



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT

STUDY FIELD of Design

at Šv. Ignaco Lojolos kolegija

Expert panel:

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5. **Ms Ignė Astrauskaitė**, *student representative.*

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Study Field Data

Title of the study programme	<i>Image Design</i>
State code	6531PX001
Type of studies	Professional bachelor college studies
Cycle of studies	First cycle studies
Mode of study and duration (in years)	Full-time (3 years)
Credit volume	180
Qualification degree and (or) professional qualification	Professional Bachelor of Arts
Language of instruction	Lithuanian
Minimum education required	Secondary education
Registration date of the study programme	2012-08-24

CONTENTS

I. INTRODUCTION	4
1.1. BACKGROUND OF THE EVALUATION PROCESS	4
1.2. EXPERT PANEL	5
1.3. GENERAL INFORMATION	5
1.4. BACKGROUND OF DESIGN FIELD STUDIES AT ŠV. IGNACO LOJOLOS KOLEGIJA	6
II. GENERAL ASSESSMENT	7
III. STUDY FIELD ANALYSIS	8
3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM	8
3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES	12
3.3. STUDENT ADMISSION AND SUPPORT	14
3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT	16
3.5. TEACHING STAFF	20
3.6. LEARNING FACILITIES AND RESOURCES	23
3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION	25
IV. RECOMMENDATIONS	28
V. SUMMARY	30

I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluations of study fields in Lithuanian Higher Education Institutions (HEIs) are based on the Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science and Sport on 17 July 2019, Order No. V-835, and are carried out according to the procedure outlined in the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) on 31 December 2019, Order [No. V-149](#).

The evaluation is intended to help higher education institutions constantly improve their study process 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 (SER) prepared by HEI*; 2) *site visit of the expert panel to the HEI*; 3) *production of the external evaluation report (EER) by the expert panel and its publication*; 4) *follow-up activities*.

On the basis of this external evaluation report of the study field, SKVC takes a decision to accredit the study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas is evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of the evaluation areas is evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure as approved by the Director of SKVC on 31 December 2019, [Order No. V-149](#). The site visit to the HEI was conducted by the expert panel on 27 April 2023.

1. **Prof. Dr. José Teunissen** (the Netherlands), panel chair, director of the Amsterdam Fashion Institute (part of Amsterdam University of Applied Sciences), former Dean of the School of Design and Technology at London College of Fashion;
2. **Prof. Julia Kühne** (Germany), panel member – academic, professor at Mainz University of Applied Sciences, Head of the Competence Centre for Innovation in Teaching and Learning;
3. **Ms Ilona Gurjanova** (Estonia), panel member – academic, representative of social partners, design lecturer at Tartu Art College, President at Estonian Association of Designers;
4. **Mr Saulius Valius** (Lithuania), representative of social partners, artist, curator, art director at EKSPOBALTA Ltd.
5. **Ms Ignė Astrauskaitė** (Lithuania), student representative, third-year Professional Bachelor's student of study programme Interior Design at Vilnius College of Technologies and Design.

1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the SER and annexes, the HEI provided the following additional documents before, during and/or after the site visit:

No.	Name of document
1.	Examples of final theses.

1.4. BACKGROUND OF DESIGN FIELD STUDIES AT ŠV. IGNACO LOJOLOS KOLEGIJA

Šv. Ignaco Lojolos kolegija (hereafter, SILK or the College) is a non-governmental higher education institution of the Republic of Lithuania and has two departments: Social Welfare and the Arts, Health Sciences and Technology.

As stakeholders, SILK has the Board and structure consisting of the Director, the Chaplain, deputy directors for spiritual education and science and studies, heads of general affairs, study administration also responsible for quality, development and innovation. SILK has established contacts with social partners, local authorities, the Academic Council and committees of study directions and programmes. Centre for Future Professions, Student Association and Alumni Club are established at SILK.

Currently, the HEI offers 8 first-cycle professional bachelor's study programmes: 1) In the field of tourism and leisure studies: Hospitality Management (since 2014); 2) In the field of social work studies: Social work (since 2013) and Pastoral care (since 2015); 3) In the field of design studies: Image design (since 2012); 4) In the field of medical technology studies: Orthopedic Technology (since 2011) and Emergency Medical Aid (since 2015); 5) In the field of cosmetology: Beauty Therapy (since 2012); In the field of food technology studies: Culinary Arts (since 2017). The study field of Design (study programme Image Design) was started at the Department of Social Welfare on 2012 September 1st. After 2016 September 21st the study programme was assigned to the Department of Social Welfare and Arts (henceforth, the Department) (SER, p. 6). SILK seeks to harmonise the actual needs of society with St. Ignatius educational paradigm with the hope to participate more actively in the community creating processes.

As the main goal of the programme, the HEI declares a task to prepare an image design specialist who bases one's activities on Christian values and is able not only to research and create a coherent image based on the principles of internal and external harmony and the development trends of creative industries but also to be responsible for the future development of society. The created image should be innovative and adapted to the needs of the individual.

It is important to mention that, in carrying out its mission, SILK seeks to harmonise the needs of society with St. Ignatius' educational paradigm. It also aims to foster a sense of community between graduates and society.

II. GENERAL ASSESSMENT

The *first cycle* of *Design* study field at Šv. Ignaco Lojolos kolegija is given a **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	3
2.	Links between science (art) and studies	3
3.	Student admission and support	3
4.	Teaching and learning, student performance and graduate employment	3
5.	Teaching staff	3
6.	Learning facilities and resources	3
7.	Study quality management and public information	3
Total:		21

*1 (unsatisfactory) - the area does not meet the minimum requirements, there are fundamental shortcomings that prevent the implementation of the field studies.

2 (satisfactory) - the area meets the minimum requirements, and there are fundamental shortcomings that need to be eliminated.

3 (good) - the area is being developed systematically, without any fundamental shortcomings.

4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings;

5 (excellent) - the area is evaluated exceptionally well in the national context and internationally.

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of society and/or the labour market

Design study field and first cycle at SILK educates the students with the right skills to enter the labour market, with a focus on practical skills in combination with artistic creation resulting in a highly qualified professional who meets the requirements of the labour market and is able to compete on a market.

