STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ALYTAUS KOLEGIJOS
VEŽIMAS AUTOMOBILIŲ TRANSPORTU (65303T102)
PROGRAMOS
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *CARRIAGE BY MOTOR VEHICLES* (65303T102)
STUDY PROGRAMME
AT ALYTUS COLLEGE

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Vežimas automobilių transportu*
Valstybinis kodas	65303T102
Studijų sritis	technologijos mokslai
Studijų kryptis	transporto inžinerija
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais[1]	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	transporto inžinerijos profesinis bakalauras, inžinierius
Studijų programos įregistravimo data	2000-09-21

[1] – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	*Carriage by Motor Vehicles*
State code	65303T102
Study area	Technological Sciences
Study field	Transportation engineering
Kind of the study programme	College Studies
Level of studies	first
Study mode (length in years)	full-time (3), part-time (4)
Scope of the study programme in national credits[1]	120
Degree and (or) professional qualifications awarded	Professional Bachelor in Transportation Engineering, Engineer
Date of registration of the study programme	21 09 2000

[1] – One credit is equal to 40 hours of student work

CONTENTS

I. INTRODUCTION

Alytus College (AC) is a state institution of higher education in the region of Southern Lithuania. The main goals of the college are to provide higher education and professional qualifications which correspond to the needs of the economy of Lithuania and the level of science and modern technologies, develop applied research in the region, consult economic entities, create possibilities for continuous studies, organize qualification training and retraining, develop society who is able to work under the conditions of fast changing technologies.

The implementation of CMV study programme is oriented towards the student with the aim of personality development and quality of professional competences.

College departments (General Subjects, Finance and Accounting, Information Systems, Engineering, Information Technologies, Management and Administration) are in charge of the content of study programmes, interdisciplinary links and application of effective and innovative methods in the process of studies. Departments organize and control the process of studies concerning particular subject courses and applied research, and assure the quality of implementation of the goals of particular subjects.

There are a few centres established at Alytaus College which serve for practical training, applied research and developing entrepreneurship skills: Information and Independent Studies (IISC), Business Simulation (firm "H&A Export Company"), Distance Studies (DSC), Competencies and Applied Research (CARC), Electronic Publishing (EPC) and Business Incubator. International Office (IO) and Career and Public Relations Centre (CPRC) are aimed at organizing teachers' and students' international contacts and exchange as well as formation of AC image and assuring students' career opportunities.

In accordance with the Order of AC Director No V-32 of 26 October the self-assessment group for self-analysis of Carriage by Motor Vehicles study programme of the Transport Engineering field was formed. Doc. Danutė Remeikienė, AC Director, was appointed the head of the self-assessment group. The logics of forming the self-assessment group was influenced by the AC structure assuring a high level of democracy, responsibility and autonomy as well as objects and features of the issues of external assessment and accreditation under analysis.

In 2001 the assessment of the AC CMV study programme of the Transport Engineering field was carried out by Quality Assessment in Higher Education Centre (QAHEC). The results of the assessment pointed out the AC personnel, active contacts and properly equipped classrooms as the strengths of the programme, because this provides the basis for training a contemporary practicing professional. QAHEC recommended to provide a more detailed ground for the structure of the programme, specify the objectives and solve the problem of the lack of academic personnel with scientific degrees.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

The demand and necessity for the programme is verified by the research on the demands and prognosis of the Labour Market of Lithuania and Alytus region performed by Alytus College (AC). The National Road Carriers' Association *Linava* emphasize a demand for specialists with Carriage of Motor Vehicles (CMV) higher level non-university education, as well as the importance of practical training and a high level of professional competence in international road carriage. The employment of graduates according to this Study programme is around 61%.

During the last 5 years (except 2009) the demand of the programme among the applicants has been fairly equal, i.e. the proportion between the number of applications to study and admitted students is 3 applicants per vacancy, whereas, according to the first chosen priority, it is 1 student. In 2008 there was no admittance of the students to this programme, under a State directive. Similar CMV study programmes are carried out in other Lithuanian colleges. The differences are conditioned by the needs of the region. The branches of the Carriage by Motor Vehicles study programme in AC, are the Organization of International Carriages and Carriage of Dangerous Goods. For the Alytus region as the Southern part of Lithuania bordering with Poland the need for the programme can be proved.
The demand for the graduates is monitored by the Collage on yearly basis. The external bodies opinions are also analysed. The need for specialists in the country is provided by the 13% share of GNP by transport sector. In the Region, which is close to the border the sector is seen to be very important.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The purpose of the CMV study programme is closely connected to the Mission of AC. The purpose of the CMV study programme is to train specialists of carriage by motor vehicles technologists, who are able to work independently and strive for their careers in the modern labour market, by training the required technologist's professional skills. AC contributes to the solution of the strategic goals and objectives of the South Lithuania region. The goals and objectives of the CMV study programme are connected with the general goals of this study direction defined by the General Regulations of Studies of Technological (Engineering) Sciences Field. They are supplemented with specific goals that are peculiar only for this programme and correspond to the Standard of Training CMV Technologist.
The compliance with international directives, Lithuanian and EU strategic development documents or international provisions were not stated in the Self Evaluation Document (SED). During the visit the College demonstrated that it is fully compliant with the Regulations, except for Chemistry (see 2.2.1.), is fully Bologna compliant, and ECTS has been fully implemented.

