



**ŠV. IGNACO LOJOLOS KOLEGIJOS
VEIKLOS VERTINIMO IŠVADOS**

**INSTITUTIONAL REVIEW REPORT OF
ŠV. IGNACO LOJOLOS KOLEGIJA**

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I hereby certify that this is the final text of the institutional review report of St. Ignatius of Loyola College.



Andrew Steven Goodspeed

I. EXECUTIVE SUMMARY

1. The purpose of the external review is to determine the quality of the performance of a higher education institution based on the findings of the external review, to create prerequisites for improvement of the performance of a higher education institution, to promote a culture of quality, and to inform founders, academic community and the society about the quality of higher education institutions.

2. This review report is based on the evidence given in the self-evaluation report, additional evidence requested by the Panel, information provided by the Centre for Quality Assessment in Higher Education (hereinafter – Centre, SKVC) and a site visit, where meetings with a wide range of audiences were held.

3. The Panel was composed of the reviewers, following the Experts Selection Procedure approved by the Director of Centre for Quality Assessment in Higher Education on 31 December 2019 [Order No. V-149](#) and included the following members:

Prof. Andrew Goodspeed (South East European University, Tetovo, N. Macedonia)

Mr. Tony Platt (Quality Assurance Expert, Wales)

Dr. Mikus Dubickis (RISEBA University of Applied Sciences, Riga, Latvia)

Mr. Nerijus Mikelionis (social partner)

Ms. Ineta Matonyte (student)

4. As a result of external review of **St. Ignatius of Loyola College (Šv. Ignaco Lojolos kolegija)** is given a **negative evaluation**.

5. Evaluation areas:

Area	Assessment with points*
MANAGEMENT	2
QUALITY ASSURANCE	2
STUDIES AND RESEARCH (ART)	1
IMPACT ON REGIONAL AND NATIONAL DEVELOPMENT	2

*5 points - **excellent** – the area is rated exceptionally well in the national context and internationally;

4 points – **very good** – the area is rated very well in the national context and internationally, without any drawbacks;

3 points – **good** – the area is being developed systematically, without any major drawbacks;

2 points – **satisfactory** – the area meets the minimum requirements, and there are drawbacks that must be addressed;

1 point - **unsatisfactory** – the area does not meet the minimum requirements, there are fundamental drawbacks.

6. **Two** examples of good practices were found; **thirty-four** recommendations are made.

II. INTRODUCTION

2.1. Background of the review process

7. The external review of St. Ignatius of Loyola College (Šv. Ignaco Lojolos kolegija) was organised by the Centre for Quality Assessment in Higher Education and carried out in November 2022 by an Expert Panel of international experts (hereinafter – the Panel). It was conducted in accordance with the Procedure for the External Evaluation and Accreditation of Higher Education Institutions and Branches of Foreign Higher Education Institutions, Evaluation Areas and Indicators approved by the Minister of Education, Science and Sport of the Republic of Lithuania (hereinafter – the Procedure) on 19 of December 2019 [Order No. V-1529](#) and the Methodology for Conducting an Institutional Review in Higher Education approved by the Director of SKVC on 9 of March 2020 [Order No V-32](#) (hereinafter – the Methodology).

8. According to the Procedure the external review consists of the following stages: submission of a self-evaluation report prepared by the higher education institution to the Centre; formation of an expert panel and analysis of the self-evaluation report; expert panel visit to the higher education institution; the preparation of the external review report, decision-making on the external review as well as accreditation and publication thereof; follow-up activities aimed at improving the performance of the higher education institution, taking into account the external review report.

9. At the preparatory stage of the external review, the Panel received a Self-Evaluation Report (hereinafter – SER) with annexes. Throughout this report, any unattributed quotations are citations of the institution's Self Evaluation Report. SKVC provided to the Panel additional information about the College, as set in the Methodology (Chapter 26), including statistical data on students and staff; financial data; findings from the ex-ante programme and ex-post study field reviews, institutional reviews and evaluations of research and development activities; State-budget allocations for research activities; information on violations of academic ethics from the Office of the Ombudsperson for Academic Ethics and Procedures of the Republic of Lithuania. The Panel requested additional information, such as (among other documents): Evidence on measuring student personal growth; Information on consistency with the European Standards and Guidelines (2015); The Quality Management System Manual; Evidence on collecting the interests and needs of students and graduates, employees, teaching and research staff, employers, students' parents or guardians, business enterprises, public organizations, state institutions, sponsors, other social stakeholders, and society; The ILK strategic document; Annual Action Plan; Internationalization strategy and implementation plan; the directions and sub-directions of science and art applied research; Evidence on surveys of employability and the need for continuing education, consultations or qualification improvement courses; and other complimentary documents.

10. The site visit was undertaken in the College on 22-24 November 2022 where it had 14 meetings with internal and external stakeholders. Subsequently, the Panel met both in-person and virtually to review and agree upon conclusions and recommendations. The review report was finalised by correspondence and submitted to the SKVC.

11. In line with the Procedure the external review focused on four areas covered by the evaluation indicators and related criteria: **Management, Quality Assurance, Studies and**

Research (Art) and Impact on Regional and National Development. In analysing the evidence collected, the Panel also gave due consideration to the recommendations of the previous review held in 2016.

12. The review of a higher education institution assesses each of the evaluation areas with one of five ratings: **excellent** – 5 points – the area is rated exceptionally well in the national context and internationally; **very good** – 4 points – the area is rated very well in the national context and internationally, without any drawbacks; **good** – 3 points – the area is being developed systematically, without any major drawbacks; **satisfactory** – 2 points – the area meets the minimum requirements, and there are drawbacks that must be addressed; **unsatisfactory** – 1 point – the area does not meet the minimum requirements, there are fundamental drawbacks.

13. The decision on **positive** evaluation is made when none of the evaluation areas is evaluated unsatisfactorily (1 point). The decision on **negative** evaluation is made when at least one of the evaluation areas is evaluated unsatisfactory (1 point).

14. In line with the Methodology the review report, prepared by the Panel is reviewed by SKVC and sent to the higher education institution to submit comments on factual errors and the evaluations based thereon. The Panel revises the report in response to the comments from the higher education institution (if applicable) and submits it to SKVC.

15. The Panel received the College's comments and considered them. As a result 0 (zero) changes were made to the report because the College's reply expressed disagreement but did not identify errors of fact.

16. After the Panel considers comments from the higher education institution (if applicable) and finalizes it, the report is considered by the external Commission of the Higher Education Institutions' Review (hereinafter – the Commission), set up by SKVC. On the basis of the proposal, made by the Commission, provisioned in the Commission's regulations, approved by the order of the Director of SKVC on 8 of January, 2020 order [No. V-5](#), SKVC takes one of the decisions:

- to evaluate the performance of the higher education institution positively;
- to evaluate the performance of the higher education institution negatively.

The higher education institution shall be entitled to lodge a reasoned complaint to the Commission for Appeals formed by the Centre.

The decisions of the Centre and the Commission for Appeals may be appealed against in accordance with the procedure established by the Law on Administrative Proceedings of the Republic of Lithuania.

17. On the basis of the external review decision SKVC takes one of the following decisions on the **accreditation** of the higher education institution:

- to **accredit for a period of seven years** if performance of the higher education institution is evaluated positively;
- to **accredit for a period of three years** if performance of the higher education institution is evaluated negatively;
- to **provide no accreditation** if the repeated external review results of the higher education institution are negative.

18. SKVC announces the decision on the external review together with the conclusions of the external review and the decision on the accreditation of the higher education institution on its website. The higher education institution respectively announces the decision on the review of the higher education institution together with the external review report on its website and maintains it until the next external review.

2.2. Background information about the institution

19. St. Ignatius of Loyola College (hereinafter – the College), is a non-public higher education institution in the Republic of Lithuania that was registered on 02 Mar 2010. The College is a public legal entity that is operating as a public institution. The incorporation contract was signed on 25 Jan 2010 by Kaunas Archdiocese, the Lithuanian Jesuit Province and UAB “Ortopedijos klinika” (en. Orthopaedic Technique Ltd). Permit No. 002062 to conduct studies and the related activities was issued on 26 May 2011 by Order No. V-918 of the Minister of Education and Science of the Republic of Lithuania.

20. The College is a Catholic higher education institution in Lithuania. Its mission is to carry out the studies through integrating ideas of science and business in harmony with the Ignatian pedagogical paradigm. The College follows the tradition of St. Ignatius of Loyola to develop spirituality and Jesuit education and offers qualitative studies of higher education directed to practical activities, the purpose of which is to develop an intelligent and competent personality that would be able to act creatively on the basis of Christian values, taking contemporary conditions into consideration, and to serve the welfare of people in the country and in the entire world.

21. The vision of the College is to be an innovative College of good reputation. The College claims to be preparing specialists of high qualification who meet the requirements of present labour market, who have a professional bachelor's degree and who integrate successfully into the labour market, who are active in society and who base their activities on the Christian values. In its publicity materials the College states that it “provides a quality higher education which meets modern requirements; the students are enabled to gain practical and entrepreneurial skills as well as international and social experience. A lot of attention is being paid to cherishing Christian values and to developing a sense of belonging to society as well as social responsibility.” The College describes itself as a “dynamic and modern Catholic higher education institution striving for synergy between education, science and business.”

22. The collegial management bodies of the College are its stakeholders, the College Council the Academic Council, and committees of study fields and study programmes. There are two departments in the College: the Department of Social Welfare and Arts, and the Department of Health Sciences and Technology. These are supported by three units which provide support services: the Media Centre (MC), the Centre of Future Professions (CFP) and the Business and Innovation Department (BID). In addition to the Director and the Chaplain, individuals are responsible for various roles including managers for general affairs, applied research activities, personnel, development and innovations, infrastructure, and heads of departments, chief accountant/financier, steward, coordinators of the Centre for Future Professions, activities, spiritual development, projects and Erasmus+, the IT specialist, the accountant, managers of study programmes, curators of study programmes, and the Administrator.

23. The Student Association and the Alumni Club are self-governing bodies. The Student Association of the College is an organization uniting students of the College, protecting their rights, participating actively in the activities of management bodies of the College, contributing to improvement of the study environment and their process, and aiming at qualitative, smooth and useful studies at the College.

24. At present the College has 8 study programmes in the following study fields intended for the professional bachelor's degree: 1) Tourism and Recreation: Hospitality Management (since 2014); 2) Social Work: Social Work (since 2013), Pastoral Care (since 2015); 3) Design: Image Design (since 2012); 4) Medical Technology: Orthopaedic Technology (since 2011), Emergency Medical Aid (hereinafter – EMA) (since 2015); 5) Cosmetology: Beauty Therapy (since 2012); and 6) Food Technology: Culinary Arts (since 2017). Whilst the College does not offer stand-alone lifelong learning programmes, it does offer modules of its degree programmes for students wishing to upgrade qualifications or skills.

25. According to the data of 1 Sep. 2022, 485 students are studying at the College, where 384 are funded by the State and 101 – from students' own resources. From the day of its founding, the diplomas of professional bachelor have been awarded to 749 graduates. In the assessed period (2017-2021), the diplomas were awarded to 477 graduates.

26. Internationality is named as one of the strategical priorities. In accordance with the Erasmus Charter for Higher Education, Erasmus+ projects for mobility of students and employees of higher education schools and strategic partnership are implemented. The College claims to be expanding intensively the network of international cooperation in the European Union and beyond while cooperating with foreign educational and higher education institutions, organisations from business and public sector in order to guarantee variety of mobility forms of students, teachers and administrative staff, creation and enabling of international knowledge that contribute to growth of international competitiveness of the College.

27. The previous external evaluation of the College was performed in 2016. The international expert commission gave recommendations, how to improve activities of the College, and based on those recommendations, the Plan for Improvement of the Activities of the College in the Fields of Strategic Management, Studies and Life-Long Learning, Research and/or Art Activities, Impact on the Region, and National Development was prepared and implemented.

28. As the new stage of external institutional evaluation began, a new work group for qualitative and quantitative analysis of the activities of the College and preparation of self-evaluation report was formed by Order No. V-106 of the Director of the College of 31 December 2021 after the Minister of Education, Science and Sport of the Republic of Lithuania had approved the Plan for External Evaluation of Higher Education Schools by Order No. V-329 on 5 March 2020.

29. The Panel conducting the 2016 SKVC review made a number of recommendations in all four areas covered by the review and gave the College a positive evaluation.

III. ANALYSIS BY EVALUATION AREAS

3.1. Management

Management area is analysed in accordance with the following indicators and criteria, set up in the Methodology.

1.1. Compliance of the higher education institution's strategic action plan with the mission, assurance of its implementation:

1.1.1. The strategic action plan is consistent with the mission of the higher education institution, legal acts regulating research and study activities and it takes into account the provisions of the national research and study policy, the European Higher Education Area and the European Research Area;

1.1.2. The parts of the strategic action plan (analysis of the current situation, priorities and aims, objectives of the activities, implementation means, resources, planned performance indicators) are appropriate and justified;

1.1.3. Regular monitoring of the implementation of the strategic action plan is carried out and the results are used to improve performance management.