Image Design studies are focused on the combination of theoretical and practical training processes, which leads towards graduates who are able to think critically, understand the principles of sustainability and an ecological approach to the environment, are able to collect and interpret data and convey information resulting in “have good lifelong learning skill” (SER, p. 8).

The uniqueness of SILK’s programme is its Christian values and holistic approach to personality. “The studies provide conditions and create an environment that helps to develop a free and responsible personality, who strives for professional and general competences, is able to conduct applied research, communicates and cooperates in an interdisciplinary team, and plans its activities taking into account the changing environment.” (SER, p. 8) The main goal of the study programme is to enable students to think critically, to be able to work as a team and to create innovative and sustainable solutions for the projects. In addition, SILK tries to embed professional ethics, social and Christian values in the process of professional practice.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

The mission of SILK is based on St. Ignatius' pedagogical paradigm as a method of education and activity of a Jesuit educational and scientific institution. The College aims to focus on the one hand on academic and professional subjects, and on the other hand on spiritual growth in order to develop critical and creative thinking according to Christian values in both their professional and personal lives. Students who have completed the Image Design programme, are able to think creatively and critically, they have practical and entrepreneurial skills, international and public experience, and contribute to the promotion of cultural, social and economic progress both in central and remote cities.

For 2021-2025 SILK is executing a Strategic Plan that is focusing on 1) qualitative development of studies; the aim to deliver high-quality Higher Education that is relevant for its time including

sustainability, digitalisation etc.; 2) the development of applied research in art and science for each study program with a focus on innovations and regional collaboration; 3) development of material and financial resources: the right and up to date digital equipment and advanced library access; 4) personnel developments; to conduct studies that integrate science and business under the guidance of the Jesuit educational paradigm of St. Ignatius. For Image Design the study programme provides practical activities, enabling the student to operate in the chosen field of creative industries, to create and develop a business; 5) implementation of the quality management system: for the Image Design study programme, the quality assurance of studies is based on SILK's quality system (PCDA cyclus), data of systematically conducted research, inclusion of all interested parties (students, lecturers, administration, graduates, employers, social partners, etc.) in the processes of evaluating and improving the quality of studies, with a clear and transparent division of responsibility, to ensure the quality of a favourable environment in the process of improvement.

The panel was impressed by how well the spiritual mission and vision of SILK were worked out in the mission and vision translated into relevant societal challenges. However, the practical work and final theses were less innovative and socially engaged than the panel had expected based on the mission and vision. The study methods meet the needs and expectations of the students and are in line with the needs of the labour market. Though the experts questioned the suitability of the Image Design discipline (which in English has a different meaning) under a religiously oriented institution while there are other design disciplines like social design, inclusive design, healthcare design etc which could be closer to the aims of the Loyola College.

3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements

The HEI declared in the SER (p. 15), that “The study plan of the image design study program presented in Annex 1 is prepared and developed based on the Law of the Republic of Lithuania on Science and Studies (April 30, 2009 No. XI-242; Consolidated version 2018-06-19), the Minister of Education, Science and Sports of the Republic of Lithuania 2021 July 19 order no. V-1298 “On the Minister of Education and Science of 2016 December 1 order no. V-1075 “Regarding the amendment of the list of study fields and groups of fields according to which studies are conducted in higher education institutions, the procedure for its change, the structure of qualification degrees and the approval of the principles for creating the names of study programs. .” The study programme’s compliance and consistency of the structure meet the requirements of legal acts.

Table No. 1. *Design study field compliance to general requirements for first cycle study programmes of College level (professional bachelor).*

Criteria	General legal requirements	In the Programmes
Scope of the programme in ECTS	180, 210 or 240 ECTS	180 ECTS

ECTS for the study field	No less than 120 ECTS	165 ECTS
ECTS for studies specified by College or optional studies	No more than 120 ECTS	15 ECTS
ECTS for internship	No less than 30 ECTS	30 ECTS
ECTS for final thesis (project)	No less than 9 ECTS	9 ECTS
Practical training and other practice placements	No less than one-third of the programme	35%
Contact hours	No less than 20 % of learning	30%

3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes

Taking into account the study goals, the expected study results and the general and special competencies necessary for an image design specialist, various active and passive study methods are applied in the study process. Subject topics correspond to subject objectives that are aligned with the study objective and outcomes. Subject topics are detailed and provide conditions for achieving study results, reveal the relevance of the study content, and strong interdisciplinary connections.

Consultation hours for individual subject topics are allocated taking into account the individual needs of students. Subject lecturers choose study methods according to the specifics of the taught subject and subject results: analysis of documents and other sources of information, analysis of cases, examples and practical activities, seminars, problem discussions, research activities, evaluation of problematic situations, activity modelling, planning, organisation, reflection, creative and practical work, film discussion, educational trips, etc. A lot of attention is paid to individual work. The essential criterion for achieving the results of the study subject is the number of hours of contact and independent work. The annual student survey "Assessment of students' attitude towards the quality of studies" carried out by the College reveals that most students positively evaluate the assessment and study methods used in the study process and the study methods implemented in the online mode.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competencies of students

The Image Design study programme is designed to ensure that the study goals and expected results are achieved within the specified time period. The subjects are comprehensive, complement each other and are arranged in a specific sequence based on principles such as directionality, practical unity and uniformity of studies. The aim is to develop creative and spatial thinking, technical skills, communicative and artistic abilities, as well as to provide

practical professional training. The programme ends with a professional bachelor's thesis, and students are encouraged to choose relevant and modern topics for their final theses.

The content of the programme is based on the latest scientific and technological achievements, and the skills of scientific research work are formed during theoretical and practical activities. The structure of the programme corresponds to the Design direction and the first degree programme, and theoretical and practical activities are consistently combined to ensure the harmony of the study goals, results, learning, and assessment methods. The study plan is also arranged based on several principles, including the principle of directionality, practical unity, uniformity of studies, transferability of competencies, and appropriateness. These principles ensure that the subjects are arranged in a way that forms sufficient knowledge and abilities in individual areas of image design activities and that the sequence is based on the correlation, integration, and continuity of the expected study results.

Based on the description in the SER and confirmed during site-visit, it seems that the Image Design study programme is designed in a way that ensures the consistent development of students' competencies. The programme is structured sequentially, with subjects and topics that do not repeat. The study content is designed to achieve the study goals and expected results within the stipulated period, with comprehensive and complementary subjects that ensure the comprehensive achievement of the objectives.

