



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šv. Ignaco Lojolos kolegijos
**STUDIJŲ PROGRAMOS *GROŽIO TERAPIJA* (valstybinis kodas -
653B95007)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *BEAUTY THERAPY* (state code - 653B95007)
STUDY PROGRAMME
at St. Ignatius Loyola College**

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Grožio terapija</i>
Valstybinis kodas	653B95007
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Medicina ir sveikata
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Grožio terapijos profesinis bakalauras
Studijų programos įregistravimo data	2012-07-11

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Beauty Therapy</i>
State code	653B95007
Study area	Biomedical Sciences
Study field	Medicine and Health
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Beauty Therapy
Date of registration of the study programme	11 th July, 2012

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	For further information regarding Beauty Therapy study programme evaluation (2016-02-17 No SD-24)
2.	Survey “Student’s attitude towards the quality of studies”
3.	The protocol statement of Beauty Therapy Study Committee for the applied research of Beauty Therapy study programme (2016-02-12 No 1)

1.3. Background of the HEI/Faculty/Study field/ Additional information

By the end of January 2016 the Lithuanian SKVC (Centre for Quality Assessment in Higher Education) has assembled a team of international and domestic higher education experts with the purpose of evaluation of Beauty Therapy Professional Bachelor Study Programme provided by the St. Ignatius Loyola College. The evaluation team was provided with the Programme self-evaluation report written by the team composed of staff/management representatives, along with the additional materials including guidelines, legal acts, and annexes. Herewith is provided the analysis of the Self-Evaluation report and additional materials in preparation for the Study visit together with the information got during the site visit.

St. Ignatius Loyola College is a non-state public institution, registered in 2010 and licenced in 2011, following the Order by the Minister of Education and Science of the Republic of Lithuania No. V-918 of 26 May 2011 (SER, p4). The mission of the College is to implement studies by integrating the science and business ideas, following the Ignatian educational paradigm. The study programme Beauty Therapy was initialized and implemented since 2012 and currently undergoes its first external evaluation.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *2nd March, 2016*.

- 1. Prof. Dr. Aleksandar Jovanovic (team leader)**, *Vice-rector for International relations, Professor of Faculty of Medicine, University of Pristina/K.MITROVICA, Serbia.*
- 2. Dr. Katarzyna Pytkowska**, *Rector f at Academy of Cosmetics and Health Care, Cosmetic Science Lecturer at Postgraduate School of Aesthetic Medicine, Poland.*
- 3. Prof. Dr. Janko Zmitek**, *dean of the private university VIST – Higher school of Applied Sciences in Ljubljana, Head of the Institute of Cosmetics, Slovenia.*
- 4. Ms. Kristina Letkauskaitė**, *beautician at The Service of Beauty and Health, lecturer at Department of Beauty Therapy, Klaipėda State college, Lithuania.*
- 5. Mr. Benas Gabrielis Urbonavičius**, *doctoral student of Kaunas University of Technology study programme Materials Engineering, Lithuania.*

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The main goal of the study programme is to prepare the specialists of beauty therapy in the study area of biomedical sciences, capable of selecting and performing beauty services to improve a person's physical appearance and his/her self-esteem (SER, p6). This goal and three sub-goals defined in SER (e.g. 1. expanding and enhancing general education 2. providing knowledge to form theoretical basis for the professional competence centered on fundamental theoretical knowledge in the field of medicine and 3. developing special skills in independent work) are compatible with the level VI Lithuanian Qualification Framework, which include features like acquisition of fundamental knowledge and skills, a highly specialized learning, solving of complex problems during the learning process, studies based on applied scientific research, independent work, performing research-related tasks, thus allowing carrying professional job and access for further learning opportunities in the field of studies and the related fields. The goals are also in line with level VI EQF and development prospects of the EU, Republic of Lithuania, Kaunas region (Annex 12).

The general competencies (e.g. communication, cooperation, social competencies, ethical and entrepreneurial competences etc.) should also be mentioned along with the specialized skills when describing the goals of the study programme.

The learning outcomes of the study programme are in line with the aims and compatible with the level VI LQF descriptors. These descriptors include the application of broad theoretical knowledge based on the results of new fundamental and applied research, introduction of various innovations, independent work, selecting the methods for task completion and organizing the work, the ability to plan activities, to analyze and record the activity results and to submit reports, to modify activities based on the activity result analysis and specialist recommendations, to carry out different project activities, the ability to adapt to constant and normally unpredictable changes, enhancement and extension of professional knowledge, the self-assessment of the activities, and independent learning (Government of The Republic of Lithuania Resolution: Approving The Description of the Lithuanian Qualifications Framework No 535, 2010, Vilnius). While the learning outcomes of the programme are listed under the five categories according to LQF (Knowledge and its Application, Research-related competencies, Special Skills, Social Competencies, Personal Competences), they are also in accordance with level IV EQF descriptors, where Special Skills and Research-related competences correspond mainly to Skills in EQF and Social and Personal Competencies correspond mainly with Competence category in EQF. The defined learning outcomes of the study programme include knowledge application, assessment, recognition and analysis, designing, planning, and organizing, corresponding with all the cognitive categories of Bloom's Taxonomy and also adaptation, communication, cooperation, following ethical norms and tendency for self-improvement, which are also important categories from affective and psychomotor domain. The team also suggests including the elements of the following description, stated in the SER, p7, "Specialist providing services in beauty therapy will be able to collect and analyze medical and health-related information, evaluate the trends in medicine and health care, conduct applied research in beauty sector, select the latest cosmetic technologies, use the most advanced information technologies" in the learning outcomes of the study programme, for it contains very concrete objectives – evaluation of the current trends in medicine and health, conducting the applied research and advanced use of ICT - which should be included in the list of learning outcomes.

