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KOLEGIJA

St. Ignatius of Loyola College

QUALITY MANUAL

2025

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TERMS USED

QMS – Quality management system.

Study programme to be implemented – new programme.

SKVC – Centre for Quality Assessment in Higher Education.

College or ILC – St. Ignatius of Loyola College.

ESG – European Higher Education Area Quality Assurance Standards and Guidelines.

EHEA – European Higher Education Area.

ERA – European Research Area.

Note: More explanations of terms can be found on the College website at
https://www.skvc.lt/uploads/documents/files/Kita_infromacija/Leidiniai/Zodynas.pdf

INTRODUCTION

St. Ignatius of Loyola College (hereinafter referred to as the College or ILC) is a private Catholic institution of higher education that offers high-quality, practical academic programmes tailored to contemporary trends. The College aims to train highly qualified specialists who can effectively enter the labour market, demonstrate social responsibility, and make a positive impact on society. The College, inspired by the educational principles of St. Ignatius, aims to integrate science and business while promoting Christian values and a sense of community. The College offers high-quality higher education that meets current demands, providing students with excellent opportunities to develop practical and entrepreneurial skills, as well as gain international and social experience.

The main legal documents regulating the activities of ILC are the Law on Education of the Republic of Lithuania (hereinafter referred to as the RL), the Law on Science and Studies, and the ILC Statute.

ILC has an internal study quality assurance system based on the provisions of the European Higher Education Area Quality Assurance Standards (ESG) and the College's Quality Improvement Strategy (i.e. the College's strategic plan, activity improvement plans (e.g. action plan for improving the field and level of studies, activity improvement plan for eliminating deficiencies identified during the College's self-evaluation and external evaluation), which provide for methods and measures (i.e. the College's annual activity programme) that help ensure the quality of higher education provided.

In order to ensure the implementation of the provisions for quality assurance in higher education (ESG) and to provide high-quality studies, ILC has developed, implemented, and continuously improved a Quality Management System (hereinafter referred to as QMS), on the basis of which the Quality Manual has been prepared.

The ILC QMS is process-based, and is focused on increasing performance and efficiency, as well as involving stakeholders in operational processes and meeting their needs.

In implementing the Quality Management System (QMS), the College adheres to the Constitution of the Republic of Lithuania, the laws of the Republic of Lithuania, subordinate legislation, and various other documents. It also considers the provisions of the European Higher Education Area (EHEA) and the European Research Area (ERA), along with guidelines from other international strategic documents, such as the measures outlined in the Bologna Process and the ESG guidelines, which govern science, studies, and education. Additionally, the College follows its Statutes and the best practices of other higher education institutions in quality management^{1,2}.

The College's primary strategic goal is to establish an innovative, international, and values-driven learning environment. In line with the principles of Ignatian pedagogy, this environment aims to cultivate responsible, creative, and well-rounded individuals while enhancing the College's influence in the fields of science, business, and society.

The mission of the College is to educate well-rounded, socially responsible, creative, and active individuals in accordance with the principles of Ignatian pedagogy and leadership by providing high-quality studies, conducting change-generating applied research, and developing and supporting cooperation between business and society.

The College's vision is to be an international and innovative College with a high reputation, based on Ignatian values, creating a significant and sustainable impact on science, business, and society.

The College's QMS is guided by the values of ILC:

- Faith is a virtue that helps us believe in God, trust in His work in our lives, and strengthen our human powers in pursuit of meaningful goals. Faith inspires us to be people of hope and to cultivate responsibility for our actions before God, ourselves, and others.

¹ <https://www.enqa.eu/wp-content/uploads/filebase/esg/ESG%20in%20Lithuanian.pdf>

² <https://education.ec.europa.eu/lt/education-levels/higher-education/inclusive-and-connected-higher-education/bologna-process>

- Integrity is the unity of thoughts, words, and actions based on a desire for truth, justice, and responsibility. Integrity means loyalty to one's calling, respect for other people, and the courage to do what is right even when it is not easy.
- Respect is sensitivity and attentiveness to others, recognising the dignity, freedom, and value of every human life. Respect means the ability to listen, respond, and engage in dialogue guided by goodwill and openness.
- Community spirit is a focus on a common goal, sharing knowledge, responsibility, and care for one another. Community spirit means not only belonging to a group, but also actively participating in its growth, creating an environment where everyone can flourish and serve others.

The College's QMS is implemented based on the following principles:

- self-awareness – knowing your strengths and weaknesses, having a vision of the world and clearly defined core values;
- inventiveness – the courage to try new things and adapt to a constantly changing world;
- love – the ability to look at the environment with a positive attitude to reveal your own and others' potential;
- heroism – inspiring and motivating yourself and others to strive for more (*Magis*).

In implementing these provisions, the College has set out strategic measures for improving the quality of science and studies in its main strategic document. A "College Quality Assurance Policy" has been developed, strategic principles and quality objectives for quality improvement have been formulated, and a description of the internal study quality assurance system has been prepared (which is integrated into this Quality Manual). These documents define the basic principles of internal quality assurance and the commitment to continuously care for the quality of science and studies and to foster a culture of quality.

Important dates for the College

The College was established in Kaunas in 2010. Its founders are the Archdiocese of Kaunas, the Jesuit Province of Lithuania, and UAB Ortopedijos klinika.

In 2011, the College was granted a licence by the Minister of Education and Science of the Republic of Lithuania to conduct studies and study-related activities.

In 2014, St. Ignatius of Loyola College was accredited by the Centre for Quality Assessment in Higher Education, an institution authorised by the Ministry of Education and Science of the Republic of Lithuania.

College facts and figures

According to data from 1 October 2023, 470 students were studying at St. Ignatius of Loyola College, and in 2024, there were 606 students.

In 2023, 181 students were admitted to the first year, and in 2024, 277 students were admitted.

In 2022, 80 students graduated, in 2023 – 133, in 2024 – 115, and in 2025 – 142. A total of 1,139 students have graduated from St. Ignatius of Loyola College since its establishment in 2010.

1. GENERAL PART

1.1. College processes

ESG 1.1. standard

Institutions of higher education should have a quality assurance policy that is publicly available and forms part of the institution's strategic management. Internal stakeholders of the institution should develop and implement this policy through appropriate structures and processes, involving external stakeholders.

The College has developed, documented, implemented, supervised, and continuously improved the QMS, ensuring the quality of studies in accordance with the European Higher Education Area Quality Assurance Guidelines, integrating the values of the Ignatian paradigm, which emphasise personal development, social responsibility and leadership, and to promote continuous improvement in all areas of the College's activities. The publicly announced QMS is implemented through processes that ensure the activities of the College, which are managed and improved by the relevant internal structures, while actively involving external social partners. Each process has individuals responsible for its implementation and quality assurance.

The activities of the College are divided into three main groups of processes (see Fig. 1):

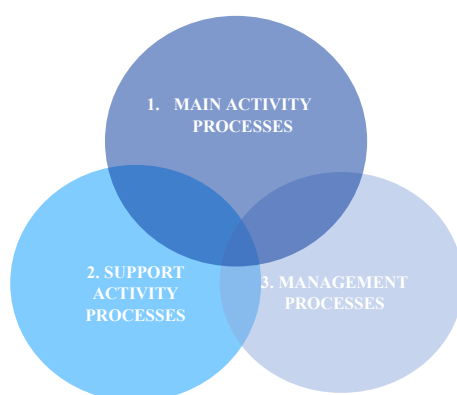


Fig. 1 ILC College processes.

- (1) Core activity processes are activities that create added value at the College and are aimed at achieving the College's main strategic goals. These processes are related to direct study activities, applied scientific (artistic) research and experimental development, and the provision of lifelong learning.
- (2) Support processes ensure the effective functioning of core processes and include administrative functions. Support processes include project, human resource, and physical resource management activities.
- (3) Management processes are activities focused on making improvement decisions based on an analysis of the current situation. Improvement involves a systematic evaluation of the results achieved and the planning of improvement actions. The group of processes consists of the strategic management of the College, financial resource management, quality assurance (internal and external), and the analysis and continuous improvement of the effectiveness of the College's activities.

The College's processes consist of different activities that help to ensure the proper functioning of interrelated processes (see Fig. 2).

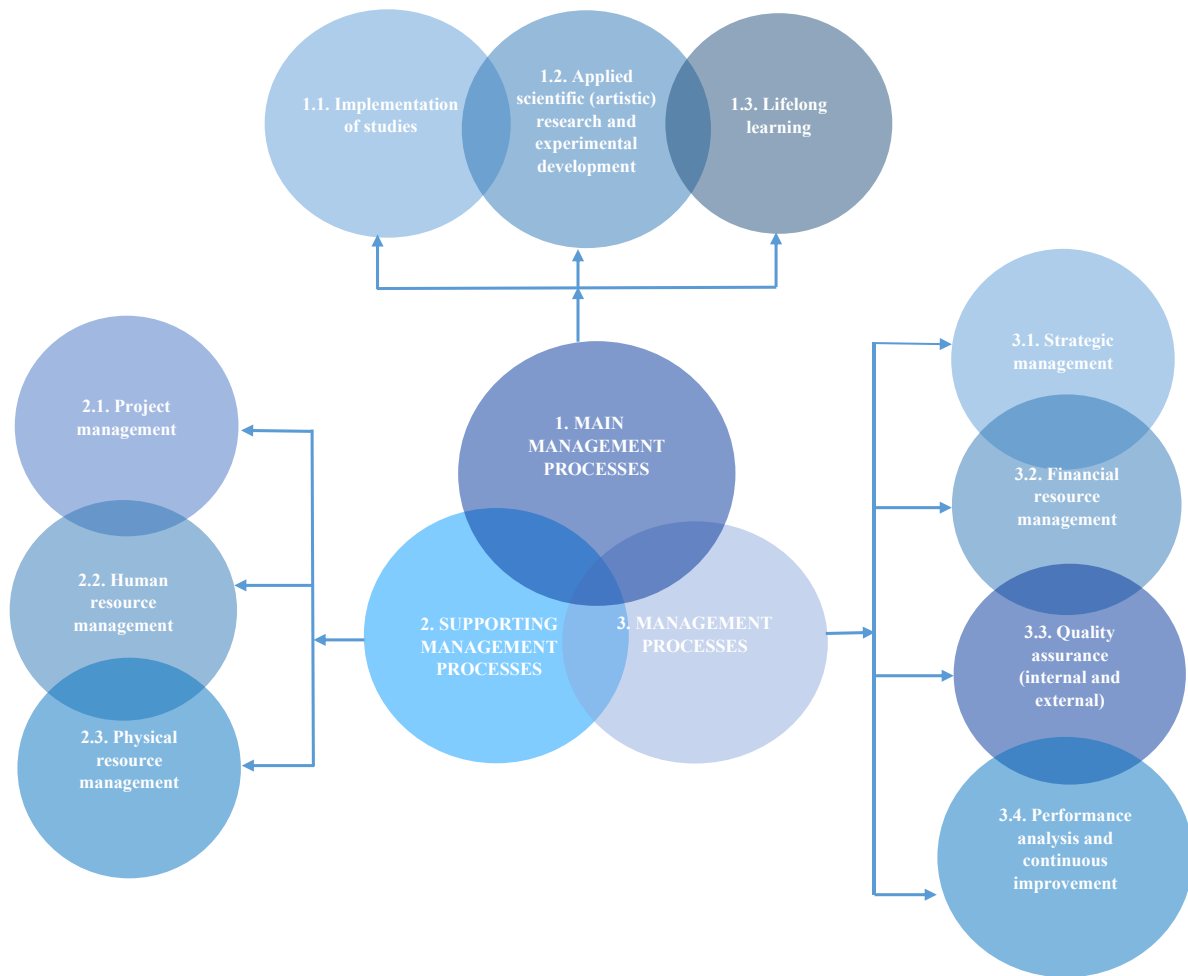


Fig. 2 ILC College processes and activities.

The descriptions of the processes defined by the College are detailed in separate sections of the Quality Manual or in related documents.