Close collaborations with international partner institutions (e.g., in Latvia) give students the opportunity to develop their competencies in an international context as well. The special approach with a strong integration of Jesuit philosophy in this programme also offers students the opportunity to strive for a human-centred, socially oriented design practice.

During the site visit, the Commission met a committed teaching staff and the spiritual approach was impressively clear. However, there are doubts as to whether the outcomes of the graduates and the careers they pursue are in line with the College's and the HEI's claim to provide a university-based design education. The Commission's proposal is therefore to make the philosophical approach more explicit in the outcomes of Image Design graduates and to train designers who are critically educated and who use their profession to make important contributions to a humane society. Then it will become a unique programme in national design education that is also internationally attractive.

Overall, the programme appears to be well designed, with a clear structure and principles that ensure the consistent development of students' competencies in the field of image design.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes

SILK has formal documentation for Colleges in place, to enable students to personalise their studies according to their competence levels and knowledge gained in past learning experiences by applying for an individualised study/learning plan. The College has quite a few

older students, which makes their learning attitude different. Due to the close relationship with the teachers, they can share their insights and reflections, to which the teachers react quickly and try to introduce changes. However, the College lacks some options for individualisation of studies because apart from the formal procedure for submitting individualised study plans and free elective courses, there appear to be no other opportunities.

3.1.7. Evaluation of compliance of final theses with the field and cycle requirements

SILK stressed the importance of the presentation of final works (final thesis/art project) which shows most of the competencies acquired by the student during the study period, coming together in the creation of an art project, in combination with a theoretical research paper, which provides the context of the topic, describes creative ideas, used methods and special technologies. Some final works/art projects are publicly exhibited.

For the evaluation of final works, a 5-member qualification committee is organised, in which at least one member should be from an external organisation. All requirements for the final assessment and preparation of the final project meets necessary requirements provided in the description of the procedure for the preparation and defence of final theses (projects).

The evaluation of the final work fully meets the requirements of the field direction and cycle. There is a good balance of final theses in theory and practical work, where attention is given not only to practical skills but also to creativity and the individuality of the artist.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Strong mission and vision of the College.
2. Unique spiritual approach based on ethical values with a focus on sustainability and innovation.

(2) Weaknesses:

1. A narrow and conventional scope on Image design, which is not aligned with the HEI's spiritual mission and vision.
2. The higher education aspirations of the programme are not fully reflected in the career choices of graduates. These are corresponding more to professional training and less to a BA study in the field of Design.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

SILK carries out research and experimental development activities in the assessed field of study. From 2018 to 2022, the College produced research articles in international scientific journals, books and conference proceedings on the peculiarities of the creative industries, business and innovation ecosystems, lecturer and professional leadership, ethical implementation, communication and language nuances, image building, creativity and game techniques.

There is also a network and collaboration with external partner HEIs. In the field of image design, the College has established international cooperation relations with the University of Deusto (Spain), Istanbul Aydin University (Turkey), Polytechnic of Leiria (Portugal), Bogomolov Image Design School (Latvia), and the Latvian Christian Academy. There is also a collaboration with local theatres, creative industries and companies. The science and artistic practice is in line with the HEI standards.

3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology

The study content responds to the latest scientific achievements and the needs of business and society. The strong integration of Jesuit philosophy puts an emphasis on a human-centred, socially-oriented approach in design, which makes SILK unique and could be stressed more. Overall, the link between the content of studies and the latest developments in science, art and technology is implemented and visible in research and final theses but not convincingly in the practical, artistic work.

Lecturers are actively cooperating with the College's (inter)national partners through participation in conferences, training, seminars and other joint activities, then transferring their knowledge and skills to theoretical and practical classes.

3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle

The College “aims to strengthen the link between science, art and studies by helping students to gain unique knowledge and skills, and by involving lecturers in research with students to create a unique and rich educational environment. In the study process, the student's skills are developed to get to know the environment and the phenomena taking place in it, to evaluate them in the context of their value constructs. Students are encouraged to develop art projects that develop a chosen topic and anticipate the results of the research” (SER, p. 30-31). Students are encouraged to participate in applied science and art activities with external partners (SER, p. 31). “Lecturers place a strong emphasis on reflecting on the student experience to provide feedback” (SER, p. 31). Students are encouraged to engage with applied research by receiving information about the opportunity to write scientific articles, present reports, and participate

in international conferences. By participating in scientific-practical conferences, students get acquainted with the latest achievements in vocational training, rehabilitation and other sciences, as well as current issues in practical activities. Lecturers of study subjects seek and create conditions for the incorporation of these activities into the study process. Students have the opportunity to participate in different training opportunities and seminars, sometimes these seminars are conducted by foreign teachers. According to the panel, students' access to research and artistic practice is consistent and meets the standards.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Integration of the Jesuit Philosophy in art and science related to design is unique.
2. Final theses and research themes.

(2) Weaknesses:

No weaknesses were identified in this evaluation area.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

Students selection and admission to the Image Design study programme goes through a competition organised by LAMA BPO and the College. Information about the admission of students to the University is published on the website of the College. The requirements for admission to the study programmes are justified and approved by the order of the Director, and are published on the school's website and on the LAMA BPO website. On top of that, extra efforts are made to prepare special promotional leaflets and to organise meetings with students as well as participate in specialised study exhibitions, fairs and open days of the College.

Applicants for the Image Design study programme have to pass an entrance exam, which consists of two parts - drawing and composition. The main purpose of the entrance exam is to test and assess the professional skills and artistic abilities of the applicants. Applicants also can receive additional points during the Institutional Admission for the values listed in a separate chapter. A strong point of SILK, mentioned in the SER (p. 35), is that a substantial part of the students who choose Image Design studies are usually already active in the creative industries and, therefore, are more motivated to pursue higher education and develop their personal skills.

3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application

SILK has an adequate procedure in place, Description of Procedures for Assessment and Recognition of Competences Acquired in Non-Formal Adult Education, for the recognition of competencies acquired by non-formal and informal education of students. Based on the evidence of acquired competencies, they are assessed and credited. All students who have acquired competencies via a formal higher education or vocational training institutes are able to credit the competencies via the Academic Council following the rules in the Description of the procedure at St. Ignatius Loyola University of Applied Sciences and the Procedure for the Recognition and crediting of vocational training credits.

