



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šv. IGNACO LOJOLOS KOLEGIJOS
STUDIJŲ PROGRAMOS *Įvaizdžio dizainas*
(*valstybinis kodas - 653W23008*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *Image Design* (state code – 653W23008)
STUDY PROGRAMME
at ST. IGNATIUS OF LOYOLA COLLEGE, Public Institution

Experts' team:

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ivaizdžio dizainas</i>
Valstybinis kodas	653W23008
Studijų sritis	Menai
Studijų kryptis	Dizainas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinės (3), iššęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Mados dizaino profesinis bakalauras, dizaineirs
Studijų programos įregistravimo data	2012-06-02

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Image Design</i>
State code	653W23008
Study area	Arts
Study field	Design
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 Fashion Design, Designer
Date of registration of the study programme	02-06-2012

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The Centre for Quality Assessment in Higher Education

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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

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

St. Ignatius of Loyola College (hereinafter – referred to as the College), code 302485644, is a non-state higher educational establishment of the Republic of Lithuania, registered on 2 March 2010. The College is a public legal entity, functioning as a public institution. The foundation agreement, concluded on 25 January 2010, was signed by the Archdiocese of Kaunas, the Jesuit Province of Lithuania and private company Ortopedijos klinika (Orthopaedic clinic) UAB. License No. 002062 to conduct studies and activities related to studies was granted following the Order by the Minister of Education and Science of the Republic of Lithuania No. V-918 of 26 May 2011.

The total number of students is 303 (as on 1 October 2014).

St. Ignatius of Loyola College Articles (Statute) declares the following Mission:

“Following the spiritual values of St. Ignatius of Loyola and Jesuit educational paradigm, the College implements higher education studies that are focused on practical activities and development of a smart, competent individual who is able of engaging in creative activities relevant of the specific period and based on the Christian values, to serve for the welfare of one’s country and the entire humanity.”

The College is headed by the Director assisted by a Deputy-Director for Spiritual Education. The College consists of the following offices: Studies, Science and Projects, Marketing, Personnel, Business Development units, Accounting unit, as well as self-governing bodies such as the Academic Council and Committees of Study Programmes.

The following three departments; Arts, Health Care, and Social Welfare are in charge of implementation of the study programmes and ensuring adequate quality of their execution. Five first-cycle professional Bachelor study programmes in three fields (biomedicine, social sciences and arts) are currently offered by the Collage, namely:

- Image Design (implemented since 2012);
- Orthopaedic Technology (implemented since 2011);
- Beauty Therapy (implemented since 2012);
- Social Work (implemented since 2013);
- Hospitality Management (implemented since 2014).

This visit to the College by the Evaluation Team (ET) represented the first international evaluation of the programme of BA Image Design. In preparation for the visit, the ET was provided with the recommendations of the evaluation report dated 17 July 2012 by the Centre for Quality Assessment in Higher Education regarding the BA Image Design programme.

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 26.05.2015.

- 1. Prof. Anthony Dean (team leader)** *Winchester University, Dean and Professor of Faculty of Arts, United Kingdom.*
- 2. Prof. Lylian Meister,** *Estonian Academy of Arts, Dean of the Faculty of Design, Estonia.*
- 3. Dr Maria Štranekova,** *Tomas Bata University, Head of Fashion Design Studio, Czechia.*
- 4. Ms Agnė Biskytė,** *Personal fashion label “BIS A BIS”, Creative Director, Lithuania.*
- 5. Ms Vidmina Stasiulytė,** *student of Vilnius Academy of Arts study programme Photography and Media Art, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined, clear and publicly accessible through the College website, social networks and through the printed materials published by the College, providing information to those who intend to study on the BA Image Design programme. The stated aim of the programme is to prepare professional bachelors of image design who are able to create a solid, balanced idea of an individual's image, to base it psychologically, adapt it to the customer's needs and characteristics, implement this idea aiming for a harmony of outer and inner beauty.

The aims of the study programme and its learning outcomes are based on the national perspective of social and economic development, labour market demands, employers' interests and demands by individuals intending to study under this program according to the principle of permeability of competences (students studying under the vocational hairdresser, aesthetician, the tailor training programmes). During the meeting with the administration staff the ET found out that the idea to open the Image Design programme came as a result of international project and is initiated by Kaunas Vocational Training Centre, considering the real needs of the labour market.

