STUDIJŲ KOKYBĖS VERTINIMO CENTRAS
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

MEDICAL TECHNOLOGY FIELD OF STUDY

Šv. Ignaco Lojolos kolegija

EXTERNAL EVALUATION REPORT

Expert panel:

1. Panel chair: prof. dr. Dalia Giedrimienė..... (signature)
2. Academic member: doc. dr. Aiga Švede
3. Academic member: doc. dr. Andžela Šešok
4. Social partner representative: doc. dr. Aurika Vanckavičienė
5. Student representative: Ömer Faruk Sönmez

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CONTENTS

I. INTRODUCTION

1.1. OUTLINE OF THE EVALUATION PROCESS

The field of study evaluations in Lithuanian higher education institutions (HEIs) are based on the following:

- Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science, and Sport;
- Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (SKVC);
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The evaluation is intended to support HEIs in continuous enhancement of their study process and to inform the public about the quality of programmes within the field of study.

The object of the evaluation is all programmes within a specific field of study. A separate assessment is given for each study cycle.

The evaluation process consists of the following main steps: 1) Self-evaluation and production of a self-evaluation report (SER) prepared by an HEI; 2) A site visit by the review panel to the HEI; 3) The external evaluation report (EER) production by the review panel; 4) EER review by the HEI; 5) EER review by the Study Evaluation Committee; 6) Accreditation decision taken by SKVC; 7) Appeal procedure (if initiated by the HEI); 8) Follow-up activities, which include the production of a Progress Report on Recommendations Implementation by the HEI.

The main outcome of the evaluation process is the EER prepared by the review panel. The HEI is forwarded the draft EER for feedback on any factual mistakes. The draft report is then subject to approval by the external Study Evaluation Committee, operating under SKVC. Once approved, the EER serves as the basis for an accreditation decision. If an HEI disagrees with the outcome of the evaluation, it can file an appeal. Based on the approved EER, SKVC takes one of the following accreditation decisions:

- **Accreditation granted for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points), or good (3 points).
- **Accreditation granted for 3 years** if at least one evaluation area is evaluated as satisfactory (2 points).
- **Not accredited** if at least one evaluation area is evaluated as unsatisfactory (1 point).

If the field of study and cycle were **previously accredited for 3 years**, the re-evaluation of the field of study and cycle is initiated no earlier than after 2 years. After the re-evaluation of the field of study and cycle, SKVC takes one of the following decisions regarding the accreditation of the field of study and cycle:

- To be accredited for the remaining term until the next evaluation of the field of study and cycle, but no longer than 4 years, if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).
- To not be accredited, if at least one evaluation area is evaluated as satisfactory (2 points) or unsatisfactory (1 point).

1.2. REVIEW PANEL

The review panel was appointed in accordance with the Reviewer Selection Procedure as approved by the Director of SKVC.

The composition of the review panel was as follows:

1. Panel chair: Prof. dr. Dalia Giedrimienė
2. Academic member: doc. dr. Aiga Švede
3. Academic member: doc. dr. Andžela Šešok
4. Social partner representative: doc. dr. Aurika Vanckavičienė
5. Student representative: Ömer Faruk Sönmez

1.3. SITE VISIT

The site visit was organised on 5 November 2025 onsite.

Meetings with the following members of the staff and stakeholders took place during the site visit:

- Senior management and administrative staff of the faculty(ies);
- Team responsible for preparation of the SER;
- Teaching staff;
- Students;
- Alumni and social stakeholders including employers.

There was no need for translation, and the meetings were conducted in English.

1.4. BACKGROUND OF THE REVIEW

Overview of the HEI

St. Ignatius of Loyola College (hereinafter – ILC) is a non-state Catholic higher education institution, registered on 2 March 2010 and operating as a public institution. The ILC was established by the Archdiocese of Kaunas, the Lithuanian Jesuit Province and JsC Ortopedijos klinika. In 2011, the College was accredited to conduct studies by the Order of the Minister of Education and Science of the Republic of Lithuania No. V-918. The College currently offers 8 professional bachelor's degree programmes in Emergency Medical Aid, Orthopaedic Technology, Beauty Therapy, Hospitality Management, Culinary Arts, Social Work, Pastoral Care, and Image Design.

Overview of the study field

The ILC offers first-cycle study programmes in the field of Medical Technology: Emergency Medical Aid (hereafter – EMA) and Orthopaedic Technology (hereafter – OT). Both study programmes managed by the Department of Health Sciences and Technology.

These study programmes align with the ILC strategic objective to promote innovation and interdisciplinary collaboration in healthcare. Close partnership with social partners and emergency medical services enable strong integration of academic studies with clinical practice, ensuring graduates acquire the clinical competencies needed to address current patient care challenges. Guided by Christian values and the Ignatian Pedagogical Paradigm, the ILC prepares professionals who integrate effectively into the labour market and contribute to societal well-being.

Both, EMA and OT study programmes, classified under the Medical Technology (G09) field, contribute to the Lithuanian higher education system by preparing qualified emergency paramedics and orthopaedic technologists.

Both lead to a Professional Bachelor’s degree in Health Sciences, meeting European standards and competency requirements for professional practice.

Previous external evaluations

The external assessment of the ILK two study programmes in the field of Medical Technologies: Orthopaedic Technology and Emergency Medical Aid was conducted by an international experts on *3 December, 2021.* Due to the coronavirus pandemic, the site visit was conducted online using video conferencing tools (Zoom). The evaluation covered two study programmes in the field of Medical Technologies: Orthopaedic Technology and Emergency Medical Aid. It was given positive evaluation. One of the evaluated areas – *Links between science (art) and studies* were rated as satisfactory. Based on these findings, the study field was accredited for a period of three years.