It is worthwhile mentioning that the establishment of the study programme, its aims and the qualifications offered are based on 2011 labor market survey (SER, p6) performed to identify the need for the beauty therapist. The survey was conducted among employers, heads and members of associations in the beauty and health care sector according to the designed questionnaire. According to the respondents, highly qualified specialists are currently in demand.

In summary, the name of the programme, qualifications offered, its aim and learning outcomes are compatible with each other. The aim and learning outcomes are consistent with the type and level of studies and the level of qualification offered. As said before, the list of learning outcomes may be expanded and include evaluation of current trends in medicine and conducting applied research.

2.2. Curriculum design

The study programme of Beauty Therapy was approved in 2012, in accordance with The Law of the Republic of Lithuania on Science and Studies No XI-242 of 30 April 2009 and Order No V-501 by the Minister of Education and Science of the Republic of Lithuania "On the Approval of the Description of General Requirements for Degree-Awarding First-Cycle and Integrated Study Programmes" of 9 April 2010. The programme comprises 180 ECTS, which is minimal volume required for the professional study programmes in Lithuania.

The total volume of theoretical lectures is 950 hours (19.8%), practical classes – 1070 hours (22.3%), students' self-study – 2070 hours (43.1%), consultations – 710 hours (14.8%) comprising the total volume of 4800 hours (SER, p11-12). The scope of the programme is adequate for achieving the intended learning outcomes.

The duration of the full-time and part-time studies is 3 and 4 years, respectively, while their volume is equal. Currently, there are no part-time students, however. The number of course units per semester (including practical placements) does not exceed 7, and the workload is distributed evenly throughout the semesters with 30 ECTS allocated in each of the semesters.

The curriculum design meets the legal requirements for the professional bachelor study programme. A total of 33 credits are allocated to the general subjects, far exceeding the minimum of 15 credits required by the Law, and additional 138 - to the subjects of the study field (the minimum of 135 required). Of the latter, 9 credits are allocated for the preparation of final thesis (meet the minimal requirement, according to legislation) and 30 credits are allocated to the professional practice. Students have 5 professional practices (internships) included in the study programme with 6 credits allocated to each of them, however visiting team noticed that learning outcomes and content of creative practice (Course work) (6 credits) are not intended to develop practical skills. Moreover, the course work is awarded with ECTS points twice, first time as a part of the practical learning (despite the fact it represents a literature review) and the second time as the integral part of the final thesis; therefore, the same work is awarded twice in two different semesters. Moreover, if the course work was removed from the practical classes and properly awarded within the final thesis only, the number of ECTS for professional practice would not meet the legal requirements.

In general, the content of the subjects and modules is consistent with the type and level of the studies.

The study programme of Beauty Therapy is comprised of 7 modules: introduction to studies and learning practice, education of social responsibility, decorative cosmetics, facial skin care, body skin care, various techniques, introduction to the labour market. The composition of the modules and ECTS points allocated meets the legal requirements. The volume of the study programme and its scope enable the attainment of the intended learning outcomes; however, the programme should be more related to study field, balancing its relations to arts; too many subjects (21 credit) in the Study field subjects field are related to developing of decorative cosmetics and style skills, although the programme belongs to the study field of Medicine and Health. There is also abundance of general subjects in the study programme.

Sequence of subjects structuring study programme should be improved. Industrial health and Environmental health, Personal hygiene, Infectious Diseases and Prevention, Anatomy and Physiology, and First Aid should be relocated to the first year (or only partly into 3rd semester). Microbiology should follow Biochemistry and Cosmetic Chemistry.

It is needed to improve the module of „facial skin care, body skin care, various techniques“ taking in mind that the BT study programme belongs to Medicine and Health study field. The scope of subjects designated to develop practical skills of facial and body care techniques (Cosmetic Procedures, Body Care) should be extended. Separated subject of Massage Techniques (face and body) should be included into programme's structure. The scope of Introduction Practice (6 points) could be decreased as it is observed practice and students do not develop practical skills.

Moreover, biochemistry and cosmetic chemistry is less than basic in contents, and should be extended. Some practical lessons in Cosmetic Chemistry (preparation of at least basic cosmetic products/technological types, as well as instrumental techniques of its efficacy testing) should be added as it was found that no laboratory work is performed.

