

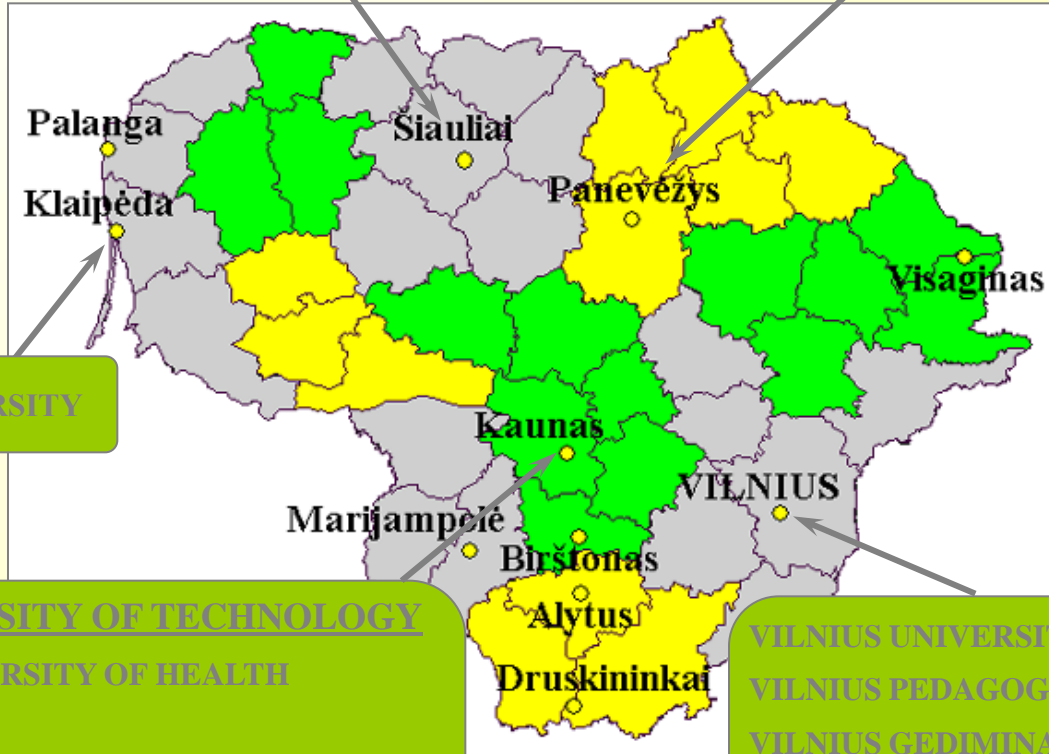
The Implementation and Development of Bologna Process in Lithuanian Higher Education

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Kaunas

ŠIAULIAI UNIVERSITY

PANEVĖŽYS INSTITUTE OF
KAUNAS UNIVERSITY OF
TECHNOLOGY



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Kaunas University of Technology

- The biggest technical university in Lithuania and in the Baltic States;
- 90 years of scientific and educational experience;
- 13 faculties; 14 research institutes and centres;
- Gymnasium;
- 15 500 students, including 450 PhD students;
- 1000 academic staff.



The development of Lithuanian Higher Education System in 1992-2011 (1)

- **New law on Higher Education and Research was passed in 1992. Three-cycle system was fixed:**
 - 1) Bachelour – 3-4 years (180-240 ECTS credits);**
 - 2) Master – 1,5-2 years (90-120 ECTS credits);**
 - 3) PhD – 4 years.**
- **State study program accreditation system started in the year 1996. Evaluation and accreditation of study programs is executed by one institution – Centre for Quality Assessment in Higher Education;**

The development of Lithuanian Higher Education System in 1992-2011(2)

- Support of TEMPUS, PHARE, ERASMUS, Leonardo da Vinci programmes determined rapid progress in a large scale;
- The second edit of law on Higher Education and Research was accepted in 2000;
- Binary higher education system was legitimated in the year 2000. The colleges started to be established besides the universities. Graduates of colleges are awarded Professional Bachelor diploma after 3 years of studies and are allowed to enter Master studies only after extra bridge courses.