The employer survey (from January to February 2012) revealed that the majority of people working in this sphere have narrow qualifications, while the employers tend to prefer professional and creative specialists taking part in various beauty, design, and fashion projects, having the ability of independent and consistent development and accomplishment of the project of image design. During the meeting with the ET, employers and social partners expressed their strong approval of the programme outcomes and student abilities and emphasized the importance of studying the wide view of image.

The programme aims and learning outcomes are compliant with the requirements prescribed for the first – professional bachelor – study cycle at the College and the level of qualification offered. The learning outcome correspond the European and national qualifications frameworks (level 6). Learning outcomes correspond to specific parts of the study cycle description (knowledge and its application, research-related competences, special competences, social competences and personal competences) of the first study cycle. The study of Image Design, through which the graduates are awarded the professional qualification of an image designer, are directed towards achieving the unity of theoretical and practical teaching/learning.

There is good compatibility between the name of the programme, the learning outcomes, content and the qualification offered. The title appropriately reflects the content of the programme, the level of degree awarded and the field of study. This study programme can be characterised as a professional BA, which offers students a range of professional skills and knowledges that are germane to the image design profession, delivering these within a context informed by the College's Christian values. The curriculum is enhanced by the opportunities offered to students to engage with optional studies and the ability to participate in a range of extra curricula activities, often offered in collaboration with social and industrial partners – live projects, fashion shows, festivals, etc. This enables students to develop a strong integration between theory and practise in their work.

2.2. Curriculum design

According to the ET's best knowledge and understanding of the information provided by the SKCV and the Self-Evaluation Report, the programme complies with national legal acts and regulations. The compliance with the Bologna process and the establishment to the European Credit Transfer System (ECTS) is commended. The study programme BA Image Design relates closely to the stated mission of the College.

Studies are organized following the legal acts of the Republic of Lithuania currently in effect (Law on Higher Education and Research, The Description of Study Cycles, The Description of the Structure of Lithuania's Qualifications Framework and others), the ECTS national conception: harmonization of credits and creation and implementation of methods of study programmes based on learning outcomes, mobility, the significance of raising qualification, co-operation, insights of the Tuning (2006) project, the Description of Dublin (2005), Law on Higher Education and Research of the Republic of Lithuania (2009).

The length of the programme is 3 years full-time study and 4 years for part-time study (there were no part-time students enrolled on the programme at the time of the visit). There is a clear spread of modules throughout the three study levels, that enable students to achieve 180 ECTS credits. The workload is distributed evenly by semesters: 7 subjects of the total volume of 30 credits per semester.

The study programme is based on the correlation of the study subjects and is made up of separate but interrelated subjects – the subjects of general College studies (24 ECTS), the subjects of the Image Design study field (156 ECTS), including professional practice (30 ECTS), the preparation of the final thesis (9 ECTS) and College-prescribed subjects (18 ECTS) and optional subjects. In total, 45 study subjects, of which 35 are compulsory subjects. 3 subjects are alternative options, 3 subjects are chosen from a list defined by the Department or the list of optional general College subjects. Five types of practical activities are offered: cognitive practice (6 credits), technological practice (6 credits), creative practice (6 credits), practice of formation of personal image (6 credits), final practice (6 credits).

The content of the subjects and modules is consistent with the type and level of the studies. The learning outcomes of the study programme are compatible with the programme aims and the learning outcomes of each study subject complement each other without duplication and constitute the entirety of skills and abilities required, covering the key areas of activities relevant to qualification of an image designer. Within the framework of the Study Programme, learning outcomes are developed in a consistent and progressive manner, starting with cognitive abilities and going all the way through to competences and practical skills. In the view of the ET, the programme maintains a balanced curriculum, which ensures that creative contemporary styling is not limited by the competing commercial or proscribed demands of clients and social partners.

The content and methods of the study subjects are appropriate for the achievement of the intended learning outcomes. Diverse learning and teaching methods are applied in the study process, such as students' activities in classrooms, reading rooms, self-study and practice placements in companies operating in the areas of beauty and creative industries. Subject teachers apply an adequate range of methods according to the specific characteristics of the subject taught and the expected learning outcomes of the subject, for example, workshops, research activities, creative and practical works, film discussions, educational trips, etc. The programme places a special focus on practical vocational

training. Practices related to the professional activity take place at the training centre *Modus* and other companies related to the activity of image design. This provides students with the possibility to communicate directly with clients and test different models of the professional activity. The strong relationships forged by the College with social partners and, in turn, their evident commitment to the on-going success of the Image Design programme impressed the ET.

