



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

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Klaipėdos valstybinei kolegijai

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Į 2025-12-18 Nr. E-V27-1025

SPRENDIMAS DĖL KRYPTIES IR PAKOPOS STUDIJŲ ĮVERTINIMO

Studijų kokybės vertinimo centras (toliau – Centras), atsižvelgdamas į Jūsų 2025 m. gruodžio 18 d. prašymą Nr. E-V27-1025 bei vadovaudamasis Studijų išorinio vertinimo ir akreditavimo tvarkos aprašo, vertinamųjų sričių ir rodiklių¹ (toliau – Aprašas) II skyriumi bei Studijų krypties išorinio vertinimo metodikos² (toliau – Metodika) III skyriumi, atliko Klaipėdos valstybinės kolegijos vykdomų pirmosios pakopos *kosmetologijos* krypties studijų ekspertinį išorinį vertinimą.

Centras, vadovaudamasis ekspertų parengtomis krypties studijų išorinio vertinimo išvadomis ir atsižvelgdamas į Studijų vertinimo komisijos siūlymą, bei Aprašo 12 punktu, priėmė sprendimą dėl *kosmetologijos* krypties studijų įvertinimo:

Studijų kryptis	Studijų pakopa	Bendras įvertinimas (balais)	Numatomas sprendimas dėl akreditavimo (pagal Aprašo 20 punktą)
<i>Kosmetologija</i>	Pirmoji	24	Akredituotina 7 metams

Sprendimo motyvai yra išdėstyti šio sprendimo priede.

Nesutikdami su šiuo Centro sprendimu, Jūs turite teisę, vadovaudamiesi Metodikos 56 punktu, per 20 darbo dienų nuo sprendimo išsiuntimo dienos pateikti apeliaciją Studijų kokybės vertinimo centro apeliacinei komisijai arba pateikti skundą Lietuvos Respublikos administracinių bylų teisenos įstatymo nustatyta tvarka Lietuvos administracinių ginčų komisijai (buveinės adresas – A. Goštauto g. 12-100, Vilnius), arba Vilniaus apygardos administraciniam teismui (buveinės adresas – Žygimantų g. 2, Vilnius) per vieną mėnesį nuo šio sprendimo gavimo dienos.

Įsigaliojus šiam sprendimui, Centras Teisės aktų registre paskelbs įsakymą dėl krypties ir pakopos studijų akreditavimo.

Primename, kad, vadovaujantis Mokslo ir studijų įstatymo 47 straipsnio 2 dalimi ir Aprašo 59 punktu, aukštoji mokykla turi viešai skelbti atlikto išorinio vertinimo išvadas ir sprendimą dėl studijų krypties akreditavimo.

Vadovaujantis Metodikos 52 ir 53 punktais, aukštoji mokykla ne vėliau kaip po 2,5 m. nuo studijų krypties akreditavimo, Centrai turi pateikti ekspertų rekomendacijų įgyvendinimo pažangos ataskaitą.

PRIDEDAMA. Klaipėdos valstybinės kolegijos *kosmetologijos* krypties studijų 2026 m. gegužės 25 d. ekspertinio vertinimo išvadų Nr. SV4-39 išrašas anglų kalba ir jo automatinis vertimas į lietuvių kalbą, 23 lapai.

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¹ Patvirtintas Lietuvos Respublikos švietimo, mokslo ir sporto ministro 2019 m. liepos 17 d. įsakymu Nr. V-835.

² Patvirtinta Studijų kokybės vertinimo centro direktoriaus 2019 m. gruodžio 31 d. įsakymu Nr. V-149.



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

COSMETOLOGY FIELD OF STUDY

Klaipėdos valstybinė kolegija

EXTERNAL EVALUATION REPORT

Expert panel:

1. Panel chair: Dr. Kalliopi Dodou (signature)
2. Academic member: Assist. prof. Marta Klimek-Szczykutowicz
3. Academic member: Marika Kaprano – Çederte
4. Social partner representative: Asta Bagdonaitė
5. Student representative: Viltė Pilibaitytė

SKVC coordinator: Radvilė Blažaitytė

Report prepared in 2026
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I. INTRODUCTION

1.1. OUTLINE OF THE EVALUATION PROCESS

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

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

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

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

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

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

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

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

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

1.2. REVIEW PANEL

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

The composition of the review panel was as follows:

1. Panel chair: Dr. Kalliopi Dodou
2. Academic member: Assist. prof. Marta Klimek-Szczykutowicz
3. Academic member: Marika Kaprano – Gederte
4. Social partner representative: Asta Bagdonaitė
5. Student representative: Viltė Pilibaitytė

1.3. SITE VISIT

The site visit was organised on 31st March 2026 onsite.

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

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

There was a need for translation during all the above meetings, apart from the meeting with the students.

1.4. BACKGROUND OF THE REVIEW

Overview of the HEI

Klaipėdos valstybinė kolegija (hereafter - KVK) is a state College (Higher Education Institution) that offers professional Bachelor degree courses. KVK was established in 2009 by the merge of Klaipėda College and Klaipėda Business and Technology College. The Cosmetology study programme was launched in 2003 at Klaipėda College as Health Care professional Bachelor degree and it has been evolving since.

Overview of the study field

The Cosmetology study programme is located within Department of Rehabilitation and Aesthetic Therapy in the Faculty of Health Sciences. During our site visit we had the opportunity to meet and discuss with the Dean of the Faculty of Health Sciences, the Head of Department of Rehabilitation and Aesthetic Therapy and the Programme leader of the Cosmetology programme, who demonstrated a coherent and transparent management of the programme. The positioning of the Cosmetology study field is informed by the KVK Strategic Plan 2025-2029, and by one of the regional priorities in the Klaipėda City Strategic Development Plan 2021-2030 which is to educate specialists who meet the needs of the labour market and who improve and sustain the regional economy.

Previous external evaluations

There is one previous external evaluation of the Cosmetology programme on record, that took place in 2015, which was also coordinated by SKVC. The outcome of the previous evaluation was positive, achieving 19 points and an unconditional accreditation for the maximum of 6 years. It has been clarified by SKVC that the length of unconditional accreditation in the Regulations has since been revised and it is currently a maximum of 7 years for current accreditations.

Documents and information used in the review

The following documents and/or information were provided by the HEI before the site visit:

- A comprehensive self-evaluation report (SER)
- Four separate annexes
 - o Annex 1: Study Plan
 - o Annex 2: Detailed list of teaching staff
 - o Annex 3: All module descriptors
 - o Annex 4: List of final thesis titles from 2023-2025

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

- Examples of final Theses: the College provided 4 Thesis pdfs.
- A file containing the professional development plan for one teacher in 2026.
- The results of the employer survey and the protocol of the committee meeting.
- Data of graduates' career monitoring.

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

- Examples of lab scripts. The teaching team showed us the layout and content of 2 modules in Moodle, which included examples of digital coursework.

- Examples of assessed coursework with accompanying marking criteria and staff feedback, including evidence of internal moderation. The teaching team showed us paper copies of marking templates with handwritten feedback and also marked assessments via Moodle.
- Examples of Module Studies Boards and Programme Studies Boards documentation templates.

