision-making is strengthened. The Study Quality Department integrates the survey results into the next planning cycle, while the Academic Community is informed about the decisions taken, thereby ensuring the closure of the feedback loop. In this way, the provisions of ESG 1.3 and 1.7 are implemented, ensuring that students' opinions are not only collected but also used for the continuous improvement of study quality.

Two indicators have been selected for the student feedback process, reflecting both the coverage of the process and its impact on study quality. The **level of student participation in surveys** makes it possible to assess the extent to which students' opinions are collected and whether they are representative, which is a prerequisite for ensuring that the data obtained are reliable and suitable for decision-making. The **feedback closure level** indicates the extent to which the suggestions and comments received from students have been **implemented or rejected with a reasoned justification**, with clear explanations provided, thereby ensuring the closure of the feedback cycle. This indicator is particularly important because it demonstrates that the student voice is not only heard but also has a real impact on decisions – students can see the impact of their opinions, while the institution implements the provisions of **ESG 1.3** and **1.7** concerning transparency, student engagement and the systematic use of feedback for quality improvement.

Table 35. Indicators of the Collection and Use of Student Feedback for the Improvement of Study Quality

Indicator	Definition	Measurement Value	Target Value
Level of student participation in surveys (%)	Share of students who responded out of the total number of students $\times 100$	%	$\geq 60\%$
Feedback closure level (%)	Share of student suggestions/comments received that have been implemented or rejected with a reasoned justification and clear explanations, out of all suggestions received $\times 100$	%	$\geq 90\%$

Table 36. Responsibilities for the Collection and Use of Student Feedback for the Improvement of Study Quality

Process	Responsibles	Decision-Maker	Involved / Consulted
2.1.5. Collection and use of student feedback for the improvement of study quality	Study Quality Department, faculty units, SKK and SPK, faculty units, International Relations and Projects Department	Deputy Rector for Studies	Student Representation, lecturers, social partners

2.2. Academic Staff Activity Processes

Academic staff activity processes encompass the main stages of the activities of lecturers and researchers at the institution – from selection and employment to competency development, workload planning and performance assessment. This area of activity is essential for study quality assurance, as qualified, motivated and continuously developing academic staff determine the relevance of study content, student achievement and the integration of research and arts activities with studies. It complies with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 1.5), which stipulate that higher education institutions must ensure the development of staff competencies and provide opportunities for continuous professional development. These processes also contribute to the implementation of VIKO's strategic priorities: **Unity of Research, Arts and Studies**, ensuring the integration of studies, research and arts activities, and **Sustainable Community**, strengthening staff engagement, motivation and continuity of professional careers. The processes are regulated by VIKO's internal documents establishing procedures for competitions, employment relations, workload planning, academic staff appraisal and competency development.

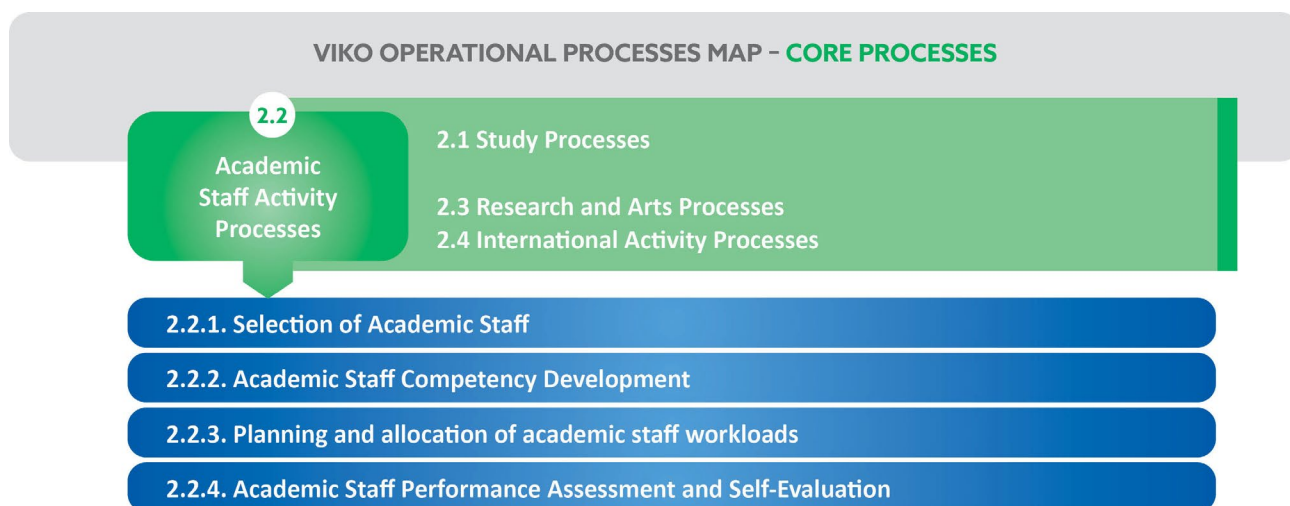


Figure 11. Academic Staff Activity Processes

2.2.1. Selection of Academic Staff

The selection of academic staff is a transparent and competitive process aimed at identifying, assessing and employing candidates with the competencies and qualifications required for high-quality studies, research and/or arts.

Planning

The need for academic staff is determined by the faculties, taking into account study field plans, student number forecasts and the needs of the programmes being implemented. The Human Resources Department coordinates the planning of selection procedures, based on internal documents (procedures for competitions, employment and termination of employment relations, and job descriptions).

The faculties provide the Human Resources Department with information on the need for academic staff, while the Study Quality Department ensures that the planning complies with ESG 1.5. Qualification requirements for positions are formulated at the department and faculty levels and aligned with the requirements currently in force at VIKO. The Human Resources Department organises the preparation of competition schedules, the establishment of document requirements and assessment criteria, and coordinates the procedures with the Deputy Rector for Studies, while the final schedule is approved by the Rector. Competition announcements are prepared according to an established template and published on the VIKO and Research Council of Lithuania websites, as well as through other channels and, where necessary, on international platforms.

Implementation

The selection process begins with the publication of competition announcements on the VIKO and Research Council of Lithuania websites and through other dissemination channels, ensuring that the information is accessible to potential candidates. Candidate applications are registered by the Human Resources Department, which conducts a formal check of the applications and informs candidates of any non-compliance with the requirements. Selection committees established at the faculties, including a student representative, assess the documents submitted by candidates and organise interviews. The decisions of the committees are recorded in minutes, and the recommendations provided are submitted to the Rector, who makes the final decision on employment. The Human Resources Department ensures the formalisation of employment (conclusion of an employment contract, workload coordination, familiarisation with documents and quality requirements).

Evaluation and Improvement

The academic staff selection process is evaluated by analysing its timeliness, the extent to which the pool of candidates meets the qualification requirements, and the proportion of positions filled. The Human Resources Department consolidates data on announced and completed competitions, the number of candidates and competition results, while the Study Quality Department additionally reviews the documentation of the selection committees to ensure the transparency and equal treatment of decisions. The data obtained are used to improve the process: where necessary, the channels for publishing competition announcements are reviewed, selection criteria are refined, and the procedure for organising the competitions is adjusted. Improvement measures are aimed at increasing the transparency, international visibility and competitiveness of the selection process, thereby ensuring the continuous strengthening of the quality of VIKO academic staff. The analysis of selection results is also used for human resources planning at VIKO level, with the aim of ensuring the long-term coherence of staff policy.

Two main indicators are used to evaluate the effectiveness of academic staff selection. The **share of successful employments** indicates how successfully VIKO is able to attract the required staff and ensure the continuity of studies and R&D and arts activities. This is a key indicator, as vacant positions directly affect study quality assurance and the possibilities for study programme Implementation. The **average number of candidates per position** reflects the competitiveness of the selection

process and makes it possible to assess whether the institution has a sufficient pool of candidates from which to select the most competent lecturers. Together, these indicators provide a basis for monitoring both the level of staff provision and the soundness of the selection process, comply with the provision of **ESG 1.5**, and are widely applied in higher education institution practice.

Table 37. Academic Staff Selection Indicators

Indicator	Definition	Measurement Value	Target Value
Share of successful employments	Number of positions for which a lecturer was selected and appointed through a competition / number of announced competitions for academic staff × 100	%	≥ 90 %
Average number of candidates per position	Number of applications received / number of announced academic staff positions	Number	≥ 3

Table 38. Academic Staff Selection – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.2.1. Selection of academic staff	Human Resources Department, faculties, Selection Committees	Rector	Study Quality Department, Student Representation, social partners (where applicable)

2.2.2. Academic Staff Competency Development

Academic staff are one of the key factors in ensuring the quality of studies and research (arts); therefore, their selection, engagement, development and evaluation at VIKO are based on clear, transparent and quality-oriented principles, in accordance with **ESG 1.5**. This standard stipulates that higher education institutions must ensure the didactic and subject-specific competencies of lecturers, provide opportunities for professional development, and promote their engagement in study quality processes, innovation and the feedback system.

Planning

The competency development needs of academic staff are planned in accordance with VIKO's Description of the Procedure for Competency Development of Staff.

Implementation

The competencies of academic staff are developed through internal training, Erasmus+ and other exchange programmes, research projects, competency development programmes, and participation in traineeships in Lithuania and abroad. The competency development of academic staff is regulated by VIKO's Strategy, the Description of the Procedure for Competency Development of Staff, and the Description of the Procedure for Establishing and Accounting for the Standard Workload of VIKO

Lecturers. The needs of the department and faculty, the results of lecturers' academic staff appraisal and self-evaluation, and student feedback are also taken into account.

Evaluation and Improvement

The alignment of academic staff competencies with the requirements of their positions is evaluated every five years through academic staff appraisal. Indicators of academic staff participation in training, traineeships and international projects are analysed. Student survey results on the quality of teaching a subject (module) are used as feedback. Based on the evaluation results, additional training is planned and motivation measures are established.

Academic staff appraisal is conducted to determine whether the competencies of academic staff meet the requirements of their positions, whether a lecturer / researcher continuously develops their qualifications, and whether they achieve the objectives established for the five-year period.

Two main indicators are applied to the academic staff competency development process, reflecting both the scope and intensity of participation. The **share of academic staff developing their competencies** indicates the extent to which lecturers engage in professional development activities, which is essential for ensuring that competency development encompasses the entire academic community. The **average volume of competency development per employee** directly contributes to the implementation of VIKO's **2026–2030 Strategy** and its strategic direction "**Creative Community**", which provides that each employee is allocated at least **20 academic hours per year** for competency development training and events that meet their needs. Together, these indicators comply with **ESG 1.5** concerning systematic staff competency development and ensure that competency development is not merely a formal process but a real and intensive one.

Table 39. Academic Staff Competency Development Indicators

Indicator	Definition	Measurement Value	Target Value
Share of lecturers holding a doctoral degree	Percentage of lecturers holding a doctoral degree	%	≥ 20 %
Share of academic staff developing their competencies (%)	Share of lecturers who developed their competencies during the year out of the total academic staff (%)	%	≥ 70 %
Share of researchers participating in competency development activities per year	Percentage of lecturers participating in training, traineeships, projects or exchange programmes	%	≥ 70 %
Average volume of competency development per employee	Average number of academic hours of competency development per academic staff member per year	Academic hours	≥ 20 academic hours

Table 40. Academic Staff Competency Development – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.2.2. Academic staff competency development	Centre for Teaching Excellence, faculties, academic staff	Rector	Study Quality Department, Student Representation, social partners (where applicable)

2.2.3. Academic Staff Workload Planning and Allocation

Academic staff workload planning is a process through which the proportions of studies, R&D and/or arts, administrative and project activities are determined and coordinated, taking into account study needs and available budgetary resources. Workload allocation is carried out in accordance with the requirements of national legal acts and VIKO internal documents, ensuring a balanced workload and linkages with study quality assurance.

Planning

Workload planning is based on an analysis of study needs and available resources. Based on study plans and student number forecasts, faculties submit their requirements for teaching volumes and other activities to departments. Heads of Departments, together with the Dean, determine the proportions of teaching, R&D and arts activities, and administrative tasks, in accordance with VIKO's strategic priorities. The Human Resources Department, in cooperation with the Finance and Accounting Department, verifies the financial justification of the plans; any identified discrepancies are coordinated with the faculties. The final annual workload schedules and preliminary timetables are agreed with staff to ensure transparency and realistic conditions for implementing the planned activities.

Implementation

Workload is allocated within the departments, with heads of departments assigning study subjects (modules) and other activities to staff members. Staff members are informed in writing of their assigned workload. When changes occur – for example, when the number of student groups or the scope of study plans changes – workloads are adjusted, and these changes are recorded in the official workload records. The implementation of the plans also ensures a link with competency development: participation in training, traineeships or mobility activities is included in the workload schedule so that staff development is coordinated with other activities.

Evaluation and Improvement

The effectiveness of workload planning and allocation is evaluated by analysing the plans and their actual implementation. The faculties provide quarterly and annual summaries indicating the actual scope of teaching and other activities, as well as activities that were not carried out. The Human Resources Department additionally verifies whether the plans and their implementation comply with national legal acts and VIKO internal rules concerning standard workloads.

Based on the evaluation results, workloads and schedules are adjusted for the following period, and additional Measures are introduced to reduce disproportions. To improve the efficiency of the process, coordination procedures are simplified and reporting forms are standardised so that staff members do not have to duplicate information across different systems. Where competency gaps are identified, for example in teaching new technologies, targeted competency development measures are initiated.