The development of Lithuanian Higher Education System in 1992-2011(3)

- The subject benchmark statements were created for the first cycle during 2003-2008.
- The Lithuanian subject benchmark statements settled very strict requirements for the structure of the study programmes and the volume of the separate subject groups, facilities and the qualification of teachers. The study programmes in all institutions of the higher education became very similar;

The development of Lithuanian Higher Education System in 1992-2011(4)

- In 2009 the third edition of law on Higher Education and Research was introduced;
- It changed a government of the higher education institutions dramatically: the main power was transferred to the university council, set by the Minister of the Education and Science (the council consists of no more than a half of the representatives of the institution; a rector is elected by the council (not the senate, as it was done before));
- The admission procedure to the first cycle studies was complemented with a voucher system (a mechanism of a free market);

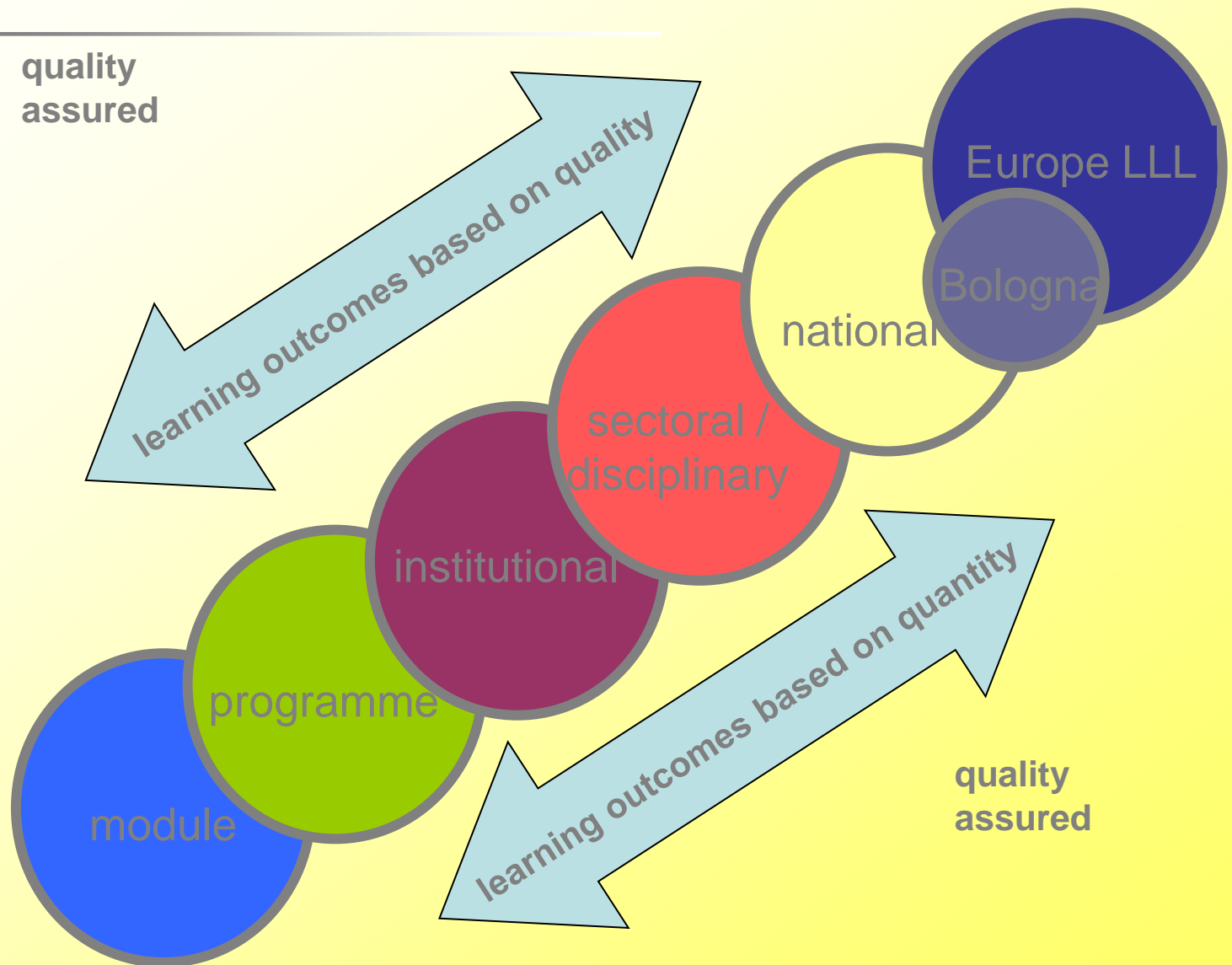
The development of Lithuanian Higher Education System in 1992-2011(5)