Also, foot care technology contains only spa pedicure, and should be extended to esthetic/advanced pedicure with more than 20 hours of practical lessons. Special make-up and non-traditional therapy methods is a strange combination of two separate, non-related areas; non-traditional therapeutic methods are not specified (except acoustic and sand ones). Esthetic mesotherapy seems to be a subject not critically evaluated before added to the curriculum as mesotherapies are only one of modern approaches in instrumental beauty therapy. It is not clear from the subject description which specific types of mesotherapies are included; there are more instrumental/apparatus techniques to be worth to have in curriculum (such as different ultra sound treatments, including cavitation, radiofrequency, IPL – intense pulse light, neuromuscular electric stimulation, vacuum therapies, different abrasive techniques etc.), so introduction of a subject devoted to instruments/apparatus for beauty therapy along with the related treatments would be more reasonable.

Applied research methodology as written in the subject description does not contain methodologies of skin (effects of procedures/products) research, and should be amended properly.

No benchmarking with similar study programmes in Lithuania and other countries has been done.

Of 45 subjects, 7 are optional. Students can choose from the list of optional subjects provided both by the Department and the College. The volume of ECTS credits allocated for the optional subjects meets the legal recommendations.

The materials provided in Annex 3 shows that the specific learning methodology is aligned with each of the learning outcomes of the courses, allowing their evaluation in the learning process; the evaluation of the learning outcomes, learning methodologies and assessment (examination) results is done annually, and that the course descriptions, aims, expected learning outcomes, topics, references are updated/adjusted on an annual basis (SER, p14). Learning methodology is diverse and generally adequate for the attainment of the learning outcomes of the programme. Individual learning methods are linked to the specific assessment methodology. In order to diversify learning methodologies, the College cooperates with the Beauty Studio of the College, Modus Centre, Beauty Studio, beauty salons and SPA centers. However, as pointed out above the applied research results and methodology should be improved so the content of the programme fully reflects the latest achievements in science art and technologies.

2.3. Teaching staff

A total of 30 teachers provide the Study programme; all teachers hold Master degrees' qualifications and 53% hold a PhD degree. However, only one teacher has a PhD in biomedical field, and none of the teachers work full-time (Annex 5). The teachers – practitioners, are included in the implementation of the study programme, but among them only four teachers have practical experience in beauty therapy. Only two teachers are from medical field (Annex 5 No 3 and 5), and the majority of teachers come from social sciences (Annex 5 and 6). The number and the qualifications of teachers, therefore, may formally ensure achievement of the learning

outcomes and legal requirements; however, in order to fulfil a goal of “providing knowledge to form theoretical basis for the professional competence centered on fundamental theoretical knowledge in the field of medicine“, the programme management ought to engage more experts from the field of medicine and the goal “3. developing special skills in independent work” requires more practitioners in the branch of beauty therapy.

Teachers of the study programme of Beauty Therapy improve their professional competences on the taught subject by participating at conferences, workshops and training (SER, p16). The Head of the Department and of the Study Programme plan the need for teachers' professional development based on the analysis of teachers' qualifications. The teachers have attended specialized courses, workshops and conferences at national and international level and participate in research projects aimed to improve their pedagogical competences.

Teachers participate in international conferences, meetings, professional competitions and workshops. The list of published articles included Annex 6 shows that the participation in research activities and the level of publications is adequate to ensure the achievement of learning outcomes; however, the research results in the branch of beauty therapy are weak, and most of them are related to other fields. Also, the study programme has no clear research policy on the BT field. The policy is formulated only on the college level.

The staff is engaged in international projects (Annex 6 and SER, table 7) aimed at improving efficiency and accessibility of the study programme and its compatibility with the labor market needs. Also, many teachers are members of national and international associations, thus updating and improving their professional competences.

Since the study programme has just started only few years ago, there was not significant staff turnover in the previous period. The average age of the teachers is 46.6 years.

In conclusion, the study programme meets the minimal legal requirements regarding the teaching staff, but ought to further improve both the quality of the staff and the research results.

2.4. Facilities and learning resources

The College has a sufficient number of premises for the provision of study programme, partially due to the collaboration agreement with Karalius Mindaugas Vocational Training Centre, the training center for beauty and related service sector Modus. Some of the classrooms are of general type, while others are equipped for specific purposes – with pedicure chairs and machines, cosmetics workstations, hairdresser workstations, massage beds, lymphatic-draining machine, diagnostic systems, sterilizers, etc. (Annex 7).

There is also information technologies classroom equipped with adequate computer and visualization devices and adequate software systems. The college uses Office 365 mailing system for information distribution and communication while the introduction of comprehensive learning management and virtual learning system is under way.

Additional premises for practical activities are Beauty Studio equipped with wax heater, sterilizer, sanitizer, desk magnifier, d'Arsonval device, paraffin heaters, manicure lamp and multifunctional devices, adequate number of beds and make up chairs and Beauty salons provided by the social partners for special make/up and non-traditional therapy methods, cosmetic procedures, and technological practices (Annex 7). The College also uses 10 modern

practical training laboratories for students' convenience. However, cosmetic product management system does not ensure compliance with the hygiene standards and regulations as products in use are not properly marked with opening and expiration dates after opening, further sterilization logbook does not contain all necessary data and most of the chemical indicators are missing. Currently, the College does not have rooms in which it is possible to perform skin diagnostic and applied beauty research procedures in controlled temperature and humidity conditions.