30. The College states that its mission is “to carry out the studies integrating ideas of science and business in harmony with the Ignatian pedagogical paradigm,” which is consistent with the strategic action plan, and to spread this paradigm as a method of education and of evaluating the performance of the College as a Jesuit educational and research institution. “The College endeavours that its graduates use the acquired skills of critical thinking, practical and entrepreneurship skills, international and public experience to contribute to promotion of cultural, social and economic progress of central and remote cities”.

31. ILK is a Catholic College, established by the Jesuit Order, which is open to, and indeed states that it welcomes not only students of faith but also those of no faith who are tolerant of Christian values. It stresses its uniqueness, including three out of its eight programmes (Culinary Arts, Orthopaedic Technology, Pastoral Care) which are unique and its strong social and business partners and business leaders who provide practice placements for its students which often lead directly to graduate employment.

32. In preparing the strategy, the College has taken account of current social, cultural, political, legal and technological requirements and developments both in Lithuania and its individual regions and internationally including regulations of the European Higher Education Area (EHEA) and European Research Area (ERA), and the guidelines of other international strategic documents and the Panel were assured during the review that all changes to programmes, regulations and procedures are checked against EHEA and ERA regulations and guidelines.

33. The strategic plan for the period 2021-2025 has evolved from the previous strategic plan (2013-2020), based on a Performance Improvement Plan (Plan for Improvement of the Activities of the College) which was prepared and approved following the previous review of the College by SKVC in 2016. This is accompanied by a set of performance indicators – Implementation and Monitoring of College Strategic Action Plan. The Panel in 2016 formed the opinion that these comprise “a reasonable set that spans most of the activity”. The current Panel concurs with the view but notes that they are still not mapped onto the corresponding strategic objectives.

34. The current strategic plan has six goals: (a) to provide qualitative higher education in compliance with the present needs in the College, (b) to develop the competences of the Ignatian pedagogical paradigm on the systemic level, (c) to conduct applied research and professional art systemically in combination of international and national scientific achievements related to the fields and areas of delivered study programmes, (d) to enable efficiently material and financial resources in order to guarantee progress of the studies' quality and internationality of applied activities, (e) to develop human resources through systemic development of specialist, learning/teaching, applied research, digital, leadership, entrepreneurship and intercultural competences, and (f) to improve the quality management system by strengthening internationality of the College. These goals are consistent with the strategic plan of the institution although, as noted in this report, the Ignatian pedagogical paradigm is highly important to the institution but is difficult to quantify or measure. The funding and current infrastructural resources of the College are adequate to the current needs of the institution, although the current premises are not accessible to potential students or staff with mobility difficulties (such as those in wheelchairs). The Panel evaluates that, in the main, the goals in the strategic plan are achievable with the present resources and circumstances of the College; yet the Panel notes with significant concern that two of the six enumerated 'Strategic Objectives 2021-2025' ('to develop material and financial resources for the training of practical, entrepreneurial and applied research skills'; 'to conduct systematically scientific applied research and professional art, which combine international and national scientific achievements related to the areas and directions of the study programs being carried out') rely upon research capability and experience which the Panel does not evaluate the College possesses, as Research is identified herein as a fundamental weakness of the institution.

35. In meetings with both staff and students, members of the Panel saw evidence of the College working towards many of these goals. The Director expressed a strong desire to develop international links but acknowledged the challenges and the need to develop a commitment (beyond Erasmus) from the Academic Council. He would like to see the establishment of double degrees and more collaborations with international partners. Furthermore, the College states as an objective the aim to improve the quality management system by strengthening the College's international focus and relationships.

36. The Panel thinks that this approach needed a stronger explicit emphasis which would benefit from specific steps being taken now towards realising this goal. Jesuit representatives who met with the Panel spoke of their wish to help the College in this regard through their international networks. This stronger emphasis should also be accompanied by steps to increase English language proficiency amongst its staff through an "English for Specific Purposes" programme. Staff who met with the Panel said that they would welcome a programme which would to improve their academic literacy through the medium of English. The College's website presence in English should also be further developed.

37. The Panel recommends that (a) the College develops and highlights a strong international focus as part of its overall strategy and (b) as part of this strategy, intensifies its contacts with other institutions, including in particular the Jesuit institutions existing in many countries, to build an international academic network using various instruments of exchange or project co-operation and (c) that the internationalisation focus of the College is facilitated by taking steps to improve the English language proficiency of the academic staff.

38. The Panel saw evidence of the application of modern technology and applied research in its own workshops and classrooms (and in the restaurant and its kitchens) but limited evidence of published applied research by members of staff. The College shared with the Panel the results of its own PEST (Political, Economic, Social and Technological factors) analysis which acknowledged the need to make additional efforts to implement the unity of research and studies and to improve the facilities for research and development and also acknowledged the difficulty for academic staff to engage more fully in applied research activity because of time constraints and these are areas which need to be addressed (see Section 3.3).

39. The Panel thinks that the College would benefit from a clearly defined research strategy linked to the College's overall strategic aims and which would focus on the direction and systematic development of scientific research.

40. The Panel recommends that, working with its current and future social partners and other business interests and incorporating current research projects and the specialisations of the academic staff, the College develops an overall research strategy linked to its strategic aims.

41. The College produces annual progress reports on the Performance Improvement Plan outlining the actions required, who is responsible for implementing them and the expected result, together with an action plan for International Development.

42. The Director prepares a report on the implementation of the Strategic Plan each year and the results from the reports on budgetary matters, performance and financial accountability are discussed in the College Council/Board and are submitted to the stakeholders for approval. These performance reports are also available on the College website. The SER gave examples of improvements introduced as a result of these annual reviews. At departmental level Strategic Planning and Monitoring Teams monitor progress towards strategic objectives as specified in the Quality Management System (these would include "administration and organisation of studies, internationality of scientific applied activities, scientific and business cooperation, support for students, student progress" and other targeted activities).

43. Members of Academic Council stressed that they felt that evidence that strategic goals were being achieved is available in part from feedback from students, alumni and social partners and from the fact that the output of students is matching the needs of the labour market in the particular fields. The study programmes, although they do not appear related, are united by the College's value system and the College is providing not only qualified professionals in these fields but also graduates who possess "a good personality who could bring benefit to the community." This emphasis on personality development is largely what is described by the Ignatian Pedagogical Paradigm which, again, is difficult to express in quantifiable metrics, but which is multiply attested by staff and students to be a valuable element of the College's influence on the students.

44. In general terms, many of the strengths and weaknesses of the College's current position have been acknowledged in the findings of the College's SWOT analysis prepared for the updated strategy and the Panel encourages the College to further consider these findings systematically and to further develop relevant performance measures.

1.2. Effectiveness of process management of the higher education institution:

1.2.1. A clear structure for governance, decision making and distribution of responsibilities is defined;

1.2.2. Regular process management analysis is performed, preconditions for process improvement and risk management are planned;

1.2.3. Stakeholders are involved in the management process at an adequate level.

45. The College, as a non-state higher education institution, was founded in 2010 by the three bodies who are founders and owners of the College: the Archbishopric of Kaunas, the province of Lithuanian Jesuits and the JSC Orthopaedic Clinic. The management bodies of the College as defined in the SER are the Stakeholders (the three founders and owners listed above) the College Council, the Academic Council and the Director himself, described as a “single person management body”. The founders appoint the Director and approve his annual report. The stakeholders and the Director determine the strategic direction of the College which is also considered by the Academic Council. The Panel feels some concern that these bodies are not demonstrably independent of each other, and may not provide fully autonomous oversight of strategic initiatives. To exemplify this concern, the Panel notes that the College Council, which has an oversight function over the initiatives of the executive (the Director), were asked during the site visit whether they could recall any instance in the period under review when they had voted to reject any proposal from the Directorate; they could provide no such instance of exercising that oversight. This is exemplary of the collegial, friendly, but perhaps not effectively independent checks and balances within the College.

46. The Panel met the Director both with two representatives of the shareholders and then with members of the College Council. Members of the College Council who met with the Panel said that the main purpose of the Council was to manage the risk and focus on the overall strategy. They meet every three months to discuss financial issues, the quality of the students and the College’s place inside and outside Lithuania. Meetings are usually preceded by formal and informal opportunities to meet different groups within the College and to review the material being presented to the Council. Issues currently being discussed are how to manage and improve; how to gain practical experience and knowledge from the labour market; and how to improve internal communications.

47. Challenges include the current economic situation including the world-wide rising cost of energy as a present challenge. Some of the challenges can also be opportunities, exemplified by the support being given to colleagues in Ukraine and in due course to offer places and practical help to students from Ukraine who have been injured in the war there. Members of the College Council also cited the challenge that many of the students are older and wish to emphasise practice rather than theory.

48. The Academic Council plays an important role in the organisational structure of the College; although an Academic Council (in private higher education institutions) is not required by the Law on Higher Education and Research, it is nonetheless relevant for private higher education institutions and the Academic Council was established to advise and make recommendations on academic matters (this role is formalised in the institution’s Statute, V, 32.3).

49. The Academic Council considers issues about ethics, the quality of study programmes and methods for dealing with any deficiencies; feedback and development of its quality, teacher qualification, also evaluates compliance with EU and Lithuanian government requirements. The Panel met members of the Academic Council; they are elected and serve a 5-year term; five members represent staff and there is a student representative and an external member. The Panel

believes that the Academic Council is effective in what it does, but would benefit from the inclusion of an additional member to be elected from amongst the graduated alumni, as that is an important group capable of fulfilling a useful advisory role. The Panel also met representatives from the Student Union and social partners who all had positive views about their relationship with the College.

50. Having met representatives from all the management bodies, the Students Union and social partners, the Panel came to the conclusion that there is now a need for an overarching operational body to enable the College's strategic goals and objectives to be realised. At present much is being achieved by individuals in their various areas of responsibility but rather than reporting only to the Director alone for ratification by the Shareholders, the College would benefit from a committee working at this higher level to encourage collegiate interaction in forward new developments to achieve the College's strategy. The Panel believes, as stated directly above, that such a committee under the leadership of the Director would usefully co-ordinate operational and strategic collaboration and mutual assistance whilst empowering a useful body of task-specific subordinate staff colleagues to work with the Director.

51. Previous reviews have stressed the need for more elaborate process management whilst acknowledging that current processes can be adequate for a small College. However, given the need for the College to grow in order to continue to be sustainable, the Panel feels that more attention now needs to be given to a structured approach, not only for academic management as noted above, but also to establish growing and changing market needs and how the College might best respond to these as a vehicle for limited but focused expansion. The Panel feels that the precarious enrolment situation in Image Design, and the necessity of recent restructuring in Hospitality Management, indicate that the desirable expansion of the academic offer must, however, be based upon sustainable and long-term enrolment projections, and not simply to meet perceived market opportunity.

52. The Panel recommends that (a) the College conducts a comprehensive analysis to establish market needs and its own capacity to respond to these needs, (b) based on this analysis, develops a strategic approach to determine its niche in the higher education market, and (c) as the opportunity arises works towards a small number of programmes relevant to this niche.

53. The 2016 report commended the College for engaging with all stakeholder groups to enhance the College's strategic planning capacity. The Panel saw evidence that this continues and encourages the College to take advantage of the Jesuit network to enhance its international footprint. During the site visit, representatives of the College mentioned that multiple Jesuit institutions in Europe, notably in Belgium, Spain, and other EU countries, are such potential partners. The College is aware of other potential partner institutions further afield, such as in India, but is reasonably focusing on potential European partners at present, as being more realistic collaborators. The Panel concurs in this view.

1.3. Publicity of information on the performance of the higher education institution and its management effectiveness:

1.3.1. Systematic collection and analysis of the performance data, results (including student employment and graduate career monitoring) is in place, data is used for the improvement of performance of the higher education institution;
1.3.2. Information on the performance of the higher education institution is clear, accurate and accessible to the academic community and the public, and is provided regularly to the founders and members of the legal entity.

54. The Panel can confirm that procedures are in place for the systematic collection and analysis of performance data. Data on the College activity is stored in the minutes and reports of the deliberative bodies and of the individual academic and administrative units both in paper and electronic form. UNIMETIS is installed and used for surveys, teaching documentation and study regulations and approaches and this is available to both staff and students and data can be imported from and exported to the LAMA BPO register. The results of applied research activity are recorded in the eLABA and “Vieversys” systems.

55. The monitoring of performance indicators is carried out by the managers of the academic units and then presented to the Director and the stakeholders for approval and subsequent action; whilst the present arrangements do encourage analysis and discussion within the units, there is perhaps insufficient scope for applying an overall view from a fully institutional perspective and the Panel feels that the College could take steps to further its capacity for effective self-analysis by undertaking a wider consideration of the data across subject areas and by a senior academic Panel if one is introduced.

56. The Panel recommends that it would be beneficial for the College to develop further its capacity for effective self-analysis.

