



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Panevėžio kolegijos
**STUDIJŲ PROGRAMOS *GROŽIO TERAPIJA* (valstybinis kodas -
653B95006)**
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *BEAUTY THERAPY* (state code - 653B95006)
STUDY PROGRAMME
at Panevėžys College**

1. **Prof. Dr. Aleksandar Jovanovic (team leader), *academic,***
 2. **Dr. Katarzyna Pytkowska, *academic,***
 3. **Prof. Dr. Janko Zmitek, *academic,***
 4. **Ms. Kristina Letkauskaitė, *representative of social partners,***
 5. **Mr. Benas Gabrielis Urbonavičius, *students' representative.***
- Evaluation coordinator – Ms. Dovilė Stonkutė.**

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Grožio terapija</i>
Valstybinis kodas	653B95006
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Medicina ir sveikata
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Grožio terapijos profesinis bakalauras
Studijų programos įregistravimo data	2012-05-31

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Beauty Therapy</i>
State code	653B95006
Study area	Biomedical Sciences
Study field	Medicine and Health
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Beauty Therapy
Date of registration of the study programme	31st May, 2012

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1	Questionnaire for students (in Lithuanian)
2	Questionnaire for teaching staff (in Lithuanian)
3	Logbook for sterilization (presented during the visit)

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

Panevėžys College (hereinafter – College) is a public institution of higher education established by the Resolution No. 1376, 30-08-2002 of the Government of the Republic of Lithuania Resolution. Its mission is to carry out science and practice based higher education studies, providing students with modern competences with the economic and social value in smart society that determine the success of their professional career. Beauty Therapy (hereinafter – BT) study programme is realized in the Department of Biomedical Sciences along with four other study programmes.

The BT study programme was prepared and submitted for accreditation to the Centre for Quality Assessment in Higher Education in 2012. The programme has been accredited for 3 years by the order of SKVC Director No. SV6–21 dated 31-05-2012.

The first group started its full-time studies on 1st of September, 2012 and graduated from the College in 2015.

1.4. The Review Team

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

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

Evaluation coordinator – Ms. Dovilė Stonkutė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of Beauty Therapy (hereinafter - BT) study programme is to qualify a specialist of beauty therapy, able to provide beauty services independently and in team in health promotion and wellness fields. This goal is, generally in line with level VI LQF. The level 6 of Lithuanian Qualification Framework description includes special professional practice knowledge, the ability of management of the activities and methods, creativeness, and ability to perform in constantly changing environment. The level VI of EQF mentions application of knowledge for generation and maintaining arguments, decision making and solving problems. The aim of the programme as defined above comprises only independent and team work and its relation to the particular fields of work. The authors of SER (p5) themselves emphasized the need for a broader theoretical knowledge from the biomedical sciences and its application, as well as the knowledge from social and technical fields and arts, and also argued that the management position in the beauty business could not be performed without the broader theoretical basis and general competencies. Therefore, the team suggests that the aim of the study programme may include broad medical knowledge, applied research, and general competencies.

The programme has a clear set of competencies, both generic and specific. These are linked to learning outcomes, again, both generic and specific. The programme learning outcomes have been mapped against the requirements of the Lithuanian Description of Qualifications Framework. The programme aims and learning outcomes are appropriate for a course at level 6, a Professional Bachelor's degree. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. Learning outcomes seem to be oriented to classical beauty therapy (manual treatments, make-up, etc.), although SER list contains quite a lot of advanced beauty therapy equipment (dermabrasion, ultrasounds, etc.). However, the same objections regarding the aim may be applied to the learning outcomes of the programme. The first outcome (SER, table 4) concerning the knowledge category is defined as "Graduates will be able to know the assessment criteria and methods of customers' aesthetic

needs and assessment principles of beauty services quality.” The broad theoretical knowledge and its applications should be also mentioned here. Also, communication competencies, ethical evaluation and statements should be mentioned in the section of social skills. Again, analyzing and summarizing the existing and new information and recent developments in the field and incorporating these in the current practice should be put in the section of personal skills. Level VI LQF descriptors also mention the application of broad theoretical knowledge based on the results of new fundamental and applied research or necessary for the introduction of various innovations, organizing the work of the respective staff, the ability to plan activities, to carry out different project activities, the ability to adapt to constant and normally unpredictable changes predetermined by the progress of knowledge and technologies in a specific professional sphere, enhancement and extension of professional knowledge and, following the self-assessment of the activities, enables independent learning (development of cognitive competencies) as required by the changing professional activities (from: B. Jatkauskienė, A. Mockute: Lithuanian National Qualification Framework (Nqf): Differences And Similarities To European Qualification Framework (Eqf) And Government Of The Republic Of Lithuania: Resolution Approving The Description Of The Lithuanian Qualifications Framework No 535,4 May 2010, Vilnius). The learning outcomes should be a bit broader and simply include the categories that are already incorporated into the learning outcomes of the individual courses that comprise the study programme (see below).