Two main indicators are applied to the academic staff workload planning and allocation process to ensure effective, balanced workload management aligned with strategic objectives. **Alignment of plans with actual implementation** indicates the accuracy of planning and makes it possible to assess whether the planned activities correspond to those that are actually implemented. **Share of R&D and arts activities in workload** directly contributes to the implementation of VIKO's strategic direction "**Unity of Research, Arts and Studies**", ensuring that lecturers not only carry out the study process but also actively participate in research or arts activities. Together, these indicators comply with **ESG 1.5** and **ESG 1.6** provisions concerning appropriate resource management and staff competency development.

Table 41. Academic Staff Workload Planning and Allocation Indicators

Indicator	Definition	Measurement Value	Target Value
Alignment of plans with actual implementation	Hours of academic staff workload actually completed / planned workload hours × 100	%	≥ 95 %
Share of R&D and arts activities in workload	Hours of R&D / arts activities / total workload hours × 100	%	≥ 20 %

Table 42. Academic Staff Workload Planning and Allocation – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.2.3. Academic staff workload planning and allocation	Human Resources Department; faculties (workload schedules / timetables); Finance and Accounting Department (feasibility check)	For studies – Deputy Rector for Studies; for finance – Deputy Rector for Economics and Development	Study Quality Department, Research and Arts Department

2.2.4. Academic Staff Performance Assessment and Self-Evaluation

Academic staff performance assessment and self-evaluation constitute a systematic process that helps assess staff members' performance against the requirements of their positions and VIKO's quality assurance objectives. The assessment covers the results of studies, R&D and arts activities, student feedback, and community engagement, while Self-Evaluation provides a basis for planning individual improvement measures. This area is in line with the provisions of ESG 1.5 and 1.4, which emphasise the continuous development of lecturers' competencies and the feedback function of assessment in improving study quality, and contributes to the implementation of VIKO's strategic direction "**Sustainable Community**" by promoting staff professional growth and strengthening accountability for results.

Planning

The planning of academic staff performance assessment and self-evaluation is based on clearly established criteria, data sources and responsibilities. The frequency of assessment is established,

including annual self-evaluation and academic staff appraisal every five years. The assessment draws on various sources, including student survey results, summaries of publications or arts works, project data and work reports. Faculties establish the assessment schedule, appoint assessment or appraisal committees, where applicable, and establish the procedure for meetings with staff members. This ensures that the assessment process is systematic, consistently understood by all participants, and provides a basis for further professional development.

Implementation

Academic staff performance assessment is carried out in several stages. First, staff members prepare annual lecturers' activity reports, providing evidence of their activities, including contact work, non-contact work (methodological activities and study quality assurance activities), R&D and arts activities, the publication and dissemination of the results of these activities, competency development, organisational and other activities. These data provide the basis for assessment interviews conducted with staff members by Vice-Deans or the s reporting to them. During the interviews, strengths and areas for improvement are discussed, and priorities and objectives for the forthcoming period are established.

Academic staff appraisal is conducted every five years, during which decisions and recommendations are documented in accordance with the established procedure. This ensures that staff activities are assessed consistently and that the results of self-evaluation and interviews provide a basis for professional development and quality assurance.

Evaluation and Improvement

The results of academic staff performance assessment are analysed at several levels. Faculties consolidate the annual reports, highlighting common strengths and gaps, while the Study Quality Department prepares an institutional review and a comparative analysis across s. The assessment takes into account trends in student survey results, the number of updates to study subjects (modules), and changes in R&D and arts activities. It is also verified whether all procedures have been completed on time and whether decisions are reasoned and properly documented. Based on these data, individual improvement plans are developed for staff members whose performance reveals gaps, providing for targeted training, mentoring or workload-balancing measures. In addition, assessment criteria are periodically updated to respond to changing study quality assurance needs, for example, by encouraging greater attention to innovation in studies and the implementation of open science principles.

The selected indicators reflect two essential aspects of academic staff performance assessment. The **share of assessments completed on time** is a procedural indicator showing whether processes are carried out consistently and according to the established schedule. The **share of implemented recommendations** is a qualitative indicator that makes it possible to assess whether the improvement actions identified during performance assessment and Self-Evaluation are actually implemented and result in changes. In this way, both process compliance and its impact on Study Quality Assurance are assessed, as provided for by **ESG 1.5 and 1.4**.

Table 43. Academic Staff Performance Assessment and Self-Evaluation Indicators

Indicator	Definition	Measurement Value	Target Value
Share of assessments completed on time	Number of assessments completed on time / number of scheduled assessments × 100	%	≥ 95 %
Share of implemented recommendations	Share of implemented improvement actions out of all proposed recommendations	%	≥ 80 %

Table 44. Academic Staff Performance Assessment and Self-Evaluation – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.2.4. Academic staff performance assessment and self-evaluation	Faculties, Study Quality Department, Assessment / Appraisal Committees	Rector, Faculty Dean	Human Resources Department, Student Representation

2.3. Research and Arts Processes

Research and arts activities encompass research, experimental development and arts activities, which are an integral part of VIKO's academic activities. Based on the Law on Science and Studies and VIKO's mission, VIKO focuses on applied research. The aim of these activities is to strengthen the unity of research, arts and studies, contribute to regional and national progress, and promote creativity, innovation, and interdisciplinary and international cooperation within the Academic Community. The quality assurance of research and arts activities is based on the **ENQA Recommendations on Quality Assurance of Research in Higher Education** (2021), which emphasise the assessment of the research environment, its links with studies and its impact on society, distinguishing this process from the assessment of research outcomes. In this context, the concept of “**quality assurance of research**” is used as a comprehensive term encompassing regular processes for reviewing, monitoring, ensuring, maintaining and improving the quality of the research environment, including its links with the educational and societal impact missions of higher education institutions. Quality assurance of research may be internal (carried out by the higher education institution itself) or external (carried out by an external organisation).

VIKO's activities are also aligned with **European Research Area (ERA) documents**, including the **2021 Council Recommendation on a Pact for Research and Innovation in Europe** and the provisions of the **ERA Policy Agenda 2025–2027**, which set directions concerning talent attraction, open science, the attractiveness of researchers' careers and the societal impact of research.



Figure 12. Research and Arts Processes

Research and arts processes encompass:

- conducting R&D and arts activities;
- disseminating research outputs, works of art and innovations to society;
- involving students in R&D and arts activities.

2.3.1. Conducting Research and Experimental Development and Arts Activities

Planning

R&D and arts activities are planned taking into account VIKO's strategic documents, national and international priorities, as well as VIKO's research potential and research infrastructure. The objectives and priorities are established in the **VIKO R&D and Arts Activities Programme**, while at the faculty level they are implemented through the annual plans of departments and the workload allocation sheets of lecturers / researchers. The Heads of Departments and Deans are responsible for planning and coordination.

Implementation

The activities are carried out in accordance with the VIKO Description of Research and Experimental Development Activities: lecturers conduct applied research, prepare publications, develop project proposals, and implement commissioned activities and projects for organisations. Lecturers in the arts fields create works of art, organise arts events, develop project proposals, and implement commissioned activities and projects for organisations. Students are involved in these research and arts activities, including research, competitions, research-practice conferences and arts events.

Evaluation and Improvement

The evaluation of research and arts activities is carried out through both **external and internal evaluation**.

External Evaluation

The Law on Higher Education and Research has clarified the purpose and mission of colleges, emphasising R&D and art activities. These activities have become a prerequisite for high-quality stu-

dies, and the state is significantly increasing funding for their implementation. In light of this, VIKO is strengthening its partnerships with the business and public sectors, seeking to secure commissions, carry them out to a high standard, and ensure the dissemination of results to the wider public.

An annual evaluation of VIKO's R&D and art activities is carried out. Until 2022, this was conducted by a commission appointed by the Ministry of Education, Science and Sport, and from 2023 onwards by the **Research Council of Lithuania (RCL)**, based on data provided by VIKO. State budget funding is allocated to VIKO based on the results of this evaluation.

To prepare for the evaluation, VIKO periodically updates its research groups according to fields of science and the arts and identifies priority research areas aligned with national and international priorities (e.g. Horizon Europe and the European University Alliance HEROES). The faculties periodically update their research areas and topics, and the priorities are submitted to the Academic Council for consideration.

The law also stipulates that the public availability of R&D results is ensured through the application of open access principles and that, from 2029, higher education institutions' ability to offer certain levels of study will be directly linked to the results of periodic expert evaluations conducted every five years.

In accordance with ENQA recommendations, a distinction must be made between external evaluation of research quality and external evaluation of research outputs. In the first case, the research environment is assessed, including the institution's policies, infrastructure, links with studies, and impact on society. In the second, the quality and productivity of research outputs are assessed (e.g. publications, citations, and works of art).

Internal Evaluation

The quality of research and arts activities is continuously evaluated on the basis of reports prepared by lecturers, departments, faculties, VIKO, and reports on academic staff appraisal. Indicators such as the number of publications, commissioned activities, projects and arts events, as well as student participation in research or creative activities, are analysed. The results of these evaluations are used to plan and implement measures for improvement at both institutional and organisational levels.

Improvement of Activities

VIKO's R&D and arts activity areas are periodically updated, taking into account national and international priorities, the strategy implementation plan, and the R&D and Arts Activities Programme. Faculties provide information on updated research areas and researcher groups. This information is discussed by the Research and Arts Department, while priority areas are submitted to the Academic Council for consideration.

The updated areas of activity of VIKO researcher groups have been aligned with the priorities of the **EU research and innovation programme "Horizon Europe"** and the **European Universities Alliance HEROES**.

Indicators

The quality and performance of R&D and arts activities are assessed using the following key indicators, which directly correspond to the objectives of VIKO's 2026–2030 strategic direction "Unity of Research, Arts and Studies." The indicator "Growth in Revenue from R&D and Arts Activities" measures the financial sustainability of R&D activities and the institution's ability to attract external funding from various sources, thereby ensuring infrastructure modernisation and the initiation of

new research. The indicator “Number of High-Level Research and Arts Outputs” reflects the quality and international recognition of R&D activities by counting publications in international databases and high-level works of art, thereby strengthening VIKO’s research standing and partnerships with foreign institutions.

The two indicators complement each other and ensure a comprehensive assessment of both quantitative growth and qualitative performance. This activity is also measured using the indicators “Growth in the Number of Ongoing Commissioned Activities for Organisations” and “Growth in the Number of Research Projects,” which demonstrate the institution’s ability to expand partnerships, attract external commissioned research activities, and initiate new research initiatives. In addition, the indicator “Impact of Research and Experimental Development (R&D) and Arts Activities on the Country and Region” assesses the social, cultural and economic impact generated, ensuring that the outcomes of R&D and arts activities contribute to regional development and the implementation of national priorities.

Table 45. Researcher Performance Assessment and Self-Evaluation Indicators

Indicator	Definition	Measurement Value	Target Value
Growth in revenue from R&D and arts activities	(Current-year revenue from R&D and arts activities – previous-year revenue from R&D and arts activities) / previous-year revenue from R&D and arts activities × 100	%	In accordance with the indicators approved in the Strategy implementation action plan
Number of high-level research and arts outputs	Number of high-level research and arts outputs published / produced during the year	No.	In accordance with the indicators approved in the Strategy implementation action plan
Growth in the number of organisational orders implemented	Change in the number of activities, research projects or services ordered by organisations (companies, institutions, municipalities, public authorities) and received and implemented by VIKO during the reporting year, compared with the previous year	%	≥ 10% annual growth
Growth in the number of research projects	Change in the number of research projects (national, international, institutional and partnership projects) launched and/or implemented during the reporting year, compared with the previous year	No.	In accordance with the indicators approved in the Strategy implementation action plan

Table 46. Implementation of R&D and Arts Activities – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.3.1. Implementation of research, experimental development and arts activities	Department, researchers, research staff	Rector; Academic Council, Faculty Dean	Deputy Rector for Research and Partnerships, Deans, Vice-Deans, faculties, Heads of Faculty Departments, researchers, Study Quality Department, Research and Arts Department, social partners

2.3.2. Ensuring Student Engagement in R&D and Arts Activities

Ensuring student engagement in R&D and arts activities is a process aimed at systematically engaging students in R&D, arts and innovation initiatives, primarily through participation in Student Research and/or Arts Societies (SMD and SMMD). Faculties and other organisational units ensure that student participation in R&D is integrated into study programmes and developed in cooperation with social partners.

Planning

Planning student engagement in research and arts activities is coordinated by the Faculty Dean together with the Departments and the Head of the Student Research Society (SMD), identifying priority areas and forms of activity such as projects, conferences, arts events, or research and practical workshops. Faculty deans detail these priorities in annual activity plans, specifying concrete activities for student engagement.

Faculty deans ensure that practical training programmes and final thesis topics are aligned with the needs of social partners and VIKO's priority research areas, thereby strengthening the interaction between studies and research. The activities of the Student Research Society (SMD) are linked to VIKO's priority research areas and ongoing research and arts activities.

Student Representation submits proposals to the Dean regarding student engagement in R&D and arts activities, based on an analysis of student needs.