All processes and activities at the College are carried out in accordance with the principles of the St. Ignatius Paradigm (see Fig. 3):

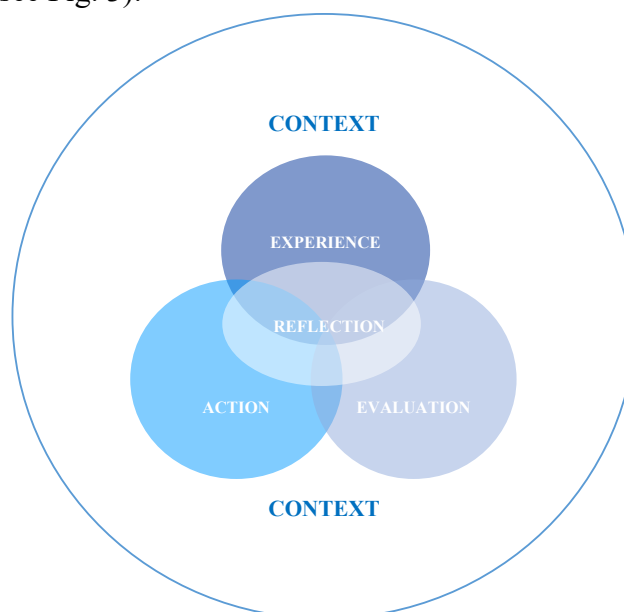


Fig. 3. Principles of ILC processes and activities.

(1) St. Ignatius of Loyola's principle of "context" is useful for evaluating the external factors and contexts – local, regional, national, and international – through economic, social, technological, cultural, and other perspectives that influence teaching and learning. The ever-changing context significantly affects the College's strategic goals and their implementation through proactive measures, leading to the necessary changes. The constantly changing environment significantly affects the College's strategic goals and their implementation through existing processes. This necessitates changes while ensuring that the institution's identity and desired outcomes are preserved.

(2) The principle of "experience" allows, after assessing the context, for an analysis of the available institutional experience (through internal/external evaluation of the institution and/or study programmes), strategic guidelines for activities, and to start planning how the main operational, management, and support processes operating in the institution could be further improved.

(3) "Reflection" allows, after assessing the context and available institutional experience, an analysis of the reasons why decisions were made in the past and what could be done differently to ensure that the desired operational results meet the desired institutional goals. At this point, dialogue among all stakeholders, effective communication and engagement, risk assessment, and decision-making in line with operational areas and responsibilities have become particularly important. The institution must fully understand the need to continuously improve its activities at all levels in order to ensure the quality management and growth of the College.

(4) The principle of "action" refers to clear, concrete actions that the College takes to improve its activities so that each member of the community can contribute directly and effectively to the common good, not only at the individual level, but also at the institutional level and in response to the needs of society. Here, another principle of St. Ignatius of Loyola comes into play – the constant pursuit of "more" (Latin: *Magis*) – to do more not only for oneself but for everyone, to take appropriate action and to take responsibility for it.

(5) The principle of "evaluation" shows whether the actions taken respond to the current situation, context, and available experience, whether they adequately reflect what is expected of those actions, and whether the actions taken are appropriate for improving the College's activities. In order to maintain quality at different levels, the principles of activity must be applied in all processes. Applying the principle of "evaluation" requires continuous planning of activities and periodic self-assessment of the activities performed, as this allows the progress made to be "measured." Continuous evaluation of activities ensures lifelong learning.

Consistent and timely interrelationships between all the principles are particularly important for all principles. Through contextual awareness, experience, and a conscious understanding that we are part of society and that we all have a responsibility to create community good and take responsibility for our actions.

The Ignatian pedagogical paradigm (IPP) is the axis of all the College's activities, combining management, education, and community culture. It is oriented towards comprehensive human education, conscious self-evaluation (reflection), and commitment to the common good. The application of IPP covers all community groups – management, administration, lecturers, and students, reflecting their roles and responsibilities.

Management is guided by the principles of servant leadership – it seeks to be part of the community, supportive, empowering, and responsible. Managers do not limit themselves to strategic indicators – decisions are based on ethical, social, and human criteria. Decision-making is based on the principles of spiritual *discernment* – seeking not only rationally correct but also morally responsible decisions. Leaders regularly initiate reflective processes – reviewing the College's mission, conducting community surveys, and analysing achievements in terms of quality. A culture is fostered in which care is taken both for the goals of the institution (Latin: *cura apostolica*) and for each individual (Latin: *cura personalis*). The leadership also supports initiatives for social justice, ecological responsibility, and community spirit – for example, by promoting sustainable solutions and integrating social responsibility topics into studies.

The administration strives to create an open, inclusive, and ethically grounded institution. Decisions are not made “from the top down” but with the involvement of students, faculty, and social partners, thus ensuring development based on real needs. Administrative departments actively analyse the needs of the community – internal surveys are conducted, group discussions are held, and the results directly influence the institution’s strategic plans, improvements to the study environment, employee motivation measures, and professional development. Social impact assessment measures are implemented, for example, analysing how the College’s activities affect the region, social groups, or the environment. The feedback system helps not only to evaluate achievements but also to understand how people feel and what their growth needs are. The assessment is based on trust and encourages growth rather than control.

In the context of IPP, lecturers act as mentors, reflection companions, and personal growth coaches. They listen to the cultural, academic, and emotional context of students and apply flexible, personalised education. The IPP *Cura personalis* principle is reflected in the lecturer’s ability to adapt to student needs, tailor learning content, and integrate students’ experiences into the subjects taught. Lecturers themselves learn by participating in professional development programmes, researching their field, and sharing their experiences with colleagues. Reflection becomes an integral part of practice: feedback, student surveys, and annual interviews allow for the improvement of the quality of education. Assessment is not based solely on final results – attention is paid to progress, critical thinking, and effort.

College students are active creators of their own educational process. They are encouraged to reflect, evaluate, and connect the content of their studies with their personal values and life experiences. Students participate in practical activities, social and community projects, write reflective journals, and discuss personal and professional growth. By overcoming challenges, students learn to apply their knowledge in real life, which strengthens their responsibility and ability to act for the benefit of others. Mentoring, individual assistance, and feedback help students grow not only academically but also as individuals, fostering independence, empathy, and social responsibility.

1.2. Continuous quality assurance cycle at St. Ignatius of Loyola College

The continuous quality assurance cycle at St. Ignatius of Loyola College is a key part of its activities to ensure the highest academic standards and student wellbeing. The College is guided by the principle that quality assurance is not a one-off process, but a dynamic and continuously improving cycle. Every step, from strategic planning to performance evaluation, is carefully monitored to ensure that the College not only meets but exceeds expectations. This approach strengthens community trust, encourages innovation, and helps to create a sustainable educational environment.

A more detailed description of the quality assurance cycle is provided in Appendix 1.

1.3. College stakeholders

ILC stakeholders:

- shareholders
- students
- parents (guardians) of students
- graduates
- employers and business entities
- lecturers
- research staff
- administrative staff
- social partners
- state institutions and other agencies

The expectations and requirements of interested parties are defined in the College's regulatory documents (Statute, Strategy), internal documents of the College (procedures, descriptions, protocols, resolutions, orders, etc.), contracts (cooperation, purchase of products or services, employment, etc.) and legal acts (laws and subordinate legislation).

The College's management is open to cooperation and the involvement of all interested parties in improving the College's activities and achieving common goals. In maintaining relations with the College's stakeholders, the management seeks to ensure ethical, transparent, and responsible activities that comply with ethical standards, social interests, and environmental protection requirements. Relationships and partnerships with stakeholders are based on the principles of social responsibility.

1.4. Scope of application and implementation principles of the quality assurance system

Areas of the College's quality assurance system: QAS requirements apply to all structural and functional units of ILC and cover study planning and organisation activities.

Internal quality assurance is implemented at different levels (see Fig. 4):

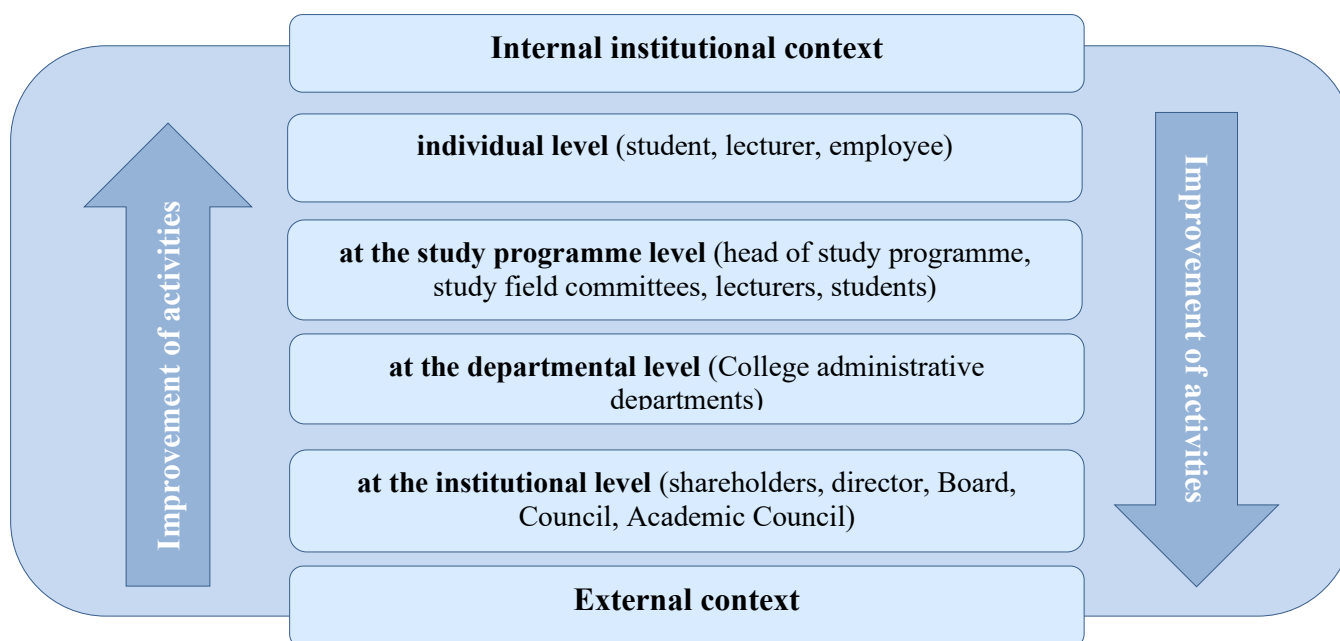


Fig. 4 Levels of internal quality assurance.

The quality of studies is improved by monitoring, analysing, and improving the organisation of the study process, improving the study information system, searching for new methods of organising studies, ensuring the quality of services provided to students, increasing the accessibility of studies for students with special needs, creating favourable study conditions for them, providing recommendations to lecturers on how to improve the quality of subject content and achievements, taking into account the data received from feedback, ensuring lifelong learning opportunities through non-formal education programmes.

The quality of studies is being improved through three main areas of focus:

- feedback
- monitoring and improving the qualifications of academic staff
- monitoring of study programmes

Key elements of ILC's quality culture:

- *Responsibility for quality*: each ILC employee takes responsibility for the quality of their work, understanding its impact on the overall success of the College.

- *Cooperation and team spirit*: quality is the result of the efforts of the entire institution. Employees (including students) cooperate and share best practices.
- *Transparency and openness*: mistakes are seen as an opportunity to learn, not as a basis for punishment. This encourages employees to be open and seek solutions.
- *Continuous learning*: a culture of quality is based on continuous professional development and the promotion of innovation.
- *Management support*: Management sets an example for the culture of quality by demonstrating a commitment to quality and involving employees and stakeholders in the process.
- *Long-term value orientation*: the culture of quality seeks not only short-term benefits, but also the long-term prosperity of the College.

The elements of the College's quality culture are implemented through the College's strategic plan and annual performance targets.

1.5. College structure

The College's organisational structure defines the main levels of ILC management, departments and their areas of responsibility, and their interrelationships in order to ensure effective decision-making and coordination of activities (see Fig. 5).