The learning outcomes of the individual courses within the study programme are well defined, clear and measurable. They are aligned with specific learning methodologies and assessment methods. The learning and assessment methods are diverse.

The college has consulted widely as part of the programme design process, including developing the programme’s learning outcomes, and has taken account of the views of all relevant stakeholders, including employers, graduates, teachers and students.

All relevant information is publicly available Lithuanian www.panko.lt and www.aikos.lt websites (www.aikos.lt).

2.2. Curriculum design

The programme is implemented as the first study cycle degree awarding programme of biomedical sciences study area, medicine and health field programme. Only full-time study mode is available.

The duration of studies is 3 years (6 terms). The number of course units (subjects) per semester (including practical placements and final work writing) is between 6-7, and the workload is allegedly distributed evenly throughout the semesters with 30 ECTS allocated in each of the semesters, achieving 180 ECTS in total, out of which 15 ECTS for the general college studies subjects, and 144 ECTS for the study field subjects (30 ECTS for practical training, 9 ECTS for final assessment, 21 ECTS for optional subjects, determined by the College). There are 5 general subjects of college studies, 27 subjects of the study field (5 from them are practices) and 7 optional subjects determined by the College. Volume of the subjects varies from 3-12 ECTS – as much as 26 of the subjects are of only 3 ECTS each. The subject of Decorative cosmetic procedures has already been extended from 3 to 6 ECTS according to the students’ suggestions.

Total number of hours for implementation of the study programme is 4800 hours, of which 940 hours (19.6 percent) are allocated for theoretical studies, and 1780 hours (37.1 percent) for practical training, 980 hours (55.1 percent) for practical classes and 800 hours (44.9 percent) for

practices; 2080 hours (43.3 percent) – for students' self-study.

Thus, the volume and structure of the BT study programme meet legal requirements of the legal acts as quoted in the SER, and study subjects are spread evenly, their themes are not repetitive. However, the total number of the subjects as well as the number of small subjects of 3 ECTS is too big. Therefore the programme management team which is aware of the problem should consider to reduce the number of subjects by merging them (e.g. Cytology and Genetics with Anatomy, Physiology and Pathology), also according to the students opinion (they expressed interest in extending the subjects of (practical) psychology (work with problematic customers), anatomy and physiology, cosmetic chemistry (cosmetic sciences) and pedicure. These changes may be done on account of some less important contents, such as injection procedures, biomedical diagnostics, and maybe (also according to students' opinion) by reducing part of the practical training during the internships, as students are of the opinion that internships are less efficient than supervised practical lessons at the College. Students wish more practical lessons at school, but it has to be taken into account carefully not to lose balance between theoretical and practical knowledge and skills. Applied research methodologies should also be adequately incorporated to the curriculum.

The content of subject courses and study methods (theoretical and practical lectures, pair and group work, demonstrations of practical procedures and skills, case analyses, discussions, practical placements etc.) enable to create conditions for the achievement of learning outcomes. Accordingly, the scope of the programme is sufficient to ensure learning outcomes. The descriptions of the subjects are clear and systematic; in general they are in line with the expected achievements of the study programme. But subject descriptions do not reflect the actual evaluation means, since only one mid-term evaluation is planned according to the Study regulation of the College.

There is quite a big emphasis on medicinal/nursing contents in the programme (there are several such subjects, including Medical Body Care Procedures), which could be better used as an advantage of the programme, if more used as a basis of advanced cosmetic procedures. In this respect more attention is recommended to be devoted to cosmetic chemistry (cosmetic science), particularly to the advanced cosmetic products, along with additional advanced apparatus techniques and procedures. The advantage of medicinal/nursing knowledge of the students could also be better used in the Manicure and Pedicure, which should be upgraded from spa pedicure to esthetic/advanced pedicure within the scope of legal regulations with more than 3 ECTS.

More than half of the subject Biochemistry is devoted to biochemical diagnostics, only the rest is biochemistry as such (the name of the subject thus does not reflect its real content). Therefore the team recommends considering whether the biochemical diagnostics is really necessary in such an extent for the beauty therapy study at the expense of lower share of biochemistry as such, and consequently to extend the share of the latter.

In general, the content of the programme reflects the latest achievements in science and technologies - it contains actual topics based on current/recent literature, but can be further improved as stated above. As the research on the beauty therapy field and cosmetic science is weak, almost negligible, its implementation and development would facilitate the teaching staff to be more in touch with current achievements on the subject fields, and would facilitate improvements of the subjects accordingly.