Implementation

Students are engaged in R&D and arts activities through applied projects, research and practical conferences, arts events, and cooperation with social partners in implementing R&D and arts initiatives. The Faculty Dean and the Head of the Student Research Society (SMD) coordinate these activities to ensure that student participation is meaningful and adds value to studies. The Study and Research Resources Centre and the Research and Arts Department, as well as other organisational departments, provide organisational and methodological support as needed, while researchers act as student mentors or supervisors.

Evaluation and Improvement

The results of student engagement in R&D and arts activities are continuously evaluated using both quantitative and qualitative data. Faculties provide information in their annual activity reports on student participation in projects, conferences, arts events, research activities and practical training, while the Study Quality Department analyses indicators covering the number of participating

students, the scale of activities and their impact on study outcomes. Student Representation additionally provides feedback on the quality of engagement and access to opportunities.

The process of student engagement in research and arts is evaluated using three key indicators that enable monitoring of both the extent of participation in R&D and arts activities and the diversity of opportunities and qualitative impact. **Share of Students Participating in R&D and Arts Activities** indicates the extent to which students engage in research, R&D projects, conferences and arts initiatives. **Diversity of R&D and arts activity formats** shows whether students are provided with diverse opportunities to engage in different types of research and arts activities (publications, projects, exhibitions and competitions), while **student satisfaction with engagement in R&D and arts activities** enables the assessment of students' own experience and their views on the quality and accessibility of engagement opportunities. In this way, the set of indicators ensures that not only quantitative coverage and diversity of activities are assessed, but also student satisfaction with their research and arts experience.

The evaluation results are presented to the Administration and the academic community, identifying areas for improvement. Based on this analysis, faculties update activity plans by expanding topics, strengthening partnerships and proposing new engagement formats. The Study Quality Department, together with the Research and Arts Department, supplements methodological material and simplifies procedures to make student engagement more widely accessible, while the Administration ensures that good practices are implemented across all study fields and faculties. Student Representation, together with teaching staff, organises feedback sessions to ensure that students can see the actual impact of their proposals.

Table 47. Student Engagement in R&D and Arts Activities

Indicator	Definition	Measurement Value	Target Value
Share of students participating in R&D and arts activities	Number of students who participated in R&D projects, scientific conferences, artistic creation or exhibitions during the year / total number of students × 100	%	≥ 30%
Share of students actively engaged in R&D and arts activities	Share of students who made a significant contribution to R&D projects, research, conference presentations or artistic activities during the year, relative to the total number of students	%	≥ 10%
Diversity of forms of R&D and arts activities	Number of different forms of student engagement in R&D and arts activities (e.g. scientific conferences, projects, publications, exhibitions, competitions) per year	No.	≥ 5
Student satisfaction with engagement in R&D and arts activities	Average student satisfaction with opportunities to engage in R&D and arts activities, based on annual surveys (5-point scale)	Points	≥ 4 out of 5

Table 48. Responsibilities for Ensuring Student Engagement in R&D and Arts

Process	Responsible	Decision-Maker	Involved / Consulted
Ensuring student engagement in R&D and arts	Faculties, Departments, Study Programme Committees	Deputy Rector for Research and Partnerships	Study Quality Department, Student Representation, social partners, Research and Arts Department

2.3.3. Dissemination of Research Outputs, Artistic Works and Innovations to Society

The dissemination of research outputs, artistic works and innovations to society is a process that ensures that the results of VIKO's research and experimental development (R&D), arts activities and innovations are accessible not only to the academic community, but also to the general public, social partners and the international audience. The process includes open access to publications, the organisation of conferences, the presentation of exhibitions and arts events, the dissemination of project results, and cooperation with regional institutions.

Planning

The planning of the dissemination of research outputs, artistic works and innovations is coordinated by the Deputy Rector for Research and Partnerships together with the Quality and Communications Departments, who establish annual priorities and dissemination formats, including publications, exhibitions, conferences, podcasts and international events. Faculty Deans incorporate the dissemination of research, artistic works and project results into the annual activity plans of their organisational departments, ensuring that dissemination is an integral part of academic activities. The Research and Arts Department, together with the Communications Department, plans measures for public presentation through the VIKO website, social media, publications and press conferences. The Student Representation, in cooperation with academic staff, plans the presentation of student-created works and projects to the academic community and the general public.

Implementation

The dissemination of research outputs, artistic works and innovations is carried out through various measures in line with VIKO's annual activity plans. Faculties organise the presentation of research and arts results at conferences, exhibitions, events and in publications, ensuring that the work of both academic staff and students is presented. The Communications Department, together with the Research and Arts Department, ensures the accessibility of information to the general public by preparing publications for the VIKO website and social media, coordinating press releases, publications and other dissemination formats. Students present their projects at VIKO and international events, while their participation is facilitated by the faculties and the Student Representation. Cooperation with social partners creates opportunities to disseminate research and arts results more widely at regional and international levels.

Evaluation and Improvement

The Communications Department evaluates the reach of dissemination activities based on objective indicators, including website traffic, the number of event participants and social media reach.

The evaluation results are presented to the Administration and at community forums, identifying strengths and areas for improvement.

Based on the data collected and feedback received, the faculties expand dissemination measures and develop open access initiatives. The Communications Department further develops dissemination formats by ensuring that content is available in English and developing visualisations. This ensures that the feedback loop is closed: decisions are communicated back to the community, while their impact is measured and used for further improvement.

Indicators. The process of disseminating research outputs, artistic works and innovations is evaluated using two key indicators that ensure that VIKO's research and artistic activities reach society and contribute to increasing the institution's visibility and impact. The share of publicly presented research and artistic works enables monitoring of the proportion of VIKO's research publications and artistic works that are actively disseminated and accessible to a broad audience, while the number of participants in research and arts dissemination events reflects the direct impact of dissemination by measuring audience reach through conferences, exhibitions, seminars and other public events. These indicators ensure that the assessment covers not only the volume of academic and artistic outputs produced, but also the intensity of their dissemination and their impact on society.

Table 49. Indicators for the Dissemination of R&D and Arts Activities to Society

Indicator	Definition	Measurement Value	Target Value
Number of cases of promoting R&D and arts activities	Proportion of research publications and artistic works for which at least one public dissemination event or publication has been organised or produced, relative to all works produced during the year $\times 100$	%	$\geq 60\%$
Number of participants in research and arts dissemination events	Total number of participants in research and arts dissemination events (conferences, exhibitions, seminars, presentations) during the year	participants (No.)	$\geq X$ participants

Table 50. Responsibilities for the Dissemination of R&D, Arts Outputs and Innovations to Society

Process	Responsible	Decision-Maker	Involved / Consulted
2.3.3. Dissemination of research outputs, artistic works and innovations to society	Faculties, Communications Department	Deputy Rector for Research and Partnerships	Research and Arts Department, Study Quality Department, Student Representation, social partners, SMD, Study and Research Resources Department

2.4. International Activity Processes

International activity processes encompass the development of international partnerships and the integration of the international, intercultural and global dimensions into studies and research,

as defined by Knight (2004). Their aim is to ensure the international dimension of studies and other activities, the international mobility of students, academic staff and other staff, the adoption of good practices from abroad, the implementation of international projects and the development of partnerships. International activity processes are an integral part of VIKO's International Activity Strategy and the activities of the HEROES European Universities Alliance. International activity strengthens the quality of studies, research and arts, the competencies of the academic community, and VIKO's visibility internationally. This area reflects the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 1.4–1.7).

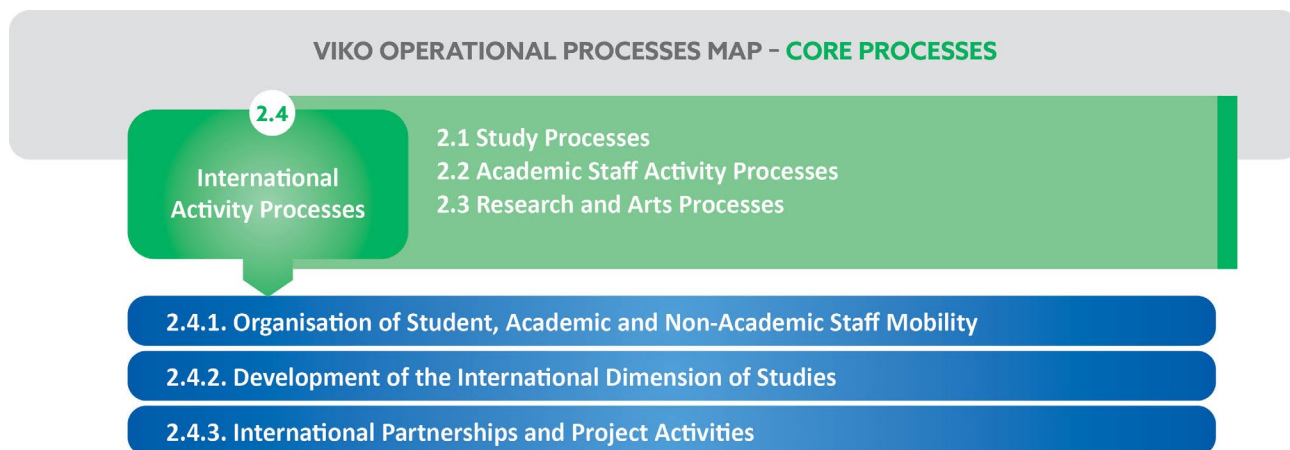


Fig. 13. International Activity Processes

International activity processes include:

1. **Student, academic staff and other staff mobility processes**, covering the organisation of outgoing and incoming participant flows, the recognition of mobility outcomes, and the integration of international students.
2. **Development of the international dimension of studies**, which includes the development of programmes and subjects taught in English, the involvement of international academic staff ("Internationalisation at Home"), and the adoption and adaptation of good practices from abroad in study content.
3. **International partnerships and project activities**, which include the conclusion and implementation of bilateral and multilateral international agreements, the implementation of international projects (research, arts, educational and other projects) together with international partners, and the management of project activities, including initiation, application preparation, coordination and implementation.

2.4.1. Organisation of Student, Academic and Non-Academic Staff Mobility

The process of student, academic staff and other staff mobility reflects the Standards and Guidelines for Quality Assurance in the European Higher Education Area:

- **ESG 1.4** – transparent participation of students in mobility programmes and recognition of the outcomes achieved are ensured.

- **ESG 1.5** – opportunities are provided for academic staff and other staff to participate in international exchange and traineeship programmes, thereby ensuring their professional development and the acquisition of international experience.
- **ESG 1.6** – comprehensive support is provided to students, including assistance to outgoing and incoming international students.
- **ESG 1.7** – information on international activity opportunities, participation conditions and achieved results is made publicly available.

Planning

Student, teaching staff and employee mobility activities are planned in accordance with the following documents:

- VIKO Internationalisation Strategy 2021–2025 and the strategic documents for 2026–2030 currently under preparation;
- the Erasmus+ Charter 2021–2027 and the provisions of the Erasmus policy;
- the procedure for the Recognition and Transfer of Credits established in the Study Regulations and other internal legal acts;
- Erasmus+ Administration procedures.

When planning mobility activities:

- international agreements with partner institutions are coordinated to ensure the alignment of study fields and practical training placements;
- funding for mobility activities is planned, primarily based on Erasmus+ funding;
- recognition of the outcomes achieved through participation in international mobility programmes is ensured;
- specific actions related to the preparation of students, teaching staff and employees for mobility, as well as their integration during and after mobility, are planned at the faculty level.

Implementation

The student, teaching staff and employee mobility process is implemented in accordance with the requirements of Erasmus+ and other international programmes, the commitments undertaken within the European Universities Alliance HEROES, other international programmes, the provisions of the **VIKO Study Regulations**, and **internal procedures** governing participant selection, the recognition of outcomes achieved through participation in international mobility programmes, and support mechanisms.

When implementing mobility:

- **Selection is carried out** for Erasmus+ and other exchange programmes in accordance with the approved criteria and ensuring transparency;
- **Recognition of the outcomes achieved through participation in international mobility programmes is ensured;**
- **Support is provided to participants**, including consultation on funding, visas, insurance, accommodation and other practical assistance measures;
- **Courses and programmes taught in a foreign language are developed**, providing opportunities for incoming students to integrate into the study process;
- **Staff mobility is promoted**, providing teaching staff and employees with opportunities to participate in placements, training and international projects;
- **Coordination is carried out by the International Relations and Projects Department**, in cooperation with faculty deans and faculty Erasmus coordinators.

Evaluation and Improvement

Student, teaching staff and employee mobility activities at VIKO are continuously evaluated in terms of both quality and outcomes, taking into account the provisions of the Erasmus+ Charter and the VIKO Internationalisation Strategy. The evaluation includes an analysis of mobility flows, ensuring the recognition of outcomes achieved through participation in international mobility programmes, the integration of incoming students, and the availability of studies offered in a foreign language.

The analysis of results is carried out annually using statistical data, Erasmus+ reports, student and employee surveys, and feedback from international partners. The evaluation determines the extent to which the strategic objectives for mobility are implemented, assesses the quality of mobility, evaluates the accessibility of services for incoming students, and identifies areas for improvement where changes are required.

The results obtained are publicly available (in annual reports, on the VIKO website and in Erasmus+ reports), and plans are adjusted accordingly, international partnerships are expanded, and support measures for participants are strengthened.