3.3.3. Evaluation of conditions for ensuring academic mobility of students

SILK offers several opportunities to ensure students' academic mobility. The main focus of academic mobility is the Erasmus+ programme which offers both students and lecturers an opportunity to participate in foreign exchange programmes. The College also partially funds international activities for students that are no longer eligible for Erasmus+ so that they can represent the College in international competitions. An additional incentive for students to participate in the Erasmus+ programme is a one-off scholarship which is paid to well-educated students that decide to participate in the programme in a high-income country; this incentive is mainly targeted to support students financially. All the information regarding the importance, benefits and experiences of other students is available on SILK's official website. The College also organises seminars to inform students of the requirements and procedures needed to apply for international mobility programmes. SILK also organises shorter visits to foreign higher education institutions to develop international relations.

In summary, the College prepares short exchange programmes for all students, which is a unique feature of this College but from the students' feedback there appears to be a lack of students using mobility programmes, thus, it would be useful to further encourage them to go for internships or a semester of studies on their own.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

SILK takes multiple measures to provide students with academic, financial, social, psychological and personal support. The College provides easily accessible and timely study information through tools such as Moodle and MS Office 365. Lecturers and other College staff meet with students periodically to discuss both issues that occur during studies and possible career opportunities. Lecturers also spend a designated number of hours consulting students on topics related to their studies, the consultations are offered both remotely and in person. Students are also encouraged to participate in community activities such as volunteering, competitions, contests and similar. SILK also encourages students to apply for social scholarships and other financial benefits that they are eligible for. One opportunity is especially worth noting is a one-off scholarship granted to students that excelled in their activities. The College also provides psychological and spiritual counselling to students, which is provided by the staff.

In summary, the College provides different financial support to students in need and since the College does not teach a large group of students, everyone has close relationships which helps solve some of the social and academic problems. However, even though the SER mentions that there is psychological support in the College, during the meetings it was noticed that students do not know about it. Therefore, it is very important to inform students about it and encourage them to seek support and contact specialists for personal or psychological problems. Although it was mentioned that students have meetings with a priest, a professional psychologist should still be considered to better support student needs.

3.3.5 Evaluation of the sufficiency of study information and student counselling

SILK takes several steps to ensure that students have sufficient study information and counselling. During the introductory study week, first-year students are introduced to study procedures, opportunities to study abroad under the Erasmus+ programme, Student Representation, information about library resources, study equipment, etc. Curators help students get to know the academic community, consult on the relevant study, learning and social issues, and help to solve issues related to the study process. Teachers introduce the study programme and the main tasks that they will have to perform. Necessary consultations are provided directly or remotely.

In summary, students receive all the necessary information from the teachers at the beginning of the academic year, and this information is also placed on their website where students can have access to it at any time.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Applicants are already active in the creative industries.
2. Mobility options are good, especially short-term mobilities.

(2) Weaknesses:

1. A lack of students using mobility programmes.
2. Unawareness of psychological support for students with problems and issues.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

The Image Design study programme offers flexible study formats and methods, including face-to-face and remote learning, consultations, practical training, and learning according to an individual plan. The COVID-19 pandemic has led to the need for new teaching methods and achievement assessment techniques. With the active support of the IT specialists and administration staff, the programme successfully switched to virtual learning platforms, and the study process continued without interruption (SER, p. 42).

The teaching in the Image Design programme is based on interdisciplinary links between design, information, technological and artistic subjects, and a variety of study methods, including passive, active, and interactive methods (SER, p. 42). The programme applies specific design study methods, such as reviewing works, analysing exhibitions, and participating in group and individual exhibitions and creative workshops. The programme aims to prepare an image design specialist with specialised knowledge, critical and creative thinking, who is able to organise the implementation of an art project independently and respond to changes and trends in the design and fashion industry. The teaching and assessment methods are presented in the description of each study subject, and the evaluation system is based on the principles of validity, reliability, clarity, usefulness, and impartiality. The studies of each module are concluded with an exam or project assessment. Students' achievements are evaluated by assigning them to the excellent, typical, or threshold level of study achievements. The programme aims to encourage students to open themselves up to growth through five stages - context, experience, reflection, action, and evaluation and aims to prepare students with specialised knowledge and the ability to work independently and respond to changes and trends in the design and fashion industry (SER, p. 42).

Based on the information provided, the teaching and learning process in the Image Design study programme takes into account the needs of the students and enables them to achieve the intended learning outcomes. The teaching and assessment methods are presented in the description of each study subject, and students are introduced to them during the first lecture of a specific study subject.

3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs

The programme includes measures to ensure access to study for vulnerable groups and students with special needs. One of these measures is the implementation of an individual study plan, which is regulated by an order of the Director. This plan is designed to meet the specific needs of students with special needs and to enable them to pursue their studies effectively.

In order to remove financial barriers and promote equal access to education, vulnerable groups are exempted from paying the registration fee. This exemption ensures that these groups have equal opportunities to enrol and participate in the programme.

In order to address transportation challenges, parking facilities are provided for vulnerable students near the campus. This provision aims to make commuting more convenient and to remove transport barriers that could hinder their access to education.

Mentoring is also offered to vulnerable students throughout their studies. The mentor serves as a guide and provides support to help these students navigate the academic environment and overcome any challenges they may face. Financial support for the mentor is provided on the basis of the scholarship awarding procedure.

In the case of international mobility activities, vulnerable students have access to mixed (physical and virtual) mobility options. This means that they can participate in study abroad programmes or exchanges either physically or through virtual platforms. In addition, these students receive additional funding from the ERASMUS+ programme to support their participation in such activities.

These measures reflect the programme's commitment to inclusiveness and ensuring equal opportunities for vulnerable groups and students with special needs. By offering individualised study plans, waiving enrolment fees, providing parking facilities, offering mentoring and providing additional funding for mobility, the programme aims to create an environment in which all students can pursue their education and succeed in their studies.

During the visit, it was emphasised several times that there is a very friendly and open interaction between teachers and students. Problems can be addressed directly. The special philosophy of the College also has a very positive effect on the relationship between students and teachers and the administration.