57. Data and information about the College including its regulations, activities and results is available on its website and in its Facebook and Instagram accounts. The monitoring of implementation as described above is used in the ongoing development of the College’s future vision including updating the study programmes. Information about students’ progress is managed by the heads of departments who use this information to determine progression in individual cases and to inform possible changes to programme content.

58. Graduates’ employment rates are monitored by the College based on data issued by the Lithuanian Ministry of Social Security and Labour. More detailed information on successful graduations and the employment and careers of students is available on the College’s website and available to its alumni, who work with current students to publicise this information to potential students.

1.4. Effectiveness of human resource management:

1.4.1. Clear and transparent principles and procedures for the formation, management, evaluation of academic and non-academic staff are established and applied;
1.4.2. The higher education institution has sufficient academic (in-house academic staff) and non-academic staff to meet its operational objectives;
1.4.3. The qualifications of the academic and non-academic staff are appropriate for the purposes of the higher education institution;
1.4.4. Conditions are created for the academic staff to improve the knowledge and skills required for teaching and research activities;

1.4.5. Conditions are created for non-academic staff to develop competencies.

59. Procedures are in place for the recruitment, selection, evaluation and dismissal of academic and administrative academic staff. These procedures take account of legal requirements.

60. The College in its SER stresses the importance given to equal opportunities and regards the proportion of 68% women and 24% men (and 72% female teachers and 18% male teachers) as a reasonable reflection of the national proportions in these areas; the College sets minimum qualification requirements for the various roles. In addition to teachers' academic and technical background, the College seeks to recruit staff who are sympathetic with, and work according to, the Ignatian Pedagogical Paradigm and guidance is provided on this methodology.

61. The requirement for teaching staff in a given year is planned in accordance with the curricula approved for that year and the workload is laid down in the Description of Formation of Workload and its Recording of Teachers. Student surveys play an important role in the assessment of teachers' performance. Plans for improvement are drawn up each semester.

62. According to the information provided by SKVC, as of 1 October 2021 the College employed 68 teachers. According to SER, 34% of teachers hold an academic degree and out of 68 teachers, 40 work full-time. 73% were women; whilst the small number of young teachers had decreased slightly, an increasing number are in the 60-69 age group many of whom are "science doctors, recognised artists and professionals." In 20-21 a total of 26 non-academic staff were employed including 10 in the restaurant "Arrivée" as part of the study programme in Culinary Art.

63. The Panel notes that a significant number of staff work in other institutions as well and as such are classed as part-time. This was noted in the site visit discussions with teaching staff, and additional academic affiliations may be noted in published research, available online, by teaching staff. The College might wish to consider the level of induction and on-going training provided to part-time staff.

64. Academic qualifications and professional experience meet the minimal legal requirements although the Panel expresses some concern at the relatively low level of applied research experience of some staff (see Section 3).

65. Induction is provided for all new teachers and on-going training and professional development is available to all staff. These courses seem largely targeted towards practical teaching and assessment activities, such as how to use the Moodle system effectively, and other pedagogical support training. Training appears to arise from self-identified desire for improvement, or may also result from a performance review or student evaluation. The Panel did not detect any reluctance to make such training available when requested or when resulting from discussions following consideration of student questionnaires. This training initiative derives largely from the two main performance management processes of the teaching staff, specifically management evaluations of staff and student survey findings. The emphasis on the Ignatian Pedagogical Paradigm was evident in discussions with teaching staff met by the Panel; the Panel was surprised to note, however, that not all students (and staff) participated in the three-credit course on the paradigm, and noted some ambiguity in "training" of all staff in the paradigm. Given the importance of the Ignatian paradigm to the College, the Panel believes that

it would be beneficial for all students to take the course entitled “The Philosophy of the Pedagogical Paradigm of Ignatius Loyola.”

66. The Panel recommends that the College develops a regular programme of staff development in pedagogic skills, motivation for and ability to undertake applied research, language acquisition (especially English for Special Purposes) and administrative skills.

67. Without exception teaching staff at all levels were encouraged to take part in national and international conferences and competitions. Funding support is available upon application, and teaching staff mentioned during site visit discussions that they felt encouraged to apply for professional conferences and competitions.

1.5. Efficiency of financial and learning resource management:

1.5.1. Financial resources are planned, allocated and used rationally;

1.5.2. Various financial resources for the implementation of higher education activities are attracted;

1.5.3. Learning resources for provision of studies and research (art) activities are planned and used rationally;

1.5.4. Learning resources for conducting studies and research (art) activities are appropriate, sufficient and available.

68. Management of financial and material resources is carried out in accordance with Lithuanian law and the College’s own procedures. The Director is responsible for day-to-day financial management, assisted by the administrator. The College Council takes decisions relating to investments and contracts and to make recommendations to the stakeholders. The Director has authority to approve expenditures below 30,000 Euros; those expenditures above 30,000 Euros require the authorization of the College Council.

69. General budgetary planning and prioritization is the responsibility of the Director operating under the provisions of the Procedure for Budget Formation and Control. The Director annually prepares the institutional budget proposals (for approval by the College Council) based on a two-tier system: the “bottom up” approach elicits budget proposals from lower managerial officers, and the “top down” process implements Director/Council approval, planning harmonization, or proposal reformulation.

70. Decisions regarding capital, reserves, allocation of profits and resources all follow this same basic line of authority: the Director is the primary decision-making executive, but reporting to, and working in collaboration with, the College Council for overall planning and long-term financial prioritization.

71. Despite the present strong relationship between the Director and the Board, The Panel recommends that the College Council contract an impartial external auditor to advise them how best to streamline the Director’s budgetary proposals (irrespective of who the individual Director may be). This recommendation should in no way be regarded as an imputation of discredit on either the Director or the College Council; yet having a professional, impartial, external financial auditor would serve at least two useful functions: 1) the auditor would be able to reassure the College Council of the fiscal soundness of proposals from the Director; and 2) the Director

would have an informed, but neutral, individual with whom to evaluate his proposals and long-term planning needs.

72. The general financial stability of the College seems reasonably secure, given the unpredictability of fast-moving modern events (such as, most recently, the heightened costs of energy based upon the war in Ukraine and consequent sanctions impacting European energy markets). The premises seem adequate for the programmes offered, and internal infrastructure is adequately up-to-date. The College has invested in multiple programme-specific technologies, such as massage tables, chocolate printers, and other applied technologies. There is also a hallway beside the main library room, which has banks of computers available for student use.

73. If the Panel has an infrastructural concern it lies in the absence of provision for students with disabilities. Most of the buildings shown to the Panel had stairs without wheelchair ramps or exterior lifts. It is unclear how tolerant the building owners (most premises are rented) will be of such alteration of even such basic necessary and appropriate modifications as widening restroom spaces to accommodate wheelchair users.

74. The Panel recommends that the College show the maturity of vision and financial discipline to make these basic disability accommodations before incoming students (or mobility students) need a wheelchair ramp, or a lower sink, that has not yet been installed.

75. The main financial sources of income identified by the College are “tuition fees, subsidies from the State budget, project funds, support and income from scientific and research activities.” According to the financial documentation provided to the Panel, the two main sources of income are by a large margin State Budget funding and Student tuition fees. During the period covered by this report, the institution’s income has risen year-on-year. Although the year 2019 seems to have experienced a cost excess over income (by approximately 30,000 Euros), the years 2020 and 2021 have seen an income surplus over expenses.

76. The College appears to have established adequate financial diversification for the reasonably foreseeable future. Student tuition income seems reasonably stable, and the Panel believe that so far no examples have arisen of programmes becoming financially unsustainable, and responsible planning is based on numbers expected; e.g. for Hospitality Management the College amended its strategy and went out to the small towns to recruit. EU funds have also remained stable, with a slight decrease over the past three years.

77. If there is a concerning element in an otherwise stable financial situation, it perhaps lies in the heavy increase in the State Budget subsidies. This otherwise positive development—State Budget support rose from 302,628 Euros in 2019 to 789,417 Euros in 2021—ought not to induce budgetary complacency. It would be advisable, purely for planning purposes, to run budgetary projections that anticipate reduced State Budget contributions, if only in order to be prepared for possible income reductions over which the College has no real means of control.

78. The College provides multiple forms of student financial assistance, including but not limited to: social scholarships, financial support for students with disabilities, tuition reductions for the highest-performing students, students who have fulfilled military service, etc. It is commendable that the College demonstrates flexibility in deferring payment of tuition fees for students facing financial difficulties and concessions.

79. The College currently occupies premises, primarily rented, that are adequate to the present teaching and applied research activities of the curricula. As is noted in par. 73 modification to ease access for students with disabilities is advisable, particularly as some of the premises are older and may be protected by architectural modification legislation (this is perhaps most significant for the main older building on Vilniaus street.)

80. The Panel visited the premises also at V. Putvinskio street 12A, which houses the Orthopaedic Technology programme and Emergency Medical Aid programme, as well as Beauty Therapy and Image Design. The infrastructural elements there seem adequate for training in these fields, and the applied research thereof, such as a working beauty salon, machines for prosthetic limb manufacture, podiatric foot scanning machines, resuscitation 'dummies,' and other such related technologies. The restaurant 'Arivée' operates a fully functioning professional-level kitchen, with an admirable resource library of cookbooks, nutrition manuals, and other such appropriate volumes. Wine and other intoxicants are kept on the premises, but the Panel was assured that these remain locked except when they are being served to restaurant clientele.

81. The Library is well provided for a small institution with relatively few programmes. The Library is located in the main administration building, again, raising the question of disability access for limited-mobility students, staff, or guests, and contains a broad variety of books in Lithuanian that are primarily orientated towards the subjects covered by the study programmes. As is noted earlier, the College's ambitions to offer study programmes in English will almost surely necessitate an acquisitions strategy for English-language resources. The Library is also the main repository for final theses, which are retained on site. The Library additionally offers access to several subject-appropriate databases, such as EBSCO, Taylor & Francis, and Anatomy.TV.

82. The Panel believes that it would be in the institutional best interest to develop long-term formal plans for developing teaching and learning infrastructure. What they possess now is adequate to present needs. It is a concern of the Panel, however, that the heavy reliance upon rented premises, and the innate obsolescence of technology, may place difficult financial burdens on the College in the medium to long-term (8-12 years). This aligns also with the concern raised about disability access, as there is an intention to encourage visitation by disabled students (e.g. from Ukraine) but currently premises are not easily adaptable, and moving to other locations may not be financially feasible.

83. The Panel recommends to develop long-term realistic forward projections and the implementation of a well-elaborated plan of activities in order to create favourable financial conditions for long-term sustainability of teaching and learning infrastructure.

84. As noted in paragraph 76, the Panel finds that the learning resources for the provision of studies and applied research are adequate to present needs. The lecture halls are adequate for teaching and discussion, with projectors, chairs, and Wi-Fi connectivity. The beauty salon, orthopaedic technologies, and Emergency Medical Aid tools are sufficiently up-to-date for present teaching and research needs. The Library is adequate to the study programmes being offered although, as noted, a larger investment in English language resources will support teaching and research by international mobility students and by those who may choose, for whatever professional or personal reason, to study in English instead of Lithuanian. The current

databases again seem adequate to present needs, and help to fill in the gap in Anglophone scholarship available to students.

85. The reliance of many students upon asynchronous online learning indicates that the Moodle system is serving the institution effectively at present. Monitoring and upgrading of this system is advisable for the College as it serves a potent need for students in remote locations, or with irregular learning schedules.

86. The current resources of equipment, technology, and database access seem adequate to the likely research and scholarship needs of both staff and students. There are multiple computerised workstations accessible near the library premises.

87. **In summary**, the College runs eight study programmes based upon specific applied sciences goals, and has the infrastructure, resources, and managerial structure to maintain and develop these institutional offerings. The College is heavily focused upon the social value of their programmes, as well as upon the building and development of an ethical attitude to the learning process, which they term the “Ignatian pedagogical paradigm,” which overarches all the eight programmes. Three of these programmes, Culinary Arts, Orthopaedic Technology, and Pastoral Care, are unique in Lithuania. The institution is run by a Director as the chief executive, and he is assisted by the College Council, of which he is also a member. An Academic Council advises about and considers educational matters. Shareholders also have an advisory capacity. The main administrative and managerial bodies of the College are specified in the College’s Statute. The premises and infrastructure are largely rented, but are generally fit for purpose, with adequate teaching and learning facilities and technologies. One notable exception to this is the lack of provision for access of students or staff with mobility difficulties, such as needing a wheelchair. As a general policy moving forward, the Panel believes it would be advisable for ILK to conduct a comprehensive analysis to establish market needs and its own capacity to respond to these needs, (b) based on this analysis, develop a strategic approach to determine its niche in the higher education market and (c) as the opportunity arises work towards a small but increasing number of programmes relevant to this niche.

88. **Judgment:** the area meets the minimum requirements, and there are drawbacks that must be addressed, and is given 2 points.