Indicators

The main mobility **Indicators** are the number of outgoing and incoming students and employees. These indicators are essential because they are directly provided for in VIKO strategic documents and the Erasmus policy provisions as a priority area of internationalisation aimed at increasing the involvement of the community in Erasmus+ and other exchange programmes. Student mobility indicators reflect the accessibility of international study experience, while teaching staff mobility indicators demonstrate the growth of international experience among academic staff and the integration of new practices into the study process. The specific **target values** for these indicators are determined based on the **SWOT Analysis** conducted by VIKO and aligned with the **strategic objectives** of International Activity.

Table 51. Student, Teaching Staff and Employee Mobility Indicators

Indicator	Definition	Measurement Value	Target Value
Number of outgoing student mobility participants	Number of students participating in Erasmus+ or other international exchange programmes per year	Number	≥200 <i>(based on the SWOT forecast)</i>
Number of incoming students	Number of foreign students studying under exchange or full-degree programmes per year	Number	≥150 <i>(based on the SWOT forecast)</i>
Number of outgoing teaching staff	Number of teaching staff participating in Erasmus+ or other international exchange/programme activities per year	Percentage	According to the indicators approved in the Strategic implementation action plan

Indicator	Definition	Measurement Value	Target Value
Number of incoming teaching staff	Number of foreign teaching staff teaching in VIKO study programmes per year	Percentage	According to the indicators approved in the Strategic implementation action plan

Table 52. Organisation of Student, Teaching Staff and Employee Mobility – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.4.1. Organisation of student, teaching staff and employee mobility	International Relations and Projects Department	Head of the International Relations and Projects Department, Rector	Study Department, Finance and Accounting Department, IT Centre, Faculty Deans, Student Representation, Study Centre, Human Resources Department, Study Quality Department

2.4.2. Development of the International Dimension of Studies

The development of the international dimension of studies at VIKO is planned in accordance with the International Activity Strategy 2021–2025, which provides for the development of programmes and courses taught in English, the establishment of joint and double-degree programmes, the involvement of foreign teaching staff, and the implementation of “Internationalisation at Home” initiatives. These directions are continued in the 2026–2030 Strategy, which aims to further increase the scale of international activity. The planning process takes into account the provisions of the Erasmus policy and the commitments under the Erasmus+ Higher Education Charter (2021–2027) and the European Universities Alliance HEROES, which aim to ensure the availability of studies in English, recognition and transfer of credits, and the integration of international students. The strategic objectives are detailed in the activity plans of faculties and departments, while their practical implementation is reflected on the VIKO website, which provides information on the availability of studies in a foreign language and opportunities for involving foreign teaching staff.

Implementation

The international dimension of studies is implemented through various forms of academic activity. Faculties develop and implement study programmes or individual courses taught in English, thereby providing opportunities for international students to study at VIKO and fostering an international academic environment. VIKO implements joint and double-degree programmes and invites foreign teaching staff to deliver lectures and conduct practical sessions, thereby strengthening “Internationalisation at Home” initiatives.

Measures for the development of the international dimension are integrated into study content and methodology, promoting an intercultural dimension across all study fields. The commitments set out in the Erasmus+ policy provisions are ensured through the annually increasing availability of studies in English and activities aimed at integrating international students, which are made publicly available on the VIKO website.

Evaluation and Improvement

Activities related to the development of the international dimension of studies are evaluated in accordance with the provisions of the Erasmus+ Higher Education Charter (2021–2027) and the Erasmus+ policy provisions, which require institutions to ensure the availability of studies in English, recognition and transfer of credits, the integration of international students, and the quality of the intercultural environment. The evaluation is also based on the directions set out in the Internationalisation Strategy 2026–2030, including “Internationalisation at Home” the implementation of which is evaluated through the involvement of foreign teaching staff, the strengthening of the linguistic environment, and the development of students’ intercultural competencies. Activity results are monitored through the annual reports of departments, faculties and VIKO, Erasmus+ reports, surveys of students, teaching staff and employees, and feedback from international partners. The findings obtained are used to adjust activity plans, strengthen support measures for students, and enhance the linguistic and intercultural competencies of teaching staff and employees.

The development of the international dimension of studies is assessed based on the proportion of study programmes delivered in English, which reflects VIKO’s ability to attract international students, provide opportunities for academic mobility, and ensure an international dimension of study content. The development of programmes taught in English is a key international activity indicator, enabling the monitoring of how the institution strengthens its competitiveness in the international higher education area, promotes cultural diversity, and increases the international accessibility of studies at VIKO. The specific target values for these indicators are determined based on the SWOT Analysis conducted by VIKO and aligned with the strategic objectives for the development of internationalisation and the commitments undertaken within the European Universities Alliance HEROES.

Table 53. Development of the International Dimension of Studies Indicators

Indicator	Definition	Measurement Value	Target Value
Proportion of study programmes delivered in English	Percentage of study programmes delivered in English out of all VIKO study programmes	%	≥ 20%
Number of foreign teaching staff involved in the study process	Number of foreign teaching staff who teach or participate in the implementation of VIKO study programmes (on a longer-term or periodic basis) per year	Number	Established (based on the strategic objectives for 2026–2030)

Table 54. Development of the International Dimension of Studies – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.4.2. Development of the international dimension of studies	Faculties, Study Department, International Relations and Projects Department	Faculty deans, Rector, Deputy Rector for Studies	Study Quality Department, Human Resources Department, Student Representation, Communications Department, faculty deans

2.4.3. International Partnerships and Project Activities

Planning

The planning of international partnerships and project activities at VIKO is based on the VIKO Strategy 2026–2030, the VIKO Internationalisation Strategy 2026–2030, and the R&D and Arts Programme 2026–2030, which provide for the development of long-term partnerships with foreign higher education institutions, research and cultural institutions, and social partners, as well as participation in international associations and professional networks to ensure the internationalisation of studies, R&D and arts activities. Planning also focuses on participation in European Union programmes (e.g. Erasmus+, Horizon Europe and other research programmes) and the European Universities Alliance HEROES, with the aim of ensuring funding diversification and international visibility.

At VIKO level, priorities are established in annual activity plans and detailed in the plans of faculties and organisational departments, including priority areas for international partnerships and targeted programmes. Particular attention in planning is given to the continuity of project activities – integrating the results of completed projects into studies, R&D and arts activities, and initiating new projects.

Implementation

International partnerships are implemented through bilateral and multilateral cooperation agreements with foreign higher education institutions and organisations. Agreements are concluded in accordance with the established procedure and signed by the VIKO Rector. This ensures that partnerships are systematically monitored and managed.

Project activities are organised in accordance with the Description of the Project Activities Management Process, which establishes the procedures for preparing applications, forming partner networks, coordinating projects, administering finances, and disseminating results. Project managers and organisational units are responsible for ensuring that projects are implemented in compliance with the requirements of funding programmes (e.g. Erasmus+, Horizon Europe) and internal control procedures. The results achieved are integrated into studies, R&D and arts activities, ensuring their sustainability and benefits for VIKO and its partners.

Evaluation and Improvement

The evaluation of international partnerships and project activities at VIKO is carried out at several levels. Each project is subject to reporting and monitoring mechanisms established by the funding and/or administering institutions – interim and final reports are prepared, and the quality of activities, use of financial resources, and results achieved are assessed. The effectiveness of partnerships is analysed based on the implementation of agreements, the number of joint activities, the involvement of students and teaching staff, and the continuity of cooperation.

Project managers and responsible s submit annual reports on partnerships and projects, and the data are consolidated by the International Relations and Projects Department. The information collected is used for planning new projects, strengthening the partner network, and updating internationalisation priorities.

Improvement is carried out through feedback measures: recommendations from funding institutions, partners' comments, and findings from internal audits are analysed. These findings are incorporated into future project applications, partnership agreements, and the implementation of the VIKO Internationalisation Strategy.

The key indicators of international partnerships and project activities are the number of agreements signed, the number of applications prepared and international projects implemented, and

the funding received. The first indicator enables the assessment of the development of VIKO's partnership network and the scale of long-term cooperation. The second indicator reflects the institution's capacity to implement international initiatives, integrate their results into studies, R&D and arts activities, and ensure continuity of participation in international associations and professional networks. The third indicator demonstrates VIKO's capacity to attract external resources that directly contribute to strengthening the quality of infrastructure, studies, R&D and arts activities. The specific target values for these indicators are established based on the SWOT Analysis conducted by VIKO and aligned with the strategic objectives for the development of internationalisation.

Table 55. International Partnerships and Project Activities Indicators

Indicator	Definition	Measurement Value	Target Value
Number of international agreements signed	Number of valid bilateral and multilateral cooperation agreements with foreign institutions signed per year	Number	Established based on the strategic objectives (2026–2030)
Number of international projects implemented	Number of international projects implemented per year (Erasmus+, Horizon Europe, etc.)	Number	Established based on the strategic objectives (2026–2030)
International funding received	Annual amount of funding for international projects attracted by VIKO	Euros	≥ X EUR (established based on the 2024–2025 baseline and a strategic annual growth rate of 20%)

Table 56. International Partnerships and Project Activities – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
2.4.3. International partnerships and project activities	International Relations and Projects Department, faculties, project managers, Research and Arts Department	Rector, Deputy Rectors responsible for respective areas of activity	Faculty project managers, Legal Adviser, Study Department, Human Resources Department, Finance and Accounting Department, Study Quality Department, Communications Department

3. Quality Assurance System: Supporting Processes

Supporting processes are part of VIKO's activities and ensure the conditions for the smooth implementation of core processes (studies, academic staff, research and arts, and international activity). They form an infrastructure, administrative and service system that enables VIKO to achieve its strategic objectives, ensure the quality of studies, and create value for students, employees and society.

This group of processes includes Study Resources and Student Support, Information, Document and IT Management, Financial Management, Communication and Publicity, and Infrastructure and Facilities processes.

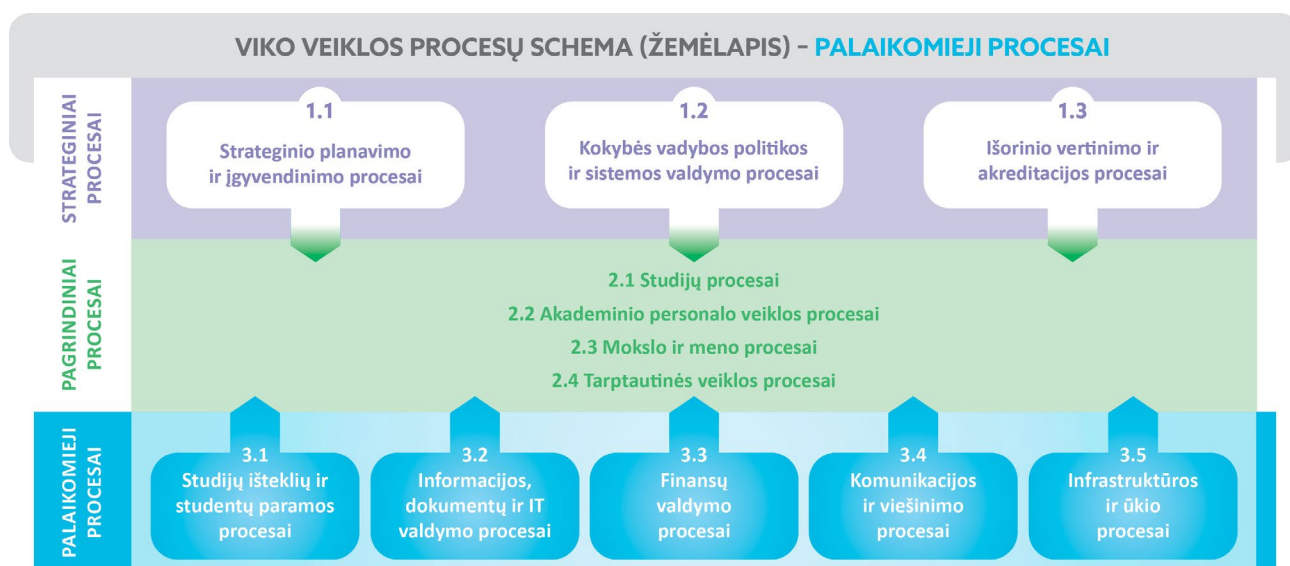


Figure 14. Supporting Processes

3.1. Study Resources and Student Support Processes

VIKO ensures that every student has access to appropriate, accessible and high-quality study resources and support services that help them successfully navigate the study process. Study resources include **physical resources** (classrooms, laboratories, the library, teaching and technical equipment), **digital resources** (virtual learning environments, study information systems, digital databases), **human resources** (teaching staff, study Administration and support specialists), and **social resources** (academic, psychological, social and career support, mentoring, and student representation).

Activities are based on **ESG 1.6**, which requires institutions to ensure adequate study resources and student support, taking into account the diversity of students' needs and the specific characteristics of study fields.