The results of student surveys, conducted in 2012 and 2013, on Assessment of Students' Attitudes toward the Quality of Studies demonstrate that the majority of students have positive attitude toward methods applied in their study programme, 91% of the respondents indicated that they considered the teaching methods applied to the programme as being effective, and enabling their development of practical skills and abilities.

In the view of the ET, the scope of the programme is sufficient to ensure the stated learning outcomes. The content of the studies is reviewed and updated annually on the basis of the pedagogical and creative experience of the lecturers, comments of the social partners and the analysis of data drawn from student surveys. Since 2013 the study programme has been considerably updated. In 2013 and 2014, subject descriptions were updated and the subject aims, learning outcomes, topics, methods, reference lists, etc. were adjusted accordingly. In order to provide students with better opportunities to acquire competences required for an image designer's profession, the study programme was transformed into the 14 modules: Introduction to Studies; Basics of Culture; General Artistic Education; Communication; Introduction to the Profession; Basics of Image Design; Image Technologies I and II; Engagement of Knowledge and Competences I and II; Creative Practice; Design of Personal Image; Practice of Formation of Personal Image; The Media in Designer's Profession; Building a Fashion Business; Introduction to Labour Market.

The learning outcomes are usually attained by studying more than one subject grouped into modules in order to ensure comprehensive absorption of the study material, with the emphasis on various aspects of the subject matter studied. The subjects are distributed in logical way from general knowledge to more focussed professional skills. The ET was impressed with the very positive ways in which the values associated with the foundation of the College both usefully and meaningfully inform the curriculum.

In general, the content of the programme fairly reflects the latest achievements in science, art and technology. Students become familiar with various aspects of the scientific research work by studying the basics of sociology and methodology of applied research, preparing research papers and final thesis. Nevertheless the further enhancement of these initiatives and the creative development of programme content utilising new initiatives will greatly enhance the value of the Image Design programme. Given the rapid developments in the professional field which the programme relates to, the creative development of programme content will be an on-going process. This needs to be underpinned by appropriate on-site library provision. At the time of the visit, the ET formed the opinion that the current stock of printed reference materials was comparatively limited and that the library (Reading Room) is in need of further development. The ET learned that this is already being planned by the College and the ET encourages the College to move forward rapidly with its intended improvements and this will bring significant benefit to both students and teachers. The Team endorse the stated intention of the College to extend and enhance the on-site library provision available to support the learning experience of Image Design students.

2.3. Teaching staff

The teaching staff implementing the study programme is compiled according to Description of General Requirements of The Degree-awarding First Study Cycle and Integrated Studies approved by the Minister of Education and Science of the Republic of Lithuania. All the teachers who work in the study programme have acquired Master or at least Equivalent to Master Degree. In the view of the ET, teachers hold the proper qualifications to attain the expected learning outcomes. 12 teachers (52 %) hold a PhD degree. Educators holding a scientific degree teach 22 study subjects, accounting for 51 % of the overall volume of the study subjects of the Image Design programme. The ET noted, from viewing the CVs provided by the College, that all teachers are active in research and/or hold extensive practical expertise in their field. During the meeting with teaching staff the ET was convinced that the professional practice of the teachers in their own professional field is of clear advantage to the programme.

The number of teaching staff is adequate to ensure learning outcomes. According to the SER a total of 21 teachers are involved in implementation of the programme of Image Design (as at 01.10. 2014). There are no full time teachers employed to teach on the Programme by the College. Teachers employed at the College combine their work with practical or educational activity at other organizations (Kaunas Vocational Training Centre, Vytautas Magnus University, Kaunas university of Technology, Vilnius Academy of Arts etc.). The proper implementation of the programme is ensured not only by teachers of theory, but also by practitioners who have achieved significant results in their professional performance. A number of the teachers (35 %) have practical experience related to the subject they teach. Certain teachers usefully combine their work at the College with practical work in the field of image design and fashion.

The workload of teacher's is agreed on an annual basis and they are remunerated for the actual hours delivered (i.e. for classroom work under the semester timetable). The Head of Department plans the professional development needs of the teachers based on an analysis of teachers' qualifications. Teachers of the Image Design programme continuously improve their professional competences and deepen their knowledge on the taught subject by participating at conferences, workshop and training. Workshops on personal development both for teachers and students are held for improvement of generic competences. The teaching staff who met with the ET expressed their satisfaction with the level of support and encouragement that they receive from the College in terms of their individual development. The ET was impressed by the clear commitment of the College to providing pedagogic support and development opportunities for staff, often through agreements made with a number of Universities.