2.3. Teaching staff

The teaching staff meets legal requirements. The number of teachers as well as their qualifications is adequate to ensure learning outcomes. Out of total 31 teachers there are 20 (65 percent) full-time and 11 (35) part-time teachers. 58 percent of teachers have more than 10 years of pedagogical work experience, 71 percent have practical work experience in taught subjects acquired during the last 7 years. Currently 1 professor, 1 associate professor, 20 lecturers and 9 assistants are working in BT study programme, out of them 3 are with PhDs and 1 is a PhD candidate. As stated in the SER the teaching staff of the programme have sufficient qualifications necessary to achieve foreseen learning outcomes, and they constantly update their former practical work experience, keeping close relationship with employers of the town and region, get acquainted with new knowledge and techniques which may have influence on modeling of BT study programme's content. The teachers working in the study programme are members of professional associations and organizations. However, most of the lecturers and assistants of practical cosmetic (beauty therapy) subject have higher (university) education from fields other than health sciences (for example social sciences). The programme management ought to strive towards increasing the level of their education on the corresponding fields, including involvement of the experienced graduates of the subject programme.

Teachers are keen for improvement their knowledge and skills: 84 percent of lecturers wish to improve their professional knowledge most, 62 percent – practical activity, and 42 percent – knowledge of a foreign language. Accordingly, certain measures for professional development were foreseen. Special attention was paid to ability to communicate in foreign language. Intensive courses of English were organized; two different level groups were formed, since 2013 teachers can improve their English in language clubs.

The College creates conditions for the professional development of the teaching staff necessary for the provision of the programme. Activities are planned on annual basis, and approved by the Director of the College on the basis of the Department's proposal. Teachers have equal and fair conditions for professional development, the activities are reimbursed; the College/Department organize some seminars for all teachers, and every teacher can present his own plan for the professional improvement, including participation in scientific conferences, placements and seminars outside the College and Lithuania. Then plans for participation of teachers in the latter activities/events are made, and 5-8 teachers' mobility opportunities were realized annually in the recent years, respectively. They went to Germany, Spain, Cyprus, Netherlands, Belgium, Italy etc. To stimulate international activities, special attention was paid to improve teachers' ability to communicate in foreign language, so courses of English were organized, and since 2013 teachers can perfect their English.

However, despite the formulated strategy for promoting the research work of teachers, the results are insufficient, although numerous research publications are reported in the SER; in fact research activities on the beauty therapy and cosmetic chemistry are weak, almost negligible, partly due to the lack of adequate equipment, knowledge and conditions for research work in the subject area. It is reflected also in an inadequate quality of the research work of the students of the subject study programme (seen from final theses). The Study Programme management should create an action plan, formulate goals and methodology to further improve research activities on the subject fields.

Mobility of the teaching staff should be further stimulated and improved, including mobility among the Lithuanian higher education institutions, active on the subject study field.

Since the study programme has just started only few years ago, there was not significant staff turnover in the previous period.

2.4. Facilities and learning resources

The College's premises for studies are appropriate and their number is enough for the implementation of the study programme. Theoretical lectures take place in a large auditorium (90 workplaces) and 8 classrooms, which can accommodate from 25 to 35 students. Practical classes take place in 14 classes for practical training (12–14 workplaces). In 2012–2014 medicine and health field study programmes training base was developed and 4 specialized educational classrooms were additionally equipped: decorative cosmetics (6 workplaces), cosmetic (6 workplaces) and body treatments (1 workplace), manicure / pedicure (6 workplaces). Sterilization and student dressing room were also equipped. These facilities meet the beauty salon hygiene standards.

The auditoriums are equipped with video demonstration tools – TV sets with video record viewing equipment, multimedia, computers, etc. The range of laboratories, practice suites and other study areas is appropriate for the programme. Classrooms are equipped with (only) basic cosmetic apparatus (electrotherapeutic equipment designed for cosmetic treatments - galvanic, darsonvalization device; ultrasound peeling, ultrasound, microcrystalline dermabrasion, diamond dermabrasion, radio frequency device) and skin diagnostic equipment (diagnostic camera, skin test machine, skin analyzer) for 51 864 EUR. Every year classrooms are provided with teaching aids, allocating on average 4 000 EUR per year.

The equipment should be constantly complemented, as there are some crucial methods/devices which are missing in the list, such as US-cavitation, cryotherapy, IPL, vacuum, pressotherapy, (non-invasive) mesoporation. Equipment for skin analyses should be added, and appropriate conditions for measurements assured. The floor in the classroom for massage should be done in accordance with hygiene regulations.