Documents and information used in the review

The following documents and/or information have been requested/provided by the HEI before or during the site visit:

- Self-evaluation report and its annexes
- Final theses list
- Aditional documents provided on request by panel experts:

- Description of the procedure for the certification and competition for positions of teachers and research (applied research and professional art) employees at st. ignatius of loyola college;
- List of teachers (appendix 3);
- Description of the procedure for preparing and defending final theses (projects);
- St. Ignatius Loyola College courses descriptions (Specialised resuscitation, Biomechanics of prosthetic orthosis, Anatomy – physiology);
- Description of the work remuneration procedure at St. Ignatius of Loyola College;
- Description of the procedure for assessing the compliance of St. Ignatius College with research ethics;
- Detailed results of the formal evaluation of the outputs (scientific works) of scientific research published by colleges in 2022–2024;

Additional sources of information used by the review panel:

The following additional sources of information have been used by the review panel:

- Information from the ILK website;

II. STUDY PROGRAMMES IN THE FIELD

First cycle/LTQF 6

Title of the study programme	**Orthopaedic Technology**	**Emergency Medical Care**
State code	6531GX009	6531GX010
Type of study (college/university)	College	College
Study cycle	First cycle	First cycle
Mode of study (full time/part time) and nominal duration (in years)	Full-time (3 years)	Full-time (3 years)
Workload in ECTS	180	180
Award (degree and/or professional qualification)	Professional Bachelor of Health Sciences	Professional Bachelor of Health Sciences
Language of instruction	Lithuanian	Lithuanian
Admission requirements	Secondary	Secondary
First registration date	2011	2015
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)		

III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS

The **first cycle** of the medical technology field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points*
1.	Study aims, learning outcomes and curriculum	3
2.	Links between scientific (or artistic) research and higher education	3
3.	Student admission and support	4
4.	Teaching and learning, student assessment, and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Quality assurance and public information	3
	Total:	25

*

1 (unsatisfactory) - the area does not meet the minimum requirements, there are substantial shortcomings that hinder the implementation of the programmes in the field.
2 (satisfactory) - the area meets the minimum requirements, but there are substantial shortcomings that need to be eliminated.
3 (good) - the area is being developed systematically, without any substantial shortcomings.
4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings.
5 (exceptional) - the area is evaluated exceptionally well in the national context and internationally.

IV. STUDY FIELD ANALYSIS

AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM

1.1.	Programmes are aligned with the country's economic and societal needs and the strategy of the HEI

FACTUAL SITUATION

St. Ignatius of Loyola College is delivering two first-cycle study programmes in the field of medical technology – Emergency Medical Aid (EMA) and Orthopedic Technology (OT) – both of which directly meet the needs of the national healthcare system. The aim of the EMA programme is to train qualified emergency paramedic care specialists who are able to independently provide essential medical assistance in various situations, especially in extreme situations. The aim of the OT programme is to train specialists who are able to design, manufacture, adjust and evaluate orthopaedic technical products according to the individual patient needs, able to work in a team, consult patients and their relatives, also to advise other healthcare professionals on the maintenance and use of orthopaedic technical devices. Both programmes are interdisciplinary, combine academic and practical training, align with national and international standards, and strategically address forecasted national healthcare workforce needs.

There is a sustained demand for specialists from both study programmes in the Lithuanian and wider European labor market. According to the SER, all graduates are employed in positions corresponding to their qualifications, and any as 80% of ambulance service managers cite a shortage of staff. Upon graduation, students acquire the competencies required for immediate entry into professional practice. Social partners have confirmed that graduates are well prepared for professional activity and stated their demand in the labor market. Stakeholders confirmed that the holistic approach developed for students in the educational process is a unique value, focused on the person, ensuring dignity and person-centered care through medical competence. Therefore, these specialists are particularly welcome in the labor market.

1.1.1. Programme aims and learning outcomes are aligned with the needs of the society and/or the labour market

The objectives and learning outcomes of the EMA and OT programmes clearly reflect the needs of society and the labour market and are fully aligned with the ILC mission, vision and strategic objectives. The EMA programme is one of only three in Lithuania, while the OT programme is the sole higher education pathway for orthopaedic technologists in the country. The learning outcomes clearly reflect not only the technical and clinical competences required in healthcare but also values-based, interpersonal skills, ensuring graduates are prepared for innovative and socially responsible practice. Continued cooperation with social partners and innovation in teaching and learning are expected to maintain the programmes' strong relevance and attractiveness in the higher education area. The aims and learning outcomes are defined in terms of both the academic content and professional requirements for Professional Bachelor's level studies.

1.1.2. Programme aims and learning outcomes are aligned with the HEI's mission, goals, and strategy

Both programmes integrate practical training relevant to the requirements of the industry and healthcare sector with value-based education based on the Ignatian pedagogical paradigm. They meet the national demand for qualified professionals, promote social responsibility and equip graduates with the skills needed for innovative, person-centred healthcare practice.

Stakeholders and social partners confirmed that the integration of the IPP principles (responsibility, reflection, empathy, service) into the study programs is clearly visible in the program outcomes. Graduates of the program are able to ethically solve professional issues, collaborate, and take responsibility for the consequences of their actions. They confirmed that this is the uniqueness of students of these programs. Christian values are the basis of the entire pedagogical paradigm of St. Ignatius, which are successfully integrated into the EM and OT study process, aiming to foster a spirit of community, the values of lecturers, students and other staff.

ANALYSIS AND CONCLUSION (regarding 1.1.)

Evaluating the information provided by SER and what was learned during the on-site visit the aims and learning outcomes of the EMA and OT programmes are relevant to societal and labour market needs, stakeholder input, and direct alignment with national healthcare priorities. OT program as such is delivered in Lithuania only ILC. The learning outcomes are comprehensive, encompassing values-based competencies essential in the healthcare environment. They are aligned with the Ignatian Pedagogical Paradigm – responsibility, reflection, empathy, and charity – which are integrated into the content and value orientation of the study programmes. This strengthens the uniqueness and distinctiveness of both programmes.

1.2.	Programmes comply with legal requirements, while curriculum design, curriculum, teaching/learning and assessment methods enable students to achieve study aims and learning outcomes

FACTUAL SITUATION

1.2.1. Programmes comply with legal requirements

The EMA and OT programs is developed and implemented in accordance with the legal acts of the Republic of Lithuania and the internal documents of the College, the European Standards and Guidelines for Quality Assurance and the European Qualifications Framework for the European Higher Education Area. The programmes' structure, curriculum, volume in credits, learning outcomes comply with national documents: the Law on Science and Studies of the Republic of Lithuania, the General Requirements for the Implementation of Studies, and the specific Descriptor of the Study Field of Medical Technology. Learning outcomes of each study cycle are described in terms of the following structural parts: *knowledge and its application, research skills, specific competences, social skills and personal skills.* It is confirmed that the volume of the curriculum meets the minimum requirements set out in the General Requirements for the Conduct of Studies (Table 2).

According to the SER the volumes, structure and content of both study programmes delivered at the institution in the Medical Technology study field is 180 credits with 30 credits per semester (total 6 semesters). For both programmes, 150 ECTS are used to accomplish the study results of the study field, 15 ECTS for general college education subjects, 15 ECTS for electives, 30 ECTS dedicated to interships and 9 credits for bachelor's thesis. These programmes belong to the field of study of Medical Technology (G09) and correspond to level 6 of the European Qualifications Framework.