Teachers engage in research activity, write scientific articles and contribute to conferences as a means of maintaining and enhancing their scientific competence. A number of the teachers of Image Design are artists and designers who are regularly engaged in artistic activities, taking part and organizing exhibitions or presenting design collections.

2.4. Facilities and learning resources

In the view of the ET, the teaching facilities and general physical resources (excluding the library) were found to be of a good standard. The premises are located in Kaunas Old Town and, under the collaboration agreement with Karalius Mindaugas Vocational Training Centre, at the training centre for beauty and related service sector *Modus*. The ET viewed it as a significant advantage of the College to have the specialist facilities (at *Modus*) available to the students, as these specialist facilities both supports their learning and enables them

to engage directly with professional practice opportunities. 4 classrooms containing 30 working places each and the Information Technologies study with 25 computer workstations have been allocated to teaching the general subjects of College studies. Two spacious classrooms have been allocated to conducting the core modules: one classroom contains 125 workstations, another – 154 workstations. Premises are provided with the wireless Internet. 12 laboratories in *Modus* centre, complete with the equipment required for the specialists in this area, are allocated to teaching the study field subjects of the Image Design programme. All the premises allocated to the studies comply with the requirements on occupational safety, fire safety and hygiene.

The teaching and learning equipment is adequate both in size and quality. The College holds the proper base for the students' professional practice placement and has adequate arrangements for student practice. Students' professional practice is organized under the procedure of organization and implementation of professional and final practical work; the procedure defines the content, time and duration of the practice according to the study programme, study schedule and agreements concluded with economic entities providing the place of professional practice. The allocation of places for students to undertake professional practice placements are normally selected from among social partners of the College. Professional practice placements are, for example, provided by Kaunas National Drama Theatre, Kaunas State Musical Theatre, UAB "Medžiotojų ūžeiga", UAB "Saulėja", UAB "Kvapų oazė", UAB "Polifila", UAB "Erdesa", UAB "Jos kaprizai", L. Čaplikienė's Fashion Studio, I. Serapinienė's company UAB "Sirena VS", Public Institution Textile Workers and Artists' Guild run by J. Šmidtienė, E. Surblienė's company UAB "Eglės linija". The College has also entered into collaboration agreement on students' practice placements with Association of Hairdressers and Beauty Professionals, Association of Beauticians and Cosmetologists, UAB "Medical beauty", UAB "Ceryx", UAB "Nagavita". Through approval by the practice supervisor, students may also choose their own on the place of practice placement provided that it complies with the requirements of the Image Design programme. Tripartite agreements are signed with all students and submitted along with the programmes of the practice to the places of practice placement. Upon completion of the practice, the student submits a report to the practice supervisor. Non-staff practice supervisors are provided by the social partner offering the practice placement and there the programme has developed detailed contracts which describe their responsibilities. The students who met with the ET expressed their satisfaction with the choice of practice placements available and also with study facilities and equipment provided by the College.

The ET were concerned by the on-site library provision offered by the College, which it judged to be poor in terms of both the quality and quantity of the physical reference material available to students in the library room. In the view of the ET this need significant improvement to ensure that the materials available reflect the development of new technologies and the continual evolution of the professional field. The ET recommend that the College invest in increasing the number of books and international periodicals in design (fashion design, service design and image design) to support student learning. However, the ET also learned that the College has signed a number of formal co-operation agreements on with other universities (including for example, Vytautas Magnus University, Kaunas University of Technology and Karalius Mindaugas Vocational Training Centre) to enable both students and academic staff of St. Ignatius of Loyola College to access the library resources held by these organisations. The College is also a member of Consortium of the Lithuanian Academic Libraries. Students may search for and order the information resources required for the studies via the electronic catalogue of the ILK Library. The ET endorses the College's stated intention to extend and enhance the on-site library provision

but also recognises the positive steps that the College has taken to give access to staff and students to the range of resources held by partner institutions. In relation to digital resources, the ET took the view that the introduction to digital technologies and image design related professional software will add greater advantages to both the Department as well as the students.

2.5. Study process and students' performance assessment

The College conforms to the general admissions process that controls entry to all higher education institutions in Lithuania.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. The documentation, seen by the ET prior to the visit, includes detailed specifications of each study subject and tables that explicitly align programme provision with learning outcomes, this provided the ET with confirmation that the content and sequencing of the study process is carefully matched to the aims of the programme. Timetables of the classes are developed to ensure that 3-4 lectures are held per day on average (duration of one class – 2 academic hours) and that the student could devote the remaining time to self-study, project tasks and research activities. Students' self-study is governed by the plan of the study programme that specifies the number of self-study hours of each subject studied and the description of the respective subject.