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

Twice a year students' study progress is monitored and the data is submitted in the Unimetis study processes and data management system. Lecturers, the head of the study programme and the head of the department are monitoring the data of the taught lessons. Based on the analysis a progress/improvement plan is compiled for every individual student. Feedback is gathered systematically through surveys of a study module and study quality, survey of lecturers, survey of social partners and are reviewed at least once a year by the study programme department and the study programme committee which determines the areas of improvement. The Academic Council analyses the proposals for improving study progress and makes relevant decisions. During the visit, the panel noticed that the level of the practical output was not up to HEI standards. We recommend better implementing the feedback of the teachers.

3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field

According to the data in the SER, students' employability rate is high and students feel well prepared for the labour market and equipped to start their own businesses. The first

evaluations of future graduates are obtained from places of professional activities taking place during studies, from which the student's evaluation of professional skills and improvement areas that would facilitate the change of the study process is obtained. However, during the meetings, a considerable difference was noticed between the study programme and the jobs in which graduates are employed. Although the Image design study programme prepares a wide range of designers, a large number of alumni are working in jobs not related to image creation. Therefore, this issue should be taken into consideration for the further development of the study programme.

3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination

The basic norms of professional ethics and human behaviour of the SILK academic community are regulated in the code of academic ethics of the University of Applied Sciences which establishes the main value principles of academic activity and the provisions of ethical academic behaviour. The code defines the general ethical and academic ethics norms, the ethics of scientific research activities (SER, p. 48). New employees and students are signing the employment/study contracts, are introduced to the Code and separately sign their agreement to comply with the norms of this Code. The College has also approved a corruption prevention programme for 2020-2025 for studies, applied research, internships, informal education, etc (SER, p. 48). The implementation of the Code is carried out by the Ethics Committee guided by St. Ignatius Loyola Ethics Committee's Work Regulations. During the Covid-19 pandemic, the College ensured academic ethics in the virtual space environment were respected based on the guidelines of the Office of the Controller of Academic Ethics and Procedures of the Republic of Lithuania (2020) (SER, p. 48). According to the panel the policies of academic integrity, tolerance and non-discrimination are meeting the standard.

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

At the College, student appeals are considered according to the description of the procedure for handling student appeals and complaints, approved by the Director, which determines the procedure by which student appeals and complaints are accepted and considered, decisions are made and answers are provided in relation to the issues under consideration.

Proposals for the improvement of academic integrity and corruption prevention measures are submitted anonymously through the request forms provided on the school's website. Conflicts are avoided by preventive measures: talking to students and lecturers, promptly responding to problems expressed by students, and providing lecturers with recommendations for the study process. Student appeals and complaints are accepted and considered. Due to the small size of the programme, the complaints arrive very quickly to the decision makers.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Very open, informal and inclusive engagement and interaction with students.

(2) Weaknesses:

1. Graduates not employed in the field of studies or artistic high-level image design roles or businesses.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

The Image Design study programme at the College has a dedicated team of highly qualified and experienced lecturers. They engage in professional art and research activities related to the subjects they teach, which are showcased through exhibitions, performances, and competitions in Lithuania and abroad. The lecturers are active members of various associations and societies, demonstrating their commitment to professional development.

With qualifications ranging from master's degrees to doctorates, the lecturers' expertise aligns with the requirements of legal regulations. Some of them are recognised artists in their respective fields. The programme emphasises equal opportunities, with a majority of women lecturers, reflecting the prevailing trend in pedagogical roles.

New lecturers are recruited based on their research and development capabilities to foster synergies between science and business. Many lecturers also hold part-time positions at other institutions, and the College provides flexible scheduling to accommodate their contributions.

The number of lecturers teaching design subjects has increased to meet the growing number of students. The workload distribution ensures that the study results can be achieved effectively. The need for lecturers is determined based on approved study plans, considering the subjects and the number of students. Lecturers are compensated for their contact and non-contact work with students, as well as their methodological work, applied science activities, and professional art endeavours. The College provides training to facilitate the integration of new lecturers and follows St. Ignatius Loyola's pedagogical paradigm and guidelines for quality teaching and learning.

The lecturers are being reviewed through anonymous student questionnaires, which contribute to their professional development. The College also emphasises intercultural, methodological, and didactic competencies by collaborating with international partner institutions.

In conclusion, the Image Design study programme benefits from a team of highly qualified and diverse lecturers who actively contribute to the field through their professional activities. But as there are only freelance teachers, there may be differences in quality and commitment. On the one hand, the employment of practitioners guarantees good contact with the needs of the market and many impulses from the applied sector. On the other hand, there is a need for a permanent teaching staff to develop the study programme in perspective and to set the vision for the coming years. The panel still sees room for improvement here. There should be at least a few permanent teachers in primary positions who can guarantee a consistent standard.

3.5.2. Evaluation of conditions for ensuring teaching staff's academic mobility

Between 2018 and 2022, the College implemented Erasmus+ KA103 and KA131 projects, which provided funding for teaching and learning visits for students, as well as academic and administrative staff (SER, p. 36). All lecturers had the opportunity to participate in the Erasmus+ programme. Information about the programme was available on the school's website, and lecturers were actively encouraged to take advantage of academic mobility opportunities through information events and email communication.

The Erasmus+ Coordinator at the College maintained active contact with partner institutions to propose teaching and learning visits, which were then communicated to the lecturers. Lecturers themselves were able to develop new contacts and establish collaborations with foreign institutions.

Lecturers could choose from various educational and research institutions with an Erasmus Charter for their teaching and learning visits. These institutions included the University of Deusto (Spain), Leiria Polytechnic Institute (Portugal), Latvian Christian Academy (Latvia), Bogomolov School of Image (Latvia), and Aydin University (Turkey). Additionally, INCOMA (Spain), Euroform RFS (Italy), Shipcon Limassol Limited (Cyprus, Italy, Spain), Guinot Mary Cohr L'academie (France), and Dream SPA Beauty Salon (Cyprus) offered seminars and courses (SER, p. 52).

To attract lecturers, the College participated in schemes organised by the Education Exchange Support Foundation, which provided support for visits by visiting lecturers. These efforts primarily focused on lecturers working in institutions located in countries outside the KA103 programme.