St. Ignatius of Loyola college Organizational structure

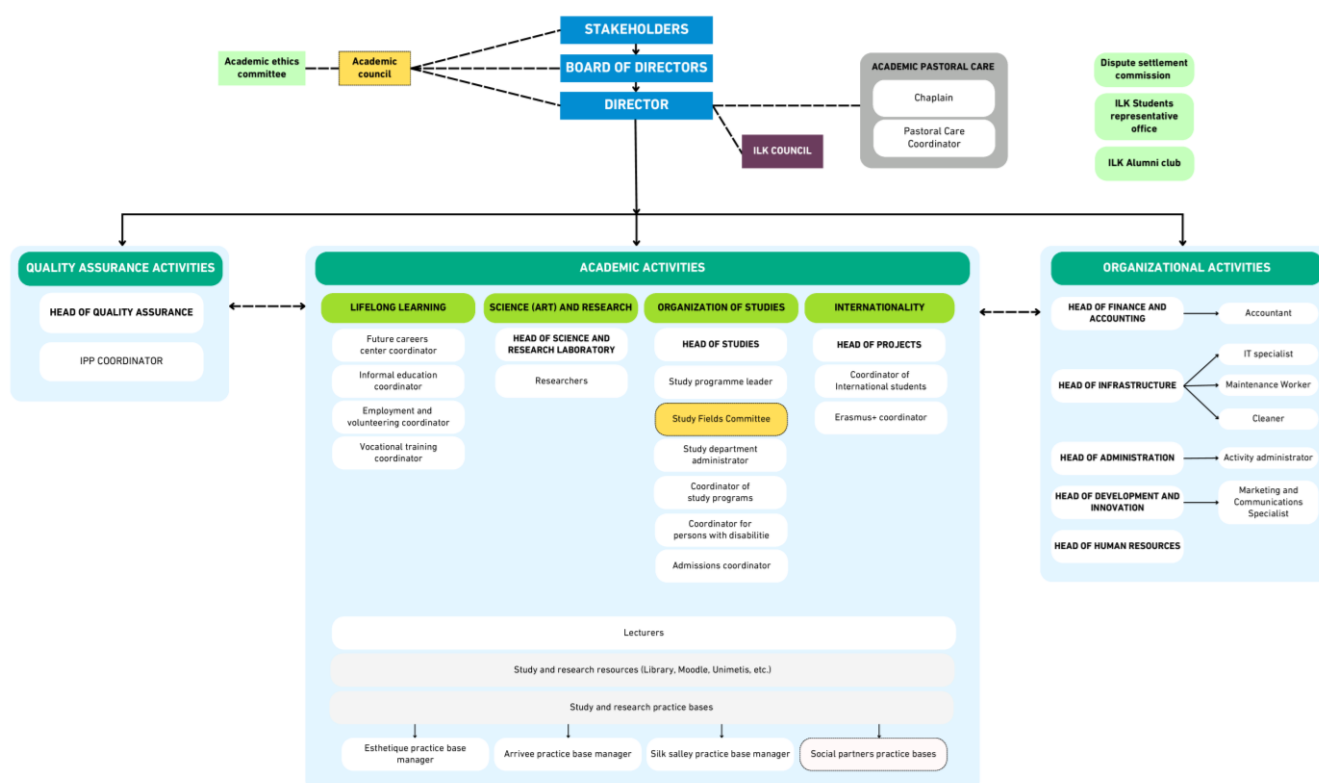


Fig. 5. Organisational structure of the College.

The management structure of the College consists of the General Meeting of Shareholders, the Board of Directors, the Director, the Academic Council, which is the governing body for academic affairs of the College, self-governing bodies – the ILK Council, Study Field Committees, the Student

Representation (hereinafter referred to as ILC SR), which represents the interests of students, and the Alumni Club, which brings together graduates of the College. There is also a Study Department, a Future Career Centre, Science and Research Methodology and Quality Laboratories, Strategic Management, Infrastructure, Personnel, and Financial Management departments, and a Chaplain.

The General Meeting of Shareholders is the highest management body, which makes decisions on the activities of the College (restructuring, reorganisation, liquidation), on the management, use, and disposal of the College's funds and assets, and which elects or dismisses the Board and amends the Statutes.

The Board, the collegial management body of the College, is responsible for discussing and approving the College's strategy and management structure, providing for specific measures for their implementation and analysing and evaluating the implementation of the strategy in order to create conditions for implementing study and scientific activities and to ensure their quality.

The Director of the College is a single-person management body that represents the College and its interests and ensures the implementation of the College's strategic plan and the measures set out therein.

The Academic Council is responsible for establishing study procedures, approving study programme, assessing the quality of science/art in accordance with the requirements, as well as for the internal study quality system and its implementation, etc.

Other structural units of the College help to ensure and maintain the main and supporting processes of the College's activities.

In order to ensure the effectiveness of the QMS, the College has prepared the "ILC Risk and Opportunity Management Description" and a Risk Assessment Plan, which, once approved by the College Board, will enable the identification, analysis, and assessment of potential risks in the College's management processes and the implementation of measures to eliminate those risks, ensuring the College's ability to achieve its strategic objectives.

2. Strategic management

At St. Ignatius of Loyola College, strategic management is based on a clearly defined mission, vision, and values, with the aim of ensuring high-quality studies and responding to the needs of society.

Strategic planning includes stages such as preparing/revising the strategic plan, analysing environmental factors, preparing/improving the strategic plan, presenting to the Academic Council and the Board, and, upon approval by the latter, publishing and implementing the strategic plan, monitoring planned indicators, considering the effectiveness of activities, and preparing reports.

Strategic planning at the College is carried out in accordance with national and international education policy documents, such as the Lithuanian vision for the future "Lithuania 2050," Kaunas City Municipality Strategic Development Plan until 2030, European Higher Education Area Quality Assurance Standards and Guidelines (ESG), European Research Area Standards (ERA), and the United Nations 2030 Agenda for Sustainable Development.

The strategic objectives of the College include:

- *High-quality, inclusive, and value-based studies:* the aim is to ensure the academic and personal progress of each student by developing a competence-based, inclusive, and Ignatian value-based study process.
- *The development of internationalism, sustainability, and innovation:* the integration of internationalism, sustainability, and innovation into all levels of the College's activities.
- *Strengthening responsibility and applied research:* developing applied research and strengthening the College's social impact on the regional and international community.

Implementing strategic objectives is coordinated by the College's governing bodies:

- *College Council:* responsible for strategic decision-making and supervision of activities.

- *Academic Council*: decides on issues related to studies and scientific activities, makes proposals for the improvement of study programmes.
- *The Board*: ensures the management of daily activities and the implementation of strategic decisions.

In addition, the College has a QMS in place for continuous improvement and quality assurance.

The strategic management of St. Ignatius of Loyola College is focused on continuous improvement, taking into account national and international education standards, with the aim of training competent specialists who cherish Christian values and contribute to the wellbeing of society. The College prepares annual “Activity Improvement Plan Progress Reports,” which identify the necessary actions, the persons responsible for their implementation, and the expected results.

The College prepares annual “Activity Improvement Plan Progress Reports,” which identify the necessary actions, the persons responsible for their implementation, and the expected results. Each year, the Director prepares a report on the implementation of the strategic plan. The College Council/Board discusses the findings regarding budget issues, performance results, and financial accountability, and these reports are then submitted to the shareholders for approval. These activity reports are also accessible on the College's website.

3. Study management process

ESG 1.2. standard

Institutions of higher education should have processes for the development and approval of study programmes. Study programmes should be designed to meet the objectives set, including the expected learning outcomes. The qualification awarded upon successful completion of a study programme must be clearly defined and communicated, linked to the relevant level of the national higher education qualifications framework and the European higher education qualifications framework.

The aim of the study organisation process is to ensure the quality of studies and processes that affect them, to strive for high standards of study quality and to foster a culture of quality in the implementation of ILC studies. The study management process includes activities such as admission, study programme management (preparation of new programmes, improvement of existing ones), study administration, student support (academic, social, psychological, financial), and career counselling.

The College has prepared the “Study Regulations of St. Ignatius of Loyola College”, which define the essential elements for organising and implementing studies.

3.1. Preparation and improvement of study programmes

Taking into account ESG 1.2. standard on the development and approval of study programmes, the College has prepared and follows “the Development and Improvement of Study Programmes”, which describes the development, approval, and improvement of study programmes. The preparation, approval, and improvement of study programmes is established by the ILC Statute, orders of the Minister of Education and Science (*General Requirements for the Implementation of Studies, Descriptions of Fields of Study, Description of Study Levels, Description of the Lithuanian Qualifications Framework, Description of the External Evaluation and Accreditation of Studies*), and orders of the Director of the Centre for Quality Assessment in Higher Education (*Methodology for Study Programmes to be Implemented*) regulating the preparation and improvement of study programmes.

The College seeks to create study programmes that meet the legal requirements for study programmes, market needs, and the requirements of interested parties (i.e. ILC employees and management, the Ministry of Education and Science, SKVC, social partners, and the public).

The College develops new study programmes by evaluating the ILC Strategy, analysing the demand for specialists in the labour market, and considering the future prospects for the country and the region. Once the initiative group submits a proposal to the Study Field Committee regarding the feasibility of developing a new study programme, the Study Field Committee reviews the proposal. If the Study Field Committee approves the implementation of the new programme, it is then considered by the Academic Council. Once the Academic Council has granted its approval, a detailed programme description is prepared and submitted to the Study Field Committee for evaluation. If approved, the programme preparation will begin, a working group will be established, and the proposed study programme will be outlined according to the requirements for developing a new programme. The prepared description is evaluated by the Study Field Committees, and if the evaluation is favourable, it is submitted to the Academic Council for review. Once approved, the necessary documents for external evaluation are prepared, the evaluation procedures are conducted, and after the programme accreditation is granted, the new programme is registered in AIKOS (the open information system for registration, consultation, and orientation), added to the Study Programme Register, included in admission planning, and the programme publicity procedures are executed.

3.2. Evaluation and updating of study programmes

Study programmes at the College are periodically reviewed and, if necessary, updated based on feedback from social partners (employers, lecturers, students, alumni, etc.) through quantitative and qualitative surveys (in accordance with the frequency specified in the “ILC Organising Feedback from Social Stakeholders”), formal and informal meetings, through the involvement of social partners in the structures of the College (e.g. Academic Council, Study Field Committees), working groups (e.g., self-evaluation summary working groups), as well as by analysing professional needs and the labour market using official statistical sources (e.g. ŠVIS), as well as through quantitative (various statistical information by field of activity) and qualitative indicators (e.g. analysis of surveys on study subjects, lecturers’ self-assessments, student surveys on the overall quality of studies, etc.) managed and collected by the College’s departments.

During the programme accreditation period, no more than 20% of the core subjects (modules) outlined in the first cycle description may be changed in accordance with the procedure established by the College’s Academic Council. The percentages are calculated based on the scope of the significantly changed subjects (modules) in terms of study credits. Adjustments to the name, content, literature, teaching and assessment methods of a subject or module, without changing the objectives and goals of the subject or module and the scope of the subject in terms of study credits, are not considered to be substantial changes. Updated study programmes are published on the College’s website <https://www.ilc.lt/>.

Changes to the name of the study programme, the field of study to which the study programme belongs, the degree awarded, the professional qualification, or the scope of the study programme are first considered and approved by the Field of Study Committee, and the final decision is made by the Academic Council. Once the changes to the study programme have been approved, the Head of the Study Department informs the College administrator about them. Based on the results of the updates, a plan of measures to improve the areas identified during the internal quality assessment of the study programme is prepared or updated and implemented.

Twelve months before the accreditation of a study programme expires, the Study Field Committee informs the Head of the Study Department that the College is submitting a request to the external evaluation agency to include the Study Field in the external evaluation plan. At the end of the study programme accreditation period, the Head of the Study Department shall make a decision on the

further implementation of the study programme.

Study programmes that have been submitted for accreditation but have not been accredited are analysed by the Study Field Committee. The Study Field Committee submits recommendations to the Academic Council on the future of the programme. The decision not to accredit a study programme takes effect at the end of the current semester.

External evaluation of studies is carried out in stages (see Fig. 6):³

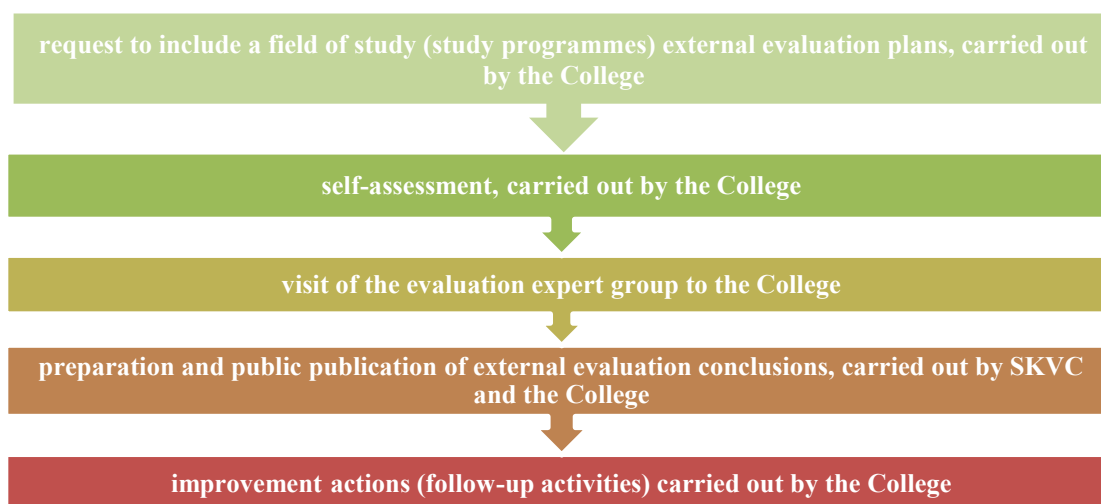


Fig. 6. Stages of external evaluation of studies.