The maximum duration of one academic week is 40 hours. At least one month, at the end of the semester, is allocated for the examination session. Examinations and other tests take place after the students have completed the theory course and performed practical and individual works. The timetable of the examination session is developed by the Head of the Department in view of the agreements between the teachers and students. The examination timetable approved by the Director is published at least 1 week before the start of the examination session. A maximum of 7 exams is permitted per session with intervals between exams of at least 3 days.

Students are encouraged to participate in research, artistic and applied research activities. According to the SER, students are regularly briefed on the possibility of writing research articles, presentations, participating at conferences. Since 2012, students have been encouraged to take part in international scientific-practical conferences organised by the College in collaboration with VMU "*Systematic Theoretical Dimensions of Change in Vocational Education and Training*". A total of 24 students participated in two conferences, while 43 students are expected to participate at this year's conference. Students of the Image Design programme have contributed to the organisation of an improvised craftsmanship projects, annual Christmas pro-bono and charity campaigns, beauty events and exhibitions, shows, competitions and dance performances. Since 2014 students have opportunities to participate in mobility programmes, as the College has acceded to the ERASMUS programme. At present, the College is looking for the possibilities of teacher and student exchange with institutions of higher education in Latvia, Belarus, Armenia and Germany. The evaluation team recommend that that planning of student and staff mobility activity is appropriately matched to the strategic ambitions of the College.

Image Design students are provided with academic and social support. Detailed study subject descriptions are available and information about learning outcomes and assessment procedure is provided. Reading lists and recommended references, as well as other information sources, required for the studies and methodological guidelines of the

programme is made available to students. Students are briefed on the procedure of organization of the studies by the Head of the Department, programme supervisor, subject teacher and other staff at the meetings of academic groups. All students have the possibility to seek individual teachers' consultations, if needed. The Office for Studies is in charge of the accounting of the learning outcomes. All outcomes are entered into the registers.

The College has formal mechanisms for students' social support and students have opportunity to express their views through the College's Quality Laboratory. It was clear to the ET through its various discussions with groups of staff and students, that there was a positive and constructive relationship between them which supported an atmosphere of open and mutually respectful dialogue. The ET commends the quality of communications between staff and students, which has fostered a process of continual improvement to the student experience.

The assessment system of students' performance is clear, adequate and publicly available. Assessment is performed pursuant to the Order by the Minister of Education and Science of the Republic of Lithuania On Approval of the System of Assessment of Learning Outcomes and the Description of the Procedure for Assessment of Learning Outcome of the College approved by the Academic Council 2012. This document governs the principles and procedure of assessment of the learning outcomes of the subjects. The Description has been aimed at defining the principles of performance and organization of assessment of students' achievements. Summative assessment is based on a cumulative score comprised of interim test, project (individual work) or exam results. Various forms of assessment are used for assessment of the learning outcomes according to the SER (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.) depending on the study area and field of the specific subject. Students also carry out assessment of their learning outcomes. This assessment is also included as a part of the cumulative score. The system of assessment of subjects is presented by the teachers during the first lectures and it is also published on the website of the College. Students are regularly introduced to the assessment results. Comments on the results of interim tests are provided verbally and analyzed. Assessment is not made available for the general public, each student is informed on the results individually via students' personal mail.

The first graduates of the BA Image Design programme will complete their studies in 2015. The final theses will be assessed by the Qualification Committee formed of the employer representatives, teachers of other schools of higher education and the College under the order by the Director of the College. The final theses will be reviewed by representatives occupied in the professional field of beauty and arts and holding the respective expertise. Placement indicators of Image Design graduates will be available in 2015 after the graduation of first student cohort.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Procedure for administration of the programme and organization of study process is governed by the Study Procedure of the College. Responsibility for implementation and supervision of the programme of Image Design, decision making is unambiguously distributed and governed on the College level by the following documents of the College: the Statute, Internal Rules of Procedure, Study Procedure of the College, Strategic Plan of the College for 2013–2020, Activity Plans of the Department of Arts, Development Plan of the College, Quality Management System of the College, job