Additional sources of information used by the review panel:

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

During the visit to the KVK premises we had the opportunity to view the practical aesthetic labs (body massage/body therapies, facial treatments, manicure/pedicure, make-up), the library resources, and the lecture theatres. No scheduled classes were taking place during expert visit.

II. STUDY PROGRAMMES IN THE FIELD

First cycle/LTQF 6

Title of the study programme	Cosmetology
State code	6531GX007
Type of study (college/university)	college
Mode of study (full time/part time) and nominal duration (in years)	Full-time (3 years)
Workload in ECTS	180
Award (degree and/or professional qualification)	Professional Bachelor of Health Sciences
Language of instruction	Lithuanian
Admission requirements	Secondary education
First registration date	29 May 2003
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)	

III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS

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

No.	Evaluation Area	Evaluation points*
1.	Study aims, learning outcomes and curriculum	3
2.	Links between scientific (or artistic) research and higher education	3
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	3
7.	Quality assurance and public information	4
Total:		24

*

1 (unsatisfactory) - the area does not meet the minimum requirements, there are substantial shortcomings that hinder the implementation of the programmes in the field.

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

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

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

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

IV. STUDY FIELD ANALYSIS

AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM

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

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

The institution offers one Cosmetology field of study program – Cosmetology. The aim of the Cosmetology study programme is to train cosmetology specialists who are able to provide services in the field of beauty and wellness, critically evaluate practical experience in professional activities, and continuously learn in a changing national and international environment. The relationship between the Cosmetology study programme and the labour market is based on several data sources and cooperation mechanisms. The institution states that graduate employment data are collected from the national education management system, SODRA, the Employment Service, employers, universities, and alumni themselves. In 2024, 59.38% of graduates were employed in the field within 12 months after graduation. It was also explained that this figure does not fully capture self-employed graduates, graduates working abroad, or those temporarily outside formal monitoring. The self-evaluation report further provides employer assessments: in 2021, 100% of surveyed employers evaluated graduates' knowledge and skills as meeting labour market needs, while in 2023 this view was expressed by 77.8% of respondents. The programme is updated in response to social partner input expressed through round-table discussions and other feedback channels; this has led to entrepreneurship-related subjects, revisions of the study plan and module descriptions, and adjustments in course volume. Alumni feedback indicates that the programme provides a broad general foundation, particularly in massage-related procedures, while practice in the field requires graduates to navigate different and sometimes contradictory recommendations related to procedures and products.

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

The Cosmetology study programme is linked to the KVK Strategic Plan 2025–2029 and to the regional need to prepare specialists who meet labour market demands. Concrete programme developments linked to this strategic direction were described as strengthened entrepreneurship-related content and an expanded choice of internship placements. Continuous professional development is presented mainly through guest practitioners, partner-led seminars, and alumni involvement in lectures and study activities. Professional boundaries are explained to students through the presentation of the professional standard, hygiene requirements, and the distinction between cosmetology and medical practice; it is emphasised that procedures must remain non-invasive and within cosmetology competence, while interdisciplinary cooperation with health care specialists is also highlighted. For practical training, as stated during the visit, only non-medical devices intended for beauty-related use are purchased. The learning outcomes presented in the self-evaluation report show an attempt to combine technical preparation with analysis of the purpose and effects of cosmetic materials and products, cosmetology care planning, critical evaluation of the

quality and effectiveness of procedures, and the planning and organisation of beauty and wellness services in both autonomous and team-based work. The learning outcomes are relevant and appropriate, but their distinctiveness emerges more through their link with practice, entrepreneurship, service organisation, and the explanation of competence boundaries than through the wording itself.

ANALYSIS AND CONCLUSION (regarding 1.1.)

In relation to Area 1.1, the aim is **partially met**. The programme shows a real connection both to labour market needs and to the institution's strategic direction: employers and partners are involved in feedback processes, committee work, placement organisation, and some programme updates, while the self-evaluation and the site visit provided concrete examples of curriculum and study plan changes made in response to external input. The programme is also linked to the regional need to prepare relevant specialists, its learning outcomes are relevant and appropriate to first-cycle cosmetology studies, and the programme places emphasis not only on performing procedures, but also on planning, service organisation, and critical evaluation.

At the same time, the available evidence does not support the conclusion that the aim is fully met. Labour market alignment is supported by active cooperation, but the graduate employment indicator remains relatively modest, and the institution itself acknowledged that the current monitoring system does not capture self-employed graduates and other non-linear professional pathways with sufficient precision. In addition, continuous professional development appears in the programme more through guest practitioners, seminars, and alumni involvement than as a clearly structured principle embedded across the curriculum. The learning outcomes are appropriate, but their distinctiveness is not particularly strong in the wording itself, and the discussions during the visit showed that the explanation of competence boundaries needs to remain especially precise and consistent.

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

1.2.1. Programmes comply with legal requirements

The Cosmetology programme is a first cycle study program consisting of 180 credits. The overall distribution of credits is in compliance with the legal requirements for first cycle college studies (Descriptor of the General Requirements for the Implementation of Studies, approved by Order No. V-1168 of the Minister of Education, Science and Sport of 30 Dec ember 2016) considering the 42 credits for internships, which includes 21 credits for the final internship project, and the 9 credits for final thesis/project work.

25% of the teaching staff hold a PhD and this is well above the legal requirement for first cycle college studies which requires at least 10% of the study field to be taught by scientists. It is commendable that 100% of the staff have at least 3 years of practical experience, which is well within the legal requirement of at least 50% of the staff for first cycle college studies.

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

The programme consists of 8 Study Outcomes which have been distributed rationally among modules in all academic years. There is a clear coherence between learning outcomes with teaching/learning and assessment methods, evidenced in all module descriptors. The assessment methods are suitable for the respective learning outcomes. However, it is not clear from the module descriptors the exact number of elements of assessment per module. Upon reviewing the Moodle spaces for two of the modules during expert site visit, experts established that the exact number of assessments and the timing of their submission are clearly stated, alongside the marking schemes/criteria specific to each assessment. During the expert visit, the teaching staff were able to provide an example of how the topic of face and body treatments is taught with increasing complexity from Year 1 to Year 3, and they also demonstrated how modern digital modes of teaching & learning have been integrated into Moodle.

1.2.3. Curriculum ensures consistent development of student competences

There is intra-semester and inter-semester thematic coherence of the curriculum, as evidenced by the module titles/descriptors. There is also evidence of the spiral progression along years of studies. There is a rational distribution of credits for the achievement of the Learning Outcomes (LOs) among the years of studies, as indicated in the SER and the Study Plan. The expectation to develop and demonstrate practical skills by Year 3 is depicted in the student workload where the Internships have the highest allocation of hours by Year 3. During expert visit, the teaching staff expressed their difficulty in defining the expected competencies considering the lack of a national official document of approved competencies in the field of cosmetology. However, the teaching staff reiterated that students are made aware of the difference between aesthetic (“non-invasive”) vs medical (“invasive”) procedures and how their competencies differ from medical practitioners. They also explained that students are trained in the use of modern aesthetic devices, such as iontophoretic and sonophoretic devices, for aesthetic procedures. During expert meeting with the students, it was confirmed that they were taught the difference between invasive and non-invasive procedures. Students also mentioned “microneedling, micro-currents and radiofrequencies”. It is important that the scientific background of these techniques is elaborated in the curriculum because depending on their use/operation they can easily lead to the systemic delivery of active ingredients i.e. to becoming invasive techniques.