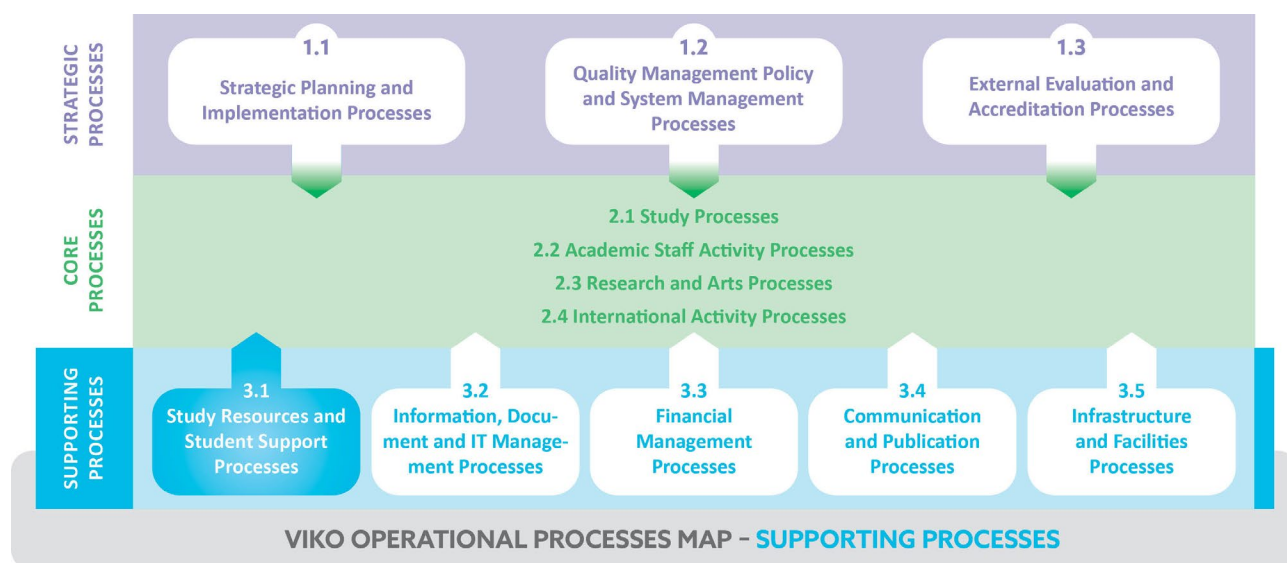


Figure 15. Study Resources and Student Support Processes

Planning

Study resources and student support measures are planned in accordance with VIKO strategic documents and internal legal acts. Each year, the amounts of scholarship funds, principles for administering student payments, and available compensation opportunities are determined.

Study resource needs are analysed at the level of organisational departments, taking into account the specific characteristics of study fields, student needs, and available resources. The infrastructure of libraries, laboratories, classrooms, and collaboration spaces is periodically evaluated and improved in accordance with VIKO strategic documents. Planning of digital learning tools, databases, and IT services is carried out centrally, in coordination with the relevant IT and library s. Library information resources and access to databases are publicly available on the VIKO website KUS.viko.lt/studijos/biblioteka/informacijos-istekliai.

Psychological and social support services, mentoring, and support measures for students with special needs are also planned. When planning support methods and measures, Student Representation and Social Partners are involved to ensure that the measures correspond to the actual needs of the VIKO community.

Implementation

Study Resources at VIKO are provided through the VIKO Library, its electronic resources, and subscribed databases, the list of which is publicly available on the VIKO website KUS.viko.lt/studijos/biblioteka/informacijos-istekliai.

Students use the *Moodle* virtual learning environment and the Academic Information System (AIS). Opportunities are also provided to use classrooms, laboratories, and collaboration spaces adapted to the needs of study fields.

Student support is implemented in accordance with established procedures: scholarships are awarded and administered in accordance with the VIKO Scholarship Regulations; student payments are determined and paid in accordance with the Procedure for the Determination and Payment of Student Benefits; funds are refunded in accordance with the Procedure for the Refund of Funds to the State Budget; changes in the type of study funding are applied in accordance with the Procedure

for Changes in the Type of Study Funding; and compensation mechanisms are applied in accordance with the Procedure for the Administration of Compensation for the Tuition Fee Paid.

Social and psychological support for students is provided in accordance with the Procedure for the Support of Students with Special Needs and the arrangements for organising psychological support (the relevant procedure is planned to be prepared). The Study Department, faculties, and the Career Centre provide individual consultations on studies, career planning, and employment opportunities. Student Representation and faculties contribute to information provision and mentoring initiatives aimed at supporting the adaptation of first-year students and strengthening a sense of community.

The types of Student Support provided by VIKO include financial, academic, and psychological support <https://KUS.viko.lt/studentams/>.

Evaluation and Improvement

The effectiveness of study resources and student support is continuously evaluated using established feedback instruments. Student surveys on satisfaction with the quality of teaching, organisation of studies, study environment, support services, and resources are conducted in accordance with the Procedure for Feedback for the Improvement of Study Quality. The number of scholarship recipients, the scope of psychological support cases, the need for consultations, as well as statistics on the use of the library and electronic databases are analysed.

The evaluation results are discussed in each organisational unit according to areas of responsibility, and the support procedures are updated and the most needed measures strengthened based on the conclusions. The improvement process is based on the analysis of actual data and student engagement, with the aim of ensuring that the support system continuously contributes to the improvement of study quality.

The key indicators assessed in this area are the average level of student satisfaction with study resources and support services, and the proportion of students who have received at least one support service (academic, social, or psychological). The first indicator shows how students assess the library, IT, consultations, psychological support, and other resources, and constitutes a direct requirement of ESG 1.6. The second indicator reflects whether support is accessible and actually used.

Table 57. Study Resources and Student Support Processes Indicators

Indicator	Definition	Measurement Value	Target Value
Average student satisfaction with study resources and support services	Student survey results on the library, IT services, consultations, psychological support, etc.	Points (1–5)	≥4.0
Proportion of students who have received at least one support service	Proportion of students who have received at least one of the support services provided by VIKO during the year (academic consultation, social support, psychological support, career consultation, etc.) out of all students	%	≥70%

Table 58. Study Resources and Student Support Processes – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
3.1. Study resources and student support processes	Study Department, faculties, Finance and Accounting Department, Psychologist, Career Centre, Library, teaching staff, Study Programme Committee and Study Quality Committee, Sports Centre	Rector	Student Representation, faculties, social partners, teaching staff, students

3.2. Information, Document and IT Management Processes

Information, document and IT management processes encompass the management of information flows, documentation, digitalisation, and data protection. VIKO organises document management and archiving, ensures the use of information systems, and implements and maintains digitalisation measures. Feedback data are also collected, analysed, and used to support data-driven decision-making and continuous improvement of study quality.

The activities are based on **ESG 1.7**, which provides that higher education institutions should systematically collect, analyse, and use reliable information, ensuring its adequacy, transparency, accessibility, and appropriate feedback to stakeholders. The provisions of **ESG 1.6** are also addressed, emphasising the quality assurance of information resources, learning environments, and student support measures.

This section **does not cover communication processes** (these are addressed separately in Section 4.4) or **physical study resources and student support services** (detailed in Section 4.1). Information systems are discussed in this section only insofar as they are used for institutional management, data analysis, and document management. The use of information systems for student support and learning environments is addressed in Section 4.1.

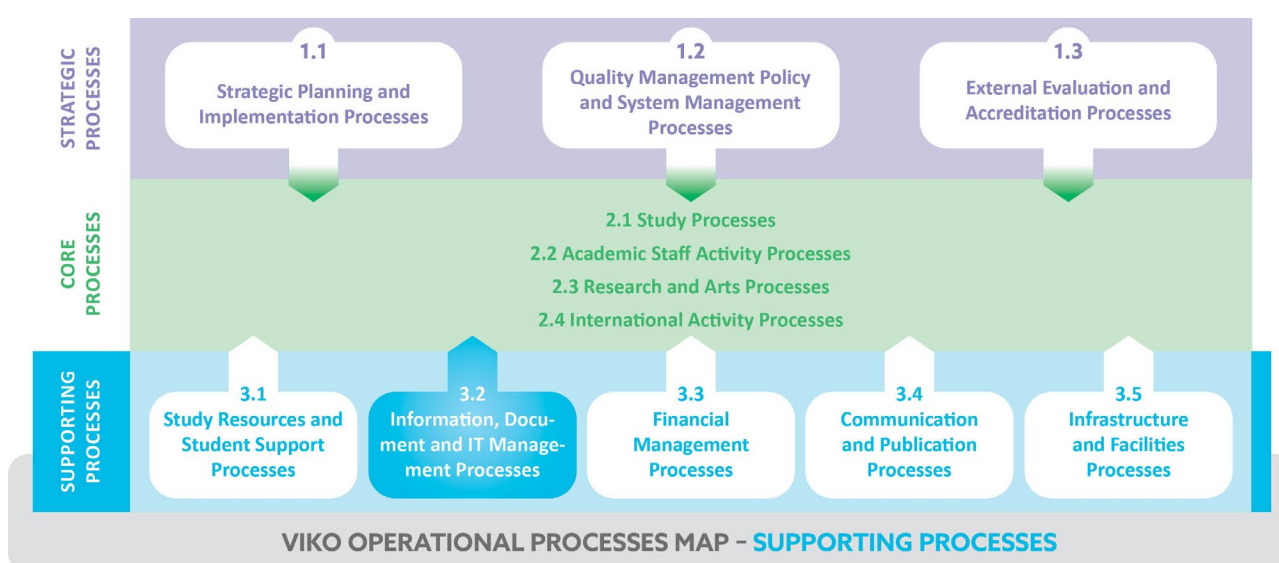


Fig. 16. Information, Document and IT Management Processes

Planning

VIKO plans its information management, document management, IT management and digitalisation processes, ensuring their alignment with its strategic objectives and study quality objectives. The planning of these processes is based on the **VIKO Strategic Activity Plan**, which establishes priorities for the development of information systems, document management and data analysis.

When planning its activities, VIKO also follows national directions and requirements, including the Law on Science and Studies of the Republic of Lithuania, which establishes the obligation to collect, analyse and publicly disclose data on study quality and institutional performance, as well as the **2021–2030 Digitalisation Development Programme of the Republic of Lithuania**, which sets out digitalisation priorities for the public sector, including the education sector, and principles related to information system interoperability, data accessibility and data protection. The implementation of the Programme is further detailed in the **Descriptions of the Progress Measures Implementing the Programme**.

In addition, VIKO takes into account the methodologies and recommendations applied by the **Centre for Quality Assessment in Higher Education (SKVC)**, which require the systematic collection, analysis and use of reliable data for study quality assurance and their transparent publication.

Various data sources are used for planning, including student, academic staff and graduate surveys, analyses of study results, financial indicators, international activity data and key performance indicators (KPIs). Data analysis helps to identify priorities, measures and target indicators, which are integrated into VIKO's quality assurance planning and improvement activities.

Implementation

Document Management is organised through the DVS "Kontora" Document Management System, in which all official documents are registered, stored and archived in accordance with the **Document Management and Archiving Regulations** and the approved documentation plan.

Data management processes are implemented through the main VIKO information systems:

- **VIKO AIS** – a system in which information on students, their achievements and study outcomes is collected. It enables not only the recording and monitoring of students' study achievements and the preparation of study plans, but also the Administration of study programmes and study subjects (modules).
- **VIKO SIS** – a system used for the **preparation, planning and administration of teachers' pedagogical workload**, ensuring that decisions concerning the organisation of the study process are based on data;
- **VMA Moodle** – a distance learning environment used for the administration of assignments;
- **Survey tools** – used to collect feedback from students, teachers and graduates;
- **Document Management System** – a system used for the registration, storage and archiving of documents;
- **VIKO website** – used for the publication of publicly available information, including procedures, reports and access to information systems;
- **Internal portals and email** – used for day-to-day communication among staff and students.

Information is centrally collected in the VIKO information system and periodically provided to VIKO management and heads of organisational departments. **Access to data is restricted according to areas of responsibility**, in accordance with the **Personal Data Processing Rules** and the **Data Protection Policy**, ensuring compliance with GDPR requirements.

Evaluation and Improvement

The effectiveness of information management, document management and IT management is assessed based on the extent to which their functionality meets users' needs, their reliability and their integration into study and management processes.

The following are used for the evaluation:

- respondent feedback (surveys);
- annual analyses and reports;
- monitoring of data use (the extent to which survey results and information system data are actually used for decision-making).

Based on the evaluation results, updates to information systems are planned (e.g., the implementation of additional functionalities and improved integration between systems), document management and archiving procedures are improved, and data protection measures are strengthened.

Three main indicators are assessed in this area: the number of data analyses prepared and provided to decision-makers, the availability (uptime) of VIKO information systems, and the compliance of document management with the established Documentation Plan. The first indicator shows how many analyses relevant to quality assurance actually reach VIKO management, thereby ensuring data-driven decision-making. The second indicator reflects whether students, teachers and administrative staff can consistently use information systems without disruptions and whether the technological foundation for quality management processes is ensured. The third indicator enables the quality of document management to be assessed by showing whether documents are managed in accordance with the established requirements and the Documentation Plan.