descriptions of the academic and administrative staff, etc. Documents pertaining to administration of the programme, teachers' activity plans, documents related to professional development, results of surveys conducted at the Department as well as student surveys are kept at the Department. According to the SER the following staff members and units take part in the processes of implementation, updating and quality assurance of the study programme within the scope of their duties: the Programme Manager, Head of the Department, Head of the Office for Studies, Director of the College, the Study Programme Committee, Academic Council (hereinafter referred to as the Council), Group for the Quality of Studies (Quality Laboratory). Responsible for the quality of the studies at the department level lies with the Head of the Department. The Quality Laboratory monitors the implementation of the quality strategy at the institutional level. The activities of the Quality Laboratory are targeted towards implementation of quality assurance provisions within the context of the European Higher Education. The Quality Laboratory holds individual interviews with students, teachers, social partners and conducts surveys and analyses reviews and the demands of students, teachers and other social stakeholders. After each session, learning outcomes of students are discussed, indicators of progress are analysed, and any actions for improvement of the programme are planned. The following stage of the discussions involves discussions with teachers initiated by the administrative staff for planning specific steps teachers must take to solve the emerging issues. This ensures actual participation of the College staff, students and other stakeholders in quality assurance. The team of experts was impressed by the purpose and intentions of the Quality Laboratory, which monitors implementation of the quality strategy at the institutional level both in formal and informal ways. The process is very much structured, but also warm, constructive dialog and way of problem solving.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. The results are discussed at the Department, by the academic community, the round-table discussions between the College and social stakeholders, at workshops and scientific-practical conferences, the Quality Laboratory. The study programme is updated regularly based on the needs of social stakeholders determined during monitoring of the study programme.

The internal quality studies form the priorities for improvement of the study programme are: updating of the programme and subjects, diversity of the teaching/learning methods, organisation of students' individual work and methods of assessment of the learning outcomes, organisation of development and publication of the methodological materials, need for professional development of the personnel.

Social partners are systematically involved into the processes of assessment and improvement of the programme. A member of the Committee for the Study Programme is the Director of Kaunas National Drama Theatre, who is in charge of conformity of the learning outcomes of the programme to the demands of the labour market and introduction of innovations into the study programme. Employers participate in development and improvement of the curricula of study subjects and practices and in the Qualification Committee. There are plans to engage employers in supervision or review of the students' final theses 2015. The results of surveys also reveal the employers' attitude towards implementation of the study programme. According to the results of the employer survey 2013 at the Quality Laboratory, the majority of employers (84%) consider students' practical skills to be very good, 91 % emphasized students' responsible approach to work, 81 % stated that students are able of engaging in individual work. Reviews by the employers show that the programme is viewed positively due to its unique nature, high

emphasis on education of values, students' professional and sociocultural competences. The internal quality assurance measures are effective and efficient. They are applied in implementation of the programme and are the strategic aims and objectives of the College. The main objectives of the internal quality assurance of study programme according to SER are the following: staying updated on the latest changes of professional competences on the labour market; analysis of the students, teachers, graduates and employers' opinion on implementation of the aims of the study programme and the learning outcomes; analysis and storage of data on provision of the programme with material and human resources. Students, teachers, employers' opinion on implementation of the aims of the study programme and learning outcomes, provision of the programme with material and human resources are studied.

Commendations:

The ET commends the College on the following:

1. The purpose and intentions of the Quality Laboratory.
2. The quality of communications between staff and students, which has fostered a process of continual improvement to the student experience.
3. The very positive ways in which the values associated with the foundation of the College both meaningfully and usefully inform the curriculum.
4. The specialist facilities available to students' that supports their learning and enables them to engage directly with professional practice opportunities.
5. The strong relationships forged by the College with social partners and, in turn, their evident commitment to the on-going success of the Image Design programme.
6. The commitment of the College to providing pedagogic support and development opportunities for staff through agreements made with several Universities.

III. RECOMMENDATIONS

The ET makes the following recommendations:

1. The Team endorse the stated intention of the College to extend and enhance the on-site library provision available to support the learning experience of Image Design students.
2. That the programme maintains a balanced curriculum, ensuring that creative contemporary styling is not limited by the competing (commercial) demands of clients and/or social partners.
3. To ensure that planning for student and staff mobility is matched appropriately to the strategic ambitions of the College.

IV. SUMMARY

The Image Design programme at St. Ignatius of Loyola College possess a clear set of aims and learning outcomes and positively contributes to the formation of professional image designers who will seek employment in the creative industries. The professional relevance of the programme is clearly defined in the SER – which was fully supported by the social partners that the ET met with during the visit – placing an emphasis on the professional nature of the programme, focused on the styling and beauty area of the creative industries. The ambition of the programme is matched by the specialist facilities available to students' that supports their learning and enables them to engage directly with professional practice opportunities.