When conducting an external evaluation of a study field, a self-assessment of the study field is prepared in accordance with the criteria established by the evaluating institution (e.g. “Procedures for External Evaluation and Accreditation of Studies”⁴, “Methodology for External Evaluation of Study Fields”⁵, “Guidelines for Preparing Study Field Self-Evaluation Reports”⁶).

The process of conducting self-evaluation and preparing a summary consists of (see Fig. 7):

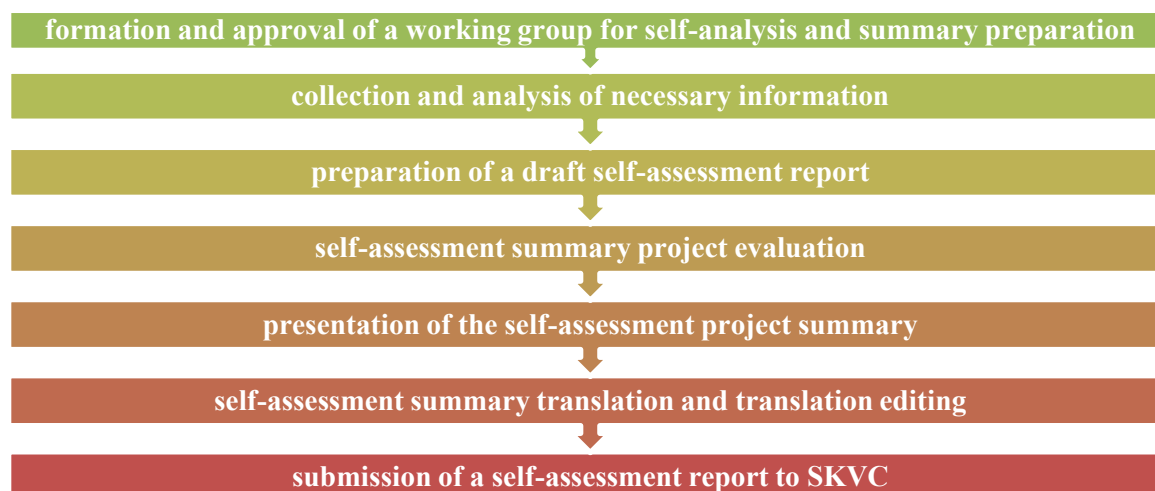


Fig. 7. Stages of the self-evaluation process.

The self-evaluation of the study field for external programme evaluation is prepared by the Study

³ Description of the external evaluation and accreditation of study programmes.

⁴ <https://www.e-tar.lt/portal/lt/legalAct/f7967320a89011e9b474d97de297fe08/asr>.

⁵ <https://www.skvc.lt/uploads/documents/files/METODIKA.pdf>.

⁶ https://www.skvc.lt/uploads/documents/files/Kokyb%C4%97s%20u%C5%BETikrinimas/Krypciu_vertinimas/Gaires_SER_rengejams.pdf.

Field Committee. The Study Department and the self-evaluation summary preparation group are responsible for the smooth running of the external evaluation. The College administration is responsible for ensuring that the groups representing the study field being evaluated (lecturers, students, graduates, and employers) are properly mobilised during the external evaluation visit.

3.3. Termination of study programmes

A study programme may be discontinued when:

- The authorised accrediting institution decides not to accredit the study programme;
- An external or internal evaluation finds that the study programme does not meet the requirements;
- The study programme is replaced or merged with another study programme;
- It is not expedient to implement the study programme for objective reasons;
- By decision of the Academic Council, a study programme may be deregistered from the Register of Studies, Training Programmes, and Qualifications if it has not been implemented for three consecutive years or in other cases provided for by law.

The termination of a study programme consists of the following stages:

- (1) suspension of the admission of new students to the study programme;
- (2) deregistration of the study programme.

Information about the termination and/or deregistration of a study programme is forwarded to the administrator of the Register of Study Programmes, Training Programmes, and Qualifications by the College administration, based on a decision of the Academic Council and indicating the reason for deregistration.

3.4. Ensuring and improving the quality of study programmes

The Study Field Committee is responsible for ensuring the quality and continuous improvement of study programmes, and its activities are guided by the Study Field Committee Regulations. Quality assurance is supervised by the Study Field Committee together with the Quality Laboratory.

The quality of study programmes is ensured and improved by:

- conducting an external evaluation of the quality of the study programme by publicly announcing the results of the external programme evaluation and publishing follow-up action plans and progress reports;
- conducting internal quality assessments of study programmes (see section “Internal Quality Assurance of Studies”);
- by involving social partners in decision-making on the quality of study programmes;
- collecting and analysing quantitative and qualitative data on study programmes;
- continuously monitoring feedback in accordance with the Procedure for Organising Feedback from Social Stakeholders approved by the Director of the College and by taking appropriate decisions without delay (for more details on feedback, see “Feedback Management”);
- ensuring the suitability and adequacy of the material resources necessary for studies;
- improving the qualifications and competencies of lecturers in accordance with the procedure approved by the Academic Council (for more details on human resource management and competence assurance, see the section “Human Resource Management Process”);
- monitoring and analysing the progress of studies;

- improving the management of study programmes;
- promoting the use of innovative teaching and assessment methods;
- periodically updating study programmes;
- disseminating good practices;
- applying other measures not mentioned here.

3.4.1. Internal quality assurance of studies

Internal quality assurance of studies is carried out in order to ensure compliance with the College's mission and objectives, to assess the relevance of the subjects taught, the involvement of staff in the study process, student involvement in academic activities, the development of external relations, the adequacy and improvement of academic staff competence, and other aspects.

The quality of the study field is ensured through internal quality monitoring – continuous observation and evaluation of studies. Internal evaluation of study programmes is carried out by the Study Field Committee. The following criteria are analysed during the internal evaluation of study programmes:

- Assessment of the compatibility of the objectives of the study programme and the learning outcomes, in order to ensure that the content of the study programme and the subjects studied correspond to the intended objectives and outcomes of the study, taking into account the demand for specialists in the labour market.
- Results of student surveys (quantitative and qualitative).
- Results of graduate career monitoring (quantitative and qualitative).
- The state of material resources, their suitability and adequacy, and their use, ensuring conditions for practical training, ensuring methodological tools relevant to the study programme, and access to electronic resources.
- Qualifications and workloads of lecturers, practical work experience of lecturers, contribution of lecturers to scientific (artistic) activities.
- Assessment of the course of studies, e.g. analysis of admission data, provision of student support (academic, social, psychological, financial), timetables and their compilation taking into account individual student needs, monitoring of student progress, organisation and appropriateness of study achievement assessment criteria, student and teacher mobility, course and final work requirements and assessment results, graduate employability indicators, etc.
- Other criteria specifically formulated for the study programme.

Based on the conclusions of the working group, the Study Field Committee prepares and publishes the conclusions of the study programme evaluation and recommendations for its improvement. Based on the recommendations received, the Study Field Committee prepares a study programme improvement plan, which is approved by the Head of the Study Department. The Study Field Committee is responsible for implementing the plan.

3.5. Management of study transparency

ESG 1.3. standard

Institutions of higher education should ensure that study programmes are implemented in a way that encourages students to take an active role in the learning process, and that student assessment reflects this approach.

The College pays great attention to ensuring the transparency of studies. To this end, the College has set out the general objectives of the Code of Academic Ethics:

- To foster and reinforce the fundamental values of Christian academic activity;
- The pursuit of truth and virtue, academic freedom, and the responsible use thereof;
- To create an atmosphere at ILC that promotes democratic trust, creativity, and spirituality;
- To base interpersonal relationships among ILC community members on evangelical and common human values;
- To establish the ethical aspect of the ILC community as an important part of any decision-making process;
- Define the limits of responsible tolerance: regulate behaviour that is unacceptable from the point of view of academic ethics;
- Ensure equal rights for all members of the ILC community, in accordance with a policy of non-discrimination;
- To help the ILC community assess and resolve specific situations in academic life that raise ethical issues.

In order to implement these general principles, the College has established an Ethics Committee, which consists of lecturers, social partners, and students (i.e. interested parties). The activities of the Ethics Committee are detailed in the “Rules of Procedure for the Ethics Committee of St. Ignatius of Loyola College.”

The College has also approved the “Academic Code of Ethics of St. Ignatius of Loyola College”, which sets out the basic requirements for ensuring transparency in studies. The Code specifically prohibits violations of academic integrity such as plagiarism, cheating, falsification of grades or signatures, bribes, unjustified criticism based on personal animosity, inappropriate relationships between students and teachers (personal or commercial), harming others while conducting research, abuse of institutional position, and other universally recognised violations of academic community conduct. It is understandable to all and is indisputably recognised. The Code includes a declaration of integrity (“Student Declaration of Integrity”), which the student signs upon admission to the College and which the College keeps for one year after the student leaves the College. In addition, when preparing their final theses, students sign a “Declaration of Independence of Work Performed,” and final theses are checked using the plagiarism detection programme “Turnitin” – these measures reinforce compliance with academic integrity. Lecturers are required to respond to plagiarism, cheating, falsification of results, and other violations.

In addition, the College uses the guidelines prepared by the Ethics Service, “Ensuring Academic Ethics in the Organisation of Distance Learning.”

Employees are introduced to a confidentiality agreement that outlines the types of confidential information, the requirements for maintaining confidentiality, the process for verifying information, and the conditions under which confidential information may be disclosed.

Data protection principles are observed when admitting students to studies and hiring academic and non-academic staff at the College.

In order to protect the results of intellectual activity, the College has approved the “Intellectual Property Management Procedure”, which establishes the managing and implementing the results of intellectual activity created by employees and students. This procedure enshrines the protection of intellectual property rights, preventing conflicts of interest and at the same time ensuring the public mission of the higher education institution to share and disseminate the results of intellectual activity to the public for teaching and research purposes.

The College has also prepared the “St. Ignatius of Loyola College Corruption Prevention Programme” and the “St. Ignatius of Loyola College Corruption Prevention Programme Implementation Plan.” The implementation of the requirements of these documents also contributes to increasing the transparency of the College.

3.5. Student performance assessment process

The purpose of student performance assessment is to monitor whether the learner's achievements meet the set learning outcomes and to provide timely feedback to ensure effective student work and achievement of results.

In order to assess each student's personal growth and internalisation of values, students are monitored during the study process using the IPP tool: experience, reflection, action, evaluation in a specific context.

To ensure active student work throughout the semester, the ability to apply theoretical knowledge in practice, and objective assessment of study results, the College uses cumulative assessment to evaluate achievements in the subject.

The College has developed a general study assessment procedure ("Study Results Assessment Procedure Description"), as well as a "Coursework Preparation Procedure Description" and a "Final Work (Project) Preparation and Defence Procedure Description." In addition, the College has developed the "Procedure for the Assessment and Recognition of Competences Acquired in the Non-Formal Adult Education System."

The criteria for assessing the achievements of a study subject (module) are documented in the description of the relevant subject (module), which is prepared separately for each study module. Each subject (module) description also documents the assessment structure, which is presented to students at the beginning of each subject (module). All subjects (modules) are certified in accordance with the Procedure for the Certification of Subjects (Modules).

Additionally, students can access the assessment structure and criteria for each module in the Moodle system, where their assessment results are also provided. Students can become familiar with exam tasks and the common mistakes made during individual conversations and meetings. Lecturers can provide a summary of the exam assessments during lectures, highlighting problem areas and evaluating the overall performance and preparedness of the group in the relevant subject. Students are also given the opportunity to evaluate their subject modules through surveys, which encourages the review of the course content and the updating of teaching methods, among other improvements.

Student appeals and complaints are examined in accordance with the College's procedure for examining student appeals and complaints⁷, which sets out the procedures for receiving and examining appeals and complaints, making decisions, and providing responses to the issues under consideration. These procedures ensure transparency, protection of student rights, and high-quality management of the study process.

3.7. Student admission

ESG 1.4. standard	Institutions of higher education should consistently apply predefined and publicly announced rules covering the entire study cycle, e.g. student admission, study progress, recognition, and awarding of diplomas.
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The College has prepared the "Study Regulations of St. Ignatius of Loyola College", approved by a decision of the Academic Council and an order of the Director, which defines the essential elements of student admission. The College's admission rules are in line with the provisions of the Lama BPO general admission information system.