According to the SER, during practical placements students carry out beauty therapy procedures on members of the public; this statement was discussed during the expert visit in relation to whether there is scope for having insurance in place for these procedures. It was subsequently clarified that there has been no insurance in place since the Cosmetology course moved to the new premises in 2025, and therefore members of the public are not currently involved in these practical classes. During the expert meeting with employers/social partners, it was highlighted that the weakest point in student/graduate competencies is their familiarity with specific brands only. To overcome this limitation, it is important to strengthen the curriculum with the underlying science of skin products, so that student/graduate skills and knowledge are not limited to specific brands.

One of the students noted that in Year 1 there are many lectures but no practical classes. This appears inconsistent with the information provided in Table 4 of the SER, which indicates 404 hours of practical sessions in Year 1. This discrepancy undermines the credibility of the information in the SER.

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

There are numerous elective modules for the students to choose from at Semesters 4 and 5, which cover a wide range of current topics. The timing of these elective modules is logical. The SER team could continue evaluating whether any of these topics should be incorporated into the core modules in future.

The programme offers 2 modes of study; full-time mode and “flexible study attendance schedule” mode. Experts asked the SER team during the visit what this flexible schedule study mode entails. It appears that students who engage in this flexible schedule, attend practical classes in 2 weeks blocks each month, whereas they attend the theory classes together with the full-time students. It is therefore evident that this is a partially flexible rather than a fully flexible study attendance mode. Personalisation of the curriculum is also enabled via the Erasmus mobility scheme. None of the students who the expert panel met during site visit have participated in Erasmus yet, and they mentioned that there is no motivation.

There is no mention of partial studies accreditation options in the SER; this was discussed at the visit where the senior management/faculty admin team clarified that there is no need for partial studies agreements with other HEIs, and that according to the Procedure for Crediting Study Outcomes, such applications are considered on a case-by-case basis.

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

There is strong emphasis in the curriculum on the “Final Thesis” (9 credits), which is studied alongside the “Final Practice of Cosmetology” (final internship project, 21 credits) in Semester 6. It is not clear whether the final internship project is related or independent of the Final Thesis project but based on their distinct module descriptors we understand there is no overlap of topics for the Final Thesis project and the final internship project. The assessment of the Final Thesis complies with the “Procedure for the Preparation, Defense, and Archiving of Final Theses”. During expert visit the staff reiterated that the Qualification Committee (QC) consists of at least one person with PhD and 3 external experts in the field. Experts were not provided with specific names of academics from other HEIs or examples of employers on the QC. During expert meeting with the students, we had the opportunity to discuss their final thesis topics with them. These topics are diverse and some are highly scientific and current.

ANALYSIS AND CONCLUSION (regarding 1.2.)

The Cosmetology programme complies with the legal requirements for first cycle professional bachelor's degrees, and there is a clear alignment of learning outcomes with teaching/learning and assessment methods. There is strong emphasis on the Final Thesis and compliance with the relevant University procedures. However, there was no strong evidence that would enable us to fully establish and confirm the consistent development of student competencies, due to the conflicting information between the SER and the answers we received during the interviews. The aim of Area 1.2 is therefore **partially met**.

AREA 1: CONCLUSIONS

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

COMMENDATIONS

1. Effective use of Moodle and digital technologies to convey the learning outcomes and assessment methods of each module.
2. Staff are aware and well informed of the college policies and procedures regarding assessment and can implement them with consistency.
3. Good opportunities for interprofessional learning within the curriculum.

RECOMMENDATIONS

To address shortcomings

1. To eliminate inconsistencies between formal documents, such as SER and study descriptors, and actual practice. *E.g.* clarify the 404 hours of practical sessions in Year 1.
2. To ensure that the curriculum equips students with understanding of skin product science so that their skills and knowledge are not limited to specific brands.

For further improvement

1. To continue monitoring staff and student awareness on competency limits for emerging new aesthetic technologies.
2. To continue evaluating whether any of the elective module topics should be incorporated into the core modules in future.

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

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

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

Research activities conducted at the institution are closely aligned with the Cosmetology study field and are systematically integrated into the study process. Lecturers implement ongoing applied research projects related to skin diagnostics, cosmetic product effectiveness, and non-invasive technologies, and the outcomes are incorporated into course content, case studies, and practical assignments. Between 2022 and 2025, between five and seven research projects in the field of Cosmetology have been conducted annually, demonstrating a clear upward trend in research activity.

Students develop research skills through a dedicated research-methodology course, empirical components of internships, and the preparation of data-based final theses. In addition, under the supervision of academic staff, students actively participate in research dissemination. In the years 2022–2025, students prepared 47 presentations and co-authored 15 publications. These presentations were directly related to the field of study and covered topics such as skin diagnostics, cosmetic treatments, and the impact of lifestyle factors on skin condition.

The programme maintains active cooperation with external social partners, including beauty clinics, wellness centres, and cosmetic product manufacturers, with the majority of research projects carried out in collaboration with these partners. The research topics are directly related to cosmetology practice and include, among others, the impact of cosmetic treatments on quality of life, the influence of massage therapies on physical and mental well-being, and the effects of stress on skin condition.

Research infrastructure is continuously enhanced, with recent investments in advanced diagnostic and cosmetology equipment ensuring relevance to contemporary scientific and professional practice. Academic staff actively participate in the dissemination of research results through professional publications, conference presentations, and the transfer of research findings into teaching and industry practice. In the period from 2022 to 2025, academic staff presented a total of 84 research papers and posters at national and international scientific conferences, confirming the high level of research activity and its dissemination within the scientific community. Financial planning for research activities is embedded in institutional strategic and annual activity plans, ensuring the sustainability of applied research and the continued integration of innovations into the study programme.

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

The curriculum demonstrates a clear and consistent alignment with current scientific and technological developments relevant to the field of cosmetology. Course content is regularly updated based on ongoing applied research conducted by academic staff, as well as innovations emerging from the beauty, wellness, and biomedical sectors. Modern diagnostic and treatment technologies

are incorporated into practical training through the use of up-to-date laboratory equipment and contemporary methodological tools.

Importantly, social partners actively contribute to the introduction of technological innovations into the curriculum. This includes the acquisition of advanced diagnostic equipment, such as the CORTEX TECHNOLOGY ApS DermaLab Combo 4 system, which students use during practical classes to deepen their diagnostic and analytical skills. Additionally, external experts are regularly invited to share the latest methodologies and industry innovations with students, including specialists such as Dr Leszek Zakrzewski.