1.2.2. Programme aims, learning outcomes, teaching/learning and assessment methods are aligned

According to the SER the learning outcomes are comprehensive and well-structured, covering 5 groups of competencies that students consistently achieving during the study process: Knowledge and its application; Research; Specific competences; Social skills; Personal skills. In the OT and EMA programmes each competence category consist of 3 learning outcomes.

However for more consistence coherence between the study objectives, competencies groups and subjects outcomes at EMA and OT study programmes it recommended to integrate numering system (example - EMA study programme : first competence group 1. Knowledge and its application, are

related with study autcomes: 1.1. Knows the basics of human anatomy, physiology and pathological processes in the human body; 1.2. Understands how to apply basic knowledge of the medical, biological and social sciences to the use of modern medical and information technologies; how to plan, organise and deliver personal health care services in accordance with legal documents, based on the theoretical knowledge acquired and clinical skills developed; 1.3. Analyses the quality of personal health care with a view to improving emergency care activities, using national and international documents governing professional practice. Numered study outcomes using the same number shoud be included into the subject description.

Overall, coherence between study programme outcomes and subjects is insufficient and recommended to be corrected (Table 1, Annex 3). It was noticed in additionaly provided subjects descriptions examples. For example in subject description - *Anathomy and physiology* – included only 2 study outcomes. Recommended that study subjects with a 3 ECTS should be designed to achieve more than two learning outcomes of the study programme. For example the subject – *Specialised resuscitation* in EMA programm.

As stated in the SER, lecturers ensure that subject-specific outcomes contribute to achieving the overall programme learning outcomes. Nevertheless, presenting programme and subject outcomes in a more structured format would better demonstrate the alignment between them.

The clearly defined workload structure — at least 30% independent work, 30% contact work (including distance learning), and 40% direct work with lecturers and internship supervisors — ensures a balanced integration of theoretical knowledge, practical skills, and self-directed learning.

Teaching methods are adapted to the content, the principles of the Ignatian Pedagogical Paradigm (IPP), and each learning context, whether practical, problem-based, or project-based. The teaching process involves simulations-based scenarios, practical classes, problem-based study methods performance and each student is required to complete practical assignments until passed for acceptant level.

1.2.3. Curriculum ensures consistent development of student competences

The content of study sujects is directly linked to the intended outcomes delivered through teaching methods that matched to learning objectives. The integration of the Ignatian Pedagogical Paradigm (IPP) — emphasising responsibility, reflection, empathy, and service — is not only philosophical but systematically integrated within teaching strategies. The subjects are focused on knowledge, critical thinking, problem solving, team skills, communication, and professional skills. Totality and sequency of study subjects and clinical practices enable students to reach study outcomes and gain required competences for a professional bachelor degree of the field and cycle of studies.
However, a courses related to Proffesional Ethics and Hybryd-Lab learning could be included in the future. Also during the visit, students and graduates of the Orthopedic Technology study program expressed the wish that subjects on the design and production of orthopedic footwear be included in the study program.

1.2.4. Opportunities for students to personalise curriculum according to their personal learning goals and intended learning outcomes are ensured

The ILC provides a clear and regulated framework for students to individualise their study process in line with personal learning objectives and intended learning outcomes. Students can apply for Recognition of competences acquired through non-formal learning expands opportunities for independent study and supports lifelong learning principles. The procedure for implementing an individualised study plan is clear defined in SER and based on ILC documents. It allows personalise study flexibility for various legitimate reasons, including elective subject selection, participation in academic exchange or R&D projects, combining studies with work or family commitments, health issues, and transfers between programmes or institutions.

This structured individualisation ensures that any modifications remain aligned with programme learning outcomes and maintain academic standards — practical activities are mandatory and cannot be substituted. This was confirmed during meetings with students and graduates.

1.2.5. Final theses (applied projects) comply with the requirements for the field and cycle

The final theses prepared within the EMA and OT programmes fully comply with the requirements of the Medical Technology study field descriptor and the collegiate bachelor's degree (EQF level 6) cycle and are regulated by a Descriptor of Preparation and Defence Procedure of the Final Theses. The topics of the final theses are related to the specific study program and the specific field of professional activity in EMA and OT sectors.
The evaluation criteria comprehensively address content, methodology, practical applicability, and the student's ability to present and defend their work. The use of plagiarism detection software (Turnitin) adds an additional layer of quality and integrity assurance.
However, more attention to bioethical requirements according Bologna declaration are highly recommended.
As indicated in the SER and confirmed during the meetings, the majority of bachelor thesis topics are relevant. Nevertheless, SER Appendix 5 reveals that many of EMA programme final theses concentrate primarily on knowledge of specific cases or conditions, rather than analysing a broader, innovative perspective. In EMA programme is a visible shortage of topics exploring the implementation and practical application of new medical technologies in emergency medical care. The scope and research component of the final thesis should fully comply with methodological requirements. There is also a lack of publication of final theses.

ANALYSIS AND CONCLUSION (regarding 1.2.)

The first cycle OT and SMP study programmes are in compliance with the legal requirements.
The evaluation process and assessment methods, are clear and well defines. Students have the opportunity to appeal throught established and transparent procedures. The study process is organized with consideration of individual student needs. There is a clear procedure for the recognition of competences acquired through non-formal means.

The study process consistently applies the principles of IPP, student experience, reflection, action and self-evaluation, which form the basis for personal and academic development.

The preparation and defence of final theses are carried out in accordance with ILK approved „Regulations for the Preparation and Defence of Final Theses". However, the description for the procedures for obtaining Bioethics Committee approval for final theses should be included.

The EMA and OT programmes study outcomes (SER, p. annex. are set out in programmes descroptions and the study subjects outcomes are set out in to the each subject description. Athought coherence between study programme outcomes and subjects is insufficient clear and recommended to be corrected.

AREA 1: CONCLUSIONS

AREA 1	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally	Exceptional - 5 Exceptionally well nationally and internationally

		shortcomings to be eliminated		without any shortcomings	without any shortcomings
First cycle			3		

COMMENDATIONS

1. Christian values underpin the St. Ignatius pedagogical paradigm, fostering community spirit and guiding both teachers and students. These values are integrated into the OT and SMP programme;
2. The programme aligns with the institution's mission, objectives, and strategy, and reflects the principles of lifelong learning;
3. Opportunities are provided to individualise the study programme according to personal learning goals.

