



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS  
STUDIJŲ PROGRAMOS  
*HIGIENINĖ IR DEKORATYVINĖ KOSMETOLOGIJA*  
(*valstybinis kodas – 653B95001*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *HYGIENIC AND DECORATIVE COSMETOLOGY*  
(*state code – 653B95001*)  
STUDY PROGRAMME  
At VILNIUS COLLEGE

1. **Mr. Damian Richard Day** (*team leader*), *academic*
2. **Dr. Willi Hoppe**, *academic*
3. **Dr. Katarzyna Pytkowska**, *academic*
4. **Ms. Sigita Zlatkuvienė**, *representative of social partners*
5. **Mr. Vytenis Simenas**, *students representative*

Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Higieninė ir dekoratyvinė kosmetologija</i>
Valstybinis kodas	653B95001
Studijų sritis	biomedicinos mokslai
Studijų kryptis	medicina ir sveikata
Studijų programos rūšis	koleginės
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	grožio terapijos profesinis bakalauras
Studijų programos įregistravimo data	2002 m. rugpjūčio 30 d.

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Hygienic and Decorative Cosmetology</i>
State code	653B95001
Study area	Biomedical sciences
Study field	Medicine and Health
Type of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full-time (3)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Beauty Therapy
Date of registration of the study programme	30 August 2002

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

### 1.1. Background of the evaluation process

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

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

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

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

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

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

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

### 1.2. General

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

No.	Name of the document
1.	Final theses of graduates of the past 2 years
2.	The inventory of tangible fixed assets, 2013.10.01
3.	The inventory of tangible fixed assets, 2014.10.01
4.	The list of Hygienic and decorative cosmetology study programme tools, purchased after May 2014.

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

Vilnius College (hereinafter – ‘the college’) is a state higher school which provides professional higher education (college)-level studies, develops applied research and professional arts. The college was established in 2000 and is the largest professional higher education institution in Lithuania.

As stated on the website of the college, the mission of the college is:

- to train practice-oriented professionals in physical technological, social and biomedical sciences, the humanities, and different areas of arts of higher college-level education that should fulfil economic and social needs and wants of the Vilnius region and the whole of Lithuania;
- to ensure the study process that is modern and corresponding to the requirements of the European Higher Education, to effectively cooperate with people engaged in activities;
- to develop general skills and civic awareness of students needed for the college graduates’ working and continuing studies.

### **1.4. The Review Team**

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on *18 September 2014*.

- 1. Mr. Damian Richard Day (team leader)**, *Head of Education at the General Pharmaceutical Council, United Kingdom.*
- 2. Dr. Willi Hoppe**, *Lecturer and Senior Scientist at the Department of Biomedical Sciences, University of Osnabrück, Germany.*
- 3. Dr. Katarzyna Pytkowska**, *Vice-rector for Didactics at the Academy of Cosmetics and Health Care in Warsaw, Poland.*
- 4. Ms. Sigita Zlatkuvienė**, *Cosmetologist at Ažuolynas Medical SPA, Lecturer at Kaunas College, Lithuania.*
- 5. Mr. Vytenis Simenas**, *student of Medicine at the Lithuanian University of Health Sciences, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The programme has a clear set of competencies, both generic and specific. These are linked to learning outcomes, again, both generic and specific. All relevant information is publicly available and is given to students at the beginning of their course.

The college has consulted widely as part of the programme design process, including developing the programme's learning outcomes, and has taken account of the views of all relevant stakeholders, including social partners and students. The college is confident that its programme is relevant to practice and that the learning outcomes are appropriate. It does, however, feel that national guidelines for contemporary beauty therapy specialists need to be updated and intends to work with the Ministry of Health to bring this about.

As well as learning outcomes linked directly to cosmetology, this programme also includes learning outcomes with a more medical emphasis such as pathology and skin disease. The college's view – supported by students and social partners – is that it is important for students to have a broad clinical base to support their cosmetological practice.

The programme learning outcomes have been mapped against the requirements of the Lithuanian Description of Qualifications Framework. The learning outcomes are appropriate for a course at level 6, a Professional Bachelor's degree. Furthermore, the team agreed that the scope of the programme, as described in the learning outcomes, was appropriate.