However, it should be noted that there is still a gap in the systematic inclusion of the most recent scientific literature in course syllabi. In particular, syllabi do not consistently incorporate up-to-date research articles from recent years that address new methodologies or the latest scientific findings related to treatments and emerging technologies. Strengthening this aspect would further enhance the academic rigor of the programme and ensure even closer alignment with current scientific advancements.

The integration of research results into study subjects, together with active cooperation with external partners, ensures that students learn in an environment reflective of current industry standards. Overall, the curriculum effectively embeds recent advancements in science and technology, supporting the development of students' professional and analytical competencies.

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

The information presented in the SER suggests that opportunities for student engagement in research are appropriately aligned with the requirements of first-cycle studies. According to the SER, students are expected to participate in applied research through structured methods integrated into the curriculum, including research-methodology training, empirical tasks during internships, and the preparation of data-based final theses. The report also indicates that students are informed about available research opportunities through annual informational and methodological seminars.

However, these declarations were not confirmed during the site visit. Students reported that they have limited awareness of ongoing research activities and have not been adequately informed about opportunities to participate in research. The majority of students had not heard about any structured possibilities for involvement in research projects beyond their final theses.

While some examples of student participation in research were mentioned in the SER, such as involvement in projects related to massage or participation in scientific conferences, these activities do not appear to be widely recognized or accessible to the broader student body.

This discrepancy indicates a gap between the formal provisions described in the SER and the actual student experience. It suggests a need to significantly improve communication, transparency, and accessibility of research opportunities. Strengthening these aspects would be essential to ensure that students can genuinely benefit from research-related activities and develop relevant competencies in line with the intended learning outcomes.

ANALYSIS AND CONCLUSION (regarding 2.1.)

Research within the Cosmetology study field is at a sufficient level and is well integrated with the teaching process. Academic staff conduct applied research in areas such as skin diagnostics, cosmetic product effectiveness, and non-invasive technologies, with results incorporated into teaching materials and practical classes. Between 2022 and 2025, 5–7 research projects were conducted annually, showing a positive trend in research activity.

Students develop research skills through methodology courses, internships, and final theses. They also participate in dissemination activities, resulting in 47 presentations and 15 co-authored publications in the years 2022–2025. The programme cooperates with external partners, supporting practice-oriented research on topics such as treatment effectiveness, massage therapies, and skin condition factors.

Research infrastructure is strengthened through modern equipment, and academic staff actively disseminate results, presenting 84 papers and posters at conferences between 2022 and 2025. However, not all students are fully aware of research opportunities, and syllabi do not consistently include the latest scientific literature.

Research activity is at a sufficient level and supports the programme effectively, but improvements are needed in student awareness and updating of recent scientific literature.

AREA 2: CONCLUSIONS

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

COMMENDATIONS

1. Research activities are well embedded in the Cosmetology programme and closely aligned with its practical and professional profile.
2. Academic staff actively conduct applied research and effectively disseminate results within the scientific community.
3. Students are meaningfully involved in research activities through final theses, internships, and selected projects.
4. Strong cooperation with external partners enhances the practical relevance and real-world application of research.
5. The research infrastructure is systematically developed and updated with modern diagnostic equipment.

RECOMMENDATIONS

To address shortcomings

1. Enhance students' awareness of available research opportunities and ongoing projects.
2. Ensure more consistent inclusion of the latest scientific publications in course syllabi.

For further improvement

1. Encourage broader student participation in research activities beyond final theses.

AREA 3: STUDENT ADMISSION AND SUPPORT

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

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

Admission to the Cosmetology study programme at KVK is organised through the national LAMA BPO system and follows national legislation and institutional regulations. Information about admission is provided through different channels, such as the institution's website, study fairs, visits to schools, and open days. Students and graduates also participate in presenting the programme and sharing their experience.

Admission requirements are reviewed every year and are publicly available. Applicants are selected based on a competitive score, which includes subject examination results, weighting coefficients, and additional points according to the admission rules.

Admission data show that interest in the programme remains relatively stable. The number of students who signed study contracts (enrolled) in the field of Cosmetology was:

- 30 students in 2023;
- 23 students in 2024;
- 17 students in 2025.

The programme attracts a significant number of first-priority applicants, which was 68 in 2023, 60 in 2024, and 56 in 2025.

Admission scores: The average competitive score of admitted students is higher than the minimum required score and has shown an increasing trend:

- In 2022: Min. 2,07; Avg. 4,35; Max. 7,00.
- In 2023: Min. 2,49; Avg. 4,54; Max. 6,66.
- In 2024: Min. 2,64; Avg. 5,19; Max. 8,56.

During the visit, students confirmed that the admission process was clear, the information was easy to understand, and they felt prepared for their studies.

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

The Cosmetology programme at KVK is taught only in Lithuanian. There are clear and robust institutional procedures in place for recognizing periods of study and prior learning such as the Procedure for Crediting Study Outcomes, and the Procedure for the Assessment and Recognition of Learning Outcomes Acquired Through Non-formal, Informal, and Self-directed Learning.

The KVK encourages students to participate in the Erasmus+ exchange programme, which seems to be well organized and implemented via the KVK Erasmus+ Mobility Programme Coordination

Procedure. Agreements are in place in advance regarding the studies' content and learning outcomes, enabling the recognition of all study results.

Other than Erasmus, it is not clear from the SER whether the College has active agreements with other institutions that would enable students to transfer from one institution to another, this was discussed at the site visit and it was confirmed by the College that there is no need for such partial agreements and that they handle such applications on a case-by-case basis.

ANALYSIS AND CONCLUSION (regarding 3.1.)

The admission requirements to the Cosmetology field of study programme at KVK are well defined and transparent, abiding to both Ministerial/Lithuanian and institutional laws and policies. Admission data monitoring at institutional level, is thorough. There are clear institutional policies that enable a streamlined process for the accreditation of prior learning and of Erasmus studies. However, students highlighted that in some cases career pathways are unclear leading to low student satisfaction with their studies. Staff also mentioned that the drop-out rate in Year 1 is currently high. In order to improve student retention and satisfaction, it is important that the programme's career pathways are clarified to applicants from the admission stage.

The aims of Area 3.1 are partially met.

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

3.2.1. Opportunities for student academic mobility are ensured

The College Provides opportunities for student mobility through the Erasmus+ programme and cooperation with partner institutions. Students are informed about mobility opportunities through different channels, including meetings, events, and information provided on the institution's website. Erasmus+ activities are regularly presented, and students are encouraged to participate. After mobility, students share their experience with others. Mobility opportunities are available both for studies and internships. However, students more often choose mobility for internships rather than studies. The number of students participating in mobility has been increasing over the analysed period:

- In 2022: 11 students (8,66% of the programme), including 8 for internships and 3 for studies.
- In 2023: 11 students (10,19% of the programme), including 6 for internships and 5 for studies.
- In 2024: 13 students (14,44% of the programme), including 6 for internships and 7 for studies.

Regarding incoming students, the College does not offer admissions to full-time Cosmetology studies in English for foreign students.