RECOMMENDATIONS

To address shortcomings

1. In the EMA and OT programmes subjects' descriptions recommended include independent work task with the assessment criteria.
2. Integrate simulation-based learning methods and integrate hybrid-lab activities into the curriculum.

For further improvement

1. The hours for simulation based training should be allocated in the descriptions of all specialized EMA and OT programmes subjects.
2. It is recommended that the OT study program review the list of subjects and include subjects in orthopedic footwear production technology.
3. It is recommended to choose the topics of the final thesis more specific and relevant to the field of medical technology with a deeper analysis of technological processes with practical applicability.

AREA 2: LINKS BETWEEN SCIENTIFIC (OR ARTISTIC) RESEARCH AND HIGHER EDUCATION

2.1.	Higher education integrates the latest developments in scientific (or artistic) research and technology and enables students to develop skills for scientific (or artistic) research

FACTUAL SITUATION

2.1.1. Research within the field of study is at a sufficient level

ILC has approved directions of R&D activities (2021-2025) and the strategic priorities for 2025-2030, focusing on the following areas: public health, rehabilitation, and aesthetic well-being; the development of social and educational innovations; the promotion of human dignity, quality of life, and professional identity; and the use of digital technologies in applied research. The ILC R&D performance index, as measured by the Research Council of Lithuania methodology, has increased from 8 (2021) to 24.91 (2023). Between 2022 and 2024, 45 scientific publications were produced,

15 of which were in the field of health sciences. The articles were published in both international and national journals.
The following areas of scientific development have been developed for 2022-2026: 1) the development of innovative orthopaedic devices and their impact on rehabilitation treatment (research projects on the treatment of diabetic foot, hallux valgus pathology or post-breast removal surgery); 2) research on the applicability of artificial intelligence for the diagnosis of flat feet; 3) materials science research, 4) research on the quality of emergency medical services; 5) research on the quality of first aid services through the development of new algorithms and the improvement of emergency management models.

2.1.2. Curriculum is linked to the latest developments in science, art, and technology

Scientific output has been steadily increasing: 2 publications in OT were produced in 2022; 6 in OT in 2023; and 8 in 2024 (6 in OT and 2 in EMA). In 2023, the OT study programme integrated the results of a study on the impact of assistive devices on the quality of life of elderlies, and in 2024-2025 continued the research on the impact of orthopaedic devices on the quality of life of individuals, with a particular focus on the efficacy of treatment of the diabetic foot and on the use of partial foot amputation and foot diagnostic tests with Artificial Intelligence (AI).

2.1.3. Opportunities for students to engage in research are consistent with the cycle

From 2022 to 2025, students were actively involved in research projects on orthopaedic technologies, diagnostic methods, AI applications in healthcare, and smart prosthesis development. Their participation included co-authoring scientific publications with lecturers, presenting at international conferences, and preparing final theses in response to sector and social partner needs. In 2024–2025, more than 40 students locally and internationally took part in the “Student Applied Research” conferences, with 15 peer-reviewed papers published, including six by OT and EMA students. Student engagement is supported through opportunities to contribute to funded research proposals, industry-relevant projects, and integration of R&D results into modules and practice assignments.

ANALYSIS AND CONCLUSION (regarding 2.1.)

The ILC consistently develops applied research and experimental development activities that are closely aligned with the content of its Health Sciences study programmes (OT and SMP) and with regional and national development needs. Research directions are strategically defined, funded, and implemented through close collaboration with social partners and interdisciplinary teams. Measurable progress is evident–the R&D performance index has more than tripled (2021–2023), funding has significantly increased, and a substantial number of scientific publications have been produced in recognised national and international journals.
Although research results are systematically integrated into study subjects, practical assignments and final theses, and the topics address real professional and societal needs, it is recommended to increase the number of publications in peer-reviewed journals, especially in the field of medical technology research.

It is also important to prepare a detailed Research and development plan for the Department of Medical Technology, which would clearly define priority research areas and ensure the active participation of both EMA and OT students and lecturers.

AREA 2: CONCLUSIONS

AREA 2	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements,	Good - 3 Meets the requirements, but there are	Very good - 4 Very well nationally and	Exceptional - 5 Exceptionally well nationally

		but there are substantial shortcomings to be eliminated	shortcomings to be eliminated	internationally without any shortcomings	and internationally without any shortcomings
First cycle			3		

COMMENDATIONS

1. Scientific research and experimental development are integrated into study modules, practical assignments and final theses, ensuring compatibility with professional practice and societal needs;
2. Growth in research activity and funding between 2021–2024 demonstrates effective research development;
3. Strong collaboration with social partners, industry and healthcare institutions support research projects and enhance practical impact.

RECOMMENDATIONS

To address shortcomings

1. Increase the number of publications in peer-reviewed journals, particularly in scientific topics related to the field of medical technology studies.

For further improvement

1. To developed Medical technology depertment Research and Development plan, outlining priority research areas, invoving EMA and OT students and lecturers
2. Actively promote interdisciplinary and cross-field research collaborations between faculty and students;
3. Develop the integration of international sholars into existing research groups and the scientific themes developed under the EMA and OT programmes

AREA 3: STUDENT ADMISSION AND SUPPORT

3.1.	Student selection and admission is in line with the learning outcomes

FACTUAL SITUATION

3.1.1. Student selection and admission criteria and procedures are adequate and transparent

The admission procedure at the ILC is carried out by the Statute of the College, the Description of the Study Procedures and the Admission Rules. Admission to studies in the field of Medical Technology at the ILK is carried out through the LAMA BPO system or directly through the Unimetis system. The Student Admission Rules are approved each year by the Director of the College, published on the College's website, social networks, magazines, presented at events and exhibitions and on the LAMA BPO website.

3.1.2. Recognition of foreign qualifications, periods of study, and prior learning (established provisions and procedures)

The ILC has clearly defined procedures for the recognition of foreign qualifications, part-time studies, and prior non-formal and self-learning, which include the assessment of competences, procedures for their crediting and the basis for decision-making. Competences acquired through non-formal or self-learning are recognised in accordance with the Procedures for the Assessment and Recognition of Competences Acquired in Non-formal Adult Education. The SER indicates that during the Evaluation Period (2022–2024), 5 students of the Emergency Medicine Program and 6 students of Orthopedic Technology were transferred to the higher course, whose competencies acquired in their professional activities were recognized.

ANALYSIS AND CONCLUSION (regarding 3.1.)