89. **Recommendations for the area:**

- That (a) the College develops and highlights a strong international focus as part of its overall strategy and (b) as part of this strategy, intensifies its contacts with other institutions, including in particular the Jesuit institutions existing in many countries, to build an international academic network using various instruments of exchange or project co-operation, and (c) that the internationalisation focus of the College is facilitated by taking steps to improve the language proficiency of the academic staff.
- That, working with its current and future social partners and other business interests and incorporating current research projects and the specialisations of the academic staff, the College develops an overall research strategy linked to its strategic aims.
- That the College creates a senior management team consisting of the Director, members of staff with specific overall responsibility for (i) academic areas, (ii) the management of

financial resources, human resources and accommodation, (iii) international relationships, (iv) relationships with social partners, and (v) the student voice.

- That (a) the College conducts a comprehensive analysis to establish market needs and its own capacity to respond to these needs, (b) based on this analysis, develops a strategic approach to determine its niche in the higher education market, and (c) as the opportunity arises works towards a small number of programmes relevant to this niche.
- That it would be beneficial for the College to develop further its capacity for effective self-analysis.
- That the College develops a regular programme of staff development in pedagogic skills, motivation for and ability to undertake applied research, language acquisition (especially English for Specific Purposes) and administrative skills.
- The Panel recommends that the College Council contract an impartial external auditor to advise them how best to streamline the Director's budgetary proposals (irrespective of who the individual Director may be).
- The Panel recommends that the College show the maturity of vision and financial discipline to make basic disability accommodations before incoming students (or mobility students) need a wheelchair ramp, or a lower sink, that has not yet been installed.
- That the College develop long-term realistic forward projections and the implementation of a well-elaborated plan of activities in order to create favourable financial conditions for long-term sustainability of teaching and learning infrastructure.

90. **Good practice examples:**

- The integration of values in the educational process (the shared commitment of staff and students to the Ignatian Paradigm).

3.2. Quality Assurance

Quality Assurance area is analysed in accordance with the following indicators and criteria, set up in the Methodology.

2.1. Implementation and effectiveness of the internal quality assurance system:

- 2.1.1. The higher education institution has approved and made publicly available internal quality assurance documents that are consistent with the Standards and Guidelines for Quality Assurance in the European Higher Education Area;*
- 2.1.2. Internal quality assurance measures of planning, implementation and improvement are appropriate, applied periodically and ensure the involvement of the whole institution and stakeholders;*
- 2.1.3. Processes for planning, implementation, monitoring, periodic evaluation and development of activities are specified;*
- 2.1.4. Students and academic and non-academic staff of the institution receive effective support;*
- 2.1.5. Provisions and procedures for academic integrity, tolerance and non-discrimination, appeal and ethics are specified and applied;*

2.1.6. The results of the external review are used to improve the performance of the higher education institution.

91. The College has approved and made publicly available some internal quality assurance documents. At the same time, a limited number of documents were added to the Self-Evaluation Report for external evaluation; some of the documents have been published on the institution's website (in Lithuanian); and another tranche of documents was sent upon request at the end of the evaluation visit (also in Lithuanian).

92. In this regard, the first significant drawback is the unavailability of documents in English, because the institution is subject to institutional evaluation by a Panel of international experts and Lithuanian-only documentation does not uphold the institution's internationalization efforts. The second shortcoming is related to the availability of documents to external parties and the need for more involvement of external parties in quality management in general, including the role of the Management Board in the governance of the institution.

93. The Panel recommends to make all procedures publicly available in both Lithuanian and English; disseminate to both internal and external stakeholders and further involve them in revising the policies and procedures.

94. There is a Quality Policy document (approximately half a page long). It states that the College implements a continuous quality improvement strategy based on the European Standards and Guidelines (ESG). However, there is no further information or reference to the source where the continuous improvement implementation and the consistency with the ESG would be explained. The policy document contains a mix of tasks that the institution is doing. However, according to the ESG 2015, quality policy should support the development of a quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In general the content of the internal quality assurance documents and the information made available during the review showed a lack of consistency with the European Standards and Guidelines.

95. The Panel recommends to make sure and demonstrate that all internal quality assurance documents are prepared to incorporate European Standards and Guidelines and that all processes follow European Standards and Guidelines.

96. The institution claims that its internal quality management system of the studies is based on the institution's strategic goals. At the same time, the strategy document is very simple, with objectives that are not specific and a few KPIs that are not related to the objectives, etc. In addition, conversations with stakeholders showed that their views were not considered and integrated into strategic planning. Representatives of several stakeholder groups named such essential development indicators, as:

- research (greater volume of publications, interdisciplinarity, greater involvement of students);
- teaching, learning, and assessment (intra-collaboration and knowledge-sharing activities among both groups the staff and students, acquisition, and implementation of innovative methods, individual approach, the density of practical workshops);
- infrastructure (equipment);

- collaboration with the industry and internationalization (increase the number of [international] guest lecturers, increase credits for English, increase the level of English among the staff and students, e.g., B2 level).

97. Respectively, these development indicators would be worth considering for the College to integrate into its strategy and, at the same time, determining specific results to be achieved and developing plans that provide precise mechanisms for achieving results, the responsible and necessary resources, as well as their sources. These development indicators, for example, can be defined cross-sectionally – at the level of individuals, groups, and the institution. Furthermore, according to the refined strategy, internal quality assurance measures need to be improved.

98. The Panel recommends to improve the institution's strategy by involving both internal and external stakeholders. Develop appropriate action plans that allocate resources to achieve goals. Develop data collection (measures) according to the improved strategy.

99. In the SER, it is asserted that “The [College’s] quality management system is intended to satisfy the interests and needs of students and graduates, employees, teaching and research staff, employers, students' parents or guardians, business enterprises, public organizations, state institutions, sponsors, other social stakeholders, and society.” The information obtained during the visit, however, shows that the needs of external parties are not identified effectively, and they are not integrated into the institution’s strategy. The Panel saw no evidence, for example, of significant efforts to elicit parental or guardian opinion. Students seem to be the only group regularly surveyed, and even they sometimes do not receive, or at least do not return, the questionnaires. It is the Panel’s finding that there is genuine willingness to comment and to contribute amongst numerous stakeholders—students, staff, alumni, and external partners—but that there is little tangible evidence of institutional coordination or prioritization of such contributions.

100. The Panel recommends to develop an effective system for identifying and integrating the needs of both internal and external stakeholders for continuous improvement.

101. The processes for planning, implementation, monitoring, periodic evaluation and development of activities are largely collaborative, shared primarily among the executive management, the teaching staff, the administration, and the Quality Laboratory. It is the finding of the Panel that these processes meet the minimum requirements, but that there is room for improvement.

102. In the most basic academic sense, planning and implementation of activities seem to occur in a regular, understood, and delegated manner—classes are scheduled, classes occur in rooms with the appropriate technology, assessments are made of student work, and the regular educational business of the College proceeds. It should here be noted with approval that both students and staff separately spoke highly of the adaptability of the teaching on the Moodle system, which permitted both groups to record, or to ‘attend,’ classes asynchronously. Despite the broad topical variety of the study programmes, the Panel is persuaded that the courses of the College are effectively delivered.

103. The Panel is concerned, however, that much of the bureaucratic and administrative work of the College is performed by people covering positions or responsibilities outside of their primary job functions. Indeed, during the site-visit, several individuals participated in multiple meetings

with the Panel in significantly different positions of responsibility. This is an administrative observation, not a critique of the institutional culture; the Panel approves the sense of collegiality that animates the College. Yet whilst the Panel certainly realizes that small institutions may need occasionally to ask individuals to assume accountability for unusual tasks, the Panel urges the development of a clear organogram (organisational chart) for the clear and precise delimitation of tasks and responsibilities.

104.The Panel recommends to develop and follow a clear organogram (organizational chart) for the clear and precise delimitation of tasks and responsibilities.

105.In an institutional sense, the establishment and cultivation of a culture promoting quality assurance seems largely to fall under the purview of the Quality Laboratory. This is affirmed in the SER, where the responsibilities of the Quality Laboratory are elaborated: “Quality Laboratory coordinates Quality management activities in the [College]. Quality Laboratory staff are responsible for various quality management activities. The Quality Laboratory carries out systematic quality management, ensures a clear distribution of responsibility for the implementation of the College activities and decision-making, and the involvement of all interested parties in quality improvement processes. The Quality Laboratory, while performing quality improvement actions, develops relations with social stakeholders, is open to changes, follows the innovations of scientific, artistic and business progress, and is able to monitor and evaluate changes in the labour market and accordingly improve the internal quality assurance system.”) These are significant responsibilities, even for a relatively small institution, yet the Panel was unable to identify a single individual who worked full-time on quality assurance or maintenance; the Head of the Quality Laboratory works on a one-quarter schedule, and the main activities of the Quality Laboratory were described to the Panel as “democratic.”

106.The Panel recommends to appoint or recruit a full-time Head of the Quality Laboratory with no institutional responsibilities other than quality monitoring and assurance.

107.The Panel was assured that the Quality Laboratory processes and analyses data; but it was not clarified to whom (other than the Director) those reports are provided; and what formal interaction with external stakeholders and social partners may exist. The Panel in no way questions the integrity or assiduity of the Quality Laboratory members, but feels strongly that their work could be more effectively articulated, designated, and prioritized.

108.During the site-visit, multiple groups of the College participants emphasized the compatibility of the Ignatian Paradigm with a quality culture—i.e., the collaborative desire to create an intellectual space distinguished by the probity and integrity of students, teachers, staff, alumni, and external partners. This shared ethos is a valuable asset of the College, and should be encouraged. Yet it is the finding of the Panel that policies, procedures, and processes are inconsistently made available in a written way, and the distribution of documents is underdeveloped. Perhaps the most notable example of this is the Quality Manual. During the site-visit, numerous College collocutors referred to the Quality Manual, and affirmed that they had been informed about it in a presentation; yet there was no consensus about what it mandates or covers, and even some brief disagreement about how to locate it. The Panel recommends regular staff and student discussion of the Quality Manual, and the provision of a clear link (in Lithuanian and English) on the website to the most up-to-date version, in both Lithuanian and English.

109. The Panel recommends to schedule regular meetings (for example, twice yearly) among staff and students for a presentation of, and discussion about, the main points of the Quality Manual, survey results, and other topicalities.

110. The students, academic staff, and non-academic staff of the College are broadly supported. It is a commendable strength of the College that the staff and students affirm their belief that the institution supports and sustains them as individuals. The College has broadly fostered a conviction among students and staff that the institution supports them, has policies to assist them, and will provide practical assistance if needed.

111. During the site-visit, the College's representatives detailed numerous support mechanisms for these groups, among the most significant of which are:

- general student support systems (introduced during the introductory week);
- discussions of exam results;
- individual consultations – both face-to-face and online;
- student engagement in the Academic Council, the study programme committees, the Ethics Committee, and other strategic sessions;
- flexibility of teaching methods, including special software or hardware adapted to disabilities for relief;
- instructions for lecturers, including for the work with students with disabilities;
- financial support for students (of multiple variations, but including: social scholarships; state-sponsored loans; support for students with disabilities, i.e., support for students with a 45% disability and a lower level of work capacity; reimbursement of study fees for those who have achieved the best results; support for children of emigrants (support for foreigners of Lithuanian origin who came to study in Lithuania); compensation for persons who have completed military service; etc.);
- social and personal support for the students;
- psychological and spiritual support for students and staff;
- academic freedom, for students and academic staff;
- annual academic staff support according to the staff development plan;
- financial support for the academic and non-academic staff (allowances to salary; one-time cash payments and material benefits and other allowances [e.g., for participation in the projects]).

112. The multiplicity of these efforts, and their extensive coverage of both students and staff, provides evidence of a strong commitment to assisting members of the institutional community. Indeed, there are bodies within the College—such as the Centre for Future Professions, or the nascent Alumni Association—that exist almost entirely for the benefit of students after they leave the College. Yet the most frequently attested support mechanism, if it may be so described, was the individual approachability and encouragement that the instructors and students feel for one another. This is unquantifiable but was multiply attested, and would seem to be the best practical manifestation of the Ignatian Paradigm that is so important to the College.

113. Although there may be individual exceptions—such as the widespread desire for opportunities to improve one’s English; the worrisome drop-out rates in some study programmes; the need of some instructors for improvement of technological skills—the Panel finds that personal and professional support is, on balance, a strength of the institution.

114. The College maintains a Code of Academic Ethics to the conditions of which both staff and students are obliged to adhere. The Code, as is to be expected, specifically prohibits such violations of academic integrity as plagiarism, fraud, forgery of marks or signatures, bribes, unwarranted criticism based on personal animosity, inappropriate relations (personal or commercial) between students and instructors, harming others in research activities, misusing one’s institutional affiliation, and other commonly accepted transgressions of the spirit of academia. As such the Code appears widely understood and uncontroversially accepted. The Code is inclusive of a declaration of agreement to be bound by the Code, which is to be retained by the College until one year after the student leaves the institution.