Practical lessons of studies take place in a college practice base and partly in beauty salons and SPA centers, etc. according to students' needs. Arrangements for student practice placements are in place, and social partners play an active part in this aspect of the programme. Long-term cooperation agreements for students practice are signed with three beauty salons; students chose practice places near their living place, so practice places are located in Panevėžys region (Panevėžys, Biržai, Pasvalys, Anykščiai), beauty and health promotion companies. Students also accomplish practical training in Panevėžys.

There is an adequate access to online databases, which students use. The library is a member of Lithuanian Scientific Library Association (LSLA), so students have a possibility to use subscribed and tested scientific information databases. An integral IS ALEPH 500 of gathering, circulation and cataloguing modules is implemented in the library. The library subscribes these databases: EBSCO PUBLISHING, Taylor & Francis, Emerald Management eJournals Collection, legal acts database LITLEX_INTERNET of the Republic of Lithuania, Vilnius Gediminas Technical University and Mykolas Romeris University collections of electronic books. The College uses Moodle as its online learning environment.

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

2.5. Study process and students' performance assessment

Admission of students to the programme is competitive and based on grades in secondary School maturity exam and annual scores. Admission score is comprised of exam of annual scores of Studijų kokybės vertinimo centras

three main groups of subjects: compulsory (*Biology and Lithuanian language and literature*), alternatively selected (*Mathematics or Chemistry*) and additional subjects (*Mathematics / Chemistry / History / Geography / Information technologies / Physics / Foreign language*).

There is no special entrance examination, but there is a minimum admission score of 1, which will be 1.2 during 2016 admission. Increase of the minimum admission score shows strategic direction towards higher quality of studies. This information related to admission can be accessed through universities website as well as Joint Admission Network Association of Lithuanian Higher Education (LAMABPO) informational websites and booklets (SER, 2.5, 96-98).

Programme's popularity is stable with average number of 31 students admitted per year over the last 3 years. Average competition to this programme is high with an average number of 264 applicants per year (during the last 3 year period). Although the average admission score in 2015 was just 4.68 out of 10 possible and the lowest score was 1.32 (in 2015). These figures indicate that the programme is popular. Admission rules are consistent with the nature of the studies and skills required from the students, but students' admission scores are relatively low. (SER, 2.5, 102-104)

There is a consistent drop-out rate of the students, with ~7.2-11% of students leaving the programme every year. Most prominent reasons for such a drop-out rate are discussed in the SER and were confirmed during the visit are family situation and the perception that studies does not fulfil students' vocation. (SER, 2.5, 104-105)

Often the courses combine theory with practical work which is mandatory for a programme this nature. During practical lessons students work one on another before going to practical placements (internships). This approach cannot be adequate for beauty therapy and pedicure, therefore the recommendation is to introduce some work on volunteers as a final preparation for internships.

Students are encouraged to undertake research during their studies. Although during the period of 2012-2015 there were no publications, currently there are at least 3 students performing research in the fields of facial skin care and body care with the explicit interest in cellulite. (SER 2.5, 110)

An important part of the studies is the Final Thesis done under supervision of a senior staff. During the preparation students have to use previously gained skills and knowledge as well as improve upon them. Final Theses are defended as one set at the end of the studies. (SER 2.5, 127) Although during the visit it became apparent that there is a duplication of content between final thesis and previously done reports. Because of this credits are awarded twice for the same student work. This issue should be resolved as soon as possible.

The students are able to participate in international mobility programs to obtain important experience and contacts. Out of 123 students (including 1st year) in the past 4 years only 2 (~1.5%) used the mobility option. This relatively low percentage is mostly due to the fact that study programmes are not harmonized between institutions, lack of funds, and foreign language skills in students. There were no foreign students in the programme during the last 4 year period. Mostly due to the fact that almost none of the subjects can be taught in English. (SER, 2.5, 111-112) Study programme committee should strongly consider teaching more subjects in English and improve teaching staff competence in this area. Stronger cooperation with foreign institutions for mobility options should be strengthened.

Students can receive various forms of financial support. There are scholarships for mobility as well as social scholarships for students from poor background. Up to this date all students that met the requirements for a social scholarship have got it. Disabled students get financial support as well. Various student-driven activities (organizations, clubs and events) within the College provide an important boost of morale and social support. Studies are undertaken in well-equipped learning facilities and students have access to internet everywhere and can use various sports facilities as well as living in College dormitories during their studies. (SER, 2.5, 111, 118-120)

The students' performance is assessed by having diverse methods of assessments including practical work reports, laboratory works, presentations, discussions etc. This allows evaluating the student performance during the semester and allows improving knowledge in areas that are lacking. According to the Study Regulations of Panevėžys College there should be two assessments for the subject - interim assessment and a final exam. By analyzing the Course descriptions it is not clear that the interim assessment is actually comprised of several parts. Though students are introduced to the assessment methods at the beginning of every course it should be made explicitly detailed in the course descriptions as well (Annex 1 (Course descriptions), SER 2.5 122)

Students' opinion about the study quality is collected by the mandatory questionnaires at the end of each subject. These questionnaires evaluate the facilities, schedule of the subject, lecture and/or practical session quality, examination procedure quality. (SER 2.5, 108, 115, 120 SER 2.6, 139,140).