Also, students and teachers may use a Media Centre equipped with laptops, projector, video-conferencing system, TV set and interactive whiteboard. In the Media Centre students can find books, journals and other materials. The College has subscribed to 3 foreign databases: EBSCO publishing (eIFL.net database package); Emerald Management eJournals Collection; Taylor&Francis (SER, p.19). Virtual Library has also been developed for search of information resources both in local resources as well as in the Lithuanian Academic e-Library (eLABa), subscription databases, and open access e-resources. The visiting team has a concern that study materials are limited in some areas, especially the core specialist ones. For instance, there are some gaps in the book stock, in the library mainly books for make-up and the style. There is a general lack of books in lithuanian in the cosmetology.

In conclusion, taking into account that a part of practical lessons are performed at Modus center, the College possess the adequate premises, equipment, software, teaching materials and arrangements for the provision of the study programme (Annex 7 and Study visit findings), but equipment at the HEI itself is basic and should be complemented for initial training before practices at Modus. Further, cosmetic products management system should be improved to meet hygiene regulations and standards, and sterilizations logbook should be amended to provide evidence on the sterilizations performed and sufficient evidence on their effectiveness. At least one room should be equipped with air-conditioning system to enable conducting applied research on cosmetic/cosmetic treatments efficacy. In summary, the St. Ignatius Loyola College has adequate arrangements for Beauty Therapy students' practice.

2.5. Study process and students' performance assessment

Admission to the study programme of Beauty Therapy at the College has been conducted since 2012 under the joint admission framework of Association of Lithuanian Higher Education Institutions (LAMA BPO). The admission procedure is precisely regulated by the Orders of Minister of Education and Science on Approval of the Description of Procedure for Rating the Top Graduates of Schools of General Education and On Description of Procedure for Joint Admission to the Undergraduate and Integrated Studies. Regulations of student admission to St. Ignatius Loyola College and other details are publicly available, via web-site and printed materials, and also through the presentations during the study fairs (SER, p20).

Programme's popularity has increased two-fold during the last admission to 102 admitted students, while in previous years the number of students fluctuated between ~30 and ~55. These figures indicate that the programme is popular and this statement is backed up by the fact that about ~90% of the students are non-state funded (in the last 3 year period). Admission rules are consistent with the nature of the studies and skills required from the students. College has started the implementation of the mechanisms for recognition of prior formal and non-formal learning, thus forming a Life Long Learning framework. This makes the programme popular amongst students with vocational training. (SER, 2.5, 65-67, 80)

There was a high drop-out rate of the students, with ~33% of the first group of admitted students not finishing the programme. Most prominent reasons for such a drop-out rate were discussed during the visit and are family situation and financial struggle. More attention should be paid to identifying and possibly alleviating the reasons for such a drop-out rate. (SER, 2.5, 66-67)

Often the courses combine theory with practical work which is mandatory for a programme of this nature. The organization of the studies is based on the approval of the Head of the Department. The classes are distributed fairly, with maximum of 6-8 hours of lectures/practical classes per day; the rest of the time may be devoted to self-studies, research activities and consultations. Maximum duration of the academic week is 40 hours. As indicated in SER, p12, 19.8% of time is allocated for lectures, 22.3% on practical classes, 43.1% for self-studies and 14.8% for consultations. There is a specific plan that determines a number of self-study hours per subject. This organization of study process ensures adequate achievement of learning outcomes.

The students' performance is assessed by having a diverse methods of assessments including examination, projects, knowledge and skill testing, presentation, demonstration of practical skills, internship reports or journals, research paper, essays, compositions, reports, case analysis, folder of achievements, etc. This allows evaluating the student performance during the semester and allows improving knowledge in areas that are lacking. Students are assessed based on College wide approved Description of the Procedure of Assessment of Learning Outcomes. Final summative score is comprised out of 3 main parts including self-study, average score of test results and an exam. Biggest emphasis is on the exam which carries 60% of the final grade. This can be restrictive in subjects that are practical in nature, since the majority of the final exam modes are written answers to questions. (Annex 1 (Course descriptions), SER 2.5, 82-86)

An important part of the studies is the Final Thesis done under supervision of a senior staff. During the preparation students have to use previously gained skills and knowledge as well as improve upon them. Final Theses are defended as one set at the end of the studies. (Annex 1 (Course descriptions), SER 2.5, 92) Although during the visit it became apparent that there is a duplication of content between final thesis and previously done reports. Because of this credits are awarded twice for the same student work. This issue should be resolved as soon as possible.

The College promotes applied research and artistic activities among its students, stimulating students to take part in national and international scientific-practical conferences and projects implemented by the College, as well as artistic presentations and projects. This allows the students to become acquainted with the newest scientific results and recent developments related to the professional practice. Students also take part in practical workshops and competitions with high success rate (SER, 71, 76, Annex 9 (List of Events in the Study Programme of Beauty Therapy)). This participation is voluntary and no ECTS points are allocated for additional students' engagement.