115. There is one section of the Code, however, that is uncommon: this is section V.17, which features an inexact prohibition of expression that would be contrary to the broadly evangelical Christian culture of the institution. Section V.17 states that “ILK students violate academic ethics by publicly expressing hostility to the Christian tenets of ILK and by violating the dignity and respect for authority of every person in a variety of environments.” The second half of this sentence is unfortunately vague—“every person in a variety of environments”—yet the first half is potentially more consequential in its imprecision. “Publicly expressing hostility to the Christian tenets” of the College may be provocative, distasteful, and ill-intentioned; but it hardly counts as a violation of academic ethics. It is also circumstantially unclear: it might quite rightly apply to disruptive or obnoxious behaviour in a classroom, but might equally apply to publishing a reasoned editorial in support of a policy contrary to the position of the Catholic Church. The Code would be improved and clarified by the removal or reformulation of provision V.17.

116. The Panel recommends to remove or reformulate provision V.17 from the Code of Academic Ethics.

117. This leads more generally to the question of tolerance and non-discrimination. During the site-visit, the Panel was repeatedly assured that the religious foundation of the College was not compulsory, and the Panel believes this to be truthful. The Panel believes that ILK is a positive example of likeminded people volitionally adhering to a shared conception of community, mutual support, and intention. Yet the College may need to become more specific and precise about how it enacts and maintains those core values: it offers three study programmes that are unique in Lithuania, and which may attract those of other (or no) faiths; and internationalization may bring in people with entirely different or inexistent religious beliefs. It is not desirable to alter the philosophy and atmosphere of the institution, but it is advisable to anticipate greater diversity and to articulate what constitute the core beliefs of the College. The Ignatian Paradigm is often referred to in the College, and is unquestionably an important part of the institutional culture, but can at times appear inchoate and lacking in practical specificity: it would be wise to define the Ignatian Paradigm in more practical, and less aspirational, terms.

118. The Panel recommends to define the meaning, implications, and obligations of the Ignatian Paradigm on a practical basis.

119. This recommendation the Panel believes to be in congruence with the strategic goal of 2021-2025, “to develop the competences of the Ignatian pedagogical paradigm on the systemic level,” which the Panel understands to intend precise, specific, practical, competences.

120. In terms of appeals, there exists a slightly convoluted procedure (“appeals are examined according to the description of the procedure for handling appeals to the [College] approved by the Director of the [College], determining the procedure according to which appeals are received and examined”), yet the one case formally instituted by a student regarding a final thesis resulted in a finding in favour of the student. Another case arose involving an alleged violation of academic ethics; the Panel inquired about the specific case, and finds that ILK dealt with the matter in a procedural and appropriate manner. In most cases, disputes about assessment appear to be resolved through consultation.

121. The Panel finds that the provisions and procedures for academic integrity, tolerance and non-discrimination, appeal and ethics are specified and applied.

122. The previous review of ILK was conducted in 2016 by a six-member Panel working under the auspices of the SKVC. The College was, at that time, given a positive evaluation. That report advances eight specific recommendations, most of which appear to have been addressed (in so far as is possible to verify: several suggestions or encouragements quite defensibly urge ILK to ‘consider’ or ‘explore’ without mandating compliance). Several of the recommendations remain pertinent. For example, during the site-visit in 2022, the institutional representatives invariably spoke of ILK as a ‘college’; the SER repeatedly uses the term ‘University of Applied Sciences’ in reference to the College, although the prior Panel specifically urged in 2016 that ILK “ensure that its website and other public information in English avoids using the misleading word ‘university.’” Yet the Panel finds that a majority of the prior Panel’s recommendations were addressed, or at least considered, in good faith.

123. **In summary**, the internal quality assurance system is in the process of development. Support for students and staff can be seen as a strong point of the College, although there is room for improvement in this area, considering the strategy and the resources needed to achieve the goals. On the other hand, the most significant attention should be paid to processes and internal quality assurance measures.

There is a partial availability of internal quality assurance documents, which also does not uphold the institution's internationalization efforts. In addition, there is a need for more involvement of external parties in quality management in general, including the role of the Management Board in the governance of the institution. The continuous improvement implementation and consistency with the European Standards and Guidelines in the documents could be incorporated in a more explicit way.

An institutional strategy has been developed, but College would benefit from specifying the objectives and defining related KPIs, considering and integrating the views of stakeholders e.g., in terms of research, teaching, learning, and assessment; infrastructure and collaboration with the industry and internationalization. Furthermore, according to the refined strategy, internal quality assurance measures need to be improved.

In the most basic academic sense, planning and implementation of activities seem to occur in a regular, understood, and delegated manner. Students and staff separately spoke highly of the adaptability of the teaching on the Moodle system. Therefore, despite the broad topical variety

of the study programs, the Panel is persuaded that the courses of the College are effectively delivered. However, the Panel is concerned that much of the bureaucratic and administrative work of the College is performed by people covering positions or responsibilities outside of their primary job functions. The development of a clear organizational chart for the clear and precise delimitation of tasks and responsibilities is recommended.

The establishment and cultivation of a quality culture fall under the purview of the Quality Laboratory. It includes different significant responsibilities. However, the Panel was unable to identify a single individual who worked full-time on quality assurance or maintenance. Therefore, the Panel recommends immediately appointing or recruiting a full-time Head of the Quality Laboratory with no institutional responsibilities other than quality monitoring and assurance. It would help to execute Quality Management objectives more effectively articulated, designated, and prioritized

The panel finds that policies, procedures, and processes are inconsistently made available in a written way, and the distribution of documents is underdeveloped. For example, Quality Manual – numerous College collocutors referred to the Quality Manual, and affirmed that they had been informed about it in a presentation; yet there was no consensus about what it mandates or covers, and even some brief disagreement about how to locate it. Therefore, the Panel recommends scheduling regular meetings (perhaps twice yearly) among staff and students for a presentation of, and discussion about, the main points of the Quality Manual, survey results, and other topicalities.

The students, academic staff, and non-academic staff of the College are broadly supported, and because of the size of the institution, individual approach to issues is being executed. Numerous support mechanisms are in place. And although there may be individual exceptions, the Panel finds that personal and professional support is a Quality Assurance strength of the institution.

The College maintains a Code of Academic Ethics. As such, the Code appears widely understood and incontrovertibly accepted. However, one section of the Code is uncommon: section (V.17), which features the imprecise prohibition of expression that would be contrary to the broadly evangelical Christian culture of the institution. The Code would be improved and clarified by removing or reformulating vision V.17.

The Ignatian Paradigm is often referred to in the College, and is unquestionably an important part of the institutional culture, but it can, at times, appear inchoate and lacking in practical specificity (different interpretations of the concept exist among the stakeholders). Therefore, it would be wise to define the Ignatian Paradigm in more practical, and less aspirational terms.

In terms of appeals, the Panel finds that ILK dealt with the existing matter in a procedural and appropriate manner. In most cases, disputes about assessment appear to be resolved through consultation. The Panel finds that the provisions and procedures for academic integrity, tolerance and non-discrimination, appeal and ethics are specified and applied.

That previous review report advances eight specific recommendations, most of which appear to have been addressed (in so far as is possible to verify because several suggestions or encouragements quite defensibly urge ILK to ‘consider’ or ‘explore’ without mandating compliance). Although the prior Panel specifically urged in 2016 that ILK avoids using the misleading word ‘University, the SER repeatedly uses the term ‘University of Applied Sciences’

in reference to the College. However, during the site-visit in 2022, the institutional representatives invariably spoke of ILK as a ‘College’.

124.**Judgment:** the area meets the minimum requirements, and there are drawbacks that must be addressed, and is given 2 points.

125.**Recommendations for the area:**

- That the College make all procedures publicly available in both Lithuanian and English; disseminate to both internal and external stakeholders and further involve them in revising the policies and procedures.
- That the College makes sure and demonstrates that all internal quality assurance documents are prepared to incorporate European Standards and Guidelines and that all process follow European Standards and Guidelines.
- That the College improve the institution's strategy by involving both internal and external stakeholders. Develop appropriate action plans that allocate resources to achieve goals. Develop data collection (measures) according to the improved strategy.
- That the College develop an effective system for identifying and integrating the needs of both internal and external stakeholders for continuous improvement.
- That the College develop and follow a clear organogram (organizational chart) for the clear and precise delimitation of tasks and responsibilities.
- That the College immediately appoint or recruit a full-time Head of the Quality Laboratory with no institutional responsibilities other than quality monitoring and assurance.
- That the College schedule regular meetings (perhaps twice yearly) among staff and students for a presentation of, and discussion about, the main points of the Quality Manual, survey results, and other topicalities.
- That the College remove or reformulate provision V.17 from the Code of Academic Ethics.
- That the College define the meaning, implications, and obligations of the Ignatian Paradigm on a practical basis.

3.3. Studies and Research (Art)

Studies and Research (Art) area is analysed in accordance with the following indicators and criteria, set up in the Methodology.

3.1. The level of research (art), compatibility of studies and research (art) and its compliance with the strategic aims of activities:

3.1.1. The study and research (art) activities carried out and their results are consistent with the mission and strategic aims of the higher education institution;

3.1.2. The level of research (art) activities is sufficient for the ongoing studies of the higher education institution;

3.1.3. Studies are based on research (art);

3.1.4. Consistent recognition of foreign qualifications, partial studies and prior non-formal and informal learning is performed.

126. The College offers eight study programmes: Orthopaedic Technology; Emergency Medical Aid; Beauty Therapy; Culinary Arts; Social Work; Pastoral Care; Hospitality Management; and Image Design. For the successful student these result in the awarding of a professional Bachelor's degree. As is noted in the SER, three of these study programmes—Culinary Arts, Orthopaedic Technology, and Pastoral Care—are unique in Lithuania. These diverse offerings are linked by their common focus of a) the acquisition of market-ready professional skills and b) a commitment to the public benefit and utility of the skills obtained.

127. One of the main conceptual pillars of the curricula is the Ignatian Pedagogical Paradigm. This is congruent with the mission statement in the Statute of St. Ignatius College, where it is noted (Statute, II, 9) that “The main goal of the activities carried out by the College is to train specialists oriented into practical activity having higher college education and a bachelor of vocational education who are able to execute the regional policy of Lithuania, who understand the peculiarities of human and professional vocation, who foster Christian values and who aim for meaningful goals in life and work and those who serve for the wellbeing of humanity as a whole.” The Panel believes this to be a sincere and good-faith effort to provide a holistic education, one that builds skills beneficial to the community and also promotes introspection, reflection, and human solidarity in the individual student's life.

128. Yet the Panel notes with grave concern that, in practice, the Ignatian Pedagogical Paradigm, as a crucial element of the academic offering as proposed, seems to be more a conceptual commitment to personal development than an actionable assessment mechanism for individual courses. As is noted in the College's Self Evaluation Report, “Ignatius' Pedagogical Paradigm” (IPP) is a tool that helps to involve the student in active participation in the study process, trying to ensure that studies are not limited to the transfer of knowledge, but also strengthen faith and form values. Paradigm is a certain cyclical method (teaching style, method) including five stages: context, experience, reflection, action, and evaluation. The procedural elements of St. Ignatius' pedagogical paradigm - experience, reflection and action present a unique method of internalizing values of Jesuit schools, which implies the cognitive, emotional and volitional processes of values, which are considered the basis of internalization of values.” This implies, of course, a matter of spiritual and ethical development, but it merits here the ineluctable observation that one of the main institutional intentions—the fostering of good ethical character, through the processes of context, experience, reflection, action, and evaluation—is essentially unquantifiable, and is not formally assessed. This is a matter of dismay to the Panel, as so much of the institutional uniqueness lies in something that has no effective or consistent assessment mechanism.

129. The Panel considers this lack of an effective and consistent assessment mechanism of the Ignatian Pedagogical Paradigm as a fundamental weakness of the institution's teaching and learning. If one takes the IPP seriously—and the College regards the IPP as being a central element of their educational offering—the lack of clear and effective assessment metrics is structurally problematic. That the IPP must be understood as a teaching element, and not just as a collective ethos, is evident in the terminology itself (it is explicitly the Ignatian Pedagogical Paradigm). The College identifies the IPP as being a distinctive element of their teaching and

learning process (“distinctiveness of University of Applied Sciences through the presented Ignatian pedagogical paradigm”—the College refers to itself in the SER as the ‘University of Applied Sciences’), yet it is unmeasured in any consistent or objective manner. It is untestable and impossible to fail; yet it is a major component of the College’s educational process.

130. The Panel is firmly convinced that the College is committed to the IPP and that, moreover, it represents a distinctive element of the College’s academic offerings. Yet at present it is not a pedagogical tool in any measurable or assessable sense, but is rather an aspiration. It is imperative that the College establish indicators, in consultation with alumni and social partners, to monitor how staff and students practically acquire elements of the Ignatian Pedagogical Paradigm, so as to maintain this important—but at present unmeasured—aspect of the College experience. The Panel notes with commendation that there is a pervasive sense of commitment to mission that staff and students share, an attitude which institutional representatives often attributed to commitment to the Ignatian paradigm in general; yet if the IPP is to be a truly pedagogical component of ILK education, it needs to be assessed by objective grading metrics and evaluated as part of the teaching and learning process.