The structure and organisation of the study process of the programme, is clear and appropriate, and is in line with similar professional bachelor programmes – both nationally and internationally. The programme encourages students to participate in research, artistic and applied research activities in Lithuania and abroad. Although the College has only recently signed up to the Erasmus programme, it is already planning both staff and student mobility activities. The ET view the planned development of mobility as an essential means of opening up new directions for the programme, enabling it to acquire an international character and outlook. In doing so, the College is advised to ensure that planning for student and staff mobility is appropriately matched to its strategic ambitions.

The curriculum design is very much focused on social partners and clients needs, which is a positive aspect of the provision, though the College needs to ensure that creative contemporary styling is not limited by the potentially narrow or commercial demands of clients. The ET took the view that the curriculum could be further enhanced if a strong focus on the creative and experimental input is maintained. The strong relationships the College has forged with an array of social partners and their evident commitment to the on-going success of the Image Design programme is commended.

The staff teaching on the Image Design programme show evident committed towards the on-going enhancement of learning and teaching processes, also bringing the benefits of their own research activity and/or professional practice into the programme. The students who met with the ET were found to be both enthusiastic and highly motivated. There appears to be a good understanding between staff and students, one which supports a positive and constructive relationship and the ET were of the view that the quality of communications between staff and students contributed significantly to fostering a process of continual improvement to the student experience.

The ET was impressed by the purpose and intentions of the College's Quality Laboratory, which monitors implementation of the quality strategy at the institutional level both in formal and informal ways. While the processes associated with the Laboratory are very much structured, they are also warm and designed so as to promote constructive dialog and a collegiate approach to problem solving.

Administration and programme management were found to be well structured. There is a clear institutional strategic plan for the whole College, informed by its Christian values, which presents a strong vision of the learning experience that it seeks to offer student. The ET were impressed by the very positive ways in which the values associated with the foundation of the College both meaningfully and usefully inform the curriculum.

The Image Design programme is led by an enthusiastic professional, who is well supported by Faculty and students as well as the social and professional partners. The wider teaching team is comprised of highly capable and knowledgeable staff who are actively engaged in applied research or professional practice (or both). The cohort of staff is well supported through the evident commitment of the College to providing pedagogic support and development opportunities through agreements made with several Universities.

Facilities and generally physical resources including studios, laboratories, workshops and are of a good standard. The library (Reading Room) needs further development, which the ET learned is already being planned by the College. The ET encourages the College to move forward rapidly with its intended improvements and this will bring significant benefit to both students and teachers.

V. GENERAL ASSESSMENT

The study programme Image Design (state code – 653W23008) at St. Ignatius of Loyola College, Public Institution 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	4
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	21

*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. Anthony Dean
Grupės nariai: Team members:	Prof. Lylia Meister
	Ms Maria Štranekova
	Ms Agnė Biskytė
	Ms Vidmina Stasiulytė

**ŠV. IGNACO LOJOLOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS ĮVAIZDŽIO DIZAINAS (VALSTYBINIS KODAS – 653W23008)
2015-07-10 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-221 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Šv. Ignaco Lojolos kolegijos studijų programa *Įvaizdžio dizainas* (valstybinis kodas – 653W23008) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	21

* 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 kolegijos Įvaizdžio dizaino studijų programos tikslai ir studijų rezultatai aiškiai apibrėžti, o programa įneša svarų indėlį rengiant įvaizdžio dizaino specialistus, sieksiančius įsidarbinti kūrybinių industrijų srityje. Profesinis programos aktualumas aiškiai apibūdintas savianalizės suvestinėje, kurią rengti labai padėjo socialiniai partneriai, su kuriais susitiko ekspertų grupė vizito į kolegiją metu, ir kurioje akcentuojamas profesinis programos pobūdis, orientuotas į kūrybinių industrijų stiliaus kūrimo ir grožio sritį. Programos tikslo siekti

padeda studentams prieinama specializuota materialioji bazė, padedanti studentams mokytis ir suteikianti jiems tiesioginės profesinės praktikos galimybių.