College students are encouraged to participate in exchange programs. The College has acceded to the ERASMUS National Charter for Higher Education in order to ensure students' international mobility. Information on the possibilities of international mobility, foreign schools of higher education offering the exchange placement, and the student selection procedure are regularly provided at the meetings with the students. The students are able to participate in international mobility programs to obtain important experience and contacts. During the last 3 year period there was only 1 student that went abroad with ERASMUS+ exchange program. There was 1 ERASMUS+ visiting student in the programme during the last 3 year period. (SER, 2.5, 77) The international mobility should be enhanced with further development of the programme, having in mind that the programme has been started recently.

Students can receive various forms of financial support. There are scholarships for mobility as well as social scholarships for students from poor background. Up to this date all students that met the requirements for a social scholarship have got it. Disabled students get financial support as well. Various student-driven activities (organizations, clubs and events) within the College provide an important boost of morale and social support. Studies are undertaken in well-equipped learning facilities and students can have access to internet everywhere in the campus. College provides social support for the students through its Quality Laboratory and via contacts with programme supervisor. Students of the programme of Beauty Therapy take active participation in civil campaigns and projects, which is highly important in training prospective versatile specialists guided by the Christian values and engaged in their professional practice under the Catholic principles of conduct (SER, 2.5, 73, 74, 78, 81)

College has started a graduate employment tracking programme which monitors graduate employment and carrier development. Out of 37 graduated students at least 89% are working by the profession. ~5% are registered in the Lithuanian Labor Exchange and are looking for a job. While there is no specific Career Centre established students may gain necessary information from two study subjects – Introduction to Labor Market and Introduction to studies and Learning Practice, as well as from direct contacts with the Head of the Department, Programme Manager and Programme Supervisor. In addition, the organization of the practical placements helps students to select future jobs or be selected by the employers. Some students started working during their studies. During the visit it was made clear that most of the students plan on working in the beauty therapy field in Lithuania and even opening their own businesses in the field. This shows good prospects for students of this programme. (SER, 2.5, 94-95)

2.6. Programme management

The distribution of responsibilities at the St. Loyola College is regulated by the College Statute, Internal Rules of Procedure, Study Procedure of the College, Strategic Plan of the College, College Activity Improvement Plan, Integrated Quality and Environmental Management Guidance, description of minimum qualification requirements to teachers and research workers. Following the College legislation, the decision making process is evenly distributed among the Programme Manager, Head of the Department, Head of the Office for Studies, Director of the College, Committee for the Study Programme and Academic Council. The quality assurance on the strategic level is the responsibility of the College Quality Laboratory.

The quality of study programme is monitored by the Head of the Department and Programme Manager; the organization of the studies, changes and innovations in the programme, the organization and timetable of examinations, final theses defenses, cooperation with social partners is their primary responsibility and they act together with the study programme teachers, e.g. the Committee for the Study Programme in order to implement those activities. The Committee is especially interested in implementation of aims and learning outcomes, quality assurance and organization of professional placements. The head of the Committee is Study Programme manager (SER, p28).

The Academic Council approves the qualification requirements to the academic staff, organizes job competitions, applied research and art activities, performs assessment of study programmes of the College and proposes the quality improvement measures.

The internal quality measures are based on Quality Manual - the publicly available document of St. Ignatius Loyola College. The analysis of the data on the implementation of the programme is

done continuously by the Quality Laboratory and the programme management (the Head of Department, Manager of the Study Programme and Director of College). The Quality Laboratory arranges individual conversations, interviews with students, teachers, social partners, and analyses the needs and satisfaction of students, teachers and other social stakeholders, using surveys, interviews, public discussions, the presentations of the self-evaluation reports and the documents analyses.

The teachers of the College take part in the Study Programme Committee, and are responsible for the achievement of learning outcomes, the choice of the learning and assessment methodologies. Self-evaluation reports are done by teachers annually. The Head of the Department also submits the separate annual Performance report. Self-evaluation reports are publicly discussed. Students' surveys are also performed in each semester (SER, p31). Both teachers' self-evaluation reports and the results of students' surveys are used for the improvement of the study programme. Students also have direct contacts with the management representatives, both at the College and the Study Programme level. Students representative also take part in the programme management.

Social stakeholders are systematically involved into the processes of assessment and improvement of the programme, development of the curricula based on the labor market needs, review of the students' results. The College has a very broad network of social partners including Lithuanian and international HEIs, companies and organizations, centers, chambers, NGOs, etc.

2.7. Examples of excellence

- The quality assurance system is well developed and certified. The programme focuses on humanity and human values as a basis for performance of the graduates.
- Part of practical lessons in the real environment (Modus Centre) is very well organized.