The learning outcomes of the programme are appropriate but the college should consider the extent to which the programme has fully embedded the research skills requirement of the descriptor for first study cycle professional bachelor degrees in the study programme. Specifically, the requirement to 'gather and analyse data necessary for solving specific issues relating to professional activity and innovation development' (*Descriptor of Study Cycles*, approved by the Order No V—2212 of 21 November 2011 of the Minister of Education and Science of the Republic of Lithuania). The programme is a professional bachelor's degree and it does, therefore, have to ensure that it distinguishes itself from lower professional qualifications by ensuring that its scientific base, especially in relation to research, is sufficiently rigorous.

The name of the programme, the learning outcomes and content of the course are all compatible with each other and with a professional bachelor degree.

## ***2.2. Curriculum design***

The design of Hygienic and Decorative Cosmetology curriculum meets legal requirements and the study programme includes the 180 ECTS credits required for Professional BSc degrees.

Study subjects are spread reasonably. The balance between general college subjects and study field subjects and practices meets the requirements for college study programmes described in *Description of General Requirements for the First Cycle Degree and Integrated Study Programmes* (approved by Order No V-501 of 9 April 2010 of the Minister of Education and Science of the Republic of Lithuania). The general subjects' scope exceeds the minimum legal requirements by 10 ECTS; the scope of other groups of subjects fits the minimal level described in the requirements or exceeds it by 1-2 ECTS.

The teaching of Hygienic and Decorative Cosmetology in the college is based on the concept of training beauticians based on a strong foundation of nursing. This concept is applied consistently in the construction of the entire curriculum.

The content of the subjects is consistent in general with the type and level of professional BSc studies and the content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. Design of the curriculum is balanced between more general subjects (e.g. Anatomy and Physiology, Microbiology and Clinical Biochemistry) and subjects related to the practical work of cosmetologists (e.g. General Cosmetology, Face Care Procedures and Pedicure). There is not a great deal of integration between general subjects and practical subjects and this has given students (and graduates) the impression that there is not always a link between the two strands of the study programme. The visiting team is not suggesting that the teaching of general subjects should be changed but the study programme might benefit from cosmetology being introduced earlier in the course as a multi-disciplinary profession.

Methods of teaching and students' assessment are focused on group or pair/individual work, case studies, presentations and the assessment of practical skills, which are appropriate for assessing the learning outcomes of the study programme.

The scope of the study programme is sufficient to ensure learning outcomes are met, as described in the Appendix 2 at the Descriptor of Study Cycles. The content of the study programme reflects the latest achievements in science in the scope of general subjects and majority of field study subjects. Cosmetic practice-related subjects are strongly focused on classical, manual techniques. The visiting team noted that it might be advisable to consider spending more time on the scientific basics and the application of modern instrumental techniques (e.g. needleless mesotherapy, RF, low-energy lasers) as well as skin diagnostics and cosmetic evaluation through instrumental and sensory procedures.

The college should consider whether an appropriate range of research methodologies and techniques are fully embedded in the study programme. This is based on the team's analysis of final theses. The theses do neither include the application of cosmetics nor performing a treatment and therefore also the procedure proposed by the student is not evaluated.

### ***2.3. Teaching staff***

The study programme is provided by the staff meeting legal requirements and the qualifications of the teaching staff are adequate to ensure the learning outcomes can be delivered. 24% of 2818 study field subjects' hours is delivered by 3 teachers with an academic degree (PhD) in field of: Biomedical Sciences (2) and Physical Sciences (1). All teachers of study field subjects have pedagogical experience (3-43y. of experience). All of them have required amount of no less than 3 years practical experience matching to the subjects they teach. Most of the staff are from public health or medical-related fields.

In addition, practical subjects are taught by social partners/practitioners with adequate practical experience.

The number of teaching staff is also sufficient to ensure the learning outcomes can be delivered. Staff student ratio for the study programme is 4:1. Regarding the supervision of final theses, on average there were 7 students supervised by each member of staff during 2013, but this did vary between a minimum of 3 students to a maximum of 10.