Table 59. Indicators of Information Management, Document Management and IT Management Processes

Indicator	Definition	Measurement Value	Target Value
Number of data analyses prepared and provided to decision-makers	Number of formalised data analyses prepared by the study management, Study Quality Department or IT and provided to VIKO management for decision-making per year	Number	≥10 per year
VIKO information systems availability (uptime)	System uptime per year, ensuring uninterrupted access to services for users	%	≥98%
Compliance of document management with the established Documentation Plan	Proportion of non-compliances identified during internal document checks relative to the total number of documents checked	%	≤5%

Table 60. Responsibilities for Information Management, Document Management and IT Management

Process	Responsible	Decision-Maker	Involved / Consulted
3.2. Information management, document management and IT management processes	Organisational unit (document management specias), IT Centre	Rector, Deputy Rectors, heads of organisational units	Study management , faculties, Study Programme Committees

3.3. Financial Management Processes

VIKO financial management processes include budget planning and the allocation of funds, control of financial settlements and the use of funds, administration of investments and project funds, public procurement, and the preparation of financial reports. These processes are linked to VIKO strategic documents, ensuring that financial resources are used rationally, transparently and in compliance with legal acts requirements. Internal control and audit procedures ensure the compliance of financial management with established rules.

The activities are based on the **ESG 1.6 provision**, which emphasises that the institution must ensure adequate material resources to maintain study quality, as well as their transparent and responsible use.

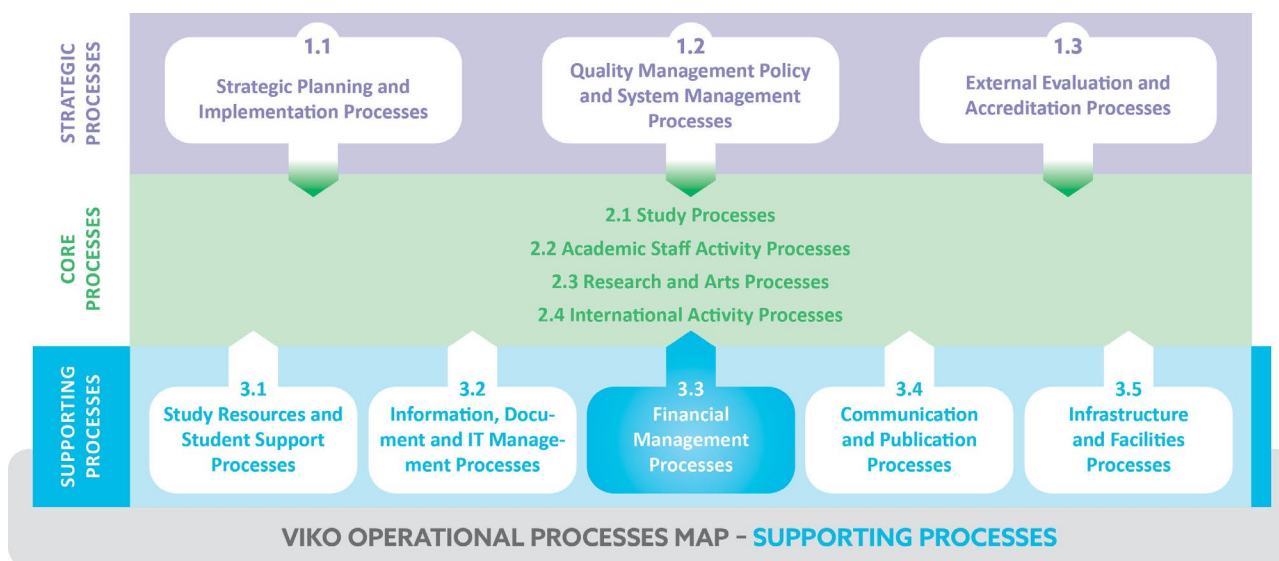


Figure 17. Financial Management Processes

Planning

VIKO financial planning is based on strategic documents – the VIKO Strategic Activity Plan and Annual Activity Plan – as well as national and internal legal acts regulating budget preparation and financial settlements. VIKO plans its financial resources taking into account state budget appropriations for financing study places, student fees, project funds and income from services provided.

When planning, budget needs are established taking into account plans for the development of study fields, project activities, infrastructure and staff. Investment needs are planned in accordance

ce with the objectives for the development of infrastructure and the technological base, while the use of project funds is planned in accordance with national and international funding programmes. Public procurement needs are also identified at the planning stage and aligned with budgetary possibilities.

Planning for the preparation of financial reports is based on established forms and deadlines, thereby ensuring transparent and traceable monitoring of the use of financial resources.

Implementation

The implementation of financial management at VIKO includes the execution of the approved budget, the allocation of funds according to areas of activity, the administration of payments, the organisation of public procurement, the administration of investments and project funds, and the control of financial settlements.

Budget implementation is carried out centrally through the Finance and Accounting Department, in cooperation with VIKO organisational units and in accordance with the decisions of the Rector and the Council. Funds are allocated for studies, project activities, infrastructure maintenance and staff expenditure, ensuring their use in compliance with plans and legal acts.

Public procurement is carried out in accordance with the established procedure, with the aim of ensuring transparency, competitiveness and rational use of funds. Investment projects are financed in accordance with the approved plan, covering the modernisation of infrastructure, the technological base, IT and study resources. Project funds are administered in accordance with the requirements of funders and funding institutions, ensuring timely financial settlements and the appropriate use of funds.

Internal control measures are applied to monitor compliance of the use of funds, including the verification of financial settlements, ensuring compliance with legal acts and internal audit procedures. Financial reports are prepared according to established forms and deadlines and submitted to the VIKO Council, the founder and other responsible institutions.

Evaluation and Improvement

The effectiveness of financial management is evaluated through periodic financial reports, internal control and audit procedures. The Finance and Accounting Department prepares reports in accordance with established forms and deadlines, and the results are submitted to VIKO Administration and the founder (Procedure for the preparation of Annual Activity Report Forms).

The use of project funds is evaluated in accordance with the requirements of funding institutions (Description of the Procedure for the Use of Project Funds). The implementation of public procurement is periodically reviewed in accordance with the Procedure for the Organisation of Public Procurement, assessing its compliance with needs and legal acts.

The evaluation results are discussed within the Finance and Accounting Department, the Strategic Planning Group and VIKO Administration. Identified gaps or non-compliances are used for process improvement: budget planning principles are reviewed, control measures are strengthened, procurement procedures are updated, and reporting practices are improved.

Three main indicators are evaluated in this area: budget implementation accuracy, the proportion of financial reports prepared and submitted on time, and the Indicator of the timeliness of the use of project funds and financial settlements. The first indicator shows the extent to which the planned budget corresponds to its actual implementation, thereby assessing the accuracy of financial planning and the effectiveness of the use of funds. The second indicator reflects VIKO's ability to prepare and submit financial reports on time, thereby ensuring transparency, accountability and compliance

with legal requirements. The third indicator enables an assessment of how VIKO uses the project funds received and whether it reports to the funding institutions on time, thereby demonstrating its ability to effectively manage external funding sources. Monitoring of these indicators provides a basis for the improvement of financial management and contributes to the implementation of VIKO's strategic objectives.

Table 61. Indicators of Financial Management Processes

Indicator	Definition	Measurement Value	Target Value
Budget implementation accuracy	Level of compliance between the budget plan and the funds actually used	Ratio of planned and actually used funds (%)	≥ 95%
Proportion of financial reports prepared and submitted on time	Indicator of the submission of financial reports within the established deadlines	Proportion of reports submitted on time out of all reports (%)	100%
Project funds utilisation indicator	Proportion of project funds used out of the funds planned for project activities	Ratio of project funds used (%)	≥ 90%

Table 62. Responsibilities for Financial Management Processes

Process	Responsible	Decision-Maker	Involved / Consulted
3.3. Financial management processes	Finance and Accounting Department; International Relations and Projects Department; Public Procurement Department	VIKO Council; Rector; Deputy Rector for Economics and Development	Organisational units; Deputy Rectors according to their areas of responsibility; Strategic Planning Group; Student Representation; external audit institutions

3.4. Communication and Publication Processes

Communication and publication processes include the dissemination of information about the study quality assurance system, VIKO performance results and changes to the VIKO community, the public and social partners.

The main objective of this area is to ensure transparency, accessibility of information and two-way feedback, creating conditions for the community to actively engage in quality improvement. The activities are based on the ESG 1.8 provision, which emphasises that higher education institutions must systematically and publicly publish clear, accurate and accessible information about study programmes, their results, the quality assurance system applied, and the measures taken in response to feedback from students and other stakeholders.

VIKO communication processes are divided into internal communication, public information and relations with graduates and social partners. These areas are discussed separately below.

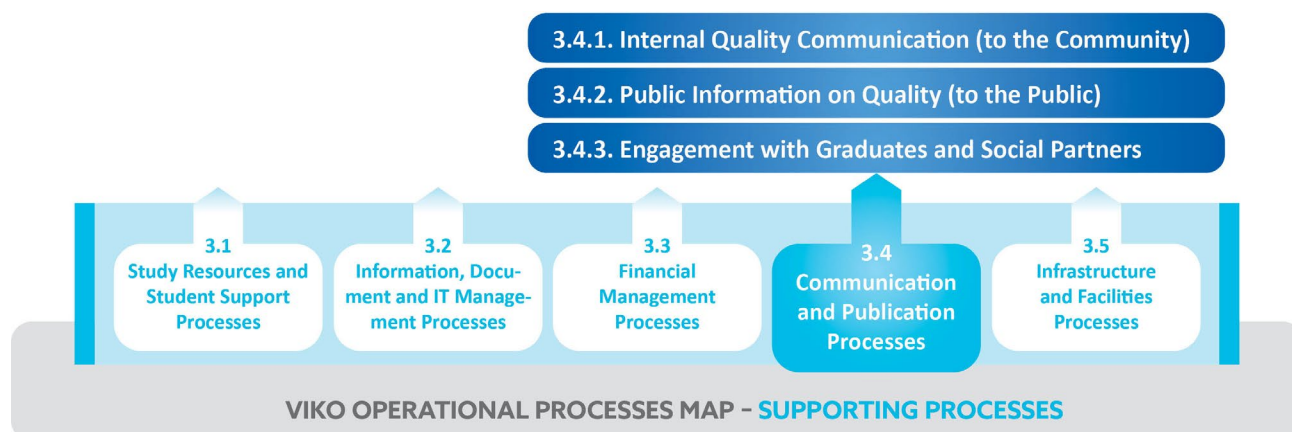


Figure 18. Communication and Publication Processes

3.4.1. Internal Quality Communication (for the Community)

Internal quality communication involves the systematic sharing of information about the quality policy, processes, indicators and results with the VIKO community through established channels, such as the intranet, email and meetings. Its purpose is to ensure transparency and the timely provision of information, enable data-driven decision-making and support continuous improvement. Communication is two-way: feedback is collected through surveys, forums and discussions, and summaries of the measures taken and the progress achieved are shared based on this feedback.

Planning

At the beginning of each academic year, the Study Quality Department prepares a semester plan specifying what quality information will be published, through which channels and at what frequency. The plan usually includes:

- Self-evaluation and KPI summaries;
- overviews of the progress in the implementation of external evaluation recommendations;
- summaries of risks and measures;
- a section entitled “What we have changed based on feedback”.

In coordination with the Study Quality Department, the Communication Department establishes the main quality communication channels and their frequency (through information notices to organisational departments).

The IT Centre plans technical maintenance, including updates to the intranet structure and search functionality, content archiving, and ensuring access.

Implementation

The Communication Department, upon receiving information from the Study Quality Department and other organisational departments, reviews the information and forwards it to the IT Department for publication on the intranet and in periodic newsletters. The published content includes summaries of quality indicators, progress in the implementation of measures, self-evaluation findings and other information relevant to the community.

Informing the community: The intranet provides important information, highlighted visually, with clear dates, links to documents and contact details of responsible persons.

Faculties and Study Programme Committees (SPCs) and/or Study Quality Committees (SQCs) provide data and summaries of measures within their respective areas, while the Study Quality Department ensures consistency and uniform presentation.

Key insights, decisions made and planned measures are presented at quality forums. Student representatives and heads of organisational units participate in these forums to ensure community engagement.

The Communication Department also coordinates targeted communications for specific groups (teachers, students and staff) and selects the most appropriate channels for each group. The IT Centre oversees the operation of the intranet, content archiving and access.

Evaluation and Improvement

The effectiveness of internal quality communication is evaluated by the Study Quality Department together with the Communication Department. They monitor whether planned information is published on time, analyse intranet and newsletter view data, and record community enquiries and recurring areas of uncertainty.

Once per semester, a community survey is conducted to assess the clarity, timeliness and usefulness of quality communication. In addition, it is checked whether the information published on the intranet includes clear dates, links to documents and contact details of responsible persons. Each entity responsible for managing information is accountable for the accuracy and timely provision of information, while the Communication Department coordinates and oversees the areas, content and sources of information.

Based on the evaluation results, internal quality communication measures and formats are improved: summaries are simplified, visual elements (charts and icons) are introduced and, where necessary, summaries are prepared in English. Findings from Feedback Analysis are incorporated into the next communication plan, while corrective measures are provided to organisational units whose information dissemination did not comply with the established criteria.

The IT Centre periodically updates the intranet structure to improve clarity and usability, taking into account the comments of communication design specialists.

The following indicators have been selected for measuring this area: the **internal quality communication reach indicator** shows whether information reaches the community through the established channels (intranet and newsletters). **User satisfaction with internal quality communication** enables an assessment of how the community perceives the clarity, Timeliness and usefulness of information. **Feedback loop completion** shows whether the community's suggestions are acted upon – either implemented or rejected with a reasoned justification.