Studijų eigos struktūra ir organizavimas yra aiškūs, tinkami ir atitinka panašių nacionalinių ir tarptautinių profesinio bakalauro studijų programų studijų eigos struktūrą ir organizavimą. Programa skatina studentus dalyvauti tyrimuose, meninėje ir taikomojoje tiriamojoje veikloje tiek Lietuvoje, tiek užsienyje. Nors kolegija tik neseniai prisijungė prie „Erasmus“ programos, ji jau planuoja ir personalo, ir studentų judumą. Ekspertų grupė planuojamą judumą laiko svarbiausia priemone, suteiksiančia programai naujų krypčių ir galimybių įgyti tarptautinį pobūdį ir perspektyvas. Įgyvendinant šiuos planus, kolegijai rekomenduojama užtikrinti, kad studentų ir personalo judumo planai būtų tinkamai suderinti su kolegijos strateginiais tikslais.

Programos sandara ypač orientuota į socialinius partnerius ir klientų poreikius, ir tai vertintina teigiamai, tačiau kolegija turi užtikrinti, kad kūrybiško šiuolaikinio stiliaus kūrimo neribotų galimai siauri ar komerciniai klientų poreikiai. Ekspertų grupės nuomone, programos sandarą galima toliau tobulinti, išlaikant stiprią orientaciją į kūrybinį ir eksperimentinį aspektus. Tvirti kolegijos ir socialinių partnerių ryšiai ir pastarųjų akivaizdus atsidavimas, siekiant sėkmingai įgyvendinti Įvaizdžio dizaino studijų programą, yra pagirtini.

Įvaizdžio dizaino studijų programos dėstytojų įsipareigojimas nuolat tobulinti mokymosi ir mokymo procesus, prisidedant naudinga savo tyrimų ir (arba) profesinės veiklos patirtimi, yra akivaizdus. Su ekspertų grupe susitikę studentai pasirodė entuziastingi ir ypač motyvuoti. Personalas ir studentai puikiai sutaria, palaiko gerus ir konstruktyvius santykius, o ekspertų grupei susidarė įspūdis, kad darbuotojų ir studentų tarpusavio bendravimas labai prisidėjo prie nuolatinio studentų tobulėjimo.

Ekspertų grupei padarė įspūdis kolegijos Kokybės laboratorijos paskirtis ir planai. Ši laboratorija tiek formaliai, tiek neformaliai stebi kokybės strategijos įgyvendinimą institucijoje. Nors su šios laboratorijos darbu susiję procesai labai struktūruoti, jie nėra šaltai oficialūs ir yra skirti konstruktyviam dialogui skatinti ir kolegialiai spręsti problemas.

Administravimas ir programos vadyba yra puikios struktūros. Visa kolegija turi aiškų institucinį strateginį planą, grindžiamą krikščioniškomis vertybėmis, kuriame pristatoma aiški studentams teikiamos mokymosi patirties vizija. Ekspertų grupei padarė įspūdis tai, kad programos sandara prasmingai ir naudingai grindžiama su kolegijos įkūrimu siejamomis vertybėmis.

Įvaizdžio dizaino studijų programai vadovauja entuziastingas specialistas, kurį labai palaiko fakultetas ir studentai, taip pat socialiniai ir profesiniai partneriai. Dėstytojų kolektyvą sudaro ypač kompetentingi ir savo sritį išmanantys darbuotojai, kurie aktyviai dalyvauja taikomuosiuose tyrimuose ir (arba) vykdo profesinę veiklą. Kolegija akivaizdžiai laikosi įsipareigojimo padėti personalui – teikti pedagoginę paramą ir tobulinimosi galimybes, nes su keliais universitetais yra sudariusi sutartis.

Materialioji bazė ir apskritai fiziniai ištekliai, įskaitant studijas, laboratorijas ir dirbtuves, yra geros kokybės. Biblioteką (skaityklą) reikia toliau plėtoti ir kolegija jau turi tokių planų. Ekspertų grupė skatina kolegiją sparčiai judėti pirmyn įgyvendinant planuojamus pokyčius, kurie bus labai naudingi tiek studentams, tiek dėstytojams.

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III. REKOMENDACIJOS

Ekspertų grupė pateikia šias rekomendacijas:

1. Ekspertų grupė pritaria kolegijos pareikštam ketinimui plėsti ir stiprinti bibliotekos išteklius, kurie reikalingi Įvaizdžio dizaino studijų programos studentams mokantis.
2. Rekomenduojama išlaikyti subalansuotą programos sandarą, užtikrinant, kad kūrybiško šiuolaikinio stiliaus kūrimo neribotų konkuruojančių (siekiančių pelno) klientų ir (arba) socialinių partnerių poreikiai.
3. Rekomenduojama užtikrinti, kad studentų ir darbuotojų judumo planavimas būtų tinkamai suderintas su strateginiais kolegijos tikslais.

<...>

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)