During the visit, students confirmed that applying for mobility is not difficult as there is a form on the website. They noted that there are many offers, but study mobility is less common because the period is often considered too long. They also mentioned not knowing many students who have gone abroad specifically for studies.

Overall, opportunities for student academic mobility are ensured, although participation in study mobility is less common than in internships.

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

KVK provides students with different types of support, including academic, financial, social, and psychological support.

Financial support is provided through various types of scholarships and allowances, such as incentive scholarships, social benefits, targeted support, and one-time payments. Most of the funding is allocated to encouraging and one-time scholarships. Data from the SER shows the extent of this support for Cosmetology students:

- In 2022, the college awarded 26 incentive scholarships and 20 one-off awards.
- In 2023, students received 23 incentive scholarships and 20 one-off awards.
- In 2024, 10 incentive scholarships and 21 one-off awards were granted.
- Additionally, a significant number of students make use of study loans, with 40 loans taken in 2022 and 20 in 2024.

Academic support is ensured through access to learning resources, including the library, study materials, and IT infrastructure. Students can also receive consultations from lecturers via different channels, such as email or online platforms, and information about consultation times is publicly available on the website. For students writing final theses, additional support is provided through practical and methodological seminars.

Students can also get psychological help and career advice. If someone has specific needs, they can fill out a questionnaire on Moodle. Based on these answers, lecturers adjust the study material and teaching methods to make sure every student can study effectively.

During the visit, students confirmed that support is available and that they know where to seek help when needed, such as approaching the director with complaints. Lecturers also confirmed providing extra consultations for students who are struggling, applying individual approaches based on the student needs.

Overall, student satisfaction surveys indicate a steady annual increase in satisfaction with the various forms of support provided by the KVK.

3.2.3. Higher education information and student counselling are sufficient

KVK provides students with information and counselling through different channels, including meetings, email communication, and the Moodle environment.

During the first week of studies, first-year students participate in the Adaptation Programme, where they are introduced to the structure of the institution, study requirements, and key study documents. Group curators provide initial information and continue to support students throughout the adaptation period. They maintain contact with students through meetings, phone calls, and email communication. The institution also monitors the effectiveness of information and counselling through surveys, particularly focusing on first-year students' adaptation and satisfaction with consultations. During the visit, students confirmed that the introductory week helped them understand how their studies are organised. They noted that they received clear information about facilities, equipment, and study processes. Students also indicated that they know where to go if they have questions, and that they can easily contact staff, including lecturers or management, when needed.

ANALYSIS AND CONCLUSION (regarding 3.2.)

The KVK provides good mobility opportunities, and the growing number of participants shows they are accessible. However, students prefer internships over studies abroad because study periods are seen as too long and there is a lack of awareness about study exchange.

The support system is broad: financial aid is well-structured, and academic or psychological help is easy to reach. Student feedback confirms that staff are helpful and that the adaptation programme successfully provides all necessary information.

Overall, the support and information systems work effectively, though international study mobility remains limited. The aim is mostly met.

AREA 3: CONCLUSIONS

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

COMMENDATIONS

1. The College provides a wide range of financial, academic, and psychological support that is well-structured and highly valued by students for its accessibility.
2. The "Adaptation Programme" and the active involvement of group curators ensure a smooth transition for first-year students, helping them understand study requirements and available resources from the start.
3. Admission procedures are clear and well-managed, maintaining a stable interest in the programme and attracting motivated, high-priority applicants.

RECOMMENDATIONS

To address shortcomings

1. To improve student retention and student satisfaction by ensuring that the programme offer is clear in terms of graduate employability & career pathways, from the admission stage.
2. To further develop proactive counselling strategies, ensuring that students are encouraged to seek advice not only when problems arise but also for academic and career planning.

For further improvement

1. To improve the balance of international mobility by making study exchange more attractive to students who currently prefer shorter internships.
2. To continue developing individualised academic support, ensuring consistent application of support measures for students with different learning needs.

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

4.1.	Students are prepared for independent professional activity
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FACTUAL SITUATION

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

Teaching and learning in the programme are generally well aligned with students' needs and support the achievement of the intended learning outcomes. A variety of active and practice-based learning methods is used, allowing students to engage directly with professional tasks and progressively develop the required competencies. The learning process includes individual and group consultations, continuous feedback mechanisms, and structured interim assessments, which collectively indicate a student-oriented approach. Opportunities for student participation are present through practical training, active learning methods, and involvement in research-related activities, although the extent of student choice and autonomy could be more explicitly demonstrated. According to student feedback, a relatively limited number of genuinely activating and highly engaging teaching methods is used, which may reduce the level of active participation in some classes.

The programme provides a clear pathway for the development of professional skills; however, opportunities for further graduate-level education are limited, as only a small proportion of students continue to second-cycle studies. While the learning outcomes are compatible with progression to advanced studies, the programme could benefit from stronger guidance on academic progression and more visible information about available graduate study options.

Overall, the teaching and learning arrangements support student needs and intended outcomes, with further potential to strengthen student-centred practices, increase the use of activating teaching methods, and expand guidance on postgraduate opportunities.

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

The institution provides a comprehensive set of measures aimed at ensuring access to higher education for socially vulnerable groups and students with individual needs. Students can receive consultations related to access, financial support, and available accommodations, and the institution offers psychological counselling, career guidance, and advisory support during the adaptation period. Individualised study processes are available, including personalised study plans, alternative assessment methods, and flexible attendance arrangements when justified by documented needs. Students with disabilities benefit from adapted physical spaces, specialised software, accessible learning environments, and targeted financial support through designated grants. This is also evidenced in the SER, where the institution outlines the implemented measures and support mechanisms in detail. Furthermore, during the site visit, both students and academic staff confirmed the availability and effectiveness of these forms of support, highlighting their practical relevance and accessibility.

In addition, during the evaluation period, three targeted grants were awarded to Cosmetology students with disabilities through the State Studies Foundation. Academic staff also participated in training focused on supporting students with special needs, including effective communication with

individuals with hearing impairments and strategies for integrating neurodivergent students into the academic environment.

Integration into the academic community is facilitated through structured first-year adaptation programmes, meetings with group tutors, and opportunities for ongoing communication with staff. Regular monitoring of student needs and satisfaction surveys help identify areas requiring additional support. Overall, the institution demonstrates a consistent framework for supporting socially vulnerable students and those with individual needs, though future efforts could further emphasise proactive outreach and enhanced awareness of the full range of available support measures.

ANALYSIS AND CONCLUSION (regarding 4.1.)

Teaching and learning are generally well aligned with student needs and support the achievement of intended learning outcomes through practice-based methods, continuous feedback, and structured support. The institution also ensures broad access to higher education for socially vulnerable groups and students with individual needs by providing comprehensive support measures, including adapted study processes, financial aid, and trained staff. However, student autonomy, awareness of available support and research opportunities, and guidance on further academic progression could be strengthened. Overall, the programme effectively supports student learning and ensures inclusive access, but would benefit from enhanced student-centred approaches, improved communication of support measures, and clearer guidance on academic and professional development pathways.