The selection and admission criteria for students are appropriate for the study programmes and the admission process related information is presented in a variety of ways and available for applicants. While the current student numbers are sufficient, it is important to continue developing and implementing a targeted student recruitment strategy to sustain and strengthen enrolment in the future. The SER states that the competitive score at the College is calculated in accordance with the order of the Minister of Education, Science and Sports of the Republic of Lithuania. The minimum competitive score for admission to state-funded and non-funded study places at the College has changed over time: in 2021 it was 2.5, in 2022 and 2023 the score was increased to 4.3. In 2024 it returns to the 2.5 point limit. However, the methodology for calculating the competitive score should be clarified, especially for places not funded by the state.
Accordong SER the 2024 admission scores (SF – 7.38; SNF – 4.20) together with stable student numbers reflect the high quality of applicants and demand.
During the visit was found out well-established recognition of non-formal, and informal competencies, thereby supporting progression and learning achievement. It was also confirmed by alumni and students.During the period (2022–2024), the procedures for the recognition and application of prior non-formal and informal learning are ensured properly and regulated in the College's internal documents: Description of the Crediting of Learning Outcomes and Academic Credit Recognition Procedure. The SER states that no more than 40% of the entire study program can be credited, but it is very important to ensure that the student has sufficient clinical skills and competencies when crediting such a large part of the program.

3.2.	There is an effective student support system enabling students to maximise their learning progress

FACTUAL SITUATION

3.2.1. Opportunities for student academic mobility are ensured

Academic mobility is provided through the Erasmus+ programme with higher education institutions in Latvia, Belgium, Turkey and Ukraine. This network provides opportunities for students to participate in international studies, internships, short-term trips, and joint academic initiatives.
The ILC also supports mobility when activities take place outside the European Union and are not covered by the Erasmus+, it is funded from privite ILC funds. During the evaluation period (2022-2024) outgoing exchange students OT – 4 students, EMA – 5 students; Incoming exchange students OT – 2, EMA - 4 students.

3.2.2. Academic, financial, social, psychological, and personal support provided to students is relevant, adequate, and effective

The students support system at ILC is based on Ignatian pedagogical principles, particularly *cura personalis* – individual care fore ach person‘s holistic development. Students support is oriented toward fostering growth in academic, personal, social and spiritual dimensions.
Academic support is provided through individual tutoring, methodological support, a mentoring system. Financial support includes incentive and social grants, targeted allowances and the possibility of tuition fee reductions or deferrals on a case-by-case basis. Students participating in national and international competitions or representing the College receive institutional financial support. During the evaluation period, 16 students in Medical Technology received one-off merit-based scholarships. Psychological support is provided, individual study schedules are facilitated, and students with special needs are given equal opportunities to learn, socialize, and engage in the community. The personal support part is implemented by promoting community and active participation. Students are involved in the cultural, social and spiritual activities of the ILC (summer camps, retreats, pilgrimages, volunteering comains, etc.) The ILC chaplain and pastoral coordinators provide spiritual support and assistance.

3.2.3. Higher education information and student counselling are sufficient

Students are provided with timely and easily accessible information about study organisation, programme requirements, and available opportunities. This information is disseminated through various channels and delivered by the Study Programme Coordinator, Study Programme Supervisor, lecturers, the Department of Studies, Erasmus+ coordinators. The ILC appoints a programme curator to support students in integrating into the academic community, as well as an internship supervisor to provide guidance on international internship opportunities. Students have access to subscriptionbased databases and publications, with technical support from the IT specialist for digital tools and information systems. Learning materials and relevant information are also available via the Moodle platform.

ANALYSIS AND CONCLUSION (regarding 3.2.)

In the SER it is stated that the development of academic mobility is strategically integrated into the College's activity plans. The 2021–2025 strategic development guidelines provide for a consistent increase in student mobility - from 10 to 30 percent of all students, by 2025. However, in 2022 and 2024, this indicator was partially achieved. Student mobility was limited due to the geopolitical situation in Ukraine, where the ILC has cooperation partners. This limitation has temporarily reduced opportunities for international exchange and collaboration for students. Despite that, very important to expande cooperation networks and actively seek new international partners to strengthen student mobility initiatives.
Academic support, one of the most important types of support, is ensured through individual tutoring, methodological assistance, a mentoring system, the services of the Future Career Centre, and the activities of study curators. Financial support measures consist of incentive-based and social scholarships, targeted financial allowances, and individualized arrangements for tuition fee reductions or deferrals. During the assessment period, 16 students in the field of Medical Technology were awarded and received one-time merit-based scholarships in recognition of their academic achievements. For ILC students social and psychological support is based on creating a safe, respectful environment. Sufficient academic, financial, social, and psychological assistance is

provided to students, but much more publicity should be given on the website or in other places where and in what form this support is available to students and how to take advantage of these opportunities.

AREA 3: CONCLUSIONS

AREA 3	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle				4	

COMMENDATIONS

1. The College has established a clear procedure for the recognition of competences acquired through non-formal learning and effectively organises a student-centred, individualised study process.
2. An efficient, open-access system is in place that allows students to use the infrastructure and equipment of other faculties for their study needs.
3. The College offers a holistic student support system covering academic, social, financial, and personal well-being, supported by counselling and mentoring services that promote student integration and help address challenges.
4. The College's education is grounded in the Ignatian pedagogical paradigm, emphasizing respect for the individual, community building, and care for students (*cura personalis*), while strengthening a personalized approach and values-based development.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. To develop student mobility and to expand international cooperation networks and actively seek new international partners.
2. Develop and continuously enhance a strategy to attract students to the EMA and OT study programs by promoting the professions and their career prospects.
3. To strengthen the cooperation with schools and the alumni network.

AREA 4: TEACHING AND LEARNING, STUDENT ASSESSMENT, AND GRADUATE EMPLOYMENT

4.1.	Students are prepared for independent professional activity

FACTUAL SITUATION

4.1.1. Teaching and learning address the needs of students and enable them to achieve intended learning outcomes

The study structure meets all the legal requirements for the first cycle of the professional bachelor's degree: 3 years, 180 ECTS credits, and is conducted as a full-time study programme. The study programme applies teaching and learning methods comprising contact work (lectures, workshops, seminars, laboratory work, consultations), independent learning, and theoretical and practical training.
Traditional methods are combined with educational methods based on Ignatian pedagogical principles to facilitate students' mastery of the core subject matter and to encourage them to become actively involved in the learning process. The Ignatian pedagogical principles comprise five stages of education (contextual awareness, personal experience, reflection, action and evaluation) which help not only to acquire knowledge but also to understand its meaning, apply it to real-life situations, and develop a responsible, ethical and mature personality. Reflection plays an important role in the learning process, allowing students to consciously evaluate their learning experience and its impact on their professional development. Students are involved in experiential activities, simulations, research and project work, discussions and interdisciplinary activities

4.1.2. Access to higher education for socially vulnerable groups and students with individual needs is ensured.

The most important principle guiding the organisation of the study process is cura personalis: focusing on each student as a unique individual. The College's work is based on the principles of inclusiveness, dignity and social justice and it consistently implements practical measures to overcome potential barriers to study.
ILC infrasructura is adapted for students with mobility, regėjimo. ILC provides psychological , spiritual and financial supports. If needed each student with special needs is assigned a mentor to help them find their way around the premises, coordinate their movements and provide the necessary assistance during their studies.