Out of 41 graduated students at least 43% are working by the profession. ~10% left to continue their carrier abroad. Some students start working during their studies. One of the graduates that was on the Erasmus exchange program was employed there (Spain). Most of the students plan on starting their own businesses in the beauty field either in Lithuania or abroad. This shows good prospects for students of this programme. (SER, 2.5, 129, 130)

There is a special programme dedicated for graduate employment monitoring in the College which is carried out by the Study and Career Center. College is a project "Development and implementation of models of higher school students preparation for career development and its monitoring, professional development of vocational guiding specialists working with students and creation of tools necessary for their work" (SFMIS No. VP1-2.3-SMM-01-V-01-001) partner. Main goal of the project is to create qualitative system of carrier management in higher education, which will consist of services corresponding to the needs of students, necessary methodological base for provision of services, and qualified specialists. This shows dedication for continuous improvement of studies based on the need of the employers. (SER, 2.5, 128)

2.6. Programme management

Panevėžys College's Beauty Therapy study programme is modern, well established study programme based on the labor market needs research, with a clear goal to follow and improve standardized quality procedures.

The programme has a functional document management system. The management of academic programmes is clear and multi-layered, beginning with programme-level committee up to the Head of the Quality and Research Department and the Academic Board. The study programme is managed by a seven person study committee, including a student and a social partner. Committee members are responsible for study content, the achievement of learning outcomes, the study content and learning resources, relations with social partners and graduates. The Head Studijų kokybės vertinimo centras

of the Department of Biomedical Sciences is responsible for staff recruitment and care of its qualification improvement, and promotion of applied scientific activity and teachers' mobility. The Academic Board approves new study programmes and updates implemented study programmes, and the Head of the Quality and Research Department coordinates the internal quality system. Therefore, the responsibilities and duties within the Study Programme Management are in place and clearly allocated.

With a multicentric decision making process, the information accessibility must be flawless; the College has developed proper data management system, not only for learning purposes (MOODLE) but also for a specific data and documents storage and management. In June, 2013 and 2014 the College management system was certified according to the international standard LST EN ISO 9001:2008 requirements.

The quality procedures are described in the Quality Manual; during the study visit the evaluation team found out that these procedures were effective. Students' participation in the management of the programme is ensured by regular students' surveys, interviews with academic groups, as well as participation of students' representatives in the Committee. The information and data on the implementation of the programme are regularly collected and analyzed. The quality assessment procedures are diverse and include teachers' self-assessment, students' evaluations, documents analysis, interviews, mobility and research publications analysis; the results are discussed with the College and Study program management, teachers and students and are efficiently used for the improvement of the programme. Most of the evaluations are done annually.

Employers' participate in the study programme Committee, the qualification commission, in surveys on students' readiness to carry out internships and graduates' readiness for professional activities, in the preparation and development of subjects and practices curricula. Also, the cooperation with employers helps in continuous analysis and evaluation of the labor market trends.

The College has also developed adequate lifelong learning procedures, procedures for student involvement in the management of the programme and its development and a diverse cooperation with social partners.

In order to further increase the employment rate of the graduates, the programme management may establish a broader consultations with social partners; also a regular yearly analysis of the achieved learning outcomes of the programme, along with the examination results and learning methodologies may be a useful tool in quality management of the programme and improvement of the learning methodologies and the better definition of the learning outcomes themselves.

The Study Programme management should also create an action plan, formulate goals and methodology to further improve research activities.

2.7. Examples of excellence

- The learning outcomes of the individual courses within the study programme are well defined, clear and measurable. They are aligned with a specific learning methodologies and assessment methods. Procedures of practical placements are well developed and well regulated.
- The students' participation in scientific conferences is recognized and awarded.
- The programme has a functional and internationally certified system for a specific data and documents storage and management.