1.1.3. Relevance of the programme aims

The aims and objectives of the CMV Study Programme are directed towards application of scientific and technological knowledge, implementation of projects and management of technological processes. The study objectives provides conditions for a graduate of the CMV study programme to prepare for the job activities of a CMV technologist, nevertheless they do not clearly reveal the international focus of transportation by road vehicles as defined by the purpose of the relevant programme branch, or the branch for dangerous goods transportation. The programme aims correspond to the purpose of college studies of the first stage: to train specialists for the satisfaction of the needs of a particular job position with strong practical skills.
The aims of the program correlate well with the purpose of creating high level, first university professional degree specialists for transportation sector. Several soft skills areas are provided, which allow graduates to adapt to a changing job market and/or develop further skills and extend their knowledge.
There is a good compliance of the aims with the type and cycle (professional bachelor) of the studies. There is a good balance between practical, theoretical and other skills of graduates.

1.2.1. Learning outcomes of the programme

The Learning Outcomes (LO's) of the CMV study programme ensure that a graduate should have accumulated a sufficient amount of knowledge, developed abilities and acquired skills for professional activities of an CMV technologist. They will also be able to work in other business spheres, so it can be stated their compliance with the programme aims. The level of the complexity of the CMV study programme corresponds to the 6th level of the European

Qualification Framework (Outline of Lithuanian National Qualification Framework) and sublevel B of the 6th Qualification level defining professional competences. The study objectives are adapted to the undergraduate study level. The student is able to reach them during 3 years of studies with active application of practical training and practice in external enterprises.
The learning outcomes comply well with the objectives and aims of the programme. The share of theoretical and practical hours are the same, which is good for the quick professional start of the graduates.
The objectives of the programme are clearly defined, although they seem to be very ambitious. The ability to work by graduate both technology and business matters needs very flexible abilities of students. But they may be reached at adequate level by good students. Professional competences are defined according to Lithuanian / European regulations.

1.2.2. Consistency of the learning outcomes

It is stated in the self-evaluation report "The objectives of the level of the study programme are revealed through the objectives of the level of taught courses. The objectives of the study courses are compatible with those of the CMV study programme combining them together and ensuring their achievement". Though there are no contradictions in the correlation of the programme level and subject level learning outcomes, more detailed comments of the programme coordinator would have been useful.
At the general level there is no duplication visible. The contents of the subjects level also do not reveal duplications. The correlation between the theoretical and practical knowledge seems to be good.

1.2.3. Transformation of the learning outcomes

Every other year the Department of Engineering makes a survey on the demand of professional and general competences of a CMV technologist on the modern labour market in Alytus County. 76% of respondents emphasize the competences of the planning the technological process and in the field of activities of carriage organization and management. The conclusions of the 2008–2009 research show that managers of companies require to enlarge the amount of the professional competences related to the technologies of carriage by other kind of vehicles. The majority of respondents emphasize their need for transferable skills and general competences, especially: an ability to apply theoretical knowledge in practice (31%), communicate in at least one foreign language (28%), work individually and responsibly (20%), analyzing and summarising (12%), communicating and collaborating (9%).
There is periodic survey of the demand for graduates, and contact with employers are kept.
The College is aware of the need for renewal of the outcomes and declares that changes in the subject is done.
It is recommended that the College reviews its provision of transferable skills to ensure a match to the external market.

Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The structure and volume of the study programme correspond to the requirements of *the Regulations* and the Statute for the Programmes of Basic, Special-Professional and Integrated studies (hereinafter *Statute for Study Programmes*), confirmed by order of LR Ministry of Education and Science No 1551, 2005-07-22. The volume of mandatory, alternative and optional subjects in the study plan (annex 3.1.) is as follows: 86,7% – mandatory subjects, 8,3%

– alternative subjects, 5% – optional subjects. As table 1 and table 2 and table 3 indicate the number of credits allocated for general education subjects, the main part of engineering studies including engineering basics and special education section, social science subjects is sufficient to achieve learning outcomes.
The study volume is compliant with regulations of the legal acts with respect to the studies duration, credit number, distribution of subjects between fundamental, special and optional subjects.
The subjects included in the programme are compliant with the learning outcomes.