St. Ignatius of Loyola College promotes and shares information about its study programmes in line with the established publicity plan. The admissions coordinator at the Future Career Centre is responsible for managing the admissions process, planning activities, advising students, and organising direct admissions to the ILC. They conduct both early and general admissions through the LAMA BPO system, handle all admissions' formalities (including electronic and paper contracts),

⁷ <https://www.ILK.lt/wp-content/uploads/V-30PRIEDAS.pdf>

analyse quantitative admission data (statistical indicators), and prepare admission reports. Using qualitative indicators, such as individual interviews, consultations, and a survey on applicants' motivations to study at ILC, we can analyse how prospective students learn about the College. This understanding will enable us to effectively plan our future communications and develop a marketing strategy aimed at attracting more applicants.

Applicants may apply for study programmes offered by ILC by participating in the second round of admissions based on certain characteristics related to the social dimension. The Study Department analyses student admission data, assessing the selectivity and profitability of programmes.

The study process at the College is designed to accommodate the individual needs of students and auditors. It offers opportunities to study according to individual study plans, as outlined in the Procedure for Submitting an Individualized Study/Learning Plan.

The College applies the Procedure for the Assessment and Recognition of Competences Acquired through Non-Formal or Informal Learning. This approach considers the individual study needs of students and enhances their opportunities for independent learning. As a result, students can develop both general and subject-specific competencies, reinforcing the principles of lifelong learning.

The College also allows for the transfer of academic credits for students who have completed, are currently studying, or will study at higher education institutions in Lithuania or abroad. This applies to those enrolled in higher education programmes who wish to continue their studies at ILC, including the transfer of their academic results. The process for crediting study results is outlined in the Description of the Crediting of Study Results.

3.8. Organisation of studies

The College has prepared the “Study Procedure for St. Ignatius of Loyola College”, which consistently defines the essential elements of the organisation and implementation of studies.

At the College, studies are conducted as full-time programmes that incorporate various methods of organisation, including in-person classes, online learning, blended learning, and independent study.

The full-time study schedule can be organised on weekdays, in the evenings, in sessions, or in modules.

Studies at the College are carried out in accordance with the study programmes registered in the Register of Study Programmes, Training Programmes, and Qualifications of the Ministry of Education, Science, and Sport of the Republic of Lithuania.

The College pays particular attention to the application of the Ignatian Pedagogical Paradigm (hereinafter referred to as IPP) at the individual level. The IPP is a tool that helps to involve individuals in the study process so that their studies are not limited to the transfer of knowledge and skills, but also strengthen their faith and shape their values and ability to create added value for society in the future. The *Magis* (more, further) principle applied at the College develops comprehensive personal education by encouraging individuals to explore and evaluate all the knowledge they have accumulated, analyse all the circumstances affecting them, consider their values and priorities, analyse how decisions will affect the environment, and ultimately make decisions that will have a significant impact on others.

The College takes into account the individual needs of students and offers the opportunity to study according to an individual study plan. Individuals who have obtained a secondary or equivalent education and wish to continue their professional bachelor's studies after interrupting their studies or who have studied at other higher education institutions, as well as those who have graduated from vocational schools, may be admitted to higher courses on a competitive basis.

Students/auditors with disabilities and/or learning difficulties may be provided with certain study accommodations (study environment, study materials, organisation of assessments) according to their individual needs.

For partial studies, a student may be sent by the College to another Lithuanian/foreign higher education institution to study according to an agreed part of the study programme, or a student may come from another Lithuanian/foreign higher education institution to the College to study part of the study programme (in order to obtain a diploma).

Persons who, as students of the College or other higher education institutions, wish to study individual subjects/modules taught in the study programme chosen by the College at the same time, as well as other persons who wish to acquire additional knowledge and skills, study or just attend individual subjects/modules selected by the College may be admitted to the College as free listeners.

A person may study part of a College study programme. A study plan is drawn up according to their needs.

A person is considered to have completed College studies when they have fulfilled all the requirements of the chosen study programme, defended their final thesis/final project, if this is provided for in the study programme, and passed the final exam.

Those who have completed College studies are awarded a professional bachelor's degree, corresponding to the sixth level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning, confirmed by a professional bachelor's diploma and diploma supplement issued by the College.

3.9. Academic mobility (Ensuring internationalisation)

The development of international relations is particularly important for every educational institution, as it helps them remain globally competitive, respond to changes in the education system, and apply innovative teaching methods. International cooperation contributes to the improvement of teaching programmes and the introduction of innovations in the educational process.

Cooperation with foreign institutions and conducting studies in foreign languages are essential factors in developing international and intercultural competencies. These aspects directly contribute to the professional preparedness of graduates, giving them the ability to communicate and work effectively in various intercultural contexts.

The College actively develops international relations, which include:

- Strategic cooperation with foreign universities and other institutions, enabling students to participate in exchange programmes and study according to internationally recognised standards
- The implementation of studies in foreign languages, thus attracting international students and ensuring the preparedness of local students for the global labour market.

In addition, the College organises international projects, training courses, and conferences in which both students and lecturers participate. These initiatives provide an opportunity not only to deepen knowledge, but also to exchange experiences with specialists from other countries, improve foreign language skills, and broaden professional horizons.

Such international connections contribute to increasing the competitiveness of students in the labour market, as they develop the ability to adapt flexibly to different cultural and professional environments. The global experience gained during studies becomes a valuable foundation for pursuing a career both locally and internationally.

These initiatives enable the international mobility of lecturers and students and the exchange of best practices, thus ensuring a modern education process that meets European standards.

International cooperation, projects, and connections open up opportunities for students to gain work experience abroad, and for lecturers and other staff to share experiences, perform comparative analyses, improve quality assurance systems, and develop cooperation networks.

The Strategic Development Plan 2026-2030 for St. Ignatius of Loyola College is currently being developed along with the ILC Internationalisation Development Strategy 2025-2030. To prepare successful future specialists who are equipped to face challenges, our aim is to create a sustainable

study and work environment. This environment will foster intercultural relations, encourage participation in international research groups and projects, and support exchange programmes. Additionally, we aim to publish scientific research results that are applied in practice and recognised outside Lithuania.

The main objectives of this strategy are:

- To purposefully develop long-term, high-quality partnerships for research, studies, and mobility.
- To incorporate sustainability principles into study content and daily activities.
- To promote digital innovation in the study process.
- To develop international cooperation projects.

ILC participates in the Erasmus+ project and cooperates with foreign universities, colleges, and members of the Jesuit higher education network. Students are given the opportunity to participate in mobility projects, study at foreign higher education institutions, and undertake internships.

Lecturers are invited to participate in learning visit competitions with foreign higher education institutions. Detailed information for students and staff on Erasmus+ selection criteria and required documents is available on the College's website <https://www.ilc.lt/erasmus-studentams/> and <https://www.ilc.lt/erasmus-darbuotojams/>. The College's Erasmus+ provisions are also documented in the "Provisions of the Erasmus+ Mobility Programme of St. Ignatius of Loyola College." The conditions and staff mobility selection are described in the "Erasmus+ Staff Mobility Selection Procedure Description."

With the support of the Education Exchange Support Fund, along with some of its own funding, the College facilitates visits from guest lecturers from abroad. This initiative allows students who are unable to participate in exchange programmes to gain professional knowledge and advanced teaching methods. Additionally, it provides opportunities to update the curriculum and teaching practices while adapting the best foreign practices to the learning process. These visits foster international cooperation and encourage collaborative efforts in research and project development. The College has prepared a document entitled "Compliance of international activities with the basic principles of the Erasmus+ Charter", which is used as a basis for ongoing monitoring.

3.10. Career planning, monitoring, and alumni relations management

The Future Career Centre monitors the employment and careers of the College's graduates. Data are obtained from College graduate surveys, information provided by social partners and employers, the Lithuanian Employment Service, and the Education Management Information System (ŠVIS, <https://www.svis.smm.lt/>).

In accordance with the College's "Procedures of Organising Feedback from Social Stakeholders", graduate surveys are conducted. The results of the surveys are used to analyse and improve the study programme, update individual study subjects, develop new study programmes, evaluate the work of lecturers and other members of the academic community, and improve the activities of the College. In order to better inform students about the career prospects of their chosen study programme, thematic events are organised where alumni share their personal experiences and success stories, which are also publicised through ILC social networks and channels. College graduates are invited to join the ILC Alumni Club, and ways and opportunities are being sought to activate the club's activities and involve new alumni in the club's activities, e.g. by offering various discounts for activities taking place at the College, such as conferences, training courses, seminars, services at the College's practical training beauty studio "Esthetique" and "*Restaurant Arrivée*," etc.

The goal of the Future Career Centre is to help students strengthen their career management skills, plan and prepare for their professional careers, taking into account the needs of the labour market.

The process involves planning and implementing career guidance and monitoring for both prospective and current students. It also includes maintaining contact with graduates and employers to gather feedback on the strengths and areas for improvement of the College's career guidance programme.

3.11. Lifelong learning at St. Ignatius of Loyola College

Ignatius College is focused on continuous personal development and promotes lifelong learning by providing a wide range of learning opportunities for both students and the general public. In this context, the College offers:

(1) Study programmes and qualification improvement:

1st cycle studies: Bachelor's degree programmes are offered in various fields, equipping students with competitive qualifications for the labour market.

Qualification improvement courses: Organised for specialists in various fields to deepen their knowledge or acquire new competencies.

Vocational training programmes: Initial and continuing vocational training is offered to individuals who have completed secondary education and are seeking their first qualification.

(2) Non-formal education:

Professional development seminars: Training courses focused on practical skills that can be applied both at work and in personal life.

Thematic training: Courses covering topics such as leadership, creativity, technological innovations, language learning, etc.

(3) Educational initiatives and projects:

International projects: The College participates in international education projects such as Erasmus+, providing opportunities to learn and collaborate with other educational institutions in Europe.

Social initiatives: Cooperation with the community and local organisations to promote a culture of learning.

(4) Distance learning:

Virtual learning platforms: Distance learning opportunities are offered through modern technologies, allowing for flexible and convenient learning.

Personalised learning: Programmes tailored to working or busy people, allowing them to learn according to their own schedule.

(5) Personal development and counselling:

Future Career Centre: Provides counselling on career opportunities, career choices, and continuing education at higher education institutions in Lithuania and abroad.

Mentoring programmes: Help with personal development with the help of experienced teachers and specialists; student mentoring for socially vulnerable groups, e.g. students with disabilities or special needs, mentoring for international students, mentoring for first-year students.

(6) Community involvement:

Learning events: Open seminars, conferences, and discussion forums are organised to encourage public participation and learning.

Cooperation with business: The College works closely with companies, providing professional development courses and training specialists according to the needs of the labour market.

(7) Values and approach to lifelong learning:

Holistic approach: Lifelong learning is considered an important part of human growth, not limited to professional knowledge.

Catholic educational tradition: The College's activities are based on Christian values, promoting responsibility, community spirit, and social awareness.

3.12. Social responsibility at St. Ignatius of Loyola College

For the College, social responsibility means a commitment to contributing to the wellbeing of society by educating not only professional specialists, but also conscious, socially responsible citizens. This is achieved through a variety of initiatives and activities.

Implementation of social responsibility:

- *Promotion of Christian values:* The College pays great attention to the cultivation of Christian values, seeking to ensure that students not only acquire professional knowledge but also become responsible and honest members of society.
- *Focus on the principle of “Cura personalis”:* The College actively cares for each member of its community, seeking to reveal and develop each person’s individual qualities according to their abilities and competencies, thus promoting gradual personal growth on an academic and personal level.
- *Promotion of community spirit:* Through various initiatives and events, the College strengthens community ties by encouraging students, faculty, and administration to actively participate in social activities.
- *Social Work Study Programme:* The College offers a social work study programme, whose graduates earn a professional bachelor’s degree in social sciences and are prepared to work in the social security system, healthcare institutions, and non-governmental organisations.
- *Pastoral Care Study Programme:* This programme trains specialists to provide spiritual and emotional support in health, care, and educational institutions, parish centres, and other organisations, thus contributing to the spiritual wellbeing of society.
- *Research and analysis of current challenges and problems in society:* Students choose topics for their final theses that are relevant to the wellbeing of society, conduct commissioned research for companies aimed at better meeting the needs of society, initiating relevant projects, and conducting scientific activities, we contribute to the mission of higher education to address relevant regional, national, international, social, demographic, and other issues.

These initiatives and programmes demonstrate the College’s commitment to social responsibility and active contribution to the wellbeing of society by educating specialists who not only perform their work professionally but also adhere to high moral values.