III. RECOMMENDATIONS

1. The average employment rate requires further involvement and consultations with social partners.
2. The College should take the measures to improve mobility, both by stimulating classical exchange of students and teachers and by establishing joint programmes with other institutions.
3. Students workload based on ECTS credits should be calculated with more precision.
4. The aim and learning outcomes of the study programme should be further harmonized with LQF and EQF, and include broad medical knowledge, applied research, and general competencies.
5. The College and the study programme management should analyze both formative and summative assessment results during the schoolyear as a basis for improvement of the learning outcomes and learning methodology.
6. Subject descriptions do not reflect the actual evaluation means, since only one mid-term evaluation is planned according to the Study regulation of Panevėžys College.
7. There are 26 subjects with 3 ECTS points each. The study programme management should consider reducing the number of subjects by adjoining them, also, according to students' opinion.
8. The students expressed interest in extending the subjects of Psychology, Psychiatry, Anatomy and Physiology, Cosmetic science (cosmetic chemistry).
9. Despite the formulated strategy for promoting the research work of teachers, the results are insufficient. The Study Programme management should create an action plan, formulate goals and methodology to further improve research activities. Also, students are not well prepared for conducted modern applied research in the field. More ECTS than minimum should be allocated to final thesis, since their quality obviously must be improved.
10. Course work and final thesis content duplication creates an unequal value of credits awarded.
11. The study programme would benefit from improving the cosmetology simulation models, which could add value to current practical learning.
12. The quantity of the materials and cosmetic diagnostic devices are insufficient. Evidence of sterilization should be improved.
13. Product management system should be improved according to the hygienic standards.
14. The programme management ought to strive towards increasing the level of teachers' education on the corresponding fields.
15. Mobility of the teaching staff should be further stimulated and improved, including mobility among the Lithuanian higher education institutions active on the subject study field.

IV. SUMMARY

Important improvements of most of the evaluated areas can be seen from the documents, as well as from the interviews with all participants that expressed a great satisfaction with the programme and with the College!

Panevėžys College Beauty Therapy study programme is modern, well established, based on the labor market needs research, with a clear goal to follow and improve standardized quality procedures. However, the average employment rate requires further involvement and consultations with social partners. The programme has a functional document management system. The College has developed effective lifelong learning procedures, procedures for student involvement in the management of the programme and its development and a diverse cooperation with social partners. However, the College should take the measures to improve mobility, both by stimulating classical exchange of students and teachers and by establishing joint programs with other institutions.

The aim and learning outcomes of the study programme should be further harmonized with LQF and EQF, and include broad medical knowledge, applied research, and general competencies. These are already incorporated in the individual courses but should also formally be reflected in the study programme aims and outcomes. The learning outcomes of the individual courses within the study programme are well defined, clear and measurable. They are aligned with a specific learning methodologies and assessment methods. The learning and assessment methods are diverse.

Subject descriptions do not reflect the actual evaluation means, since only one mid-term evaluation is planned according to the Study regulation of Panevėžys College. There are 26 subjects with 3 ECTS points each. The study programme management should consider reducing the number of subjects by adjoining them. Procedures of practical placements are well developed and well regulated. The students expressed interest in extending the subjects of Psychology, Psychiatry, Anatomy and Physiology, Chemistry. The programme took efforts to improve entrepreneurial skills of the students and provide the information that could help them start their own business.

Both formative and summative assessment methods are in place and the procedures for accumulation of ECTS points are well placed. However, students' workload based on ECTS credits should be calculated with more precision. The College and study programme management should analyze both formative and summative assessment results during the schoolyear as a basis for improvement of the learning outcomes and learning methodology. This method represents a powerful tool for improving the quality of the study programme along with the consultations with social partners and students.

Teachers have the opportunity to amend and change the course contents, methodology and assessment formulas according to the needs. Despite the formulated strategy for promoting the research work of teachers, the results are insufficient. The programme management should create an action plan, formulate goals and methodology to further improve research activities.

The students' participation in conferences is recognized and awarded. However, students are not well prepared for conducted modern applied research in the field. The final theses research methodology is not quite appropriate, the documentation is not accurate, researches are not repetitive and there are no reliable statistical analysis and discussion of the results at least in the area of practical beauty treatments. There are no conditions for the practical advanced research

work in the field of cosmetic treatments. More ECTS than minimum should be allocated to final thesis, since their quality obviously must be improved. Course work and final thesis content duplication creates an unequal value of credits awarded. Professional language skills in the final thesis are lacking.

The e-learning and distant learning systems are under development. The distant learning system could help attracting additional students who are already employed or run own business. The study programme would also benefit from improving the cosmetology simulation models, which could add value to current practical learning.

Facilities and equipment are generally adequate for the provision of the study programme. However, the quantity of the materials and cosmetic diagnostic devices are insufficient. There is practically no condition for research work, because there is no adequate equipment for quantitative evaluation of the skin conditions. Evidence of sterilization should be improved (some signatures and indicators missing). Product management system should be improved according to the hygienic standards (marking labels with opening date, expiration date, signature of the person who opens the product, logbook-a list of openings etc.).

The responsibilities within the management system are well placed. Quality procedures are diverse and they are published in the quality manual.