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

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

The monitoring of student learning progress is carried out in a structured and systematic manner. Academic staff analyse interim and final assessment results each semester, review examination outcomes, and track performance at both course and programme levels. These findings are discussed within departments and used to adjust teaching methods, refine assessment tasks, and ensure alignment with intended learning outcomes. Regular monitoring also includes individual meetings with students when academic difficulties are identified, allowing targeted academic support and timely intervention. Student feedback further confirms that assessment practices are transparent and grading by academic staff is clear and well explained, as well as that students have opportunities to meet with lecturers to discuss their results in detail.

Feedback provision is embedded in the learning process and delivered through consultations, comments on assignments, and guidance provided via the virtual learning environment. Students receive explanations of assessment criteria and results, enabling them to understand their performance and identify areas for improvement. Self-assessment tasks and reflective components within practice reports additionally support students in evaluating their own progress and planning subsequent learning steps. Overall, the system promotes continuous improvement, although opportunities remain to further enhance the consistency and depth of formative feedback across subjects.

4.2.2. Graduate employability and career are monitored

Graduate employability and career trajectories are monitored regularly through both objective data sources and structured surveys. In addition to the collection of national employment statistics at multiple intervals after graduation, the institution gathers the subjective views of graduates through periodic surveys, which provide insights into their transition to the labour market, perceived preparedness, and the relevance of acquired competencies. These surveys reveal graduates' need for continued professional development and additional practical experience, which the programme later addresses through curriculum adjustments.

Employment rates one year after graduation during the evaluation period ranged from 54.05% to 74.74%. However, teachers, alumni, and social partners consistently emphasize that a significant proportion of graduates choose self-employment, which is a common and relevant career pathway in this field and is not fully reflected in standard employment statistics.

The institution also systematically collects the opinions of employers and social partners, who evaluate graduates' professional readiness, general and specific competencies, and overall performance in the workplace. Employer surveys indicate consistently positive assessments of graduates' skills alignment with labour market expectations, with high ratings of professional preparedness and competence levels. Social partners and employers further confirm that graduates are well prepared for professional work. These external evaluations are discussed in round-table meetings and are directly used to refine programme content, including the introduction of new subjects and updates to practical training.

Furthermore, alumni and social partners confirm the regular organisation of round-table meetings aimed at evaluating and analysing the programme in order to ensure its continuous alignment with current labour market needs.

Overall, the monitoring framework integrates multiple stakeholder perspectives, ensuring a comprehensive understanding of graduate employability. The feedback from graduates, employers, and social partners effectively informs programme development and supports continuous quality enhancement.

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

The institution has established and implemented clear policies to uphold academic integrity, tolerance, and non-discrimination. Academic integrity is regulated through the institutional Code of Academic Ethics, mandatory student declarations, and systematic preventive measures. Students affirm their commitment to honest work during assessments, and written assignments, including final theses, are checked through the national eLABa system and the Turnitin similarity detection tool. Examination procedures are additionally supervised by student representatives, further reinforcing compliance. No cases of academic misconduct or violations of ethical principles were reported during the evaluation period.

Policies promoting tolerance and non-discrimination are embedded in communication practices, student support measures, and mechanisms for reporting concerns. Meetings between teaching staff, student groups, and programme coordinators provide opportunities to address emerging issues, while students with individual needs receive appropriate accommodations. The Academic Ethics Committee offers a formal channel for submitting complaints, although no complaints related

to intolerance or discrimination were recorded. This was documented in the SER and confirmed by both students and academic staff during meetings.

Overall, the institution demonstrates that principles of academic integrity, respect, and equal treatment are not only formally established but actively implemented and monitored in practice.

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

The procedures for submitting and processing appeals and complaints are clearly defined and effectively implemented. Students have the right to submit appeals regarding subject-level assessments, violations of evaluation procedures, and final thesis or qualifying examination results. Appeals must be submitted within the specified deadlines—typically within five calendar days after receiving the grade, or the following day in the case of final thesis or qualification exam results—and are processed according to the institutional Appeal Procedure.

The responsible administrative units and academic leadership review appeals in a structured manner, ensuring fairness and timely decision-making. The SER indicates that during the evaluation period no complaints regarding the study process were submitted, suggesting that the existing procedures are functioning smoothly and that students appear to have confidence in the system.

Importantly, during the meeting, students demonstrated clear awareness of how to submit complaints and appeals, confirming that the procedures are well communicated and understandable to them.

Overall, the mechanisms for submitting and handling appeals and complaints are transparent, accessible, and operational, supporting the protection of student rights and contributing to quality assurance within the programme.

ANALYSIS AND CONCLUSION (regarding 4.2.)

The programme applies a systematic approach to monitoring student learning progress, using assessment data, departmental discussions, and individual consultations to support improvement. Feedback is integrated into the learning process and supports self-assessment, though its consistency across subjects could be further strengthened.

Graduate employability is monitored through statistical data, graduate surveys, and employer feedback, providing a comprehensive view of outcomes. The importance of self-employment is recognised, and stakeholder input is actively used to update the curriculum.

Policies on academic integrity, tolerance, and non-discrimination are clearly implemented and supported by preventive measures and formal procedures. No violations were reported, indicating effective implementation.

Appeals and complaints procedures are transparent, well-communicated, and trusted by students. The absence of complaints suggests the system functions effectively.

The programme demonstrates a coherent and effective quality assurance system. Monitoring processes, stakeholder engagement, and institutional policies support continuous improvement and alignment with labour market needs. Further enhancement could focus on improving the consistency of formative feedback and better capturing diverse graduate career paths.

AREA 4: CONCLUSIONS

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

COMMENDATIONS

1. Teaching and learning are well aligned with learning outcomes and use practice-based, student-focused methods.
2. Student progress is effectively supported through systematic monitoring, consultations, and continuous feedback.
3. Strong support measures ensure access for socially vulnerable students and those with individual needs, including financial and psychological assistance.
4. Graduate employability is comprehensively monitored using multiple data sources, including employer and alumni feedback.
5. Academic integrity, tolerance, and non-discrimination policies are clearly defined and effectively implemented.
6. Appeals and complaints procedures are transparent, well communicated, and trusted by students.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. Strengthen the use of active and modern teaching methods by academic staff to further enhance student engagement, interaction, and practical skill development.

AREA 5: TEACHING STAFF

5.1.	Teaching staff is adequate to achieve learning outcomes
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FACTUAL SITUATION

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

The academic staff of the Cosmetology study programme is sufficient in number and qualification to ensure the achievement of the intended learning outcomes. The student–staff ratio is stable and shows a positive trend, allowing for effective study process organisation. A high proportion of lecturers have relevant professional experience and are employed at least part-time, which contributes to the quality of teaching. The involvement of industry practitioners and international experts supports the relevance of the study content and its alignment with current industry developments. Overall, the composition and competence of the academic staff meet the requirements for the implementation of the study programme.

ANALYSIS AND CONCLUSION (regarding 5.1.)