Teaching staff turnover is low. The age profile of staff is biased toward older staff (50+) with a small number under 40. This is certainly not a criticism, as older staff can bring experience to the delivery of the study programme. However, succession planning may become an issue if new staff are not recruited as older ones retire. The college believes that creating a Department of



Cosmetology recently might make working on the study programme more attractive by giving it a focus.

The college is committed to developing its teaching staff. Teachers involved in the Hygienic and Decorative Cosmetology study programme participate in international exchange programmes as well as in international courses, trainings and seminars, mainly on general medicine and public health-related subjects. The participation of practical teachers in overseas development opportunities is much more limited. The rest of the teachers develop their professional skills on domestic courses and seminars.

In the group of 6 papers published in the reviewed period by the staff members one is directly related to the cosmetology (Removal Techniques of Unwashed Hair), the rest are related to medicine, education and public health. Should the college wish to expand its applied cosmetological research, its facilities would allow it to do so.

#### ***2.4. Facilities and learning resources***

The facilities include general teaching spaces and well equipped specialist, practical rooms for facial care, body care, manicure and pedicure and decorative cosmetics. There are specialized Facial care, Body Care, Manicure and Pedicure, Decorative Cosmetics rooms equipped with basic tools and equipment. During the visit it was confirmed that the rooms are suitable and sufficient (12-14 students can work here during their practical activities).

The college has invested in new equipment and materials and the study programme is now well equipped. During the evaluation period, laboratories of decorative cosmetics, face and body care treatments, manicures and pedicures, make-up were renovated and updated. Cosmetic couches, cosmetology equipment (for iontophoresis), an evaporator, cosmetic chairs, tables and cabinets, as well as cosmetic materials were purchased. During the visit, the inventory of Beauty Therapy Department resources was asked to be provided in addition to the SER. It was concluded that the practical base can ensure the proper development of skills and competencies of a modern professional beautician.

The library has books relevant to the study programme, study spaces for students and students can access online resources, including eBooks on EBSCOhost, EBSCO Publishing (10 bases), Emerald Management eJournals Collection and Taylor& Francis. In addition students can access health databases. Students can access the internet easily on campus.

The college experiences the same problem as other study programme providers which is that the availability of some core textbooks is limited in Lithuanian, which means that students have to read textbooks in English and/or Russian. However, the visiting team noted that there were only single copies of some core textbooks, even if they were widely available. Students told the team that the book stock was inadequate and needed to be built up.

The equipment and some of the materials used by students in practical subjects are provided by the department.

### ***2.5. Study process and students' performance assessment***

Admission to the college study programmes is through the joint admission system to Lithuanian Higher Education Institutions. The main admission criterion is a student's competitive score based on subject marks (from state exams and annual marks) in Biology, Lithuanian, and Chemistry/Mathematics. The requirements are: biology (0.4 as weight coefficient of the grade of maturity examination), chemistry (0.2), mathematics (0.2) and Lithuanian language (0.2) as subjects taken to form a competitive score. The average competitive score in 2013 was 17.3 – which is quite high.

In 2012 and 2013 46 and 47 students were admitted to the study programme, from more than 2000 applications. The number of students admitted is comparatively small relative to the 30 teachers (including 26 full-time) delivering the programme.

Comparing the number of full-time students admitted and graduated in the reporting period, 44 and 38 students were admitted to the first year of the study programme in 2009 and 2010, respectively, and about 90 per cent of them successfully completed their studies.

A timetable is produced every semester and students are well aware of the requirements of the programme. There are a number of mature students on the study programme who told the team that the timetable was not a problem for them.

The curriculum is designed in such a way that the taught element is more prominent in the earlier years of the study programme, which offers greater scope for flexibility and personal choice in the later years. The balance between theoretical and practical subjects expressed by

their credit points is consistent with the aims of the programme and the practical work within the respective subjects is properly organized.

There is a comparatively small amount of elective and optional subjects amounting to 15 credits points in total and only in year 3.