V. GENERAL ASSESSMENT

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

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

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

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

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

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

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

PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *GROŽIO TERAPIJA* (VALSTYBINIS KODAS – 653B95006) 2016-04-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-91 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Panevėžio kolegijos studijų programa *Grožio terapija* (valstybinis kodas – 653B95006) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
Iš viso:		18

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Iš dokumentų matyti, kad dauguma vertinamų sričių buvo patobulintos. Tai taip pat akivaizdu iš pokalbių su visais dalyviais, kurie pareiškė esantys labai patenkinti studijų programa ir pačia kolegija.

Panevėžio kolegijos Grožio terapijos studijų programa yra šiuolaikiška, gerai įsitvirtinusi, pagrįsta darbo rinkos poreikių tyrimu, turinti aišką tikslą laikytis standartizuotos kokybės procedūrų ir jas tobulinti. Vis dėlto, dėl vidutinio įsidarbinamumo lygio reikėtų labiau įtraukti socialinius partnerius ir su jais konsultuotis. Programa turi veikiančią dokumentų valdymo sistemą. Kolegija turi parengusi veiksmingas mokymosi visą gyvenimą procedūras, taip pat procedūras, kaip įtraukti studentus į programos vadybą ir tobulinimą, ir įvairiapusio bendradarbiavimo su socialiniais partneriais procedūras. Vis dėlto, kolegija turėtų imtis judumo gerinimo priemonių – tiek skatinant įprastus studentų ir dėstytojų mainus, tiek kurtiant jungtines studijų programas su kitomis institucijomis.

Studijų programos tikslas ir studijų rezultatai turėtų ir toliau būti derinami su Lietuvos ir Europos kvalifikacijų sandaromis ir apimti plačias medicinos žinias, taikomuosius tyrimus ir bendruosius gebėjimus. Jie jau įtraukti į atskirus dalykus, tačiau taip pat turėtų formaliai atsispindėti studijų programos tiksluose ir studijų rezultatuose. Studijų programos atskirų dalykų studijų rezultatai

yra gerai suformuluoti, aiškūs ir pamatuojami. Jie atitinka konkrečias mokymosi metodikas ir vertinimo metodus. Mokymosi ir vertinimo metodai įvairūs.

Dalykų aprašai neatspindi tikrųjų vertinimo priemonių, nes pagal Panevėžio kolegijos Studijų nuostatus numatytas tik vienas vidurio semestro vertinimas. Yra 26 dalykai, kurių kiekvienam skiriami 3 ECTS kreditai. Studijų programos vadovybė turėtų apsvarstyti, kaip sumažinti dalykų skaičių juos sujungiant. Praktikos tvarka puikiai parengta ir gerai reglamentuota. Studentai išreiškė norą išplėsti Psichologijos, Psichiatrijos, Anatomijos ir fiziologijos, taip pat Chemijos dalykus. Programos vykdytojai pasistengė pagerinti studentų verslumo įgūdžius ir suteikti jiems žinių, padėsiančių pradėti savo verslą.

Taikomi tiek formuojamojo, tiek apibendrinamojo vertinimo metodai, taip pat nustatytos ECTS kreditų kaupimo procedūros. Vis dėlto, studentų darbo krūvį ECTS kreditais reikėtų apskaičiuoti tiksliau. Kolegijos ir studijų programos vadovybė per akademinis metus turėtų analizuoti tiek formuojamojo, tiek apibendrinamojo vertinimo rezultatus, kad galėtų tobulinti studijų rezultatus ir mokymosi metodiką. Tai veiksmingas būdas studijų programos kokybei gerinti, kaip ir konsultacijos su socialiniais partneriais ir studentais.

Dėstytojai turi galimybę pagal poreikius koreguoti ir keisti dalykų turinį, metodiką ir vertinimą. Nepaisant suformuluotos dėstytojų tiriamosios veiklos skatinimo strategijos, rezultatai nepakankami. Studijų programos vadovybė turėtų parengti veiksmų planą, suformuluoti tikslus ir metodiką, kaip toliau gerinti tiriamąją veiklą.

Studentų dalyvavimas konferencijose pripažįstamas ir apdovanojamas. Tačiau studentai nėra gerai pasirengę vykdyti modernius taikomuosius šios srities tyrimus. Baigiamųjų darbų tyrimo metodologija ne itin tinkama, dokumentacija netikslė, tyrimai nesikartoja, taip pat nėra patikimos praktinių grožio procedūrų srities statistinės analizės ir rezultatų aptarimo. Nėra sąlygų vykdyti pažangius praktinius tyrimus kosmetinių procedūrų srityje. Didesnis nei minimalus ECTS kreditų skaičius turėtų būti skiriamas baigiamajam darbui, nes šių darbų kokybę akivaizdžiai reikia gerinti. Dėl kursinių ir baigiamųjų darbų turinio dubliavimosi atsiranda skiriamų kreditų nelygiavertiškumas. Baigiamuosiuose darbuose pasigendama profesinės kalbos gebėjimų.