III. RECOMMENDATIONS

1. The general competencies (e.g. communication, cooperation, social competencies, ethical and entrepreneurial competences, etc.) should also be mentioned along with the specialized skills when describing the goals of the study programme.
2. Analysis of medical and health-related information, evaluating the trends in medicine and health care, conducting applied research in beauty sector, selection of the latest cosmetic technologies, and the use of the most advanced information technologies should also be included in the learning outcomes.
3. The programme should be more related to study field, balancing its relations to arts; too many subjects in the study field subjects field are related to developing of decorative cosmetics and style skills, although the programme belongs to the study field of Medicine and Health.
4. A benchmarking with the similar study programmes in Lithuania and other countries ought to be done.
5. Personal Hygiene, Infectious Diseases and Prevention, Anatomy and Physiology, and First Aid should be relocated to the first year (or only partly into 3rd semester). Microbiology should follow Biochemistry and Cosmetic Chemistry.
6. Biochemistry and Cosmetic Chemistry should be extended. Some practical lessons in Cosmetic Chemistry should be added, especially as it was found that no laboratory work is performed within this course.
7. The duplication in the ECTS points given for the course work should be avoided. The course work is an integral part (e.g. literature review) of final thesis and should not be awarded with ECTS points twice (once with 6 points as a part of the practical training and then again within the 9-points worth final thesis). The course work should be awarded only with final thesis.
8. There is also abundance of general subjects in the study programme. It is recommendable to reduce the number of ECTS points for the general subjects and transfer them to the practical training, research and study field subjects such as Biochemistry and Cosmetic Chemistry.
9. Foot care technology contains only spa pedicure, and should be extended to aesthetic/advanced pedicure with more than 20 hours of practical lessons.
10. Introduction of a subject devoted to instruments/apparatus for beauty therapy along with the related treatments instead of Aesthetic Mesotherapy would be reasonable.
11. Applied research methodology should contain methodologies of skin (effects of procedures/products) research.
12. At least in one classroom for practical work room temperature and air humidity control should be implemented, which is a precondition for reliable measurements of skin condition and applied beauty research procedures. Several air-conditioned rooms are currently available at Modus center, but none has control (monitoring) of temperature and humidity.
13. The programme management ought to engage more experts from the field of medicine and more practitioners in the branch of beauty therapy.
14. The specific research policy on the BT field should be formulated and the research results in the branch of beauty therapy should be improved.
15. The introduction of the comprehensive Learning Management System should be completed.
16. The students' social support should be more elaborate and the college should consider measures for the inclusion of students with special needs into the study programme.
17. Equipment at the HEI itself is basic and should be complemented for initial training before practices at Modus.

18. Cosmetic products management system should be improved to meet hygiene regulations and standards, and sterilizations logbook should be amended to provide evidence on the sterilizations performed and sufficient evidence on their effectiveness.

IV. SUMMARY

St. Ignatius Loyola College is a non-state public institution, registered in 2010 and licensed in 2011. The study programme of Beauty Therapy was initialized and implemented since 2012 and currently undergoes its first external evaluation.

The Beauty Therapy Study Programme provided by the College is relatively new study programme offering qualifications based on the labor market requirements. The aims and learning outcomes are well composed, in accordance with the qualification level and the revised Blooms taxonomy. The general competencies should also be used along with the specialized skills when defining the goals of the study programme; also, analysis of medical and health-related information, evaluation the trends in medicine and health care, conduct of applied research in beauty sector, selection of the latest cosmetic technologies, and use the most advanced information technologies should be included in the learning outcomes of the programme.

Individual outcomes are aligned with the specific learning methodology and assessment results. Learning and assessment methodologies are diverse and adequate for the achievement of learning outcomes.

The programme should be more related to study field, balancing its relations to arts. The programme management ought to engage more experts from the field of medicine and more practitioners in the branch of beauty therapy. Benchmarking with similar study programmes in Lithuania and other countries ought to be done.

There is abundance of general subjects in the study programme. Personal hygiene, Infectious Diseases and Prevention, Anatomy and Physiology, and First Aid should be relocated to the first year. Microbiology should follow Biochemistry and Cosmetic Chemistry. Biochemistry and Cosmetic Chemistry should be extended. The duplication in the ECTS points given for the course work should be avoided. Foot care technology should be extended. Introduction of a subject devoted to instruments/apparatus for beauty therapy along with the related treatments would be reasonable. Applied research methodology should contain methodologies of skin (effects of procedures/products) research.

The specific research policy on the BT field should be formulated and the research results in the branch of beauty therapy should be improved. The introduction of the comprehensive Learning Management System should be completed.

Facilities and equipment are adequate for provision of the study programme. The introduction of the comprehensive learning management system should be completed as soon as possible.

The distribution of responsibilities is well placed, involving diverse stakeholders and activities. The internal quality measures are based on Quality Manual - the publicly available document of St. Ignatius Loyola College and its implementation relies on the activities taken by the Quality Laboratory and the programme management. Teachers' self-evaluation reports and the performance reports are done annually. Students' surveys are performed in each semester. Both

teachers' self-evaluation reports and the results of students' surveys are used for the improvement of the study programme.