131. Admission to the academic programmes is competitive, in a process organized by the LAMA BPO (Association of Lithuanian Higher Education Institutions for Centralized Admissions) and in accordance with the institutional admissions policies of the College (SER). In the period covered by this review, the “Highest Competitive Score” and the “Lowest Competitive Score” for admission increased for all study programmes. This indicates an impressive overall increase in academic competition for the positions available. Perhaps unavoidably, internal comparisons illustrate some inconsistencies from programme to programme; in 2021, the lowest competitive score acceptable for admission to the Hospitality Management programme was 2.83, whilst in the same year the lowest competitive score for admission to the Pastoral Care programme was the significantly higher 5.24. It is to be expected that more popular programmes would attract higher competitions, but it may be wise for the College management to monitor significant differences in Lowest Competitive Scores, in order to prevent substantial disparities from developing among the study programmes, and thus to maintain institutional degree prestige.

132. The Panel recommends to monitor and address disparities among study programme ‘Lowest Competitive Scores’ entrance levels, to prevent significant disproportions of talent and capability from programme to programme.

133. As will be noted in a later section, generally high employability rates for graduates of these study programmes suggest that the pedagogical aims of the programmes are being met, and moreover, that they cohere with the needs of the society and the region. According to data provided by SKVC, the average employment of graduates in 2017-2020 in the College is 47% while the overall average of all colleges in Lithuania is 44%. This is particularly important in fields (such as Social Work, Pastoral Care, or Emergency Medical Aid) which require adaptability, improvisation, stress-management, and self-reliance in challenging circumstances. As a general principle, however, the efforts of applied sciences institutions may be fairly judged by their perceived applicability to real-world challenges; and one of the most compelling of such measurements is graduate employability.

134. It is a matter of concern, though, that the institution has alarmingly low percentages of on-time graduation in some programmes: in 2022, the Culinary Art programme had a 19% on-time

graduation rate, while Orthopaedic Technology had a 36% on-time graduation rate. The College believes that this is due in part to “the early entry of students, especially advanced students, into the labour market,” but this seems to be a conclusion drawn from informal conversations with students. During the site visit, the Panel repeatedly asked different groups of interlocutors if they knew of such instances (when a student left before graduation in order to take a job in the field of study), and heard no specific verification that people are being lured away from their studies by early employment (several individuals gave anecdotal testimony about colleagues who received employment offers before graduation, but who—crucially—did graduate, and would not, therefore, figure in student attrition statistics). These low on-time graduation percentages are a matter of concern to the Panel, as they should be to the College.

135. The Panel recommends to monitor and prevent significant student drop-out rates, particularly in study programmes where attrition is most notable. If pre-graduation employment is a cause, work with internship partners and social partners to ensure that job offers are conditional upon the student graduating successfully.

136. At the time of writing of this report, the College has 485 students, all of whom are full-time students, although some are what the College refers to as “full-time remote.” Due in part to the professional nature of the skills developed in the programmes, the average student profile is older than traditional students who enter tertiary education immediately after finishing secondary education. Because many students are older, employed, or have familial responsibilities, many of the students rely upon the Moodle learning management system, particularly to listen to lectures at irregular hours: thus, they are full-time students, maintaining full-time credit hour commitments, but much of their learning is delivered remotely via Moodle. In one sense, this is good accommodation of distant students, yet it also raises the concern that students who are carrying full-time credit hours may not regularly meet or interact with their instructors: and part-time studies are not an option. It may be legally permissible to have few in-person classes per term, but such a reliance upon full-time distance learning may, in the opinion of the Panel, contribute to the high student attrition (drop-out) rate.

137. Study programme enrolment generally indicates the popularity and sustainability of the programmes. Most programmes show relatively consistent admissions for the period covered by this report, with minor variations: Social Work, Pastoral Care, and Emergency Medical Aid are popular and well-enrolled programmes; Culinary Arts and Orthopaedic Technology have lower, but regular, enrolment; and Hospitality Management has shown impressive admission increases in 2020 and 2021, after three years of lower (2017) or no (2018, 2019) admissions. Beauty Therapy offers contradictory data: it is regularly one of the most popular study programmes available, but admissions have shown an alarming downward trend (2017—51; 2021—24). Image Design is perhaps unsustainable in the long-term. Although recent admissions have shown an encouraging increase, this study programme still suffers from single-digit admissions (2017—4; 2018—0; 2019—0; 2020—9; 2021—6). It is the recommendation of this Panel that staff and students of programmes with lower or declining admissions be consulted about how to promote and revise their programmes, to help stabilize and promote them.

138. The Panel recommends to identify low-enrolment programmes and consult with students and staff about how to revitalize the offering, or at least improve promotion and enrolment; set a minimum number of students (break-even minimum) and stick to it to determine the continuation of the programme, based upon clear criteria (to be established by the College) such as financial

sustainability, satisfactory student experience, and employability; consider programme closure if no improvement can be achieved.

139. The teaching staff appear to meet relevant requirements. As it was stated in paragraph 63, out of the 68 teachers, 40 of them are full-time (the SER, however, appears to report slightly different data than appear in Annex, which seems to relate that full-time academic positions amounted (in 2021) to 21.78% of the teaching staff]). Of the teaching staff, however, the SER affirms that: “all the teachers have practical work experience of at least 3 years.” As the Panel understands it, this satisfies the legal requirement for colleges, Chapter VI (28) of the Minister of Education and Science’s Order on Approval of Description of General Requirements for the Provision of Studies, 30 December 2016 No. V-1168 which mandates that: “More than half of the college teachers fields must have at least 3 years of practical work experience related to the subject being taught. The subject and teaching competence of teachers must be improved in accordance with the procedure established by the college.” Yet it must be noted that, even during the site-visit, the majority of teaching staff who met with the Panel were part-time.

140. The following paragraphs of this section regard research, which the Panel identifies as a fundamental weakness of the College’s study and research processes. As has already been noted, the eight study programmes offered by the College are diverse, based in praxis, and are focused upon professions that provide social benefit as well as promote individual self-worth. If there is a uniting focus of the study programmes it is the aim of producing professionals whose work will assist society. Because of this understandable emphasis on beneficial social applications, the College—in the estimation of the Panel—is considerably stronger in practical elements than in the theoretical. The practical elements of the study programmes are supported by in-business placement (internships), classrooms with technical machinery and equipment (prostheses fabrication, podiatric scanners; massage tables, styling chairs); or public-facing entrepreneurial College initiatives (Arrivée restaurant and kitchen). In essentialist terms of practice-based education, the College seems to meet the necessary academic standards: students learn, improve their skills and knowledge, develop job-specific competences (e.g., an E.M.T.) and obtain employment.

141. The College did not provide clear information regarding the congruence of research with these successful pedagogical activities; at the College, research accomplishment is less evidenced than teaching success.

142. Several of the teaching staff maintain research profiles in their respective fields: a list of recent publications by academic staff may be found in the SER. This list encompasses papers in both regional journals and international conference proceedings, indicating a commitment to both local and international research; the list also includes artistic exhibits, student contributions to student conferences, and other such research evidence. It is, however, a perilously small number of scholarly publications for a full-time teaching staff of 40.

143. As an institution, the College relies, for research publications, too heavily on several highly productive individuals: one individual, for example, authored or co-authored five of the twenty-five articles listed in the SER list—among them, all three publications the SER list for Emergency Medical Aid research —yet also maintains three institutional affiliations (Vytautas Magnus University, Klaipėda State College, Ignatius Loyola College). Multiple study programmes are either under-represented in scholarship, or achieve little more than the publication of conference

abstracts as contributions to scholarship. These failings should be exemplified. The only scholarly publication listed in the SER as being relevant to the Culinary Art programme is a paper (incorrectly titled in the SER) of which only the third author (of five) is listed as having an association with ILK. Of the three publications listed in the SER as being related to Orthopaedic Technology, one appears only to be a one-page abstract in a conference abstract book. Two of the three papers listed in the SER as pertaining to Emergency Medical Aid link to books of abstracts (both for the same conference). Three of the papers listed in the SER as being relevant to Image Design are linked to one book of abstracts. It is also strange to note that some of the most popular study programmes—such as Social Work and Pastoral Care—represent a vanishingly small segment of the academic publishing portfolio (one article each, of the twenty-five listed). The only paper listed as being relevant to the popular Social Work programme is four pages long; for a well-subscribed programme to generate only four pages of published scholarship during the period under review seems to epitomise the lack of a research basis to the programme.

144. This lack of any serious research productivity for popular programmes is inexplicable. Whilst the Panel fully acknowledges that, say, Pastoral Care involves highly confidential support being given by practitioners in these fields, it is perplexing that more broad-based methodological research is not carried out in so consistently popular a programme. (As purely hypothetical examples, one might postulate achievable academic research into topics such as “Carer perceptions on how technology has changed pastoral care” or “What were the effects on pastoral carers and the people they counselled of COVID isolation protocols?” or similar studies which might survey pastoral carers without requiring the violation of anonymity).

145. Although published, peer-reviewed research productivity is a fundamental weakness of the ILK research efforts, there is a bright spot in the College’s research effort: the College has collaborated in socially-based research colloquia and conferences, such as ‘The Role of Higher Education in Society: Values, Challenges, and Trends’ on 8 June 2022, and ‘A Holistic Approach to Dementia,’ in 22 September 2022. These are encouraging developments, yet the College gives the unmistakeable impression of being stronger in teaching than in peer-reviewed research.

146. The Panel recommends motivating teaching staff to engage in applied research, where appropriate by subject, and to incorporate those results in the curricula.

147. The Panel recommends to set more ambitious, international research publication targets for all academic staff, full-time and part-time, and align them with performance reviews (and, potentially, contract renewal). Staff should be required to publish only under the affiliation of the College to meet these targets.

148. In terms of student research, the work asked of students appears largely consistent with applied sciences programmes at this level, which do not expect exceptional research autonomy. Individual student research initiative seems most notable in the final works, or capstone projects, which in recent years have included topics as diverse—but certainly intellectually supportable—as ‘Microbiological Analysis of Beeswax Coated Beef,’ ‘Designing Pastoral Care in Small Rural Communities,’ and ‘Design and Manufacture of Customized Denture Finishes for the Exclusive Consumer Market.’

149. It is ultimately the finding of this Panel that the level of research activities is insufficient for the ongoing studies of the College. As just two indicators of this, the Panel notes that in the data

provided by SKVC the “One-time teacher ratio with incomes, received from R&D services on demand in 2015-2020 (in thousands Euros)” is 0.4 for ILK, whilst the national average in colleges is 2.1. Similarly, in the same data, one sees that the “Points for R&D works in 2020 for one teacher” is 0.4 for ILK, against a national average for colleges of 0.9. Finally, it may be noted that research is listed as the second “Strategic Priority for Action” in the “Strategic Development Guidelines for 2021-2025,” although this is not linked to specific targets or other established indicators.

150. The College’s SER states unequivocally that “The content of the Study Programs is updated by observing and analysing the changes taking place in the professional and social spheres and the prevailing educational trends in foreign educational and scientific institutions.” This is a point of ongoing endeavour, as one of the ‘Strategic Goals’ for 2021-2025 is “To conduct applied research and professional art systemically in combination of international and national scientific achievements related to the fields and areas of delivered study programmes.” The Panel believes that this is a reasonable expression of institutional desire and intention. The wide, and mostly un-interrelated, study curricula necessitate comparison with a variety of international institutions.

151. In regard to the specific research basis of the studies, none of the programmes necessitates advanced research, as might be necessary in research-based programmes elsewhere (Pastoral Care, for example, will of necessity involve less practical research than, say, Aeronautical Design). In its own fields, the College offers persuasively up-to-date applied sciences education, taught in the main by instructors who exhibit, and compete, or at least practice in their areas of specialization. As noted above, however, the peer-reviewed research portfolio is unacceptably dependent upon considering abstracts as publications or upon relying upon part-time staff engaged elsewhere to add ILK as their institutional affiliation to papers. The academic programmes do include a substantial amount of assessed praxis; one sixth (30 credits) of the 180 credits needed to complete each study programme are obtained through practical studies. This suggests a close integration of academic instruction and real-world application. This alignment was also multiply verified in discussions with the stakeholders.

152. The SER notes also multiple examples of equipment purchases or upgrades, institutional initiatives (the restaurant ‘Arrivée’) and additionally notes that the College has professional partners that permit students in-situ training and practical skills application. The academic staff who deliver these programmes are—judging by the evidence supplied—highly competent instructors, who in many cases possess both professional profiles and research capabilities. This is particularly significant given the significant differences between study programmes, which suppress easy inter-disciplinarity, or cross-teaching by staff in multiple programmes.

153. The Panel strongly encourages the employment and recruitment of professional practitioners as programme lecturers. Yet the Panel expresses uncertainty about the exact terms of engagement for the teachers in each programme. The heavy emphasis on practical courses necessitates the employment of professional practitioners, who will also have external professional engagements. In general, the teachers of high qualification working in the College are practitioners and teachers engaged in applied research activities, who have long experience of practical work. Therefore, synergy between science and business is supported. The academic staff satisfies the requirements of legal acts and their qualification is suitable to achieve the study results. The teachers at the College amount to 75.6 percent of all the employees.