4. Human resource management process

ESG 1.5. standard	Institutions of higher education and research must be confident in the competence of their teaching staff. They should use fair and transparent processes for the recruitment and professional development of teaching staff.
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In accordance with European quality assurance provisions and guidelines, the College is confident in the competence of its staff and uses fair and transparent processes for planning teacher requirements, selection, recruitment, induction, and professional development planning, as well as competence assessment.

4.1. Ensuring the quality of lecturers staff

The College ensures that its staff are competent, have an excellent understanding of their work, and are able to engage students in the learning process in a focused and creative manner.

The College has a human resources strategy that emphasises the most important areas of the

College (see Fig. 8):

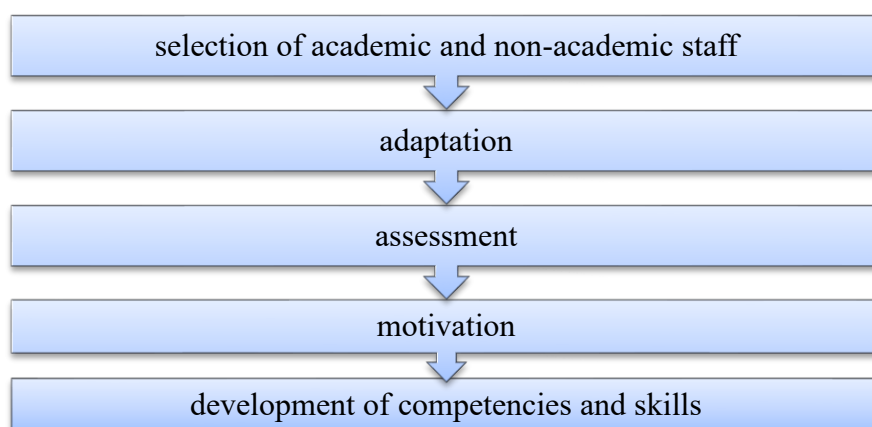


Fig. 8. Human resources strategy.

The College creates and continuously improves appropriate and acceptable working conditions, invests in the improvement of its employees' professional knowledge, and creates a favourable atmosphere for mutual communication and cooperation – employees are involved in working groups that address the most important issues related to improving the College's activities, promote synergy between departments, organise trips, hold informational and educational seminars, organise festive gatherings, etc.

4.2. Human resource planning

The College constantly strives to attract and retain competent employees who contribute to the achievement of the College's results.

The need for new employees is assessed according to the College's requirements, emerging areas of focus, and the pursuit of strategic goals.

Academic staff planning occurs in the third quarter of each calendar year. During this time, demand is projected based on the popularity of study programmes, the number of students admitted, academic staff turnover, and the current state of the education sector, as well as any changes in legislation that regulate the minimum qualification requirements for lecturers in the college sector.

The Head of the Study Department considers and evaluates the need and makes a decision on the admission of new employees (or not).

The job description is drawn up by the head of the Study Department, who is responsible for hiring new staff, in consultation with the head of Human Resources, taking into account the functions of the structural unit and the objectives set.

The planning for **administrative and support** staff typically considers staff turnover. Support and service staff are selected based on the job descriptions that outline the key requirements for each position.

The job description is drawn up by the head of the department to which the new employee will report, in consultation with the personnel manager, taking into account the functions and objectives of the structural unit.

4.3. Recruitment

The College has developed the “Rules of Procedure for the Recruitment of Staff” – applicable to both academic and administrative staff – and the “Procedures for Organising Competitions for Teaching and Research Positions at St. Ignatius of Loyola College and Establishing Minimum

Qualification Requirements”– applicable to academic staff only.

The College announces a competition for a job vacancy, selecting personnel based on the job advertisement. The Head of Personnel is responsible for publishing the advertisement. Job advertisements are published on the ILC website (<https://www.ilc.lt/karjera/>), job search portals, etc. Job advertisements always specify the competence (qualification) requirements, general requirements, and other relevant information (e.g. salary, position, type of employment contract, etc.). The College adheres to a policy of equal opportunities and non-discrimination in its recruitment processes.

The minimum qualification requirements for **academic** staff are documented in the “Procedures for Organising Competitions for Teaching and Research Positions at St. Ignatius of Loyola College and Establishing Minimum Qualification Requirements” and in the job descriptions for the relevant positions.

The minimum qualification requirements for **administrative staff** are documented in the job descriptions for the relevant positions.

Potential employees who meet the competence (qualification) requirements (where applicable) are given a practical task during the selection process in order to select the most competent employee. An employee who meets the specified qualification requirements for the relevant position is hired by signing a fixed-term or permanent employment contract and other documents related to the employment contract. When hiring a new employee, data protection principles are followed, and all documents necessary for employment are processed and stored in the employee’s personal file.

After hiring an employee, we implement induction processes to familiarise the employee with ILC’s work rules, the operation of the electronic safety and health management programme www.esauga.lt (document management, use of electronic signatures, safety and health processes). The employee is introduced to their workplace and provided with the material and information resources necessary for their work (email, logins to ILC systems). Additionally, they receive a memo and other relevant information to support their integration into the team.

“The description of the determining and accounting for the workload of lecturers at St. Ignatius of Loyola College” regulates the principles for determining the workload of the College’s lecturers, determining the number of lecturers at the College, the standard workload for lecturers, and the procedures for recording and formalising the hours that make up the workload of lecturers.

ILC has an employee motivation and incentive system, which is described in the “ILC Employee Motivation System Description.”

In order to qualitatively assess employee satisfaction with their work, employee surveys are conducted (assessing overall satisfaction with work, workload, salary, psychological and physical working conditions, relationships with managers and colleagues, communication, work-life balance, after-work activities, employee motivation system, etc.).

Annual performance review interviews are conducted with academic and administrative staff.

An employee may be dismissed for several reasons, including the expiration of a fixed-term employment contract, failure to successfully complete the probationary period, voluntary resignation, a reduction in workforce, or other circumstances. Depending on the reason for the termination of the employment relationship, we choose a method for gathering feedback, either through individual interviews or an online survey, to evaluate the causes of the employment contract termination.

4.4. Improvement of qualifications

The Academic Council sets the qualification requirements for **academic staff**, the head of the Study Department conducts an annual assessment analysis, and the Director appoints them to their positions. During the annual assessment, it is determined whether and to what extent the lecturer meets the qualification requirements set for their position.

The assessment is carried out on three levels, assessing professional, methodological, and personal competencies.

Criteria for assessing professional competence: is a professional in the subject – works in the field of the subject/module taught; uses new or rarely available information in the content of the subject/module taught; continuously improves their competence in the subject/module; conducts research in the field of the subject/module taught and publishes the results of the research.

Methodological competence assessment criteria: effectively organises and carries out teaching activities; applies an individualized approach to students; cooperates with the module coordinator/lecturers and other College lecturers; disseminates good practices; mentors colleagues; applies innovations in studies and the experience of colleagues, as well as students' suggestions, in teaching activities; integrates different activities; is creative and adapts to new requirements for teaching; continuously improves methodological competence.

Personal competencies are assessed during individual interviews, taking into account how the lecturer applies the principles of IPP in their personal development, adheres to academic ethics standards when communicating with colleagues, students, and other persons, complies with the College's Code of Ethics, and respects colleagues and students.

Qualification planning is carried out after assessing the need, which may be initiated by the employee themselves, the management, or the immediate supervisor. After assessing the suitability of qualification improvement, the forms of qualification improvement are further planned, the need for additional funding is assessed, and the methods by which the required qualifications will be achieved (whether internally or externally) are assessed. Once the qualifications have been acquired, they are assessed (e.g. lecturers' activity plans, lecturers' certification, annual employee interviews with management).

Lecturers and other College staff improve their qualifications in accordance with the procedure established by the College, "Procedure for the improvement of qualifications of lecturers and other staff of St. Ignatius Loyola College."

The quality of teaching is described in the "Guidelines for Quality Teaching and Learning for Teachers and Students."

4.5. Management of scientific, artistic, and research activities

In colleges, the unity of science, art, research, and studies is ensured through close links with practice – the participation of lecturers and students in applied research, art projects and experimental development work commissioned by business, industry, and other organisations, regional development projects, and consulting activities, with the aim of involving and engaging stakeholders.

The head of the Science and Research Methodology Laboratory is responsible for the supervision, planning, and improvement of the scientific activity management process.

The description of the management procedures for scientific, artistic, and research activities covers the following areas:

- activity planning;
- organisation and implementation of activities;
- dissemination and implementation of activity results in the study process.

To evaluate scientific activities, we first identify the need for scientific research and set specific scientific (or artistic) objectives. Then, we prepare a detailed plan for scientific (or artistic) activities that aligns with the College's strategic priorities. This is followed by the implementation of these activities and the registration of funded projects, which may include contracts at regional, national, and international levels. We conduct interim evaluations of the completed activities, identify potential risks, and monitor key performance indicators. Finally, we assess the outcomes of the completed scientific (or artistic) activities, analyse the results, publish findings, integrate them into ILC study activities, and ensure that our efforts respond to regional needs.

A detailed description of scientific, artistic, and research activities is provided in the ILC "R&D

and Artistic Activity Management Regulations”, and the desired scientific (artistic) activity indicators are defined in the College’s Study and Scientific Activity Development Strategy.

The research carried out at the College falls within the scientific research areas of Food Technology (F06), Medical Technology (G09), Cosmetology (G10), Social Work (J04), Tourism and Recreation (L08), and Design (P02).

The College has a Practical Methodological Laboratory (hereinafter referred to as PML), which organises activities for lecturers and researchers in accordance with the staff competence development programme. Researchers actively cooperate with the head of the Science and Research Methodological Laboratory and plan scientific activities at the beginning of the academic year, and at the end of the academic year, they present reports on the scientific activities carried out. Lecturers fill out a lecturer activity report, which they submit to the Study Department.

Students are encouraged to become involved in R&D activities by preparing scientific articles and presenting them at conferences, participating in projects carried out at the College, and preparing commissioned bachelor’s theses. PML consistently integrates the results of R&D activities into the study process. PML submits proposals to the Study Field Committee on improving the study plan.

In order to share the results of applied scientific (artistic) research, project-based empirical results, and best academic practices gained in Lithuania and abroad, the College organises annual conferences: the international scientific conference “Student Applied Research” and the international conference “A Holistic Approach to the Prospects of College Students in the Context of Changes in Society, the Labour Market, and the Higher Education System.”

R&D activities are carried out in accordance with the Law on Science and Studies of the Republic of Lithuania, the Formal Evaluation of Data on the Results of Scientific Research and Experimental Development and Artistic Activities Carried Out by Colleges of the Ministry of Education and Science of the Republic of Lithuania, the Description of the Formal Evaluation of Research and Experimental Development and Artistic Activities of Colleges, the Distribution of State Budget Basic and Incentive Funding for Research and Experimental Development and Artistic Activities at Science and Study Institutions, and other documents regulating scientific activities.

The following indicators are used to evaluate scientific activities: dissemination of research results published by colleges, dissemination of published works of art (artistic works); commissioned project activities, participation in various international programmes, etc.

The R&D activities carried out by the College are characterised by a strong structure, sustainability, relevance of research, and practical applicability. They are based on clear regulations, inter-institutional cooperation, student involvement, and growing international visibility. This purposefully enhances the quality of studies, professional orientation, and the institution’s value identity.

4.5.1. Evaluation of R&D and artistic activities

The evaluation of the results of scientific, technological, experimental development, and artistic activities is intended to ensure a high-quality, objective, and structured evaluation of scientific and artistic activities, based on both legal requirements and expert assessment.

The evaluation of R&D and artistic activity results is carried out in accordance with the procedure set out in the legal act “The submission of data on the results of research and experimental development and artistic activity carried out by colleges for formal evaluation.”

5. Financial resource quality assurance system

The Director of the College is responsible for the financial activities of the University and the proper management, use, and disposal of funds and assets.

The management of financial resources includes such aspects as annual budget

planning/preparation, coordination with the Director, the Board, budget deliberation, presentation of the budget to the Board and, upon its approval, submission of the budget for approval to the shareholders, budget implementation, implementation control, and, if necessary, budget adjustment, deliberation, and, upon approval, budget implementation.

The Director's report on the implementation of the College's strategy and strategic action plan is prepared annually at the end of the calendar year. All budget, activity implementation reports, and financial reporting results are discussed by the Board and submitted to the College's shareholders for approval. Activity reports are published on the College's website.

The management of the College's financial and material resources is carried out in accordance with the applicable laws of the Republic of Lithuania and the College's internal documents.