E-mokymosi ir nuotolinio mokymosi sistemos tik kuriamos. Nuotolinio mokymosi sistema galėtų padėti pritraukti papildomų studentų, kurie jau dirba ar turi savo verslą. Studijų programai taip pat praverstų patobulinti kosmetinių procedūrų imitavimo modelius ir tai suteiktų pridėtinės vertės dabartiniam praktiniam mokymuisi.

Materialieji išteklių ir įranga iš esmės tinkami studijų programai įgyvendinti. Tačiau medžiagų ir kosmetinės diagnostikos aparatūros kiekis nepakankamas. Praktiškai nėra sąlygų vykdyti tiriamojo darbo, nes nėra tinkamos kiekybinio odos būklės vertinimo įrangos. Reikėtų gerinti sterilizavimo įrašų tvarką (trūksta kelių parašų ir rodiklių). Produktų valdymo sistema turėtų būti patobulinta, kad atitiktų higienos reikalavimus (etiketėse reikėtų žymėti produktų atidarymo ir galiojimo pabaigos datas, ant jų turėtų pasirašyti produktą atidaręs asmuo, turėtų būti vedamas atidarytų produktų žurnalas ir t. t.).

Atsakomybė vadybos sistemoje gerai paskirstyta. Kokybės užtikrinimo procedūros įvairios ir skelbiamos kokybės vadove.

<...>

III. REKOMENDACIJOS

1. Dėl vidutinio įsidarbinamumo lygio reikėtų labiau įtraukti socialinius partnerius ir su jais konsultuotis.
2. Kolegija turėtų imtis judumo gerinimo priemonių – tiek skatinant įprastus studentų ir dėstytojų mainus, tiek kuriant jungtines studijų programas su kitomis institucijomis.
3. Studentų darbo krūvį ECTS kreditais reikėtų apskaičiuoti tiksliau.
4. Studijų programos tikslas ir studijų rezultatai turėtų ir toliau būti derinami su Lietuvos ir Europos kvalifikacijų sandaromis ir apimti plačias medicinos žinias, taikomuosius tyrimus ir bendruosius gebėjimus.
5. Kolegijos ir studijų programos vadovybė per akademinis metus turėtų analizuoti tiek formuojamojo, tiek apibendrinamojo vertinimo rezultatus, kad galėtų tobulinti studijų rezultatus ir mokymosi metodiką.
6. Dalykų aprašai neatspindi tikrųjų vertinimo priemonių, nes pagal Panevėžio kolegijos Studijų nuostatus numatytas tik vienas vidurio semestro vertinimas.
7. Yra 26 dalykai, kurių kiekvienam skiriami 3 ECTS kreditai. Studijų programos vadovybė turėtų apsvaistyti, kaip sumažinti dalykų skaičių juos sujungiant, taip pat atsižvelgiant į studentų nuomonę.
8. Studentai išreiškė norą išplėsti Psichologijos, Psichiatrijos, Anatomijos ir fiziologijos, Kosmetinės chemijos dalykus.
9. Nepaisant suformuluotos dėstytojų tiriamosios veiklos skatinimo strategijos, rezultatai nepakankami. Studijų programos vadovybė turėtų parengti veiksmų planą, suformuluoti tikslus ir metodiką, kaip toliau gerinti tiriamąją veiklą. Be to, studentai nėra gerai pasirengę vykdyti modernius taikomuosius šios srities tyrimus. Didesnis nei minimalus ECTS kreditų skaičius turėtų būti skiriamas baigiamajam darbui, nes šių darbų kokybę akivaizdžiai reikia gerinti.
10. Dėl kursinių ir baigiamųjų darbų turinio dubliavimosi atsiranda skiriamų kreditų nelygiavertiškumas.
11. Studijų programai praverstų patobulinti kosmetinių procedūrų imitavimo modelius ir tai suteiktų pridėtinės vertės dabartiniam praktiniam mokymuisi.
12. Medžiagų ir kosmetinės diagnostikos aparatūros kiekis nepakankamas. Reikėtų gerinti sterilizavimo įrašų tvarką.
13. Produktų valdymo sistema turėtų būti patobulinta, kad atitiktų higienos reikalavimus.
14. Programos vadovybė turėtų stengtis didinti dėstytojų kompetenciją atitinkamose srityse.
15. Dėstytojų judumo aspektą reikėtų ir toliau skatinti bei tobulinti, įskaitant judumą tarp šioje srityje veikiančių Lietuvos aukštojo mokslo įstaigų.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)