The weekly attendance requirement is 28 hours, or 6-8 hours per day.

There are examinations at the end of every subject, after which students are given feedback. Students told the visiting team that feedback was adequate.

The drop-out rate is low, with only 6% of students leaving the study programme. Most of these students leave for personal reasons (generally either a lack of commitment or an inability to find sufficient time for study).

Students of the study programme participate regularly in professional exhibitions and competitions.

Students do participate in applied research as part of their study programme. The visiting team did note, however, that the application of research methodologies and techniques are comparatively limited.

Although opportunities to go abroad for studies are given to students, only a small number of them participate in exchange programmes with foreign institutions: 2 students in 2012 and 4 students in 2013. The reasons for this low participation are mainly personal and less financial problems.

The visiting team recommends that this low take up of exchange opportunities is addressed, given that student mobility is a national priority.

On arrival, students benefit from an induction programme and a mentoring system. Once on the study programme, students can access staff to discuss academic and other matters. Students told the visiting team that access to staff was not a problem.

Information on financial and social support is available to the students on the website of the college. The support includes scholarships, allowances, prizes and accommodation in a hostel. In 2012/2013 5 increased and 28 basic incentive scholarships were awarded to cosmetology students. During 2009–2013 one-time social allowances were awarded to the 5 cosmetology students. The State Study Fund awarded social scholarships to 67 cosmetology students in 2009–2013. In 2009–2013 year state loans to pay tuition fee were awarded to 8 cosmetology students, and loans for 4 students were awarded to cover costs of living.

All subjects of the study programme end with examinations (the number of which cannot exceed 7 during one session). The assessment of students' practical skills is done mainly by tests and demonstrations. In general the assessment profiles of subjects include no more than 50% of examinations, with staff choosing the assessment methods for the other 50%. Students are given feedback after examinations.

In 2010 colleges were given the opportunity by legal regulations to choose between a final thesis or a final project – final projects consisting of theoretical and practical parts. The college has chosen final projects as final assessment.

The assessment of students' final projects in 2013 showed that more than 60 per cent were graded good (8) or better. Students stated that they were given adequate amounts of supervision for their project, which included individual consultations and attending colloquia etc.

The final project involves the evaluation of a client (skin conditions generalized and for specific part of the body, individual skin problems and a detailed outline of suggested treatment etc.) but the treatment is not carried out and the results are not monitored. An assessment of the effects resulting from the treatment is not possible and conclusions are not drawn. The college should consider whether the practical element of the final year project should be rethought. Currently, it includes the evaluation of a client and the preparation of a treatment plan but not the implementation and evaluation of the plan. Not to include implementation and evaluation does mean that research learning outcomes are being met but only minimally.

The assessment of the final project is based on the grades given by an external reviewer and by a Qualification Commission. Social partners may be involved in the evaluation of the students' projects and as members of the commission.

According to the data of the Labour Exchange, the employment rate for graduates of the study programme for 01/03/2009 was 95 %, for 01/03/2010 – 82.05 %, for 01/03/2011 – 97.77 %, for 01/03/2012 – 91.38 % and for 01/05/2013 – 94.74 %. Clearly this is very high.

The data on the employment of graduates as well as statements from the graduates' and the employers' group indicate that the study programme qualifies students to work in various fields of beauty therapy. It provides a good and broad platform for a wide scope of professional fields and graduates feel well-prepared for their jobs. In particular, the theoretical subjects are considered by teaching staff, former and present students as well as employers to be a valuable part, and a strength of the programme.

## ***2.6. Programme management***

The management of academic programmes is clear and multi-layered, beginning with programme-level committees progressing up to college-wide quality bodies. At the highest level, the college has management committees such as the Study Quality Council, which implements the college-wide Quality Assurance System.

The study programme is managed by a seven person study committee, including a student. Each person on the committee has a designated role, one of which is to liaise with social partners.

Study programmes are evaluated in 4 areas: Input, Study process, Results and Subsequence. Students are surveyed every year about their study programme and social partners and employers are surveyed every two years. In addition to this, teachers also complete surveys of teaching quality. There is an annual cycle for analyzing all feedback.