154. The College has a procedure in place by which to evaluate qualifications acquired in foreign institutions and non-formal qualifications. This does not, according to site-visit information, occur regularly, but the procedure exists. Given the professional nature of the study programmes it is likely that students/applicants may be older—it is so asserted in the SER—or may be already in professional practice and wish to develop or refine skills. For such people, recognition of prior or non-traditional skills is essential; and it is here noted that the College has an established policy for such recognition (involving awarding of credits, recognition of certificates obtained during training, etc.). Qualifications obtained more than five years before the application are not recognized, a reasonable concession to the dynamic and fluid nature of professional fields in the modern world.

155. The Panel therefore finds that the College does have a procedure to perform a consistent recognition of foreign qualifications, partial studies and prior non-formal and informal learning. The Panel has not, however, seen any information or data regarding how often such applications are received—or how many applicants per year request—to have foreign or non-traditional qualifications recognized. Site-visit discussions, however, affirm that such applications are rare. Publicizing such opportunities might be useful for establishing the effectiveness of recruiting foreign students or Lithuanian students with non-traditional profiles.

156. The Panel recommends to publicize—in association with social partners and stakeholders—the possibility of non-formal or informal credit, to attempt to attract new enrolment. This is particularly apposite for programmes with low or declining enrolment.

3.2. Internationality of studies, research (art):

3.2.1. The higher education institution has a strategy for internationalisation of research (art) and study activities (including indicators of internationalisation), means for its implementation, and measurements of the effectiveness of these activities are performed (not applicable to colleges unless provided for in its strategic documents);

3.2.2. The higher education institution integrates aspects of internationalisation into the content of studies and research (art) activities.

157. The College has identified internationalisation as a significant element for ongoing development. The Panel concurs that internationalisation is an attainable goal, particularly through attempts to increase mobility, and with efforts to utilize the extensive network of partner institutions available through Jesuit educational contacts. This latter point may additionally make recruitment or partnership easier, as those already in Jesuit institutions presumably also share a commitment to the Ignatian Pedagogical Paradigm. It would be highly advisable to build these international contacts, both to augment applied research opportunities for the College, and to increase research capacity by forming multi-institutional teams to investigate relevant industry needs.

158. The College strives to meet and to maintain internationally-applicable standards by comparing its programmes with similar programmes in partner institutions, such as (e.g.) The Thomas More University, Belgium; Loyola University Andalusia, Spain; Medical University of Sofia, Bulgaria; I. Horbachievsky Ternopil National Medical University, Ukraine; etc. Such comparative efforts are laudable, and make for valuable intellectual dissemination of ideas and methodologies. It is also pertinent here to observe that the College is analysing usefully comparable institutions of applied sciences.

159. Another major internationalization target is the intention to offer all programmes in English by 2027. This should have a beneficial influence on incoming mobility for both students and academic staff. It would also theoretically attract students from outside Lithuania who may not speak Lithuanian, but who are interested in following the study programmes in English, which may be a successful recruitment market for the College.

160. It must be noted, however, that the general level of English-speaking ability evidenced during the site-visit was significantly lower than would be minimally acceptable for offering programmes run in English. Many of the institutional collocutors either openly identified themselves as not speaking English, or at least self-assessed only a passive knowledge of English. This is a significant challenge for the College from at least four perspectives: 1) as English is the world's language of science, a higher proportion of English-speaking academic staff could publish in English and raise the College's research prominence (identified as a fundamental weakness, above); 2) students, graduates, and staff specifically requested more English instruction; 3) the current English-speaking abilities of existing teaching staff are simply inadequate to offering all programmes in English, as is planned by the College; 4) internationalisation and mobility will be hampered by the low level of English-speaking competence generally to be found at the College.

161. The Panel recommends that the College (a) identify English language need for staff, providing them with appropriate training, and setting for them realistic CEFR-aligned targets; expand English language offerings and opportunities for students and (b) acquire, or at least develop an acquisition strategy, for English-language Library resources in fields covered by the study programmes; current library resources in English are few, and are certainly inadequate to programmes run in English.

162. Student and staff mobility comes largely under the Erasmus mobility exchange programme. The data here are mixed. Given the somewhat older enrolment profile of students in the College's applied sciences programmes, it is likely that mobility is difficult for many of the students, who often have employment or familial obligations that prevent them from leaving Lithuania. The Panel has seen data that indicate that, since 2017, a total of 74 ILK students have participated in some manner of outgoing mobility, with 20 of those being 'study' visits, and the remaining 54 being 'practise' visits. These are entirely reasonable numbers, in consideration of the enrolment of the study programmes. There is, at present, little incoming mobility of students, and the Panel believes that the staff 'teaching visits' mentioned in the SER are based more upon the individual instructor's personal professional circle of acquaintances than on formal institutional invitations. Increasing English-language capabilities of students and staff will also make mobility more attainable and attractive.

163. The Panel recommends to increase international mobility, particularly by investigating short-term mobility opportunities.

164. The Panel believes therefore that, given the available evidence and data, the College has a strategy for internationalisation of research and study activities, and is monitoring its implementation effectively. The means for implementation, however, still appear insufficient.

165. This category raises the important question of how to implement a policy of internationalization into programmes that are effectively applied-sciences instruction. Certain of the programmes considered here (e.g. Emergency Medical Aid, Orthopaedic Technology) are

clearly influenced by research and technological development that may come from any country; and programmes such as Beauty Therapy and Culinary Art focus on fields that are constantly being developed, challenged, and redefined as global fashions and attitudes change. Yet it is unlikely that such changeability applies to fields such as Pastoral Care or Social Work, where internationalism and modernity may matter much less than compassion, fellowship, empathy, and trained listening.

166.As noted previously, the College has international partner institutions with which it compares curricular developments and field innovations; some students go on mobility exchanges, some as far away as Ireland and Italy; and staff are encouraged to compete in international field-specific contests (such as Japanese facial massage). These constitute, in the Panel's estimation, a good-faith effort to bring the advantages of internationalisation to the classroom experience for students of the College.

167.It should be noted again, however, that one of the major internationalization initiatives of the College is not close to being implementable: full English instruction. It is a good idea, and one that should be pursued, but at present it is aspirational only. In terms of using English, international students will be attracted to Lithuanian education only if they may study all or most of it in English; and Lithuanian students and graduates both separately expressed the desire for more English instruction. It was abundantly clear to the Panel, however, that the College simply is not ready to move to English instruction anytime in the foreseeable future. It is a necessary step towards integrating internationalism into the studies, but at present it is not implementable in the short term.

168.It may also merit recording here one additional institutional deviation from expected European and North American normative expectations: almost none of the premises the Panel visited were accessible for, or readily adaptable to, students or staff with special needs. The Panel was repeatedly assured that accommodations could and would be made for such students—either full-time or on mobility—but the premises at present would not easily permit participation by a student with disabilities, which may suppress incoming student mobility.

169.The Panel therefore finds that the College integrates aspects of internationalisation into the content of studies and research (art) activities.

170.**In summary**, by most traditional educational metrics, research is a significant weakness of the College. The Panel sees little evidence of a coherent research strategy. The SER reports that one of the Strategic Goals for 2021-2025 is to “To conduct applied research and professional art systemically in combination of international and national scientific achievements related to the fields and areas of delivered study programmes.” In general, there are worrisome elements in the College's approach to research: scholarly publications are relatively few, include abstracts as publications, and are occasionally produced by academics with multiple academic affiliations; there seems to be no delegated individual who is tasked full-time with overseeing or leading the institutional research effort; there does not appear to exist a coherent research strategy linked to the College's overall mission; there is no evidence of interdisciplinary research; and the College notes that it is “is developing a communication strategy and motivational system for the activation of scientific activities, so that teachers are actively involved in the [College's] applied activities of science and arts,” which intimates that scientific activities have yet to be “activated.”

The Panel acknowledges that the College is accountable to different standards than these more traditional research metrics, as the requirements for a college differ from those of a university. Yet, indisputably, research remains a *fundamental weakness* of the College. The Panel, having considered all the evidence, finds that the studies are not based upon research, and that research specifically conducted at the College is very limited.

This must be clarified here, as previous drafts of this report have perhaps lacked precision in this point, through courteous attempts to acknowledge the nuances of the College. The Panel wishes here to be clear, and not unkind, but also unmistakable. The Panel recognises that the College does, for multiple programmes, engage in competitions and displays. A chocolate sculpting competition, or a photographic exhibition, may indeed be appropriate professional displays of innovation for programmes such as Culinary Art and Image Design. Yet far too many of the programmes are not clearly linked with any professional exhibition (Social Work, Pastoral Care, and Emergency Medical Aid would indeed seem, by their subject matter, to preclude professional exhibition), and they are under-supported by any basis in scholarly research. If research is being done, it is not apparent. In the absence of professional competitions, a list of academic publications that relies upon conference abstracts, authors with multiple institutional affiliations, and hyperlinks that are expired is not convincing evidence of any significant research being undertaken on an institutional level.

It must be emphasised that research without public exposure and debate among peers is little more than curiosity; admirable, perhaps, but not scientific, nor does it constitute research. Research involves, of its very nature, the process of rigorous scholarship, objective evaluation, and collegial disputation in, or after, publication in reputable journals. *The College is not, of course, required to meet an arbitrary minimum number of academic publications; yet such publications would help to provide evidence of what is otherwise under-evidenced, that is, a clear link between research and teaching.* The College has opportunities to pursue such research from the unique position of being an applied sciences institution, within the EU, and with a strong basis on faith. The College is strongly encouraged to prioritise research from its unique position and to align such research with the curricula.

171.**Judgment:** the area does not meet the minimum requirements, and there are drawbacks that must be addressed, and is given 1 point.

172.**Recommendations for the area:**

- That the College monitor and address disparities among study programme ‘Lowest Competitive Scores’ entrance levels, to prevent significant disproportions of talent and capability from programme to programme.
- That the College monitor and prevent significant student drop-out rates, particularly in study programmes where attrition is most notable. If pre-graduation employment is a cause, work with internship partners and social partners to ensure that job offers are conditional upon the student graduating successfully.
- That the College identify low-enrolment programmes and consult with students and staff about how to revitalize the offering, or at least improve promotion and enrolment. Consider programme closure if no improvement can be achieved.

- That the College motivate teaching staff to engage in applied research, and to incorporate those results in the curricula.
- That the College set more ambitious, international research publication targets for full-time staff, and align them with performance reviews (and, potentially, contract renewal). Staff should be required to publish only under the affiliation of the College to meet these targets.
- That the College publicize—perhaps in association with social partners and stakeholders—the possibility of non-formal or informal credit, to attempt to attract new enrolment. This is particularly apposite for programs with low or declining enrolment.
- That the College (a) identify English language need for staff, providing them with appropriate training, and setting for them realistic CEFR-aligned targets; expand English language offerings and opportunities for students. (b) acquire, or at least develop an acquisition strategy, for English-language Library resources in fields covered by the study programmes; current library resources in English are few, and are certainly inadequate to programmes run in English.
- That the College increase international mobility, particularly by investigating short-term mobility opportunities. Increasing English-language capabilities of students and staff will also make mobility more attainable and attractive.

3.4. Impact on Regional and National Development

Impact on Regional and National Development area is analysed in accordance with the following indicators and criteria, set up in the Methodology.

4.1. Effectiveness of the impact on regional and national development:

4.1.1. *The higher education institution carries out an analysis of national and (or) regional demands, identifies the needs to be met and foresees the potential impact on national and (or) regional development;*

4.1.2. *The monitoring, analysis and evaluation of the effectiveness of the measures on national and (or) regional development are performed.*

173. The majority of the College students are from various cities and districts of Lithuania so the knowledge and skills acquired are provided in the various regions of Lithuania. In recent years the College started implementing strategies to attract more students from the regions since they directed their focus more to regions of Lithuania. Analysis of student admission data for 2020-2021 shows that in 2020 admission 80% of students were from regional areas and in 2021 – 74%. The majority of students who applied are already working in the professional sphere related to the relevant study programme, and they seek to acquire higher education and expand their knowledge. It is noted that the largest group of students from regions are in Šilutė and Šiluva. During the visit, it was noted that several programs (Social Work, Pastoral Care, Hospitality Management) are conducted partially online with regular teaching staff visits-workshops conducted in Šiluva and Šilutė. This is helpful for students who for various reasons cannot easily travel to the major cities for their studies. The practice of providing knowledge and skills not

only for students in major Lithuanian cities but also for those living in more regional areas is a very important part of regional development.

174. An example of good practice is the possibility for students from small towns (specifically Silute and Siluva) to have online theory classes and face-to-face workshops with professors in their home towns.

175. The Panel learned that the College encourages students to select the place of study internship in the students' residential area and to conduct it in regional and national organizations that have a more pronounced impact on the development of the region and the country. During the visit, the College administration emphasized professionals working in regions from which students can learn practical experience, and receive closer connection with people.