In accordance with the College's Statutes, responsibility for the use, distribution, and changes in financial and material resources is distributed as follows:

- **The General Meeting of Shareholders** is responsible for making decisions on the transfer, lease, transfer under a contract of use, or pledge of long-term assets belonging to the College.
- **The Board is responsible for** making decisions on investments in the activities of the College or participation therein, and for approving draft agreements; concluding contracts with economic entities and acquiring long-term assets worth more than EUR 30,000.00 (calculated separately for each transaction).
- **The Director** is responsible for making decisions on the acquisition of fixed assets worth less than EUR 30,000.00 (calculated separately for each transaction), as well as on the use, disposal, and protection of assets.

The College's financial resources are planned and allocated in accordance with the "Preparation and Implementation of the Budget." The purpose of the budget preparation is to coordinate and balance the College's activities so that the available resources can be planned and allocated effectively to accomplish the tasks set. The budget preparation processes are based on the bottom-up and top-down principles. The lowest-level budget preparers prepare the initial budget for which they are responsible (bottom-up principle), but they do so in accordance with the College's rules and adjust it (if necessary) after review by the Director and the Board (top-down principle).

The consolidated budget of the College is drawn up and submitted to the Board for approval before the start of the forecast year, by 30 November. The Director of the College is responsible for the timely preparation of budgets for approval, budget review, and implementation of the approved budget.

In order to achieve strategic operational and infrastructure goals, various projects are prepared and implemented, financed from EU funds and the state budget: funds from the Ministry of Education, Science and Sport, the Agency for the Rights of Persons with Disabilities, and the Employment Service under the Ministry of Social Security and Labour. Funds are received from the Ministry of Education, Science and Sport to pay for state-funded study places and to encourage the College to participate in research, experimental development and artistic activities.

The Agency for the Rights of Persons with Disabilities under the Ministry of Social Security and Labour allocates funds to support students with disabilities in accordance with the "Approval of the Provision of Financial Assistance to Persons with Disabilities Studying at Higher Education Institutions."

The College also attracts additional funds from other activities, such as: expert consultations; non-formal education: training, seminars, conferences, summer camps, commissioned research, rental of equipment and premises, catering services, various beauty services.

In addition, the College receives support from individuals and legal entities to achieve its operational objectives.

In implementing its strategy, the College has used the funds received rationally, ensuring not

only that essential needs are met, but also that its strategic directions are developed.

The College allocates most of its funds to the quality of studies, seeking to improve studies by introducing the Ignatian education system, to train highly qualified specialists with mature values, and to invest in infrastructure development and renovation of premises, strengthening the material base of studies, and promoting the implementation of IT.

In accordance with the description for “Determining and Accounting for the Workload of the College’s Lecturers”, and by analysing the number of lecturer positions and budget planning, the income and expenses required for the organisation and implementation of study programmes, the financial efficiency and profitability of the study programme are evaluated. This evaluation ensures that we have adequate financial, human, and material resources for the further implementation of study programmes.

“Procedures for the Payment, Refund, and Collection of Fees for Studies and Study-related Services at St. Ignatius of Loyola College”, which defines the fees paid by students/auditors directly related to the implementation of the study programme, fees for repeatedly provided study services, and fees not directly related to the implementation of the study programme, as well as the conditions, general principles, and procedures for payment, reduction, refund, and collection.

In accordance with the St. Ignatius of Loyola College Scholarship Award Procedure, the College regulates the number of one-time scholarships for students/auditors of all forms of study, the distribution of funds, and awarding and paying scholarships.

Financial reporting documents are managed in accordance with:

- Public Sector Accounting and Financial Reporting Standards;
- The Law on Accounting of the Republic of Lithuania;
- The Public Sector Accounting Act;
- The Audit Law of the Republic of Lithuania;
- the Law on Public Institutions;
- Resolutions, orders, and other legal acts of the Government of the Republic of Lithuania, the Ministry of Finance, and the Ministry of Education, Science, and Sport related to accounting and the management and disposal of assets;
- the Statute of the College;
- and other internal procedures and rules that do not conflict with accounting policy and the above-mentioned legal acts.

Financial reporting documents are published on the website of the Centre of Registers of the Republic of Lithuania at www.registrucentras.lt

6. Infrastructure quality assurance system

ESG 1.6. standard	Institutions of science and studies must have adequate funding for teaching and learning activities and ensure the provision of adequate and easily accessible study resources and support for students.
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The goal of study resource management is to ensure adequate and accessible study resources that enable the effective use of material and financial resources to improve the quality of studies and strengthen the internationalization of scientific and applied activities. The College’s strategic objectives provide for the effective use of financial and material resources to achieve these goals.

Study resources are physical resources used for study purposes (lecture halls, teaching and research laboratories, seminar rooms, computer classrooms, work and recreation areas, conference halls, libraries, reading rooms, teaching and practical training facilities), financial resources (funds allocated for the acquisition, maintenance, and renewal of physical and information resources), and information resources (methodological tools, printed and digital collections, subscribed databases, e-

services for teachers and students).

Study resource management tasks:

- To carry out the planning of study resources in a timely and appropriate manner and to implement the activities for improving study resources envisaged during the planning process.
- Ensure the proper and sustainable use of available study resources.
- Perform timely and proper accounting, control, and assessment of the condition of study resources.

In the organisational structure of the College, infrastructure management is coordinated by the Infrastructure Department, which is guided in its activities by the approved St. Ignatius of Loyola College 2025 Infrastructure Development Action Plan and annual infrastructure plans. This department is responsible for the maintenance, renewal, and development of the College's material resources in order to create suitable conditions for the study process and other activities.

The representative of the Infrastructure Department also participates in the activities of the Quality Laboratory, contributing to the improvement of quality management processes. The management of information and public relations at the College is organised by the Communications and Marketing Specialist together with the Head of Infrastructure. Information and public relations management at the College is organised by the Communications and Marketing Specialist together with the Infrastructure Manager. They are responsible for creating and maintaining the College's website, disseminating information on social networks, cooperating with the media, and coordinating other measures that shape the image of the College.

The College also has a Future Career Centre, which helps students strengthen their career management skills, plan and prepare for their professional careers, taking into account the needs of the labour market. The centre plans student career guidance and career monitoring, maintains contact with graduates and employers to ensure feedback on the strengths and areas for improvement of the College's career guidance.

6.1. Physical resource management

The Director, together with the heads of study programmes, evaluates the available physical resources and their need for the implementation of the study programme. Planning is carried out so as to meet the available resources and the needs and expectations of the entire College community and to help implement the College's vision, mission, and strategic priorities.

The academic and administrative departments also perform the function of planning material resources in order to ensure smooth operation and the successful implementation of the strategic goals of the department and the College.

The College has lecture halls that are used as needed to support the learning process. The study facilities meet work and hygiene standards. The size of the premises ranges from 6 to 78 workstations.

Lecture halls are assigned based on the size of the student group and the number of available seats in the hall.

Other College premises and outdoor spaces are also used for the needs of the study programme, such as the College's *Restaurant Arrivée* with an outdoor terrace and courtyard, the IT auditorium, and the applied practice beauty studio "Esthetique."

Lectures, combined with students from other study programmes studying the same subjects, usually take place in lecture halls. Practical classes and seminars take place in smaller lecture halls designed for work with a single academic group.

Practical classes take place at the practice bases available for each study programme.

The premises used for the studies are equipped with all the necessary technical equipment, including computers with internet access, projectors, and audio and video gear. Additional technical

equipment is provided as needed for organising specific subjects and effectively applying study methods.

All students have the opportunity to work at the institutions of the College's social partners and at study practice sites with the latest programmes and equipment used in the market today, thanks to which they acquire practical and theoretical skills that allow them to feel confident in the labour market and be highly competent, and in demand specialists in the market.

6.2. Library management

The College library has created a favourable information environment for study and research, ensuring effective services for members of the College community and providing access to information resources necessary for study, research, and professional qualification, both physically and remotely.

College students can access books and subscribed databases, such as EBSCO Publishing, Anatomy.tv, and Taylor & Francis, which are essential for their studies. They can also find a variety of methodological materials and information about career planning, among other resources.

The databases subscribed to by the College are accessible to all students and staff from anywhere in the world.

The College library is a member of the Lithuanian Academic Libraries Information Infrastructure Consortium for Science and Studies Support and Development (LABIIMSPPK). This gives the College access to professional assistance in integrating its information resources into the common Lithuanian science and studies information space. With the help of the Consortium, ILC has mastered the ALEPH library automation system (Israeli company ExLibris) and implemented an electronic ILC library catalogue, which helps to systematise and register ILC information resources in the electronic space and automate the process of issuing and returning publications. An ILC virtual library has also been created – an integrated search system that allows searching the ILC library resources, the Lithuanian Academic Electronic Library (eLABa), subscribed databases, and open access electronic resources.

The main rules for using the library are set out in the “Rules for Using the Library of St. Ignatius of Loyola College.”

The library also follows the approved St. Ignatius of Loyola College Library Strategy 2024-2026: acquisition of study resources and integration into the study process,” which provides for increasing the use of information resources, ensuring accessibility for all students, bringing together the College community, implementing IPP in library activities, strengthening the principles of social responsibility, sustainability, and responsible use principles, developing international cooperation, and ensuring open access.

6.3. Student support management

The College essentially fosters the belief among students and staff that the College supports them, has policies in place to help them, and would provide them with practical assistance if necessary. The College has developed various procedures, such as the “ILC Study Procedure,” the “Individualisation of Studies According to Individual Needs Arising from Disabilities,” “St. Ignatius of Loyola College Scholarship Award Procedure,” etc.

The types of support available at the College can be divided into:

- (1) **Academic Support:** We offer individual consultations both in person and online. During the introductory week, first-year students have the chance to familiarise themselves with the College administration, general study procedures, and available services. We provide information about various types of assistance, including a first-year student handbook. Students can follow personalised study plans, and those with

special needs can tailor their study processes, adapting study materials, environments, and assessment methods to meet their individual requirements. We also offer flexible study formats, such as blended or distance learning, and facilitate the transfer of existing credits. Our teaching methods are adaptable, utilising special software and technical equipment designed to support students with disabilities. Additionally, we assign mentors to students with disabilities and provide guidance to teachers on how to support students with special needs. Academic counselling is available for coursework and final paper preparation, along with assistance and advice regarding internships. Students can access information about the possibility of retaking exams and repeating courses, and we encourage individual or group discussions of exam results. We organise various seminars and training sessions to help students develop their academic, artistic, public speaking, and other skills. Finally, we offer counselling on planning further study opportunities, as well as guidance on career options and employment.

- (2) **Social support:** study programme curators provide advice and information on the study process and the types of assistance available, and help to resolve any problems that arise. Depending on the area of responsibility, students have the opportunity to contact the administration and are given the opportunity to express their opinions anonymously in writing, either physically and/or online, using a complaint box. The activities of the ILC student representative body operating at the College, bringing students together, help to solve their problems and involve them in decision-making within the College; student participation in the activities of the Academic Council, Study Field Committees, Ethics Committee, and other strategic sessions.
- (3) **Psychological support:** spiritual, psychological, and pastoral assistance is provided to both students and staff; opportunities are provided to participate in training courses and seminars designed to analyse various topics related to psychosocial issues.
- (4) **Material support:**
 - Social scholarships awarded by the State Studies Fund.
 - State-supported loans allocated by the State Studies Fund.
 - Support for students with disabilities (i.e. support for students with a 45% disability and lower participation level), which may be allocated: Targeted payments from the State Studies Fund and financial assistance measures and payments from the Agency for the Rights of Persons with Disabilities; students with any level of disability who have studied in a state-funded place and have discontinued their studies are exempt from repaying the grant to the state budget; persons who are recognised as incapacitated or unable to repay a state-supported loan due to disability, illness, or injury may be exempted from repaying the state-supported loan or part thereof; When enrolling at St. Ignatius of Loyola College, persons with disabilities may be exempted from the admission fee and registration fee (upon submission of an application to the admissions committee and a document proving a participation level of 45% or less). ILC scholarship for mentoring activities with students with disabilities.
 - Compensation of tuition fees for students with the best results studying in the non-state funded places.
 - Support for children of emigrants (support for foreigners of Lithuanian origin who have come to study in Lithuania).
 - Erasmus+ additional support for students with special needs participating in mobility activities.
 - Compensation for persons who have completed military service
 - One-time scholarships awarded by ILC to students who have distinguished

themselves in scientific, artistic, creative, sports, and/or student social activities, and/or representing the College.

- ILC support for students who have lost one or both parents.

The support mechanism at the College is sufficient and is constantly being improved to meet the interests of all stakeholders.