The college emphasises the importance of discussing programme changes with students and, generally, taking notice of student opinion. The team noted that as well as curriculum issues, the college also placed an emphasis on gathering information on pedagogic issues and also the attitudes, values and motivation of students. However, the team was not sure whether changes made to the study programme as a result of feedback from students were always communicated back to students. That is, the quality loop was not complete. Students gave examples of feedback they had given but were unable to tell the visiting team whether the feedback had been acted

upon. The college should consider whether students are receiving feedback on their suggestions and, if they are not, they should be as this is good practice.

### III. RECOMMENDATIONS

1. The college should consider the extent to which the programme has fully embedded the research skills requirement of the descriptor for first study cycle professional bachelor degrees in the study programme. Specifically, the requirement to 'gather and analyse data necessary for solving specific issues relating to professional activity and innovation development.'
2. The college should consider whether the practical element of the final year project should be rethought. Currently, it includes the evaluation of a client and the preparation of a treatment plan but not the implementation and evaluation of the plan.
3. The college should consider the integration of more general subjects and more practical subjects within the study field.
4. The college should consider measures to strengthen the scientific basics and also the application of modern instrumental techniques in skin diagnostics, cosmetic evaluation and treatments.
5. The college should consider whether the stock of books is adequate. Currently, only single copies of some standard text books are available in the library.
6. The college should consider whether its student feedback loop is complete. Feedback is sought from students but students are not told whether or not their feedback has been acted upon. Closing the feedback loop is good practice.
7. The college should further encourage staff and students to take advantage of overseas study opportunities through the Erasmus programme and other means. The internationalisation of education in Lithuania is a national strategic priority and the college acknowledged that this is a current area of weakness. The success measure for this recommendation would be an increase in overseas exchange activity.

#### IV. SUMMARY

*Hygienic and Decorative Cosmetology* is a first cycle (professional bachelor) study programme in the field of Medicine and Health, implemented at Vilnius College. It was previously evaluated in 2006. The main strengths and weaknesses of the programme have been found to be as follows:

*Programme aims and learning outcomes:* The aims and learning outcomes are appropriate for a study programme in Hygienic and Decorative Cosmetology which conforms to legal requirements for professional Bachelor degrees.

*Curriculum design:* Curriculum design is clear and well understood by students. The curriculum does deliver the learning outcomes of the study programme but the college does need to consider whether the programme has fully embedded the research skills requirement of the descriptor for first study cycle professional bachelor degrees. There is not a great deal of integration between general subjects and practical subjects. It might be advisable to consider spending more time on the scientific basics and the application of modern instrumental techniques as well as skin diagnostics and cosmetic evaluation through instrumental and sensory procedures.

*Teaching staff:* The teaching staff are qualified to deliver the study programme and have an appropriate range of skills and expertise. The college may wish to give further thought to succession planning, given the age profile of the staff, which is biased significantly towards older staff.

*Facilities and learning resources:* Facilities and learning resources are appropriate for the programme but there are some gaps in the book stock which should be addressed, while acknowledging that some key texts are not available in Lithuanian.

*Study process and students' performance assessment:* The design of the study programme is consistent with the learning outcomes and the assessments are well matched also. Recruitment to the study programme is healthy and retention rates are high. Student mobility is limited, which should be addressed by the college. The final project involves evaluation of a client but not the implementation and analysis of a treatment plan. This should be reconsidered by the college.

*Programme management:* The management of the study programme is clear, as are the links between the programme and the college through several layers of quality management. The



college should consider whether it gives students full feedback on their suggestions and if it does not, this should be implemented.

## V. GENERAL ASSESSMENT

The study programme *Hygienic and Decorative Cosmetology* (state code – 653B95001) at Vilnius College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

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

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

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

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

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

Grupės vadovas: Team leader:	Mr. Damian Richard Day
Grupės nariai: Team members:	Dr. Willi Hoppe
	Dr. Katarzyna Pytkowska
	Ms. Sigita Zlatkuvienė
	Mr. Vytenis Simenas