176. One of the objectives provided in the strategy of the College is to provide high-quality higher education that meets the needs of the time. The implementation of this goal is said to be contributed by introducing the Ignatian Paradigm into the content of studies to prepare highly qualified specialists, characterized by value maturity,. However, there is a lack of evidence of fulfilling these aims since value maturity is not easily measurable and there is no systematic way to analyze it.

177. Furthermore, the current numbers of enrolled students in some programmes suggest a problem with social impact. In the SER it is mentioned that the College's strategy is to provide education that meets the needs of the time, but some programmes (especially the Image Design programme) have not, for several years in a row, admitted students to the first year, and the following years' admissions are also very low. The College should analyze if this programme is under-enrolled because of the issues with the programme itself, the lack of publicity, or the lack of demand for this programme.

178. The College states that the effectiveness of the impact is measured and analyzed according to the nature of the activity, distinguishing the impact that emerges through studies, applied research, public art, health, educational and educational activities, volunteering, and project implementation. The feedback system is conducted by surveying students, lecturers, graduates, social partners, employers, and other interested parties. However, the College does not have a specific strategy on how to analyze the findings.

179. The Panel recommends that the College should establish a more systematic way of measuring the implementation of its goals and current demands, in particular the monitoring, analysis and evaluation of measures to address national and regional development.

180. According to the Statute, the College's main objectives are "to train specialists oriented to practical activities [...] who are able to implement the provisions of the country's regional policy" (Statute). The Statute provides the training of qualified specialists, who meet the requirements of the labor, to carry out their retraining and continuing education (Statute, 8.2); to develop applied scientific activities and research necessary for the Kaunas region and Lithuania, to advise municipal institutions and economic entities (Statute); to carry out retraining, create conditions for continuing education, help economic entities to organize the improvement of professional qualifications of individuals. (Statute). The College emphasizes that social partners are commonly involved in the process of study programme development. During the visit, the Panel met with several social partners and believes that social partners are making contributions to the

development of the College, making suggestions for improvement, and taking students for internships.

181.The College consults intensively with employers and social partners in order to ensure the best correspondence of studies to the needs of the labour market. For example, in this way, changes were made to the study programme in Image Design (inclusion of topics and modules of digitality, media and sustainable creation) and in Hospitality Management in order to provide more knowledge and skills in providing sustainable tourism and recreation services.

182.During the visit, the Panel noticed that teaching staff and students lack English knowledge. During these times it is crucial to have English knowledge in higher education since it opens possibilities for research, international students' admission, and international social partners. Furthermore, this issue could be related to a lack of recruitment from abroad.

183.The Panel recommends that deliberate steps be taken to improve the English language skills of administrative staff, teaching staff and students.

184.The Panel noticed that Erasmus+ is the College's only mobility initiative and that they do not have any international students currently. During the visit, students suggested that it would be beneficial for them to have shorter mobility programmes since most of the students are working or have a family to take care of, so Erasmus+ mobility is not an option for them.

185.The Panel recommends to expand the College's international partner network and provide students with more possibilities regarding international mobility programmes.

186.The Panel recommends that the College devise a comprehensive publicity plan to enlarge its visibility and attract more students and social partners.

4.2. Assurance of conditions for lifelong learning:

- 4.2.1. The higher education institution monitors and analyses the need for lifelong learning;*
- 4.2.2. The higher education institution anticipates the diversity of forms and conditions of lifelong learning and ensures their implementation;*
- 4.2.3. The higher education institution performs the evaluation of assurance of conditions for lifelong learning.*

187.Based on information from the SER and from the visit, it seems that the College is focusing on attracting older students. The average age mentioned in the first-year students' analysis indicates 38 years old. They also have policies for the recognition of non-formal accomplishments and individualized study plans directed to working students, but it does not seem that the College has a strategic plan for attracting these target groups. From the visit, the Panel found that the College does not really have a marketing strategy for attracting new students. During the visit—and also in the first-year students' analysis—it was noted that the majority of students found out about this College through friends and family and only a small part of students found out about the College from media and other sources. It narrows down the potential students who would like to study but are not aware of the College and its curricular offerings.

188.The Panel recommends that the College distinguishes a target group and develops a strategic marketing plan to reach their target group and attract new students.

189.There is no information in the SER regarding monitoring and analyzing the need for lifelong learning and no information was provided during the visit. Graduates and current students could

be potential resources for such analysis. Alumni explained to the Panel that the College's engagement with alumni is based more on personal connections rather than a well-established alumni policy with structured links to alumni. During the visit, one alumnus mentioned that there is an Alumni Association recently established but others have not heard about it and are not a part of it.

190. The Panel recommends that the College takes steps to analyse and monitor the need for lifelong learning provision.

191. The Panel recommends that interaction between the College and alumni be developed and managed on a more systematic basis.

192. The College has a formal procedure for an individualized study/teaching plan. Students can individualize their studies considering their learning difficulties (if any). Since the majority of students are working and studying at the same time or living in remote regions, the individualized study plan is an option to be able to do both. During the visit, the Panel found out that there are no plans on having part-time studies since the individualized study plan can be arranged.

193. Apart from higher education, the College runs several non-formal programmes and qualification improvement training and consultations:

- Accredited non-formal children's education programme for the development of artistic self-expression and creativity.
- Registered non-formal education Orthopaedic Technology programmes for adults and Emergency Medical Aid for children in the Non-Formal Education Programmes.
- An informal training programme for orthopaedic technologists (160 hours),
- Internships for emergency medical aid paramedics (18 hours),
- Courses for physical activity trainers (1000 academic hours), for specialists (1400 academic hours), for high-performance sports instructors (1000 academic hours) and specialist (1000 academic hours).

194. Information regarding non-formal programmes and qualification trainings is not reflected on the College website. To ensure the availability and quality of non-formal programs information regarding the aim of the program, description and requirements should be provided. During the Panel visit, one Social partner mentioned that the College takes into account insights regarding the training programmes' content but apart from that there was no information regarding the analysis of non-formal training held by the College.

195. The Panel recommends to ensure the availability and quality of information on non-formal programme regarding the aims, description and requirements of the programme and to create a system to analyse non-formal training held by the College.

196. **In summary**, the College has an appreciable impact in regional and national development, and is taking active steps to bring learning opportunities into smaller, more rural areas than just its base in urban Kaunas. The College places a strong emphasis on practical, experiential learning, and has built appropriate internship relations to support this endeavour. Whilst the Panel believes that relations among the College. External stakeholders, and especially a united body

(such as the Alumni Association), the Panel affirms that the College at present is engaged with, and is beneficial to, the regional and national development of Lithuania.

197. **Judgment:** the area meets the minimum requirements, and there are drawbacks that must be addressed, and is given 2 points.

198. **Recommendations for the area:**

- That the College should establish a more systematic way of measuring of implementation of its goals and current demands, in particular the monitoring, analysis and evaluation of measures to address national and regional development.
- That deliberate steps are taken to improve the English language skills of administrative staff and students.
- That the College expand the College's international partners' network and provide students with more possibilities regarding international mobility programs.
- That the College devise a comprehensive publicity plan to enlarge its visibility and attract more students and social partners.
- That the College distinguishes a target group and develops a strategic marketing plan to reach their target group and attract new students.
- That the College takes steps to analyse and monitor the need for lifelong learning provision
- That interaction between the College and alumni be developed and managed on a more systematic basis.
- to ensure the availability and quality of information on non-formal programme regarding the aims, description and requirements of the programme and to create a system to analyse non-formal training held by the College.

199. **Good practice example**

- Conducting workshops in specified small towns in Lithuania.

IV. EXAMPLES OF GOOD PRACTICE

The Panel identifies the following examples of good practice in:

Management:

- The integration of values in the educational process (the shared commitment of staff and students to the Ignatian Paradigm).

Impact on Regional and National Development:

- Conducting workshops in specific small towns in Lithuania.

V. RECOMMENDATIONS FOR ENHANCEMENT

The Panel's recommendations for further enhancement are:

Management:

- that (a) the College develops and highlights a strong international focus as part of its overall strategy and (b) as part of this strategy, intensifies its contacts with other institutions, including in particular the Jesuit institutions existing in many countries, to build an international academic network using various instruments of exchange or project co-operation, and (c) that the internationalisation focus of the College is facilitated by taking steps to improve the language proficiency of the academic staff;
- that, working with its current and future social partners and other business interests and incorporating current research projects and the specialisations of the academic staff, the College develops an overall research strategy linked to its strategic aims;
- that the College creates a senior management team consisting of the Director, members of staff with specific overall responsibility for (i) academic areas, (ii) the management of financial resources, human resources and accommodation, (iii) international relationships, (iv) relationships with social partners, and (v) the student voice;
- that (a) the College conducts a comprehensive analysis to establish market needs and its own capacity to respond to these needs, (b) based on this analysis, develops a strategic approach to determine its niche in the higher education market, and (c) as the opportunity arises works towards a small number of programmes relevant to this niche;
- that it would be beneficial for the College to develop further its capacity for effective self-analysis;
- that the College develops a regular programme of staff development in pedagogic skills, motivation for and ability to undertake applied research, language acquisition (especially English for Specific Purposes) and administrative skills;
- that the College Council contract an impartial external auditor to advise them how best to streamline the Director's budgetary proposals (irrespective of who the individual Director may be);
- that the College show a maturity of vision and financial discipline to make basic disability accommodations before incoming students (or mobility students) need a wheelchair ramp, or a lower sink, that has not yet been installed;
- that the College develop long term of realistic forward projections and the implementation of a well-elaborated plan of activities in order to create favourable financial conditions for long-term sustainability of teaching and learning infrastructure.

Quality Assurance:

- that the College make all procedures publicly available in both Lithuanian and English; disseminate to both internal and external stakeholders and further involve them in revising the policies and procedures;
- that the College makes sure and demonstrates that all internal documents are prepared incorporate European Standards and Guidelines and that all processes follow European Standards and Guidelines;
- that the College improve the institution's strategy by involving both internal and external stakeholders. Develop appropriate action plans that allocate resources to achieve goals. Develop data collection (measures) according to the improved strategy;
- that the College develop an effective system for identifying and integrating the needs of both internal and external stakeholders for continuous improvement;
- that the College develop and follow a clear organogram (organizational chart) for the clear and precise delimitation of tasks and responsibilities;
- that the College immediately appoint or recruit a full-time Head of the Quality Laboratory with no institutional responsibilities other than quality monitoring and assurance;
- that the College schedule regular meetings (perhaps twice yearly) among staff and students for a presentation of, and discussion about, the main points of the Quality Manual, survey results, and other topicalities;
- that the College remove or reformulate provision V.17 from the Code of Academic Ethics;
- that the College define the meaning, implications, and obligations of the Ignatian Paradigm on a practical basis.

Studies and Research (Art):

- that the College monitor and address disparities among study programme 'Lowest Competitive Scores' entrance levels, to prevent significant disproportions of talent and capability from programme to programme;
- that the College monitor and prevent significant student drop-out rates, particularly in study programmes where attrition is most notable. If pre-graduation employment is a cause, work with internship partners and social partners to ensure that job offers are conditional upon the student graduating successfully;
- that the College identify low-enrolment programmes and consult with students and staff about how to revitalize the offering, or at least improve promotion and enrolment. Consider programme closure if no improvement can be achieved;
- that the College motivate teaching staff to engage in applied research, and to incorporate those results in the curricula;
- that the College set more ambitious, international research publication targets for full-time staff, and align them with performance reviews (and, potentially, contract renewal). Staff should be required to publish only under the affiliation of the College to meet these targets;

- that the College publicize—perhaps in association with social partners and stakeholders—the possibility of non-formal or informal credit, to attempt to attract new enrolment. This is particularly apposite for programs with low or declining enrolment;
- that the College (a) identify English language need for staff, providing them with appropriate training, and setting for them realistic CEFR-aligned targets; expand English language offerings and opportunities for students; and (b) acquire, or at least develop an acquisition strategy, for English-language Library resources in fields covered by the study programmes; current library resources in English are few, and are certainly inadequate to programmes run in English;
- that the College increase international mobility, particularly by investigating short-term mobility opportunities. Increasing English language capability of students and staff will also make mobility more attainable and attractive.

Impact on Regional and National Development:

- that the College should establish a more systematic way of measuring of implementation of its goals and current demands, in particular the monitoring, analysis and evaluation of measures to address national and regional development;
- that deliberate steps be taken to improve the English language skills of administrative staff, teaching staff, and students;
- that the College expand the College's international partners' network and provide students with more possibilities regarding international mobility programs;
- that the College devise a comprehensive publicity plan to enlarge its visibility and attract more students and social partners;
- that the College distinguishes a target group and develops a strategic marketing plan to reach their target group and attract new students;
- that the College takes steps to analyse and monitor the need for lifelong learning provision;
- that interaction between the College and alumni be developed and managed on a more systematic basis;
- to ensure the availability and quality of information on non-formal programme regarding the aims, description and requirements of the programme and to create a system to analyse non-formal training held by the College.

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