Of course, the COVID-19 pandemic had a significant impact on the foreign activities of the College. Foreign missions were abandoned, and some visits were conducted remotely. Still, during 2020-2022, representatives from institutions like Loyola College of Social Sciences (India) and Indian Social Institute delivered remote presentations at international seminars organised by the College.

Due to the close content-related connection with other Christian colleges, the College can draw on a very well-functioning network. In discussions with teachers, the exchange with the Latvian

Christian Academy (Latvia) in particular was described as very lively and fruitful. This is a special feature that the College could certainly promote even more in order to stand out from the competition with other study programmes in the field of image design and become more attractive for international students and teachers. When selecting international cooperation partners, care must be taken to ensure that they meet the standards and expectations of the HEI and are clearly different from professional training (vocational training).

3.5.3. Evaluation of the conditions to improve the competencies of the teaching staff

The College has implemented a programme to improve the skills of its teaching staff. This programme includes regulated professional development activities focusing on personal, research, language, intercultural, subject and practical competencies. The development plan is updated each semester based on feedback questionnaires from lecturers, ensuring that their specific needs and interests are addressed.

To further develop their skills, lecturers actively participate in conferences, seminars and community meetings. These events provide valuable opportunities to share knowledge and learn from colleagues in the same or different organisations. By interacting with a wide range of professionals, faculty gain fresh perspectives and acquire new teaching methods.

The programme also emphasises the importance of continuous learning and growth. Lecturers are encouraged to take advantage of various resources and opportunities within and outside the College. This includes learning from colleagues working in similar fields, both nationally and internationally. Such collaborations foster a culture of innovation and encourage the sharing of best practices.

Funding and encouragement play a crucial role in motivating teaching faculty to engage in professional development. The programme outlines a clear procedure for the provision of financial support and incentives, ensuring that lecturers are properly recognised for their efforts.

Overall, the programme at SILK provides a structured framework for the continuous improvement of teaching faculty competencies. By addressing specific areas of development, facilitating knowledge sharing and providing financial support, the programme cultivates a dynamic learning environment that enhances the quality of education offered by the university. To further improve the teaching faculty, English language skills should be prioritised.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Highly motivated teachers with extensive practical expertise.
2. Close collaboration with the Jesuit network of schools, that ensures mobility options.
3. A structured framework for continuous improvement of the competencies.

(2) Weaknesses:

1. Lack of full-time teaching staff to guarantee consistency and standards in the study programme.
2. English language skills of staff should be improved.

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process

The field studies described have sufficient physical resources, informational resources, and financial resources to ensure an effective learning process. The College provides well-equipped study premises, including auditoriums, classrooms, creative workshops, and other spaces that meet labour and hygiene standards. These premises vary in size and can accommodate different student groups. They are equipped with study equipment such as computers with internet access, projectors, and audio/video equipment. Additionally, the College has computer-based workstations and video demonstration equipment in classrooms and laboratories.

For practical classes, exhibitions, and galleries, the College uses various spaces, including the University restaurant Arrivée, the IT auditorium at Kaunas School of Information Technologies, the homestead of composer Stasys Šimkus, and the premises of the Applied Practice Beauty Studio and creative workshops. These spaces offer a suitable environment for hands-on learning in the field of image design.

Students have access to technical equipment (cameras, tripods, lights, etc.). This is borrowed from an external provider, which somewhat limits availability to students outside of class hours. Given the limited possibilities of the College and the small group of students, this nevertheless seems to be a viable option.

The College has implemented the distance learning system Moodle and uses tools like BigBlueButton and MS Teams for remote audiovisual lectures. They have a unified computer network using the latest operating systems and applications necessary for work and study. The ManoILK portal serves as a centralised platform for students and lecturers, providing access to study process information and integration with other systems.

The College's library plays a crucial role in creating a favourable study and research environment. It offers access to study books, journals, and methodological materials relevant to image design. The library is a member of the Consortium for the Support and Development of Information Infrastructure for Science and Studies of Lithuanian Academic Libraries (LABIIMSPPK) (SER, p. 57), which allows the integration of information resources into the

common space of Lithuanian science and studies. Subscriptions to databases like EBSCO Publishing and Taylor & Francis provide access to a wide range of scientific materials. The library also provides assistance and training on using databases and search engines for research. During the visit, the panel was able to get an idea of the equipment of the premises and the library and, due to its small size, the library is not a space where students can research or work together, which is a disadvantage.

In terms of finances, the College allocates resources to maintain and update its physical infrastructure, including study premises and computerised workstations. They invest in subscriptions to databases and are committed to supporting information resources through their membership in the consortium.

In summary, the College has the necessary physical resources, sufficient study premises, access to information resources, and financial support to ensure an effective learning process for field studies in the Image Design programme.

3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies

The College demonstrates a structured and comprehensive approach to planning and upgrading resources for field studies. The process is governed by the Procedure for Control over the Establishment and Execution of the Budget, established during a board meeting on July 3, 2016 (SER. p. 58). The College allocates its own and state budget funds to renovate equipment and technical means required for studies in state-funded study places.

Resource planning occurs annually, with evaluations conducted at the end of each year in accordance with the budgeting procedure. Department heads prepare budgets for their respective units, which are then integrated into the College's overall annual operating budget. These budgets are implemented, controlled, and analysed throughout the year, taking into account guidance from the accounting department, future business assumptions, and set long-term and short-term goals.

The College ensures the renewal of technical means, equipment, and other resources for image design studies by utilising its own funds. Plans for resource renewal are developed, taking into consideration the needs and recommendations of lecturers and staff members. Computers, projectors, and other necessary equipment are renewed annually to ensure they align with the requirements of the study programs.

SILK maintains a common network, connecting all computers and providing internet access. It regularly updates its computer network security systems to ensure data protection. Software used in the study process is updated or supplemented every six months. Educational licences are utilised for commercial software, allowing students to access it for free.

The coordination between lecturers responsible for study programmes and the library is essential for the renewal of information resources. The required documents for study

programmes are harmonised with the library, and the analysis of study scientific publications influences the recommendation of purchasing relevant publications. The department heads and study programme curators maintain regular contact with lecturers, involving them in the development of information resource collections. They also suggest purchasing new printed and electronic documents that are pertinent to the studies.