Overall, the academic staff of the Cosmetology study programme is sufficient and qualified to ensure the achievement of the intended learning outcomes, as evidenced by a stable student–staff ratio and a high proportion of experienced lecturers. The involvement of industry practitioners and international experts is also positively assessed, as it enhances the relevance of the study content and its alignment with labour market needs. However, considering the slight decrease in the number of academic staff and the relatively limited size of the team, it is recommended to strengthen staff sustainability and succession by attracting new specialists. It would also be beneficial to increase the number of teachers who speaks English.

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

5.2.1. Opportunities for academic mobility of teaching staff are ensured

KVK provides well-established conditions for academic staff development and participation in academic mobility. Lecturers have access to Erasmus+ opportunities, international events, and institutional support, which promotes international cooperation and professional growth. The level of both outgoing and incoming mobility demonstrates active engagement in international exchange, contributing to the improvement of study quality and relevance. The experience gained through mobility is effectively integrated into the study process, including curriculum development and teaching methods. Although the SER indicates that staff mobility is implemented, on-site discussions revealed that only a limited number of lecturers have participated in teaching mobility activities.

Currently, the study programme has 10 established academic mobility partners across four countries. This provides a foundation for international cooperation and mobility opportunities for both academic staff and students.

Overall, a structured and sustainable system is in place that supports academic staff development, internationalisation, and continuous enhancement of the study programme quality.

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

KVK ensures a structured and continuous system for the professional development of academic staff, aligned with institutional goals and national guidelines. Lecturers are provided with diverse opportunities to enhance their pedagogical, research, and professional competencies through training, conferences, and international projects. The regular planning, monitoring, and evaluation of competence development activities contribute to their effectiveness and relevance. Overall, the established system adequately supports the continuous improvement of academic staff and the quality of the study programme.

Both the evidence presented in the SER and the information obtained during the site visit confirmed that academic staff development plans are being effectively implemented. However, greater emphasis should be placed on analysing and evaluating the knowledge acquired through development plans, as well as assessing its impact and measurable outcomes on the teaching and learning process.

ANALYSIS AND CONCLUSION (regarding 5.2.)

It is recommended to further increase the participation of academic staff in international mobility, ensuring a more balanced involvement across all lecturers. It would also be beneficial to systematically monitor and evaluate the impact of professional development activities on teaching quality and learning outcomes. Expanding partnerships with international institutions could further enhance academic exchange opportunities. Finally, continued investment in language training would support the programme's internationalisation and improve teaching in multicultural environments.

Although the self-evaluation report indicates that 57.15% of the academic staff have English language proficiency at B2 level, observations during the site visit suggest that invited lecturers do not demonstrate the same level of proficiency.

It is recommended to further expand and diversify the network of partners in order to enhance internationalisation, broaden mobility opportunities, and strengthen collaboration with a wider range of institutions.

AREA 5: CONCLUSIONS

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

COMMENDATIONS

1. Most lecturers in the Cosmetology programme (92.86%) work at least part-time and have over three years of professional experience, ensuring stability and consistent, high-quality teaching.
2. All staff meet national qualification requirements, with many holding degrees that exceed the required level supporting effective achievement of learning outcomes and practice-oriented education.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. It is recommended to increase the number of academic staff with English language proficiency at B2 level. Strengthening language competencies would not only enhance the quality of teaching in an international context but also contribute to a higher level of participation in outgoing teaching mobility activities.
2. To increase the proportion of academic staff engaged in teaching mobility activities.
3. It is recommended to further expand and diversify the network of partners in order to enhance internationalisation, broaden mobility opportunities, and strengthen collaboration with a wider range of institutions.

AREA 6: LEARNING FACILITIES AND RESOURCES

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

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

The study process is supported by specialised cosmetology practical training laboratories and classrooms used for theoretical teaching. During the visit, the panel viewed the practical training areas used for body therapies and massage, facial procedures, manicure/pedicure, and make-up, as well as lecture rooms and library resources. No scheduled theoretical or practical classes were taking place during the visit; therefore, the panel reviewed the facilities, equipment, examples of study materials and assignments in Moodle, assessed coursework, and explanations provided by teaching staff.

As stated in the SER, the main cosmetology laboratories provide a total of 32 workstations. The programme uses equipment for skin diagnostics and aesthetic treatment procedures. The equipment is used in study classes, practical training, and final thesis preparation. During the visit, it was explained that non-medical, cosmetology-oriented, and EU-certified devices are used for practical training. Some procedures, such as microneedling, are not performed on clients and are demonstrated only on artificial skin, supported by theoretical explanation.

Internship placements outside the institution are ensured. The study process uses the Moodle environment, scientific articles, electronic sources, and online books. During the visit, it was stated that specialised cosmetology literature in Lithuanian is limited; therefore, scientific articles and electronic resources are used more often in the study process. The institution provides study accommodations for students with individual needs, including visual or hearing difficulties.

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

Resource planning and upgrading are carried out on a continuous basis through annually collected staff needs and committee-level decision-making. Changes in study content and resources take account of feedback from students, graduates, employers, and other partners. Teachers may independently adjust up to **30%** of course content, while larger changes are approved at academic level. Among the concrete examples of upgrading, a newly acquired multifunctional device was identified as being used in the study process, while part of the older equipment is retained so that students are exposed to different practical solutions. Digital teaching tools and online platforms with interactive tasks are also used in the study process, although their use is not equally widespread among all teachers. The SER further states that, in response to recommendations from the previous external evaluation, the programme reviewed field-specific learning outcomes and content, updated laboratory diagnostic and cosmetology equipment, acquired, for example, Cortex Lab Combo4 diagnostic equipment, and organised seminars for teachers aimed at strengthening research competences in applied cosmetology research and the penetration of active ingredients in cosmetics.

ANALYSIS AND CONCLUSION (regarding 6.1.)

The aim of 6.1 is partially met. The programme has the necessary study base: specialised laboratories with 32 workstations are available, internship facilities outside the institution are ensured, a wide range of cosmetology equipment is used, accommodations are provided for students with individual needs, and resources are updated in response to identified needs and previous evaluation recommendations. At the same time, most devices used for beauty procedures appear to be single-unit items, so the equipment list alone does not show how practical training is actually organised. In addition, the possibility for teachers to adjust up to 30% of course content shows flexibility, but also creates a risk to programme consistency if changes depend too heavily on the individual lecturer. In terms of informational resources, the study process relies on articles, online books, and the virtual learning environment, but the library could be strengthened more purposefully with specialised Lithuanian and English-language sources.

AREA 6: CONCLUSIONS

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

COMMENDATIONS

1. The programme has a broad range of cosmetology equipment, including skin diagnostic and aesthetic treatment devices, which is used in teaching, practical training, and final thesis preparation.

RECOMMENDATIONS

To address shortcomings

1. The institution should document more clearly how the available equipment is used in the study process, distinguishing between demonstration and hands-on practice, and ensure sufficient practical access for all students.

For further improvement

1. The institution should define clearer programme-level conditions for updating course content and teaching methods, so that responses to market changes remain coherent and do not create excessive annual variation.
2. The institution should strengthen specialised written resources in cosmetology.

AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION

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

7.1.1. Internal quality assurance system for the programmes is effective

The institution has established and continuously improved an internal quality assurance system aligned with national regulations, ISO standards, and ESG guidelines. Although the ISO certificate is no longer being renewed at the time of accreditation, the previously implemented practices have provided a strong foundation for the institution's quality policy. The system ensures systematic monitoring, evaluation, and improvement of study programmes through regular feedback collection from students, graduates, employers, and staff. Data-driven decision-making is applied to enhance study content, teaching methods, and programme organisation, as evidenced by increasing student satisfaction levels. Clear responsibilities and structured governance mechanisms support effective programme management and continuous development. Overall, sufficient human and material resources are allocated to ensure the quality and sustainability of the Cosmetology study programme.

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

The involvement of stakeholders in the internal quality assurance of the Cosmetology study programme is systematic, diverse, and effective. Students, graduates, employers, and other social partners actively contribute through surveys, committees, and regular discussions, ensuring that feedback is continuously integrated into programme improvement. Student satisfaction with the quality of studies in the Cosmetology study programme shows a positive upward trend, increasing from 77.0% in 2022 to 80.5% in 2024. Improvements are consistently observed in key areas such as cooperation with lecturers, organisation of internships, study environment, IT provision, and laboratory equipment. This indicates effective implementation of quality enhancement measures and a student-centred approach to programme development. The evidence shows that stakeholder input leads to tangible changes in study content, teaching methods, and resource development. The fact that 77.8% of employers assess graduates' competencies as well aligned with labour market requirements indicates a strong level of relevance and effectiveness of the study programme. This reflects that the programme successfully prepares graduates with the knowledge and skills needed for professional practice, although there remains some room for further improvement. Overall, stakeholder engagement is well-structured and contributes significantly to maintaining the relevance and quality of the study programme.

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

The collection, use, and publication of information related to the Cosmetology study programme are systematic, comprehensive, and aligned with quality assurance requirements. Data from surveys, graduate tracking, and employer feedback is regularly collected and effectively used to improve study content, organisation, and resources. Information is transparently disseminated to stakeholders through institutional platforms, meetings, and public communication channels. Overall, the established system ensures evidence-based decision-making and supports the continuous improvement and relevance of the study programme.

7.1.4. Student feedback is collected and analysed

Student feedback on the quality of the Cosmetology study programme is systematically collected and effectively used to improve the study process and programme content. Increasing student satisfaction levels indicate positive developments in teaching quality, study environment, and internship organisation. The results of surveys are actively discussed with stakeholders and translated into concrete improvement measures integrated into planning documents. Overall, the system for gathering and utilising student feedback is effective, although greater involvement of graduates in programme development could further strengthen quality enhancement.

ANALYSIS AND CONCLUSION (regarding 7.1.)

Overall, the internal quality assurance system of the Cosmetology field of study is well-structured, systematic, and aligned with recognised standards, ensuring continuous monitoring and improvement of study quality. The active involvement of students, staff, graduates, and social partners contributes to the relevance and development of the programme. Data collection, analysis, and dissemination processes are comprehensive and support evidence-based decision-making.

However, it is recommended to further strengthen the systematic integration of research activities into quality assurance processes and study content. Greater and more structured involvement of graduates in programme evaluation and development would enhance feedback diversity and long-term programme relevance. Additionally, continued efforts to expand the use of innovative teaching methods and to monitor the impact of implemented improvements would further enhance the effectiveness of the quality assurance system.

Although student satisfaction with the quality of studies in the programme has been increasing annually, the management acknowledged during the meeting that they are seeking solutions to encourage greater participation of graduates in survey responses.

Although ISO certificate is not a mandatory quality assurance system for the college, its implementation and annual audits have contributed significantly to maintaining quality standards. It is therefore recommended to continue using this system or to introduce an alternative quality assurance mechanism, as it was confirmed during the meeting that the ISO certification is no longer being maintained.

AREA 7: CONCLUSIONS

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

COMMENDATIONS

1. Social partners are actively involved in the continuous improvement of the study programme, contributing through concrete proposals and feedback. Their input has led to tangible developments, such as the introduction of new study courses, enhancement of learning resources, and strengthening of practical cooperation with industry.
2. The evidence shows that stakeholder engagement is well-structured and contributes significantly to maintaining the relevance and quality of the study programme.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. To explore innovative approaches to increase graduate engagement in the evaluation of the study process and to enhance the collection of feedback.

V. SUMMARY

The Cosmetology field of studies at KVK was established 22 years ago and has been evolving since, with the aim to continue adapting to the demands of the regional labour market and to enhancing the local economy. As such, the Cosmetology programme is delivered only in Lithuanian language. The long history and legacy of the programme is advocated by the loyalty of its long-serving members of teaching staff who have been part of its evolution over the years. This also demonstrates the overall efficiency of the hierarchical structure which values, respects and rewards the teaching staff for their contributions and achievements.

The curriculum of the Cosmetology programme is current, and there are institutional policies and procedures to enable its continuing update in line with students', external stakeholders' and teaching staff's feedback. The implementation of curriculum revisions follows a rational process where senior programme management decide critically on the usefulness of the feedback. There is leeway allowing study subject leaders to implement changes up to 30% of the descriptor without seeking approval from the academic council. This could be further optimised by specifying what areas of the study subject descriptor require approval, regardless how small they might be. For example, any changes affecting the overall module grade, such as numbers of assessments, assessment types and % weight contributions, must be approved by the academic council.

Staff teaching on the Cosmetology programme are proactive, and their teaching topics are aligned either with the research interests or with their area of practice. There is a strong initiative among staff to deliver a digitally enhanced curriculum via Moodle and to enable students to develop their critical skills and competencies. However, the development of student competencies needs to be further optimised to enable the development of transferrable skills and knowledge within the existing regulatory context.

The institution's commitment in promoting research activities is evidenced by the financial bonus rewarded to staff who publish in high IF journals. Staff development plans are implemented consistently following institutional policies and procedures, further contributing to staff morale and overall motivation, and to improving staff competencies. Staff participation in Erasmus mobility also contributes to their professional development.

There is involvement of past graduates and other social partners into teaching, with an estimated 15% of lectures being delivered by visiting lecturers. However, this was not corroborated by the students during the site visit, who claimed they have had no teaching from past graduates. Similarly, students could not corroborate the presence of practical training in Year 1. These discrepancies indicate that the communication between institution/staff with students, should be strengthened so that they share a common vision on the strategic goals and direction of the Cosmetology programme.

Student motivation to participate in Erasmus mobility is currently low although the robust institutional infrastructure enables recognition of credits. This further reiterates that attention should be given to motivating students in being active members of the Cosmetology community at KVK, to engaging them in personalised career advice/opportunities, and to instilling confidence in their studies and institution.

We would like to thank the staff at KVK for preparing a comprehensive SER, for providing us with the additional information we requested, for their attentiveness and willingness to engage in

discussions during our visit, and for organising our meetings with their students and external stakeholders.