ANALYSIS AND CONCLUSION (regarding 4.1.)

The teaching and learning process at ILC effectively responds to students' needs through personalised support, flexible delivery, labour-market-aligned competencies, and continuous quality enhancement. The methods in place enable students to achieve intended learning outcomes, both within their professional field and in the development of essential general competences. The integration of Ignatian pedagogy further enhances student personal growth, ethical maturity, and readiness for professional practice.

4.2.	There is an effective and transparent system for student assessment, progress monitoring, and assuring academic integrity

FACTUAL SITUATION

4.2.1. Monitoring of learning progress and feedback to students to promote self-assessment and learning progress planning is systematic

The Study Field Committees coordinate the monitoring of student progress and study quality assurance processes, summarise feedback from students, lecturers, employers and alumni, make

suggestions for updating the content of studies, prepare self-evaluations and help prepare for external evaluations, and are not only data-driven, but also have a value-based orientation towards the human person and their development. Feedback to students is provided as an ongoing element of the study process. Lecturers use formative assessment, reflective assignments, individual interviews to gather feedback, and invite students to evaluate their achievements, highlight areas for improvement and plan further progress. Learning diaries, case studies and self-assessment methods are frequently used during internships to enhance students' self-directed learning and sense of responsibility for their own progress.

4.2.2. Graduate employability and career are monitored

The College monitors graduate employment and careers systematically, combining national (Education Management Information System (EMIS)) and internal (graduate and employer surveys) data. In 2024, more than half (7 out of 11) of the graduates are employed as orthopaedic technologists, most of them in JsC Ortopedijos Technika and JsC Pirmas Zingsnis. Others have temporarily chosen another career path for personal reasons or are on parental leave. Employer surveys show a strong demand for orthopaedic technologists: 22 out of 27 companies reported a shortage of these professionals. This encourages the College to work more actively with the sector, involving employers in practical training processes and building long-term partnerships. In the light of the analysis, the College aims to maintain a graduate employability rate of at least 58%, through data-driven solutions, curriculum renewal and closer links with the labour market.

4.2.3. Policies to ensure academic integrity, tolerance, and non-discrimination are implemented

All teaching staff and students are aknowledge and sighns Code of Academic Ethics. Each student signs an integrity declaration. Cooperation between students and lecturers is based on the Guidelines for Quality Teaching and Learning. Education at the College is based on a Christian worldview and Jesuit educational principles, which foster an environment that is person-centred, respectful of others and fosters communion. At ILC egsist Corruption Prevention Programme 2020-2025, which aims to reduce corruption risk factors and strengthen the culture of integrity in studies, applied research, practices and other activities. An anonymous survey of students and staff conducted in 2024 showed that 92% of respondents feel safe and positive about the College's efforts to ensure a culture of respect

4.2.4. Procedures for submitting and processing appeals and complaints are effective

Appeals and complaints from students at the College are dealt with in accordance with the Description of the Procedure for Handling Student Appeals and Complaints of the College, which sets out the procedures for receiving and dealing with appeals and complaints, making decisions and providing responses on the matters in question. These procedures ensure transparency, the protection of students' rights and the quality management of the study process The SER indicates that during the evaluation period of 2022–2024, one formal student appeal regarding the evaluation of the exam was submitted in the medical technology direction. The appeal was considered by a formed committee, and the student was given the opportunity to retake the exam.

ANALYSIS AND CONCLUSION (regarding 4.2.)

The ILC maintains a clear, value-driven policy on academic integrity, tolerance, and non-discrimination, which is embedded in daily practices and fosters a safe, inclusive, and respectful study environment for the entire College community. The appeals and complaints system is well-structured, transparent, and effectively implemented, ensuring the protection of students’ rights while contributing to the continuous improvement of study quality.

AREA 4: CONCLUSIONS

AREA 4	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle				4	

COMMENDATIONS

1. Collaboration with employers and social partners ensures study programmes are aligned with labour market demands, preparing graduates for independent professional practice;
2. Personalised, and constructive feedback enables students to assess their achievements, identify areas for improvement, and plan their learning progress effectively;
3. EMA and OT programs deliver sufficient level and quality of practical training to ensure high level of students' employability.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. To enhance innovative teaching methods, including the use of digital, simulation-based tools;
2. Expand and diversify social partnerships by integrating professional societies as active partners in the management of the study process and in CPD activities;
3. Encourage part-time and full-time lecturers to engage more in applied research, publications, and conference participation, linking these outputs to EMA and OT programmes development.

AREA 5: TEACHING STAFF

5.1.	Teaching staff is adequate to achieve learning outcomes

FACTUAL SITUATION

5.1.1. The number, qualification, and competence (scientific, didactic, professional) of teaching staff is sufficient to achieve learning outcomes

According the SER the number of lecturers in EMA and OT programmes is sufficient to ensure the quality of studies and to provide opportunities to meet the study needs of students. According to the SER one lecturer was responsible for approximately 2,15 students in 2022, approximately 2,13 students in 2023, and approximately 2,14 students in 2024. Lecturer to students ratio (p. 34) creates favourable conditions for individualized work with students and the development of high-quality practical skills. 29% of the lecturers have a doctoral degree (exceeding the established minimum requirement of 10%), all lecturers teaching general subjects have at least a Master's degree. Furthermore, 100% of the lecturers possess at least 3 years of practical work experience in their subject areas, and all internships' supervisors hold the required higher education qualifications. The College has 29% of full-time lecturers in the Medical Technology Study Field (11 out of 37). In order to strengthen R&D activities, part of the workload for full-time lecturers is allocated not only to teaching but also to R&D activities.
SER notes that for some lecturers the College is not their main place of work – they work in other healthcare or related institutions. Such activities enrich the study program with relevant knowledge, modern practices, and market trends.

ANALYSIS AND CONCLUSION (regarding 5.1.)