7. Information management process

ESG 1.7. standard	Institutions of higher education and research must ensure that they collect, analyse, and use relevant information to effectively manage study programmes and other activities.
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To ensure the implementation and quality of its operational processes, the College systematically collects, analyses, and applies various quantitative and qualitative data to improve its operations, and the information obtained is used for decision-making in various College management structures, i.e. at the General Meeting of Shareholders, the Board, the ILC Council, the Academic Council, as well as in the Study Field Committees, etc.

The College uses various information systems to ensure the proper and comprehensive collection and analysis of information:

- **UNIMETIS** – a study information system with “Mano ILK” portals for students and lecturers operating on the Unimetis platform, designed for the presentation of study information. The main principles of the student portal are: centralised presentation of study process information to students (student contact details, student ID, information about the study programme, type of study, etc., academic results, etc.); the possibility to integrate other information systems; the portal operates in two languages – Lithuanian and English. The lecturers’ portal is analogous to the student portal. Its main functions are the compilation of study results, schedules, ordering various documents, conclusion of contracts, and submission of surveys for the evaluation of teaching quality.
- **MOODLE** is a virtual learning environment where lecturers upload their course materials, tests, assignments, course descriptions, schedules, exam dates, etc. Using Moodle, students can connect to remote lectures using the BigBlueButton (BBB) tool.
- The College fills in, approves, updates, and uses external systems for analysis, such as the Student Register, the Register of Diplomas, Certificates, and Qualification Certificates, the AIKOS system, the IS “Parama” system, IS “Paskola”, as well as the education information system ŠVIS, and uses external data sources such as Lama BPO, State Data Agency, LMT, and SKVC data.
- Statistical data from administrative departments (indicators of internationalisation, student progress, scientific activity, etc.) and qualitative indicators (e.g., feedback surveys, analysis of student dropout rates) are used to analyse the strategic activities of the College. Every year, summarised annual activity and financial reports are submitted to the College Board for approval.

8. Information and public relations management (communication management process)

ESG 1.8. standard	Institutions of higher education should publish clear, accurate, unbiased, up-to-date, and easily accessible information about their activities, including study programmes.
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In accordance with the ESG guidelines, the College publishes clear, accurate, unbiased, up-to-date, and easily accessible information about its activities, including study programmes. General formal information about the College and the study programmes it offers is published in the AIKOS system, on the College's website (in Lithuanian and English, <https://www.ilc.lt/>) publicly available information about study programmes (<https://www.ilc.lt/studiju-programos/>), degrees awarded, and the opinions of students, graduates, and other interested parties about the quality of studies, the College's activities, and its achievements in science and the arts (<https://www.ilc.lt/taikomoji-mokslo-ir-meno-veikla/>), international relations (<https://www.ilc.lt/tarptautiniai-ryšiai/>), and other important information (e.g. documents on activities carried out, external evaluation results, etc.).

The College has accounts on social networks Facebook, Instagram, LinkedIn, and a YouTube channel. The ILC Student Council has its own social media accounts on Facebook and Instagram, where it publishes information about various student initiatives and relevant information for students, ranging from study programmes to student support opportunities, thus encouraging both current and prospective students to become involved in activities.

For international visibility and to attract foreign students, the College's website in English (<https://www.ilc.lt/en/home/>) provides clear, structured information about studies, study programmes, the procedure and process of admission to ILC, and international cooperation activities (international projects, conferences, etc.). The national information centre <https://studyin.lt/> is also used to attract foreign students and inform them about study opportunities at ILC.

The College's activities are publicised in specialised publications such as *Kur stoti? (Where to study?)*, *Kuo būti? (What to be?)*, *Reitingai (Ratings)*, as well as in periodicals (newspapers, magazines, etc.). The College's study activities and publicity are also carried out in cooperation with social partners, through joint events and projects. The College is publicised on its partners' social networks.

The Communications and Marketing Specialist organises the creation and maintenance of the College's website <https://www.ilc.lt>, disseminates information on social networks, cooperates with the media, publishes and distributes publications that shape the image of the College, coordinates social campaigns, publicises the College's events to the community, and represents the College in Lithuanian and foreign public relations organisations.

The ILC implements internal communication measures that are focused on ILC's strategy, a unified understanding and application of values and operating principles, in order to ensure communication about the ILC's activities and changes.

Internal communication measures and information sharing methods used at the College:

- students/employees are informed by email;
- remote meetings/gatherings using, for example, *MS Teams* and *Zoom* platforms;
- internal student communication and information sharing groups using the Facebook social network and Messenger app;
- dissemination of information via ILC IS, MOODLE, UNIMETIS;
- by organising various meetings;
- posting relevant information on notice boards;
- during informal/individual meetings;
- organising internal events, seminars, etc. for the College community.

The management of the College's information and public relations covers aspects such as planning, identifying key communication channels (internal, external (regional/national/international)), planning communication dissemination and distribution of responsibilities, marketing planning according to areas of activity, feedback (e.g., surveys of applicants about their choice of studies and how they learned about the College), implementation of communication, etc.

Communication processes are described and established in the "St. Ignatius of Loyola Communication and Information Dissemination Procedure Description", communication guidelines, information management methods, etc., and formalised in information disclosure strategies and disclosure plans. The transparency and publicity of the College's activities are determined by:

The transparency and publicity of the College's activities result in:

- *greater student confidence*: clearly presented information encourages students to feel secure and confident about the quality of their studies and their future prospects for successful integration into the labour market.
- *the promotion of academic community spirit*: transparency and openness help to create closer relationships between students, lecturers, and the administration, and to develop smooth communication and involvement in joint activities.
- *attractiveness to prospective students*: publicising the College's achievements and advantages increases its competitiveness in the education market by training high-level specialists.

The importance of transparency at the College:

- *building trust*: a transparent College ensures that its activities, decision-making processes, and financial activities are well-founded and clearly understood by students, teachers, administration, and the public. This helps to build trust among community members.
- *ensuring the quality of activities*: transparency allows the College to demonstrate that its study programmes, infrastructure, and services meet quality requirements.
- *anti-corruption mechanisms*: a transparent environment reduces opportunities for illegal activities and ensures fair competition and decision-making.
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Measures for publicising the College's activities:

- *Annual activity reports*: the College publishes its annual achievements, strategic goals, performance results, and financial data;
- *Availability of information about study programmes*: Lithuanian and foreign students can easily find detailed information about the programmes offered, internship opportunities, lecturers, and infrastructure;
- *Use of social networks, channels, and websites*: The College actively uses its digital platforms to publicise news, events, scholarship opportunities, and achievements at .
- *Use of external communication sources*: promotion of study programmes through specialised publications, magazines, news portals, etc.
- *Participation in study fairs and exhibitions*: publicising and disseminating information about study opportunities, study programmes, and employment prospects.
- *Organisation of individual interviews and meetings*: individual consultation with applicants, in person and remotely (by phone, MS TEAMS or other platforms, email), upon arrival.

Ways in which the College implements transparency:

- *Monitoring the quality of studies*: publicly publishing the results of student surveys on the quality of studies, lecturers, and teaching methods.
- *Future Career Centre*: transparent information about graduate employment rates and

career opportunities.

- *Internal policy documents*: publicly available documents on academic integrity policy, student rights and responsibilities, and complaint procedures.
- *Clear distribution of responsibilities for providing information*: each department of the College and administrative staff is aware of their responsibilities and the information they coordinate, ensuring that disclosure is timely, clear, and understandable.

9. Feedback management

ESG 1.9. standard	Institutions of higher education should monitor and regularly evaluate their study programmes to ensure that they meet their objectives and respond to the needs of students and society. These evaluations should contribute to the continuous improvement of study programmes. All stakeholders should be informed of any planned or completed actions following the evaluation.
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Feedback is ensured by systematically conducting representative surveys of all participants in the study process and using the summarised survey results to improve study programmes, improve the organisation of the study process, and strengthen the composition and capabilities of academic staff.

The systematic surveys conducted by the College cover stakeholders related to its activities, i.e. feedback is collected from stakeholders (students, lecturers, employers, alumni, etc.), assessment of the quality of study subjects (certification of study subjects (modules)), assessment of the quality of lecturers, periodic internal assessment of study programmes, external assessment of study fields through self-evaluation, institutional assessment of the quality of all College activities.

The College follows the organising feedback from social partners, which defines the objectives, frequency, and responsible implementers, and the possibilities for using the results obtained to improve activities related to the study process (document “Description of Organising Feedback from social stakeholders”). The survey results are analysed, presented at meetings (depending on the type of survey), their validity is assessed, problems and areas for improvement are identified, corrective actions are planned to eliminate the problems and improve activities, and the results of the surveys are published to interested parties according to the type of survey (for more details, see the “Organising Feedback to Improve the Quality of Studies”).

10. External quality assurance

10.1. External evaluation of the institution

ESG 1.10. standard	Institutions of higher education and research must periodically participate in external quality assurance procedures in accordance with the ESG.
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In order to improve the quality of higher education institutions and ensure accountability, the Ministry of Education and Science initiates an external evaluation of their activities every seven years in accordance with the approved External Evaluation Plan for Higher Education Institutions. This evaluation is organised by the Centre for Quality Assessment in Higher Education (SKVC).

The objectives of the evaluation are:

- (1) to create conditions for improving the activities of higher education institutions;
- (2) to promote a culture of quality;
- (3) to inform the public about the quality of the institution’s activities;

- (4) to provide recommendations for the development of the activities of the higher education institution.

External evaluation is carried out in accordance with the Law on Science and Studies of the Republic of Lithuania, the Methodology for the Evaluation of the Real Resources of Higher Education Institutions approved by the Minister of Education and Science, and the Methodology for the Evaluation of the Activities of Higher Education Institutions approved by the Centre for Quality Assessment in Higher Education and agreed with the Ministry of Education and Science, and other legal acts regulating the activities of higher education institutions.

10.2. Evaluation and accreditation of study programmes

The Law on Science and Studies stipulates that only accredited study programmes may be implemented in higher education institutions, and that such programmes may be accredited for a period not exceeding seven years. Study programmes are accredited based on the conclusions of an external evaluation (except for planned study programmes, which may be accredited without an external evaluation procedure).

External evaluation of higher education study programmes may be carried out by the Centre for Quality Assessment in Higher Education or another higher education quality assessment agency included in the European Register of Quality Assurance Agencies in Higher Education.

In accordance with the “Procedures for the External Evaluation and Accreditation of Study Programmes” approved by order of the Minister of Education and Science of the Republic of Lithuania, study programmes are evaluated according to seven evaluation areas: 1) learning objectives, outcomes, and content; 2) links between science (art) and study activities; 3) student admission and support; 4) studying, study achievements, and graduate employment; 5) lecturers; 6) material resources for studies; 7) study quality management and publicity. Each of the areas assessed is evaluated on a five-point scale. Based on the evaluation of each area and the total score, the evaluated study programmes are accredited in accordance with the “External Evaluation and Accreditation of Study Programmes”.

11. Analysis and improvement of the effectiveness of the study QMS

Analysis and improvement of the effectiveness of the study QMS – methods and measures designed to achieve and maintain the established (desired) quality of studies and activities that affect them.

The purpose of analysing and improving the effectiveness of the study QMS is to influence the activities that determine the quality of studies.

Ensuring the effectiveness of the study QMS includes planning the quality of studies and activities that affect them, implementing the study QMS, evaluating activities, and improving them.

Planning the quality of studies and activities that affect them includes preparing studies and setting criteria and indicators for the quality of studies and activities that affect them.

The study QMS is implemented by realising the College’s quality assurance policy through the described processes (procedures) and the implementation of responsibilities distributed within the College community, as well as the planned measures for ensuring and improving the quality of studies and activities that affect them.

Evaluation of the effectiveness of the study QMS – analysis of the planning, implementation, and improvement efforts, status, and results of the quality of studies and activities that affect them, determination of progress, and identification of opportunities and prospects.

The evaluation of the effectiveness of the study QMS is based on the following principles:

- The compatibility of the areas, criteria, and methods of evaluation with the requirements of external institutional evaluation and the provisions of European higher education quality assurance.
- Participation of the academic community and other stakeholders in the evaluation.

The assessment of the effectiveness of the study QMS includes:

- continuous monitoring and analysis of the compliance of the established quality criteria and indicators for studies and activities that affect them with the set objectives;
- systematic, independent, periodic evaluation of the effectiveness of measures used in studies to ensure and improve the quality of studies and activities that affect them;
- the results of external expert evaluation of studies.

The improvement of the study QMS includes the planning and implementation of measures to improve the quality of studies and activities that have an impact on them, as well as preventive measures.