In summary, the College demonstrates appropriate and sufficient resource management for field studies. They effectively allocate funds, involve stakeholders in decision-making processes, ensure network security, regularly update software, and collaborate with the library to acquire relevant study materials. These practices contribute to the operational efficiency and enhancement of the study process, encompassing modernization of premises, access to databases, software, modelling equipment, and case study repositories.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Sufficient resource management.

(2) Weaknesses:

1. Not all equipment is in house (provided by external suppliers).
2. Library is too small to function as a collaborative workspace.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

The College has implemented a management model for study fields and programmes, which enables effective management of the study programme, ensuring the quality of studies supervised by the chairpersons of study programme committees, field committees and department heads. The main responsibility of the Study Program Committee is to coordinate the implementation of the study programme in terms of the study content and to ensure the quality of the study programme. The study quality assurance process includes the active participation of stakeholders (students, graduates, employers, lecturers, administrative staff and the College management) in the study processes, in order to promote a culture of continuous improvement and dialogue.

The external evaluation of study fields, on the basis of which study fields are accredited, is carried out in accordance with the Description of the Procedure for External Evaluation and Accreditation of Studies, Areas of Assessment and Indicators (SER, p. 60). Study activities are recorded and coordinated by the Academic Council, Study Program Committees and Study Field

Committees, the University of Applied Sciences Study Quality Group, study programme managers and departments. The head of Applied Research is responsible for the artistic, scientific and applied research activities of SILK. Description of the Procedure for Improving the Quality, Study quality management decisions and other documents are available in Lithuanian on the website. The panel agreed that the internal quality assurance systems are in place and meeting the standards.

3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance

Periodic surveys about lecturers, graduates, employers, internships etc. are conducted to improve and ensure the quality of studies. Stakeholders are involved in ensuring the quality of studies in 5 different ways: social partners provide proposals on the compliance of the study content with the needs of the market. Secondly, they organise and participate in career education events. Thirdly, they help students find internships and jobs, and, finally, they cooperate in the preparation of final theses. Stakeholders give feedback in assessing the quality of studies, participating in the discussion of the College's activity reports, and participating in the annual meetings for improvement. On the other hand, students' involvement in evaluation of internal quality assurance is through close and frequent communication with the teachers which allows them to speak their mind and contribute their opinion which can lead to changes and influence on development of HEI, but there should be more formal ways for students to contribute their opinions. The involvement of stakeholders is effective and the feedback of social partners is very strong and influences the decisions made in further developments of the College. Though the feedback from the stakeholders is good, in some cases it leads the College in different directions from its main mission. It serves the interests of employers to have offspring of stylists but is the College with a religious bent the right place to raise offspring in the field of external beauty instead of focusing on more serious social issues.

3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes

Annual and periodic study analysis made by the College allows for timely identification of study deficiencies and urgent action. The evaluation of teaching and learning in each study subject provides opportunities for lecturers to monitor the quality of their teaching and respond to student suggestions. The results of the discussions followed by the actions that need to be undertaken to improve the quality of teaching are published on the school's website and sent by e-mail to students and teachers, published in public folders and presented at meetings. There is a crisis management plan in place as an integral part of study quality management. Information about studies in the field of Design is well collected, analysed and evaluated in order to ensure continuous self-assessment and improvement of the study process.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

A survey of students about teaching and studying subjects takes place at the end of each semester. Students are asked about the quality of studies and teaching according to the established criteria (organisation of teaching, methods for students to actively participate in studies, clarity of study subject presentation, illustration of study content with examples, clarity and presentation of assessment criteria, feedback to students about their tasks, information in the remote environment Moodle and its compliance with ethical requirements).

The annual student survey „Assessment of students' attitude towards the quality of studies“ carried out at the College reveals that most students positively evaluate the assessment and study methods used in the study process and the study methods implemented in the online mode. According to the students, the methods are effective (85%). Most of the students who participated in the study stated that the study methods meet the needs and expectations of the students.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The involvement of stakeholders is effective and the feedback of social partners is very strong due to the market demand of stylists. It influences the decisions made in further developments of the College.

(2) Weaknesses:

1. More direct involvement of students and other stakeholders in the quality improvement of the programme which should be in accordance with the religious content of the school.

IV. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<ol style="list-style-type: none"> 1. To have a better alignment between Image design and spiritual philosophy. 2. try to enhance the level and concept of the artistic output and excellence of students in order to ensure they find more renowned careers/jobs in line with their HEI education.
Links between science (art) and studies	<ol style="list-style-type: none"> 1. Strengthen the link between the content of studies and the latest developments in science, art and technology by making it visible in the concept and outcomes of the artistic, practical work.
Student admission and support	<ol style="list-style-type: none"> 1. Dedicate psychology support for students with problems. 2. Encourage more students to go on mobility exchange programmes.
Teaching and learning, student performance and graduate employment	<ol style="list-style-type: none"> 1. Graduates should be better guided in their employment journey to find jobs in the field of studies and encouraged to uptake artistic high-level image design roles or start businesses.
Teaching staff	<ol style="list-style-type: none"> 1. Since there are only freelance teachers, care must be taken to ensure that the quality of teaching is consistent and that it is constantly adapted to current developments. A permanent committee for teaching quality, which provides a qualitative framework for freelance teachers, could be a possibility. That could also ensure to level up the quality of the learning outcomes. 2. The College should promote and enhance its strong network with other Christian colleges, especially the exchange with the Latvian Christian Academy. By promoting this, the College can better differentiate itself from competitors in image design programmes, attracting more international students and teachers. It is important to carefully select international partners that align with the College's standards and offer a clear distinction from vocational training programmes. 3. The College should help improve the English language skills of its staff.

<p>Learning facilities and resources</p>	<ol style="list-style-type: none"> 1. more equipment available is recommended. The library would benefit from a collaborative workspace not all equipment in house (external suppliers). 2. library too small to function as a collaborative workspace.
<p>Study quality management and public information</p>	<ol style="list-style-type: none"> 1. more direct involvement of students and other stakeholders in the quality improvement of the program which should be in accordance with the religious content of the school.