The admission procedures are well-placed and precise. The practical part and professional placements are well planned as well as the students' research and artistic activities and their participation in the projects and competitions and exchange programmes. Students' social support may be more elaborated and more diverse.

Social stakeholders are systematically involved into the processes of assessment and improvement of the programme. The College has a very broad network of social partners.

V. GENERAL ASSESSMENT

The study programme *Beauty Therapy* (state code – 653B95006) at St. Ignatius Loyola College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	16

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Dr. Aleksandar Jovanovic
Grupės nariai: Team members:	Dr. Katarzyna Pytkowska
	Prof. Dr. Janko Zmitek
	Ms. Kristina Letkauskaitė
	Mr. Benas Gabrielis Urbonavičius

**ŠV. IGNACO LOJOLOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *GROŽIO TERAPIJA* (VALSTYBINIS KODAS – 653B95007) 2016-04-11
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-95 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šv. Ignaco Lojolos kolegijos studijų programa *Grožio terapija* (valstybinis kodas – 653B95007) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

- * 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
 2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
 3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
 4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Šv. Ignaco Lojolos kolegija yra nevalstybinė viešoji įstaiga, įregistruota 2010 m., o licenciją gavusi 2011 m. Studijų programa *Grožio terapija* parengta ir įgyvendinama nuo 2012 m., dabar atliekamas pirmasis jos vertinimas.

Kolegijos teikiama studijų programa *Grožio terapija* yra palyginti nauja programa, suteikianti darbo rinkos poreikiais pagrįstą kvalifikaciją. Tikslai ir numatomi studijų rezultatai yra gerai suformuluoti ir atitinka kvalifikacinį laipsnį bei pataisytą Bloom'o taksonomiją. Apibūdinant šios studijų programos tikslus, kartu su specialiaisiais gebėjimais turėtų būti nurodyti ir bendrieji gebėjimai; be to, į šios programos numatomus studijų rezultatus turėtų būti įtraukta medicininės ir su sveikata susijusios informacijos analizė, medicinos ir sveikatos priežiūros srities tendencijų vertinimas, mokslo taikomųjų tyrimų grožio sektoriuje vykdymas, naujausių kosmetikos technologijų atranka ir pažangiausių informacinių technologijų naudojimas.

Atskiri rezultatai yra suderinti su konkrečia mokymosi metodika ir vertinimo rezultatais. Mokymosi ir vertinimo metodai yra įvairūs ir pakankami, kad būtų pasiekti numatomi studijų rezultatai.

Ši studijų programa turėtų būti labiau susieta su studijų kryptimi subalansuojant jos santykį su menu. Programos vadovybė turėtų priimti dirbti daugiau medicinos srities ekspertų ir daugiau

grožio terapijos srities specialistų. Šią programą reikėtų palyginti su panašiomis kitų Lietuvos ir užsienio šalių aukštųjų mokyklų studijų programomis.

Šioje studijų programoje per daug bendrųjų dalykų. Asmens higiena, Užkrečiamosios ligos ir jų prevencija, Anatomija ir fiziologija ir Pirmoji pagalba – tai dalykai, kurie turėtų būti perkelti į pirmuosius studijų metus. Mikrobiologija turėtų būti dėstoma po Biochemijos ir Kosmetikos chemijos. Biochemijos ir Kosmetikos chemijos kursą reikėtų išplėsti. Reikėtų vengti už kursinį darbą skiriamų ECTS kreditų dubliavimosi. Reikėtų padidinti pėdos priežiūros atlikimo technologijų apimtį. Būtų naudinga įtraukti studijų dalyką apie grožio terapijai skirtus instrumentus ir (arba) įrankius ir su jais susijusias procedūras. Taikomųjų tyrimų metodologija turėtų apimti odos tyrimo metodus (procedūrų / produktų poveikį).

Turėtų būti formuojama speciali tyrimų grožio terapijos srityje politika ir gerinami tyrimų grožio terapijos srityje rezultatai. Reikėtų baigti kurti išsamią Studijų vadybos sistemą.

Materialieji ištekliai yra tinkami, ir jų pakanka, kad būtų galia vykdyti šią studijų programą. Reikėtų kuo skubiau baigti diegti išsamią Studijų vadybos sistemą.

Atsakomybė (susijusi su įvairiais socialiniais dalininkais ir veiksmais) paskirstyta tinkamai. Vidinio kokybės užtikrinimo priemonės grindžiamos kokybės vadovu – viešai skelbiamu Šv. Ignaco Lojolos kolegijos dokumentu; jų įgyvendinimas priklauso nuo Kokybės laboratorijos ir programos vadovybės veiklos. Dėstytojai kasmet atlieka savianalizę ir rengia veiklos ataskaitas. Kiekvieną semestrą atliekamos studentų apklausos. Ir dėstytojų savianalizės suvestinių, ir studentų apklausų rezultatai panaudojami studijų programoms tobulinti.

Studentų priėmimo procedūros yra tinkamos ir tikslios. Gera suplanuota praktinė dalis ir profesinė praktika, studentų mokslo ir meno veikla, jų dalyvavimas projektuose, konkursuose ir mainų programose. Socialinė parama studentams galėtų būti smulkiau paaiškinta ir įvairesnė. Socialiniai dalininkai nuolat įtraukiami į šios studijų programos vertinimo ir tobulinimo procesą. Kolegija turi platų socialinių partnerių tinklą.