- More freedom for creation of the new study programmes was gained, access to major-minor as well as joint programmes was validated;
- During the period of 2000 – 2010 the teachers and researchers were strongly advised to take part in projects and publish in scientific journals. Due to fulfil appraisal requirements for Prof. and Assoc. Prof. in physical, biomedical and technological sciences area the applicants must present publications published in ISI WEB of Science journals holding citation index now. In social sciences and humanities are accepted publications published in international data bases as well as national journals;

The development of Lithuanian Higher Education System in 1992-2011(6)

- Over 10 Lithuanian scientific journals are listed in the list of ISI WEB of Science with citation index;
- National qualification framework was approved in May 2010;
- The projects are already prepared and cycle descriptors as well as first new generation subject benchmark statements for first and second cycle will be approved in 2011;
- In Lithuanian the new generation descriptors for all levels (national, sectoral, institutional, programme and module) are going to be approved in 2011-2012.

The levels of documents regulating studies in EHEA



The development of Lithuanian Higher Education System in 1992-2011(7)

- **Diploma Supplement is issued to all graduates of Lithuanian higher education institutions, free of charge and in two languages: Lithuanian and English;**
- **KTU is a holder of Diploma Supplement Label.**



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Education and Culture DG

Lifelong Learning Programme

EAC
EA
Education, Audiovisual & Culture
Executive Agency

Diploma Supplement Label

The European Commission awards the Diploma Supplement Label
from 2009 to 2013 to:

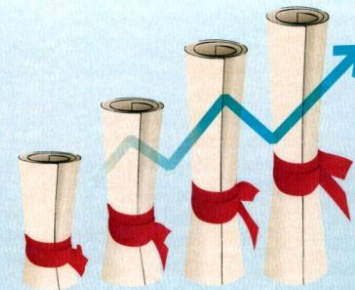
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The institution has committed itself to the rigorous application of the Diploma Supplement and has proven excellence in its implementation.

For the European Commission
Brussels, in June 2009

Hélène Clark
Director for Lifelong Learning
European Commission

Gilbert Gascard
Director
Education, Audiovisual & Culture Executive Agency



The development of Lithuanian Higher Education System in 1992-2011(8)

- Lithuanian national credit is going to correspond to ECTS completely starting from September 1, 2011. Up to now 1 cr. is equal to 40 working hours, since autumn it will be equal to 27 h and based on learning outcomes (LO);
- The implementation of LO – the most complicated task for whole Lithuanian higher education system in the nearest future;
- “If we succeed to agree in Europe on a jointly accepted qualifications framework, which describes intended learning outcomes, based on knowledge, skills, and competences, then, in the future, mobility will be made possible in Europe!” (Prof. Dr. M. Hoffmann, 2009).

Learning outcomes

- ❑ Learning outcomes describe what a learner is expected to know, understand and **be able to do** after successful completion of a process of learning (ECTS).
- ❑ “Learning outcomes” means statements of what a learner knows, understands and **is able to do** on completion of a learning process, which are defined in terms of **knowledge, skills** and **competence** (EQF, p. 12):
 - (g) “knowledge” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
 - (h) “skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
 - (i) “competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Classification of Learning Outcomes

Bologna, QF-EHEA EU	EQF-LLL	EUR-ACE	TU 3
<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Applying knowledge and understanding 3. Making Judgments 4. Communications skills 5. Learning skills 	<ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Competences 	<ol style="list-style-type: none"> 1. Knowledge and understanding 2. Engineering analysis 3. Engineering design 4. Investigations 5. Engineering practice 6. Transferable skills 	<ol style="list-style-type: none"> 1. Competent in scientific disciplines 2. Competent in doing research 3. Competent in designing 4. Takes account of temporal and social context 5. Competent in co-operating and communicating 6. Basic intellectual skills 7. Scientific approach



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Thank you for your attention