V. SUMMARY

SILK holds a strong and (within art&design education) unique mission and vision for the College based on St. Ignatius, an educational approach based on Jesuit educational and scientific principles. Students who have completed the Image Design programme are able to think creatively and critically, have practical and entrepreneurial skills, international and public experience, and contribute to the promotion of cultural, social and economic progress both in central and remote cities. In addition, SILK tries to embed professional ethics, social and Christian values in the process of professional practice. The unique spiritual approach is translated into relevant societal challenges with a focus on sustainability and innovation. However, during the visit, the panel noticed that the practical work was less innovative and socially engaged than the panel had expected. The College holds a narrow and conventional scope on Image design, which is not aligned with the HEI's spiritual mission and vision.

Also, the higher education aspirations of the programme are not fully reflected in the career choices of graduates. These are corresponding more to a professional training level and less to a BA study in the field of Design and therefore could be improved.

The study programme and cycle of study are in line with the legal requirements. They meet the needs and expectations of the students and are in line with the needs of the labour market, although the panel questioned the suitability of the image design discipline (which in English has a different meaning) under a religiously oriented institution while there are other design disciplines like social design, inclusive design, healthcare design etc which could be closer to the aims of the Loyola College and could have more impact on society and societal challenges. The proposal is, therefore, to make the philosophical approach more explicit in the outcomes of Image Design graduates by training designers more explicitly in critical thinking leading to professions that are highly relevant for the humane society and societal change. As a result, it will become a unique programme in national and international design education.

SILK's research and experimental development activities in the field of Image Design meet the requirements. The College holds a substantial network with international HEIs and local social partners, where they exchange knowledge and activities. The latest scientific achievements in the area of business and sustainability are implemented as well as a strong integration of Jesuit philosophy which puts an emphasis on a human-centred, socially-oriented approach in design, which is unique and excellent according to the panel. Students also have access to research and artistic practice activities, with a focus on value constructs which are unique and interesting. Students are encouraged to write scientific articles, present reports, and participate in international conferences.

Regarding student selection and admission to the Image Design study programme, they go through a competition organised by LAMA BPO and the College. Via leaflets, open days, the website and events the study programme is promoted. At the entrance exam professional skills and artistic abilities of the applicants are tested. A strong point of SILK, mentioned in the SER, is that a substantial part of the students who choose Image Design studies are usually already

active in the creative industries and, therefore, highly motivated. The mobility options are good, the panel was impressed by the short-term mobilities but recognised that the uptake of mobility programmes was low. SILK has an adequate procedure in place for the recognition of competencies acquired by non-formal and informal education of students.

Based on the information provided and the visit, the teaching and learning process in the Image Design study programme takes into account the needs of the students and enables them to achieve the intended learning outcomes. SILK has a wide range of measures in place to ensure access to study for vulnerable groups and students with special needs varying from individual study plans to parking facilities and financial support. During the visit, the panel noticed that there is a very friendly and open interaction between teachers and students, where problems can be addressed in an open dialogue. However, the College could benefit from more psychological support for students who deal with mental problems or issues of social safety.

Feedback is gathered systematically through surveys of a study module/subject and study quality survey, survey of lecturers, and survey of social partners and reviewed at least once a year by the study programme department and the study programme committee which determines the areas of improvement. The Academic Council analyses the proposals for improving study progress and makes relevant decisions. SILK has an appropriate policy and procedure in place that handles student appeals and complaints. Due to the small size of the programme, the complaints arrive very quickly to the decision makers.

According to the data in the SER, students' employability rate is high and students feel well-prepared for the labour market and equipped to start their own businesses. However, as mentioned above, during the meetings, a considerable difference was noticed between the study programme and the 'level' of jobs in which graduates are employed. Most graduates are not employed in the field of studies or artistic high-level image design roles or businesses. The discrepancy should be taken into account for the further development of the study programme.

The Image Design programme holds a dedicated teaching staff of highly qualified (ranging from master's degrees to doctorates) and experienced lecturers. They engage in professional art and research activities related to the subjects they teach, which are showcased through exhibitions, performances, and competitions in Lithuania and abroad. The lecturers are active members of various associations and societies, demonstrating their commitment to professional development. New lecturers are recruited based on their research and development capabilities to foster synergies between science and business. The College provides training to facilitate the integration of new lecturers and follows St. Ignatius Loyola's pedagogical paradigm and guidelines for quality teaching and learning. However, during the visit, the panel raised concerns about the lack of full-time teaching staff to guarantee consistency and standards in the programme. Although practitioners guarantee good contact with the needs of the market and many impulses from the applied sector, the College needs a few permanent teaching staff to develop the study programme more critically and strategically and to set the vision for the coming years.

The close content-related connection with other Christian colleges offers SILK an excellent and very well-functioning network. This is a special feature that the College could certainly promote and develop even more in order to make the College distinctive from other study programmes and become more attractive to international students and teachers. The College should be more selective in choosing the right partners making sure they are HEIs and not vocational training schools. SILK provides a very well-structured framework for the continuous improvement of teaching faculty competencies by stimulating specific areas of development, facilitating knowledge sharing and providing financial support, the programme offers a dynamic learning environment. According to the panel, there is one area where staff could be trained more and that is English language skills.

SILK holds the necessary physical resources, sufficient study premises, access to information resources, and financial support to ensure an effective learning process for field studies in the Image Design programme. SILK effectively allocates funds, involves stakeholders in decision-making processes, ensures network security, regularly updates software, and collaborates with the library to acquire relevant study materials. The panel recommended more in-house facilities benefitting the students as well as a collaboration area in the library space.

The College has implemented an adequate management model for study fields and programmes, which enables effective management of the study programme, ensuring the quality of studies supervised by the chairpersons of study programme committees, chairpersons of field committees and department heads. The study quality assurance process includes periodic surveys and active participation of stakeholders in the study processes, in order to promote a culture of continuous improvement and dialogue. The involvement of stakeholders is effective and the feedback of social partners is very strong and influences the decisions made in further developments in the College.

A survey of students about teaching and studying subjects takes place at the end of each semester. More direct involvement of students and other stakeholders than the industry partners could be beneficial to improve the artistic and critical quality of the programme bringing it more in line with the religious content of the school.

Expert panel chairperson signature:
Prof. Dr. José Teunissen