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III. REKOMENDACIJOS

1. Apibūdinant studijų programos Grožio terapija tikslus, kartu su specialiaisiais gebėjimais turėtų būti nurodyti ir bendrieji gebėjimai (pavyzdžiui, bendravimas, bendradarbiavimas, socialiniai įgūdžiai, etiniai, verslumo gebėjimai ir kt.).
2. Į šios programos numatomus studijų rezultatus turėtų būti įtraukti gebėjimai analizuoti medicininę ir su sveikata susijusią informaciją, vertinti medicinos ir sveikatos priežiūros srities tendencijas, atlikti mokslo taikomuosius tyrimus grožio sektoriuje, pasirinkti naujausias kosmetikos technologijas ir naudoti pažangiausias informacines technologijas.
3. Studijų programa Grožio terapija turėtų būti labiau susieta su studijų kryptimi subalansuojant jos santykį su menu; pernelyg daug studijų krypties dalykų yra susiję su dekoratyvinės kosmetikos ir stiliaus įgūdžių gerinimu, nors šios studijų programos kryptis yra medicina ir sveikata.
4. Šią studijų programą reikėtų palyginti su panašiomis kitų Lietuvos ir užsienio aukštųjų mokyklų studijų programomis.

5. Asmens higiena, užkrečiamosios ligos ir jų prevencija, anatomija ir fiziologija ir pirmoji pagalba turėtų būti perkeltos į pirmuosius studijų metus (arba kai kurios į 3 semestrą). Mikrobiologija turėtų būti dėstoma po biochemijos ir kosmetikos chemijos kurso.
6. Biochemijos ir kosmetikos chemijos kursą reikėtų išplėsti. Reikėtų pridėti keletą kosmetikos chemijos praktikos paskaitų, ypač kai nustatyta, kad dėstant šį kursą nevykdomas laboratorinis darbas.
7. Reikėtų vengti už kursinį darbą skiriamų ECTS kreditų dubliavimosi. Kursinis darbas yra sudėtinė baigiamojo darbo dalis (pavyzdžiui, literatūros apžvalga), ir už jį ECTS kreditai neturėtų būti skiriami du kartus (vieną kartą 6 kreditai už praktinį mokymą, po to 9 kreditai už baigiamąjį darbą). Kursinis darbas turėtų būti įvertintas tik kartu su baigiamuoju darbu.
8. Be to, šioje programoje yra pernelyg daug bendrųjų dalykų. Rekomenduojama sumažinti už bendruosius dalykus skiriamų ECTS kreditų skaičių ir perkelti juos į praktinį mokymą, tyrimus ir studijų krypties dalykus, pavyzdžiui, biochemiją ir kosmetikos chemiją.
9. Pėdų priežiūros atlikimo technologijos apima tik spa pedikiūrą, o reikėtų įtraukti ir estetinį / sudėtingesnį pedikiūrą, tam skiriant daugiau kaip 20 valandų praktinių užsiėmimų.
10. Būtų tikslinga vietoj estetiškos mezoterapijos įtraukti studijų dalyką apie grožio terapijai skirtus instrumentus ir (arba) įrankius bei su jais susijusias procedūras.
11. Taikomųjų tyrimų metodologija turėtų apimti odos tyrimo metodus (procedūrų / produktų poveikį).
12. Bent vienoje praktiniam darbui skirtoje patalpoje turėtų būti kontroliuojama oro temperatūra ir oro drėgnis – tai būtina patikimo odos būklės įvertinimo ir mokslo taikomųjų grožio terapijos srities tyrimų procedūrų atlikimo sąlyga. Šiuo metu „Modus“ centre yra kelios kondicionuojamos patalpos, bet temperatūros ir drėgnio reguliavimo (stebėjimo) įrangos jose nėra.
13. Programos vadovybė turėtų priimti dirbti daugiau medicinos srities ekspertų ir daugiau grožio terapijos srities specialistų.
14. Turėtų būti formuojama speciali tyrimų grožio terapijos srityje politika ir gerinami tyrimų grožio terapijos srityje rezultatai.
15. Reikėtų baigti kurti išsamią Studijų vadybos sistemą.
16. Socialinė parama studentams turėtų būti smulkiau išdėstyta; kolegija turėtų apsvarstyti specialiųjų poreikių turinčių studentų įtraukimo į šią studijų programą priemones.
17. Pačioje kolegijoje yra bazinė įranga, kurią pradinio mokymo tikslais reikėtų papildyti prieš atliekant praktiką „Modus“ centre.
18. Kosmetikos produktų valdymo sistemą reikėtų tobulinti, kad ji atitiktų higienos reglamentus bei normas; reikėtų padaryti pakeitimus sterilizavimo žurnale, kad būtų įrodymų apie atliktą sterilizavimą ir apie pakankamą jo veiksmingumą.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)