The teaching staff for the EMA and OT programmes is sufficient, with qualifications and clinical internship experience fully meeting legal requirements. However, almost all lecturers delivering specialised EMA and OT programme courses are employed par-time, and many have limited involvement in research activities. It is very important- to strengthen the core of full-time faculty members and to develop their participation in R&D activities.

5.2.	Teaching staff is ensured opportunities to develop competences, and they are periodically evaluated

FACTUAL SITUATION

5.2.1. Opportunities for academic mobility of teaching staff are ensured

In SER stated that Academic mobility of lecturers is one of the key priorities of the College, ensuring the growth of the quality of studies, international visibility and the professional development of staff. During the visit, lecturers confirmed that they have access to mobility funding and are encouraged to propose new partnerships and destinations under Erasmus+.
During the evaluation period (2022-2024), the College spent EUR 57,000 on international academic visits of lecturers in the field of medical technology studies and plans to increase these expenses by 15% annually. Despite the College's support and promotion of international activities, the mobility of lecturers during the analyzed period is insufficient (6 visits of lecturers from the EMA program and only 1 international visit of lecturers from the OT program, table 8). The international visits were organised to three countries: Latvia, Ukraine and Turkey.

5.2.2. Opportunities for the development of the teaching staff are ensured

Following a previous programme evaluation and expert conclusions, the College has introduced a mixed teaching model. It allocates part of its staff time to teaching and the other part to R&D activities.

Currently, 29% of full-time teaching staff work under this model. This solution helps to balance academic and scientific work, promotes research and development activity, and reduces excessive administrative workload. The College's aim remains to strengthen the core of full-time faculty members and to develop their participation in applied research, projects and the academic community of the institution. This targeted development of the potential of the teaching staff is important for the longterm growth in the quality of studies and the integration of knowledge creation into the study process.

ANALYSIS AND CONCLUSION (regarding 5.2.)

While teaching staff academic mobility is encouraged and supported, participation during the evaluation period has not been active, particularly among lecturers of the OT study programme. It is therefore recommended to expand the number of Erasmus+ agreements for EMA and OT programme teaching staff. The international visits were organised only to three countries: Latvia, Ukraine and Turkey.

During the evaluation period, various training courses and seminars were organized for teachers to improve the quality of teaching. Training and professional development are included in the annual plans of the College. The report states that special attention was paid to strengthening the pedagogical skills of medical technology teachers who participated in the training courses "Methodology of coursework and final theses", "Holistic approach to the person in the educational process", "Management of medical devices production", "Methodology of medical device risk management", "Methodology of clinical assessment of medical devices", "Methodology of medical device maintenance" and English language courses. This was also confirmed during the meeting with the teachers.

AREA 5: CONCLUSIONS

AREA 5	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle				4	

COMMENDATIONS

1. The majority of lecturers are highly experienced professionals in their fields;
2. 29% of Medical technology faculty members work full-time, exceeding the Lithuanian college average (28%), and some of them are involved in Research and development activities;

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. To involve lecturers more actively in scientific and/or applied projects, promoting the development of a research culture and its integration into the EMA and OT programmes study process;

2. Encourage specialised subject lecturers in the EMA and OT programmes to take up fulltime positions at the College and to increase their engagement in scientific research and the publication of articles, particularly in -peerreviewed -journals;
3. Enhance the competences of lecturers in carrying out Research and development projects and research;
4. In the future, academic mobility should remain a priority area.

AREA 6: LEARNING FACILITIES AND RESOURCES

6.1.	Facilities, informational and financial resources are sufficient and enable achieving learning outcomes

FACTUAL SITUATION

6.1.1. Facilities, informational and financial resources are adequate and sufficient for an effective learning process

ILC provides a sufficient and welladapted material base for EMA and OT study programmes, including modern, -wellequipped facilities, -up-todate technology, and sustainable funding. Studies are conducted in two premises, with auditoriums equipped with projectors, smartboards, computerised workstations, and ergonomic furniture. Students have access to general and specialised engineering software on both College and personal devices. Practical training is organised within the College and with external partners: EMA students train in the Lithuanian Emergency Medical Service and private medical institutions using modern equipment, while OT students undertake internships in companies such as SC Ortopedijos technika, JSC Ortopedijos klinika, and at the Emergency and Disaster Medicine Centre of the Ministry of Health of Ukraine. In 2024–2025, 22 orthopaedic technology companies expressed willingness to cooperate, offering internships and employment. Medical technology students also have access to the KTU -MLab. The College Library provides physical and digital resources, including subscription databases (EBSCO, Taylor & Francis, Anatomy.tv), openaccess materials, interlibrary loans, and the Turnitin plagiarism prevention system. In 2024, the library implemented the Alma information system to allow remote access to resources.

6.1.2. There is continuous planning for and upgrading of resources.

The Department of Studies prepares its departmental budget on the basis of the guidance provided by the Accounting Office, the College's Business Plan, the long-term and short-term strategic objectives set, the experience gained and the resources available. integrated into the College's overall annual activity plan and its implementation shall be monitored,. Information on the adequacy of physical and digital resources is regularly collected by the responsible curriculum committees, lecturers and administrators on the basis of student surveys, lecturers' reports and end-of-semester reflections. Feedback from internship supervisors, alumni surveys and evaluations by social partners are also important.

ANALYSIS AND CONCLUSION (regarding 6.1.)

The EMA and OT study programmes have sufficient, welladapted, and modern physical, informational, and financial resources. Systematic planning and regular renewal ensure accessibility, support practical training, integrate innovative technologies, and align resources with labour market and academic community needs. College learning facilities are very well in the national and international context.

AREA 6: CONCLUSIONS

AREA 6	**Unsatisfactory - 1** Does not meet the requirements	**Satisfactory - 2** Meets the requirements, but there are substantial shortcomings to be eliminated	**Good - 3** Meets the requirements, but there are shortcomings to be eliminated	**Very good - 4** Very well nationally and internationally without any shortcomings	**Exceptional - 5** Exceptionally well nationally and internationally without any shortcomings

First cycle				4	

COMMENDATIONS

1. The ILC ensures a modern, wellequipped, and accessible study environment for EMA and OT -programmes students;
2. Continuous investment in infrastructure, technology, and learning resources demonstrate a strong commitment to sustainability and quality improvement;
3. Strong partnerships with healthcare institutions and industry provide students with valuable, realworld internship and employment opportunities.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. Expand the use of innovative tools such as AI-based simulations, Hybrid-Lab and digital modelling in both laboratory and practical training to further modernise the learning process;
2. More actively integrate OT programme laboratory resources into applied research and student scientific activities;
3. Enhance multidisciplinary cooperation with KTU to strengthen research and development activities in the OT programme.

AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION

7.1.	The development of the field of study is based on an internal quality assurance system involving all stakeholders and continuous monitoring, transparency and public information

FACTUAL SITUATION

7.1.1. Internal quality assurance system for the programmes is effective

In SER stated that the processes of quality assurance of studies are regulated in the main documents of the institution: the Statute, the Study Procedures, the Quality Manual, the Manual of the Feedback Procedure, the Student Admissions Procedure, the Description of the Procedure for the Assessment of the Learning Outcomes, the Regulations on Adaptation, Professional Development and Advancement of Lecturers. The system operates in a coherent manner, focusing on feedback-driven improvement, involving students, lecturers, social partners and employers.

7.1.2. Involvement of stakeholders (students and others) in internal quality assurance is effective

For example, in 2023, new subjects have been integrated into the curricula in response to suggestions from students and social partners: a general Foundation of Philosophy course has been replaced by a Philosophy of Health course, and an introductory course has been added on the Ignatian Pedagogical Paradigm to reinforce value education. In response to employers' expectations for innovative technological solutions, a cooperation agreement was signed with the laboratory of KTU's Mechatronics Institute, on the basis of which OT students were given the opportunity to carry out laboratory work, receive consultations and use modern equipment for R&D activities. The social partners actively participate in Career Days, seminars, international conferences, and training sessions to discuss labour market trends and ways to improve study content.

7.1.3. Information on the programmes, their external evaluation, improvement processes, and outcomes is collected, used and made publicly available

The College systematically collects, analyses, uses, and publicly shares information on study programmes, their evaluation, improvement actions, and outcomes as part of its quality assurance system, following transparency and stakeholder engagement principles. Data is gathered through annual reviews, surveys, progress and career tracking, and course evaluations. Social partners are regularly informed of developments, invited to the Study Field Committee meetings and key results are made public through the Director's annual report.

7.1.4. Student feedback is collected and analysed

The College has a systematic feedback system where student opinions on study quality are collected through anonymous end-of-semester surveys, analysed, and published internally to ensure transparency. Feedback is used to improve programmes, teaching methods, and organisation, and informs strategic planning. 2024 autumn semester results show high satisfaction — over 85% rated study organisation, teaching methods diversity, and material access positively, while 90% highlighted modern technologies and active participation opportunities.

ANALYSIS AND CONCLUSION (regarding 7.1.)

The College's internal quality assurance (QA) system is well-structured, embedded in comprehensive institutional documents (Statute, Study Procedures, Quality Manual, and related regulations), and functions coherently.
Stakeholder involvement has an impact on academic content and delivery. For instance, curriculum changes in 2023 directly addressed student and employer suggestions, replacing general courses

with more field-specific subjects and introducing value-oriented modules such as the Philosophy of Health and Introduction to the Ignatian Pedagogical Paradigm. Collaboration with KTU has expanded learning opportunities for OT students, enabling access to advanced laboratory facilities and modern Research and development equipment — a strong example of linking feedback to concrete enhancements.
The student feedback system is robust, with anonymous semester-end surveys yielding actionable insights. Results are analysed, shared within the academic community, and directly influence study organisation and teaching methods. High satisfaction rates in 2024 confirm that students recognise quality in programme organisation, teaching diversity, and technological integration.

AREA 7: CONCLUSIONS

AREA 7	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle			3		

COMMENDATIONS

1. The positive feedback regarding studies and obtained competencies is expressed by students.
2. The quality management of studies is based on the principles of the Ignatian pedagogical paradigm, which ensures a holistic approach to personal development.
3. Partnerships with social stakeholders are built on trust and social responsibility.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. Continue to invest in and incorporate tools such as AI driven simulations, virtual laboratories into teaching and assessment -methods;

V. SUMMARY

Both Emergency Medical Aid (EMA) and Orthopaedic Technology (OT) programmes at St. Ignatius of Loyola College were given a positive evaluation, with most areas rated Good (3) or Very Good (4). The programmes are distinctive nationally, align well with societal and labour market needs, and are underpinned by the Ignatian Pedagogical Paradigm - responsibility, reflection, empathy and service. Both programmes have high employability rates and strong support from employers. The EMA programme meets urgent national demand for emergency medical professionals, while the OT programme is unique as the only higher education route for orthopaedic technologists in Lithuania.
Exceptional, values-based education: the program's objectives clearly integrate the principles of the Ignatian pedagogical paradigm and Christian values, contributing to the development of ethically aware, person-centered graduates. The programs fully comply with national legal requirements and the standards of level 6 of the European Qualifications Framework, with clearly defined scope, structure and learning outcomes after minor adjustments. Studies offer a balanced combination of theory, practice, and independent work with partially integrated simulation-based training.
Very special that students can personalise their learning path, receive recognition for prior learning, and flexibly combine studies with other commitments. Final theses undergo plagiarism checks and generally address relevant professional topics; however, the research component does not consistently meet bioethical requirements.
ILC's scientific activities are constantly growing and closely linked to the content of the program and national healthcare priorities. The main opportunities for improvement are to expand the list of peer-reviewed publications among faculty members, and to have a systematic research planning in the field of medical technologies especially in interdisciplinary team.
ILC demonstrates strong, transparent admissions and recognition procedures, well – organised support systems, and personalised learning opportunities. The main improvement priorities include expanding international mobility and making support services more visible and accessible to all students. Future improvements should prioritise the systematic integration of modern simulation and digital learning technologies. Priority should also be given to systematically integrating modern simulation and digital learning technologies into curriculum.
The EMA and OT programs employ highly qualified and experienced lectures, but the College should have a strategy to attract more full-time lectures for specialized subjects.
EMA and OT programmes benefit from modern, well-equipped facilities and strong practical training environment: EMA students work in national and private medical institutions and OT students undertake internships with leading orthopaedic companies and international partners.
The college has a consistent quality assurance system, and while student satisfaction is high, further improvement should focus on integrating modern educational technologies into teaching and assessment as well as encouraging faculty engagement in research activities and dissemination.

The expert panel extends its sincere gratitude to the College administration, lecturers, staff, students, graduates, and social partners for their active participation in the study programme evaluation process. We greatly appreciate for your time and effort during meetings as well as the constructive insights and cooperation. Special thanks to the SER working group for the professional preparation of the self-evaluation report, and to the College staff for providing all necessary information, which together ensured a comprehensive and objective assessment.