Table 63. Indicators of Internal Quality Communication and Publication Processes

Indicator	Definition	Measurement Value	Target Value
Internal quality communication reach indicator	Shows the extent to which the VIKO community accesses published information about quality through the established channels	Number of intranet and newsletter views	≥ 70% audience reach

Indicator	Definition	Measurement Value	Target Value
User satisfaction with internal quality communication	Assessment of the clarity, timeliness and usefulness of internal quality communication	Survey average (on a scale from 1 to 5)	≥ 4.0
Feedback loop completion	Proportion of received suggestions that have been implemented or rejected with a reasoned justification, out of all suggestions received	% of suggestions	≥ 90%

Table 64. Internal Quality Communication (for the Community) – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
3.4.1. Internal quality communication (for the community)	Communication Department; faculties; organisational units; IT Centre	Rector (regarding policy and resources); Deputy Rectors (according to their areas of responsibility)	Study Quality Department; Student Representation; social partners

3.4.2. Public Information on Quality (to the Public)

Public information on quality is the institution's commitment to regularly and transparently provide the public with information about quality objectives, measures, achieved results and progress. This activity is based on ESG 1.8, which emphasises that higher education institutions must publicly provide clear and reliable information about study programmes, their implementation results, the quality assurance system and the measures taken in response to feedback.

Planning

The Study Quality Department, together with the Communications Department, prepares an annual communication plan for publishing information on quality. The plan specifies what information will be made publicly available, through which channels and at what frequency. The plan usually includes:

- quality documents and summaries of key performance indicators;
- survey results and the measures approved on the basis of these results;
- findings of self-evaluations and external evaluations;
- updated study documents and annual reports.

The planning of publishing information on quality is based on the principles of transparency, accessibility, comparability and consistency. To ensure wider access, priority topics are also provided in a foreign language.

Responsibilities are clearly defined: the Study Quality Department acts as the content owner, the Communications Department acts as the manager of channels and formats, the IT Centre acts as the

technical maintenance provider, while the Study Department and faculties act as providers of study document content when information is published in a foreign language.

Implementation

The Communications Department ensures that, in accordance with the quality information publication plan, quality documents, summaries and other relevant announcements are regularly published on the VIKO website and social media.

The Study Department and faculties provide updated study documents, while the Study Quality Department consolidates the key indicators and the progress of the implementation of measures.

In the event of significant developments, such as accreditation decisions or the approval of new study programmes, the Communications Department organises public announcements on the website and social media and, where necessary, in the media.

The IT Centre maintains the functionality of the website and the accessibility of information, ensuring that the content is accessible and technically consistent.

Evaluation and Improvement

The Study Quality Department, together with the Communications Department, evaluates the effectiveness of Quality Communication activities. It monitors whether the required information is published on time and whether it is clear, relevant and accessible to the public. Website content usage data (views, downloads and external feedback received) are analysed, while identified issues, such as outdated content or broken links, are recorded and forwarded to the responsible departments for updating.

The evaluation results are discussed in faculties and at Administration meetings. Based on these results, the content structure is improved, clear summaries are added, key progress indicators are visualised, and priority topics are also provided in a foreign language where necessary.

The following indicators have been selected to measure this area. The timeliness of information updates shows whether information made available to the public is updated in a timely manner and complies with the requirements of applicable legislation. **The accessibility of public information** helps assess how many people access information made publicly available by VIKO on its website or social media, thereby ensuring openness and accessibility.

Table 65. Indicators of Public Information Processes

Indicator	Definition	Measurement Value	Target Value
Timeliness of updates to public information on quality	Shows whether information published in the public domain (on the website and social media) is updated in a timely manner.	Share of information updated on time ÷ total publicly available information × 100%	100%
Accessibility of public information on quality	Shows how widely the public accesses VIKO information on quality made publicly available.	Website traffic statistics, number of followers on social media	Increasing

Table 66. Public Information (Public) Process – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
3.4.2. Public information on quality (public)	Communications Department; Quality Department; Study Department; faculties; IT Centre	Rector (regarding publication priorities and dissemination); Deputy Rectors (according to their areas of responsibility)	Regulatory authorities (where applicable); public; media outlets

3.4.3. Engagement with Graduates and Social Partners

Engagement with graduates and social partners refers to systematic cooperation with graduates, employers, professional associations and other stakeholders, aimed at aligning study content and quality measures with labour market needs. This cooperation is based on continuous feedback, the involvement of social partners in the development and updating of study programmes, the expansion of the network of internship placements, and the alignment of competency maps. The feedback and proposals received are documented and translated into decisions, while their impact is measured through indicators of graduate employment, employer engagement and implemented measures.

Planning

Faculties set annual objectives for cooperation with social partners and the community, including survey response rates, the extent of social partner engagement, and guidelines for the development of the internship placement network. The Communications Department plans communication channels, including newsletters for graduates, thematic invitations for employers, consultation sessions, and other relevant activities.

Implementation

Faculties and the **SPK and/or SKK** organise sessions with social partners and graduates to discuss study aims, learning outcomes, study content or internship models. The Communications Department provides guidance to departments on communication formats, while faculties ensure the dissemination of invitations and provide publicly available summaries of the results, highlighting the changes implemented in response to the feedback received. Proposals from social partners are collected and, where necessary, procedures for updating study programmes are initiated. Data management principles are also established, including the maintenance of contact databases, the updating of communication consents, and the management of targeted contacts.

Evaluation and Improvement

Faculties, departments, and the SPK and/or SKK evaluate the effectiveness of engagement, the extent of participation, and the extent to which measures arising from feedback have been implemented (based on aggregated data). The impact is also assessed: whether the quality of internships has improved following stakeholder involvement, whether the criteria for assessing learning outcomes have been defined more clearly, and whether the network of social partners has been expanded. The Study Quality Department organises the publication of aggregated information.

Based on the results of the analysis, methods for collecting information and engaging stakeholders are improved: surveys are simplified, targeted, and aligned with the respondents' field of ac-

tivity. The list of partners is reviewed periodically, new organisations are engaged, and the form of their involvement is determined. Publicly available summaries provide information demonstrating what specific changes have been made in response to feedback from graduates and social partners.

The process of engagement with graduates and social partners is evaluated using three key indicators, which make it possible to monitor both VIKO's ability to systematically collect feedback from graduates and the active engagement of graduates and social partners in quality improvement processes. The proportion of graduate surveys conducted shows whether VIKO systematically conducts the planned surveys and collects data on study quality outcomes and graduate career development. The graduate survey response rate measures how actively graduates participate in providing feedback, reflecting their willingness to cooperate with the institution and share their experience. Social partner engagement shows the extent to which employers, organisations and other stakeholders actually participate in VIKO quality assurance processes through consultations, workshops, surveys or other forms of cooperation. Taken together, these three Indicators ensure that not only the feedback collection process itself is assessed, but also its effectiveness and the engagement of external stakeholders in improving study quality.

Table 67. Indicators of the Engagement with Graduates and Social Partners Processes

Indicator	Definition	Measurement Value	Target Value
Proportion of graduate surveys conducted	Proportion of planned graduate surveys that were actually conducted out of all surveys planned during the year	%	100%
Graduate survey response rate	Proportion of graduates who responded to surveys sent by VIKO out of all graduates surveyed during the year	%	≥ 60%
Social partner engagement in quality assurance processes	Number of social partners (employers, organisations) who actively participated in VIKO quality assurance processes (consultations, workshops, surveys, committees) during the year	Number	≥ 20

Table 68. Engagement with Graduates and Social Partners Process – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
3.4.3. Engagement with graduates and social partners	Faculties; study programme committees; Study Department; Communications Department	Rector (regarding strategic directions); faculties (regarding programme-related decisions)	Graduate representatives; employers and professional associations; Students' Representation

3.5. Infrastructure and Facilities Processes

Infrastructure and facilities processes include the maintenance and management of VIKO buildings and premises, the maintenance of classrooms and laboratories, equipment lifecycle management, ensuring occupational safety and health, and the implementation of environmental sustain-

nability measures. Infrastructure and facilities processes also include the maintenance of student accommodation facilities (dormitories), which is carried out as part of the buildings and premises maintenance process, ensuring the safety, order and functionality of residential spaces.

The purpose of these processes is to provide a safe, functional and study-conducive environment that complies with legal requirements and the provisions of ESG 1.6. VIKO follows the applicable legislation of the Republic of Lithuania on occupational safety and health, fire safety, waste management and energy efficiency, and also draws on international good practice in the areas of infrastructure and environmental management. Information on resources and services that is publicly available is published on the VIKO website.

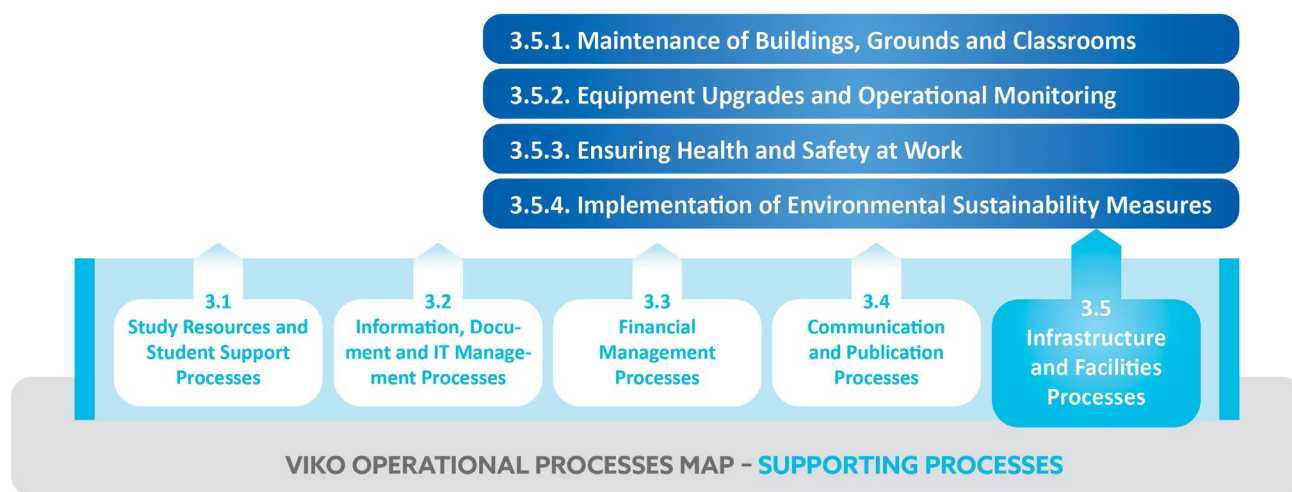


Figure 19. Infrastructure and Facilities Processes

3.5.1. Maintenance of Buildings, Premises and Classrooms

This subsection defines the processes for preventive maintenance and repair of buildings, premises and classrooms, as well as the operation of engineering systems, ensuring a safe, functional and accessible study and working environment. The processes are planned, implemented and evaluated in accordance with legal requirements and VIKO internal procedures (Work Regulations, fire safety, occupational safety and health), taking into account study timetables and VIKO operational needs. The objective is to ensure uninterrupted operations and minimise the impact of disruptions on the study process.

Planning

The Infrastructure Department prepares an annual preventive maintenance plan for buildings, premises and classrooms. The plan specifies regular maintenance activities, including cleaning standards, inspections of engineering systems, seasonal inspections, as well as the inspection of fire safety measures and the maintenance of evacuation routes, fire extinguishers and hydrants in accordance with VIKO fire safety instructions.

In cooperation with the departments responsible for planning study timetables, the occupancy of classrooms and laboratories is analysed, and priority repair and renovation works are identified. Budget planning includes the preparation of estimates for current tasks and capital repairs, as well as planning procurement schedules and the scope of contractual services.

Implementation

The Infrastructure Department carries out the planned maintenance of buildings, premises and classrooms, including cleaning, repair works, and the maintenance of heating, ventilation, electrical and water supply systems. To ensure fire safety, automated systems are tested, evacuation routes are inspected, and identified deficiencies are remedied immediately in accordance with fire safety instructions. A single contact channel for reporting faults is available via the intranet or by telephone, with response times determined according to the severity of the fault. The community is informed about scheduled works, temporary closure of premises or areas, and the relocation of classrooms through publicly available schedules.

Evaluation and Improvement

Periodic inspections are carried out to record non-conformities, establish deadlines for their elimination, and verify compliance with fire safety and occupational safety and health requirements. **Compliance checks** are carried out, covering the maintenance of fire safety measures, the updating of evacuation plans, and the assessment of workplace ergonomics. **User satisfaction feedback** is collected: once per semester, lecturers and students provide feedback on the condition of the premises and the quality of services, and this data is used to analyse maintenance processes.

A **review of repair priorities** is carried out, during which further work priorities are determined based on the actual condition of the premises and the intensity of their use.

Updating of contracts and standards. Cleaning and maintenance service contracts are periodically reviewed and updated, and their requirements and standards are specified. Additional quality criteria are included, such as response time to disruptions or the reduction in the number of recurring faults, in order to ensure continuous quality improvement and more reliable service provision.

The following indicators have been selected to measure this area. The **proportion of scheduled maintenance works completed on time** makes it possible to assess whether planned repair and maintenance works are carried out according to established schedules, thereby ensuring uninterrupted operations. **Timely resolution of faults** reflects how promptly infrastructure disruptions that may affect the study process are addressed. The **classroom accessibility indicator** shows whether premises remain accessible in accordance with the study timetable, thereby ensuring planned academic activities. **User satisfaction with the condition of the premises** provides a qualitative assessment incorporating the views of students and lecturers on the comfort, safety and suitability of the environment for studies.

Table 69. Indicators of Building, Premises and Classroom Maintenance

Indicator	Definition	Measurement	Target Value
Proportion of scheduled maintenance works completed on time	Shows whether planned repair and maintenance works are carried out according to established schedules	Proportion of scheduled maintenance works completed on time (%)	≥ 95 %
Timely resolution of faults	Reflects how promptly infrastructure disruptions are addressed	Proportion of faults resolved within the established timeframe (%)	≥ 90 %

Indicator	Definition	Measurement	Target Value
Classroom accessibility indicator	Shows whether premises remain accessible in accordance with the study timetable	Proportion of classrooms that were accessible according to the timetable (%)	≥ 98 %
User satisfaction with the condition of the premises	Qualitative assessment of the comfort, safety and suitability of the environment for studies	Average rating from student and lecturer surveys (on a 1–5 scale)	≥ 4,0

Table 70. Building, Premises and Classroom Maintenance Processes – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
3.5.1. Maintenance of buildings, premises and classrooms	Infrastructure Department	Deputy Rector for Economics and Development; Rector	Faculties; External Service Providers; Occupational Safety and Health Specialist (external service); students; lecturers

3.5.2. Equipment Upgrades and Operational Monitoring

This subsection describes the lifecycle management processes for academic and technical equipment, as well as specialised study and practical activity facilities (training laboratories), from inventory and preventive maintenance to calibration, repair, renewal and write-off. The provisions are intended to reduce risks and ensure the continuity of the study process by establishing maintenance requirements, supplier responsibilities, and priorities based on equipment criticality and compliance requirements.

Planning

An inventory of equipment and its use is planned: a list of academic and technical equipment is compiled, its condition and importance to the study process are assessed, and renewal deadlines are established. The processes are carried out in accordance with the Asset Inventory Procedure and the Asset Write-off Procedure. Maintenance and calibration schedules for specialised equipment are prepared to ensure its suitability for studies and compliance with established requirements; these requirements are set out in the Occupational Safety and Health Procedure. An investment plan is prepared, establishing renewal priorities based on safety, compliance and study quality needs, while the planned actions are linked to the Budget Formation and Implementation Procedure and the Public Procurement Organisation Procedure.

Implementation

Preventive technical maintenance is carried out, including periodic equipment inspections and the replacement of worn components, while maintenance of critical equipment is organised in cooperation with service providers in accordance with the contracts concluded. Specialised equipment is calibrated and certified, ensuring that valid calibration certificates are maintained and that measurement instrument protocols are registered, as established in the Occupational Safety and Health

Procedure. In the event of equipment failures, prompt repairs are organised, services are procured in accordance with the Public Procurement Organisation Procedure, and, where necessary, replacement equipment is used to ensure the continuity of the study process.

Evaluation and Improvement

Maintenance quality control is carried out, during which the obligations of service providers under the contracts concluded are assessed, response times to disruptions are established, and the level of equipment downtime is recorded. A calibration compliance check is carried out to verify that equipment certificates are valid and that established methodologies are followed. Asset condition reports are prepared, presenting data on equipment use and condition, as well as recommendations for renewal, and the results are integrated into the Asset Inventory Procedure. Based on the data obtained, renewal priorities are periodically adjusted, the budget is reallocated to critical items, and procurement plans are updated.

Contracts and standards are also updated by refining service provision requirements and incorporating additional quality criteria in order to reduce the number of recurring failures and ensure higher quality of equipment maintenance.

The following Indicators have been selected to measure this area. **Equipment Maintenance Plan implementation** makes it possible to assess whether the planned inspections and maintenance works for technical and academic equipment are carried out according to the established schedule, thereby ensuring the continuity of processes. **Ensuring equipment fitness for use** shows what proportion of equipment is technically fit for use and can be used for studies and work, thereby making it possible to assess infrastructure reliability. **Ensuring fault resolution** reflects the proportion of registered equipment failures that are resolved, thereby indicating the level of responsiveness and its impact on the continuity of the study process.

Table 71. Indicators of Equipment Renewal and Operational Control

Indicator	Definition	Measurement Value	Target Value
Equipment Maintenance Plan implementation	Shows the proportion of planned equipment maintenance activities that have been completed	$\frac{\text{Completed maintenance activities}}{\text{planned activities}} \times 100\%$	$\geq 90 \%$
Ensuring equipment fitness for use	Shows whether equipment is technically fit for use and can be used for studies and work	$\frac{\text{Properly functioning equipment}}{\text{total equipment in use}} \times 100\%$	$\geq 95 \%$
Ensuring fault resolution	Assesses the proportion of registered equipment failures that have been resolved	$\frac{\text{Resolved failures}}{\text{total registered failures}} \times 100\%$	$\geq 85 \%$

Table 72. Equipment Renewal and Operational Control – Responsibilities

Process	Implementer	Decision-Maker	Involved / Consulted
3.5.2. Equipment renewal and operational control	Infrastructure Department	Deputy Rector for Economics and Development	Faculties; external service providers; users (staff and students)

3.5.3. Ensuring Health and Safety at Work

This subsection describes the processes for occupational safety and health, fire safety, and the safety of practical activities (training laboratories and workshops), including workplace risk assessment, instruction and training, the use of personal protective equipment, workplace environment measurements, mandatory employee health examinations, incident registration and investigation, and fire safety exercises. The processes are organised in accordance with the Occupational Safety and Health Procedure, the Instruction and Training Procedure, Fire Safety Instructions, and the Laboratory Work and Safety Procedure. In implementing these processes, the Occupational Safety and Health Committee or employee representatives also participate, ensuring the transparency and effectiveness of the occupational safety and health management process. The objective is to create a safe study and working environment and consistently reduce the likelihood of accidents and occupational risk factors.

Planning

Compliance with legal requirements is ensured – occupational safety and health, instruction and training, fire safety, and laboratory work processes are planned in accordance with the Occupational Safety and Health Procedure, Instruction and Training Procedure, Fire Safety Instructions, and Laboratory Work and Safety Procedure. **Workplace risk assessment** is carried out by identifying occupational risk factors and providing for **preventive measures**.

An **Annual Occupational Safety and Health Measures Plan** is prepared, covering the schedule of workplace environment measurements (noise, lighting, microclimate, etc.), the schedule of mandatory employee health examinations, the fire safety exercises plan, and measures for the activities of the Occupational Safety and Health Committee. **Instruction and Training** are planned by preparing a schedule of mandatory training for new and existing employees, as well as for students during practical sessions.

Implementation

Instruction and training are carried out – initial, periodic and targeted briefings are organised for employees, as well as students' familiarisation with safety requirements during practical sessions, as established in the Instruction and Training Procedure. The use of personal protective equipment is ensured – such equipment is issued, its use is monitored, and its labelling is carried out in accordance with the Occupational Safety and Health Procedure.

Workplace environment measurements (noise, lighting, microclimate and other parameters) are carried out, and their results are documented and used for workplace risk assessment. Employee health examinations are organised as established by legal acts, ensuring that they are carried out periodically according to the risk factors.

An incident registration and investigation mechanism is in place, enabling the reporting of accidents or safety hazards, conducting investigations, documenting their causes, and identifying cor-

rective measures in accordance with the Occupational Safety and Health Procedure. In addition, fire safety exercises are organised, including evacuation scenarios and practical training, while the process is supervised by the Occupational Safety and Health Committee or employee representatives.

Evaluation and Improvement

Occupational safety and health processes are periodically evaluated through inspections and audits, during which the implementation of instruction and training, the use of personal protective equipment, workplace ergonomics, and the condition of fire safety measures are checked, as established in the Occupational Safety and Health Procedure and Fire Safety Instructions.

The results of organised **Fire Safety Exercises** and other training are analysed, identifying strengths and **Areas for Improvement**. The results of employee health monitoring are analysed, enabling adjustments to **Workplace Risk Assessment** measures. The incident register is used to identify trends and strengthen **Preventive Measures**.

Based on data from inspections, exercises, incident analysis and health monitoring, instructions, training and safety measures are reviewed and updated with the aim of continuously improving the occupational safety and health system. This process is supervised by the Occupational Safety and Health Committee, which also proposes **Improvement Measures**.

The following indicators have been selected to measure this area. The **Share of Instructed Persons** shows whether all employees and students have been appropriately instructed in accordance with occupational safety and health and fire safety requirements, thereby ensuring Compliance with legal requirements. Completion of **occupational safety inspections** makes it possible to assess how consistently planned inspections are carried out to check workplace safety, the use of **personal protective equipment**, and risk factors. Completion of **fire safety exercises** shows whether the evacuation and practical exercises organised by VIKO help ensure preparedness for potential emergency situations.

Table 73. Occupational Safety and Health Assurance Indicators

Indicator	Definition	Measurement Value	Target Value
Share of instructed persons	Shows how many employees and students have been instructed according to the established procedures	$\text{Number of instructed persons} \div \text{number of all persons required to be instructed} \times 100\%$	100%
Completion of occupational safety inspections	Shows how many planned occupational safety and health inspections have been completed	$\text{Completed inspections} \div \text{planned inspections} \times 100\%$	$\geq 90\%$
Completion of fire safety exercises	Shows whether the planned evacuation and fire safety exercises have been organised	$\text{Completed exercises} \div \text{planned exercises} \times 100\%$	100%

Table 74. Occupational Safety and Health Assurance – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
3.5.3. Occupational safety and health assurance	Occupational safety and health specialist	Deputy Rector for Economics and Development	Faculties, Heads of organisational units, occupational safety and health committee, employees and students

3.5.4. Implementation of Environmental Sustainability Measures (Energy Saving, Waste)

This subsection describes VIKO processes related to improving energy efficiency, waste prevention and sorting, and other environmental protection measures aimed at reducing environmental impact and promoting the responsible use of resources. ESG alignment: this section corresponds to ESG provision 1.6 on ensuring adequate resources and ESG provision 1.7 on responsibility for process transparency and environmental impact management.

Activities are organised in accordance with the Waste Management and Sorting Rules, Green Procurement Provisions, and other internal documents regulating the sustainable use of energy and material resources.

Planning

Energy efficiency and waste management objectives are established in accordance with applicable **Legal Acts** and VIKO internal documents, including the Waste Management and Sorting Rules and Green Procurement Provisions. **Indicators and their monitoring sources** are planned, such as data from electricity, heating and water metering devices and reports from waste management service providers. **Waste management plans** are prepared, specifying sorting points, waste management contractors and schedules, as well as measures for energy saving, such as lighting modernisation and optimisation of heating regimes.

Implementation

Energy-saving measures are implemented, including lighting modernisation, regulation of heating and ventilation regimes, and improvements in the energy efficiency of equipment. **Waste sorting** is organised by ensuring the availability of sorting containers in VIKO premises, separating waste by type, and ensuring the provision of services by contracted waste management providers in accordance with the Waste Management and Sorting Rules.

Green procurement is implemented by applying sustainability criteria in **Public Procurement** for goods, services and works, as provided for in the Green Procurement Provisions. The academic community is informed about the measures and their benefits through information notices and educational initiatives.

Evaluation and Improvement

Implemented measures are periodically evaluated by conducting an **energy consumption analysis** based on metering device data and comparing the results with those of previous periods. **Waste ma-**

nagement data are collected from reports submitted by contracted waste management providers in order to assess the effectiveness of waste sorting and reduce the share of waste transferred to landfills.

Implementation of green procurement is evaluated according to the criteria established in public procurement documentation and the extent to which these criteria are applied. The results of the evaluations are discussed at VIKO internal meetings and incorporated into the review of the Waste Management and Sorting Rules and Green Procurement Provisions.

Based on the data obtained, objectives are adjusted, measures are updated, and the Academic Community's engagement in environmental sustainability activities is strengthened.

The following indicators have been selected to measure this area. The **share of green procurement** reflects the extent to which VIKO complies with the legal requirement that all public procurement must be carried out as green procurement by applying environmental criteria. The **change in electricity consumption** makes it possible to monitor how the implementation of energy-saving measures contributes to consumption efficiency and reduced environmental impact. The **Level of digitalisation** shows progress towards electronic document management, thereby reducing paper consumption and contributing to the achievement of sustainability objectives.

Table 75. Environmental Sustainability Measures Implementation Indicators

Indicator	Definition	Measurement Value	Target Value
Share of green procurement	Shows the proportion of public procurement carried out by applying environmental criteria	Number of green procurements ÷ total number of procurements × 100%	100%
Change in electricity consumption	Shows how electricity consumption changes with the aim of achieving more efficient use	Current-year consumption ÷ previous-year consumption × 100%	Not increasing
Level of digitalisation (document management)	Shows how many documents are managed electronically, thereby reducing paper consumption	Number of digital documents ÷ total number of documents × 100%	Increasing

Table 76. Implementation of Environmental Sustainability Measures – Responsibilities

Process	Responsible	Decision-Maker	Involved / Consulted
3.5.4. Implementation of environmental sustainability measures (energy saving, waste)	Infrastructure Department, Public Procurement Department, Document Management Department / IT Department	Rector, Deputy Rector for Economics and Development	Waste management service providers, Faculties, Heads of organisational units, Infrastructure Department