2.1.2. Consistency of the study subjects

Annex 3.1 indicates that the sequence of study subjects is appropriate, the learning outcomes are achieved in a consistent order, i.e. the programme structure is conventional for such type of study programmes. Mandatory subjects of the study programme are selected considering general and specific goals of the study programme and the requirements of *the Regulations* for study programmes of the field of Engineering. Elective alternatives (10 credits) allow the student to acquire a deeper knowledge of professional and development practical skills, with additional competencies in the area professional activities defined by branches of the study programme - *Organization of International Carriage* and *Organization of Carriage of Dangerous Goods*. 6 credits of free elective subjects assist in the development of the communication abilities and cognitive skills of students. No information on possibilities to select study subjects in other institutions is presented in the SED. There is logical and rational sequence of the study subjects. There are general, fundamental, special and optional subjects envisioned in the program, however all of them seem to be compulsory. There is no detail for free- elective subjects visible in the SED.
During the visit the College clarified the optional subjects, and some are available at other Universities and Colleges.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts
The content of the CMV study programme complies with the requirements of *Regulations* as all parts of the programme general education**,** except for an explicit study of Chemistry. The main part of engineering studies (*general basics of engineering, the main subjects of the field of studies, special subjects,)* the part of social science and free electives include the relevant subjects and of sufficient volume as is defined in the *Regulations*. The CMV study programme is also in agreement with *Professional Training Standard.* Nevertheless it is not absolutely clear why the requirement - 1.1. Knowledge and understanding of transportation system structure, elements, and interrelations of elements - as defined in additional specific requirements applied for transportation engineering (03T1) study programmes are satisfied only for the programme branch *of Organization of International Carriage* (study module 'Transport system" is included as elective alternative) and for the *Carriage of Dangerous Goods* branch the module on transport system is not included. The programme agrees with professional standards. It was explained on the visit that the merger of the programmes branches on the Carriage of Motor Vehicles and Automotive are under consideration. It was also considered that the CMV could be enhanced by including some automotive maintenance.
It is a requirement under the article 6.3 of the General Regulations for Technological Science (Engineering) Studies that Physics, Mathematics and Chemistry be delivered in the programme core. Although, as explained on the visit, this requirement is being catered for from 2011, it is nonetheless a recommendation that the College expedite this.
It is recommended that the College enhance the Carriage of Dangerous Goods programme to include transportation systems, and some heavy goods vehicle maintenance.

It is recommended that in accordance with the General Regulations, the college should deliver the appropriate number of credits in Chemistry in the core of the programme of studies.

2.2.2. Comprehensiveness and rationality of programme content

The programmes of study subjects are in compliance with the learning outcomes and sufficient in volume to achieve them. In addition to the conventional teaching methods (lectures, practical lessons) teachers use motivating teaching/learning methods: case analysis, projects, interactive games, discussions with practicing professionals and scientists. In the opinion of the AC representatives, the main training forms for developing students' understanding of engineering are laboratory work and practical work.

The themes delivered in the subjects are adequate for the theoretical and practical skills of graduates. There is a logical flow of theoretical, applied and practical subjects. There is a variety of methods used for delivering the knowledge and to motivate students: theoretical, laboratory, practical, consultations).

On the visit an example of external stakeholder influence was given, where the employers suggested more insurance content in the programme, and the college responded. The employers and graduates commented that the carriage of dangerous goods programme does not result in a certificate of competence, which has to be obtained separately.

It is recommended that the College explores the possibility of awarding a certificate in the carriage of dangerous goods.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

From the information provided and an analysis of teachers CV's it can be concluded that the qualifications of the teaching staff meets the requirements of Regulations - there are 3 teachers with Master degrees in Transport engineering and 3 PhD's, other have Master degrees in other fields. The ratio of full time and part time staff shows that in the CMV study programme 25 full-time teachers are employed, who make up 81% of the total, with 6 part-time teachers who make up 19% of all the staff. Part-time teachers are practicing professionals who supervise professional practical training, applied research final projects, and teach special (professional) subjects meant for acquiring the professional qualification. Nevertheless the information in the SED on how the decision to invite teachers from other institutions of education is taken is not clearly presented, nor clearly explained on the visit. It seems that visits of teachers from foreign institutions are low in number and they are mainly for sharing experience. The distribution of teachers workload is not given in the SED, it is simply stated that there are internal documents regulating this process. This was suitably explained on the visit.

For computer maintenance there are two permanent staff which seems adequate The fact that "*Laboratory equipment and maintenance is in the responsibility of a teacher of the CMV study programme who uses it for training purposes*" does not seem to be the optimal way of laboratory equipment maintenance. This was explained on the visit, and was considered satisfactory.

3.1.2. Turnover of teachers

The academic staff of the CMV study programme is "stable" as is stated in the SED, nevertheless the compliance of staff stability and continuity is not discussed. From the information in annex 3.2 the majority of teachers who are active in the area of transport engineering are in the age range of around 60 which can be considered as a warning signal.

A staff replacement strategy for AC should be developed in order to have a positive impact of staff turnover on the study programme.

No numbers for staff turnover are provided in the SED. If there is no staff refreshment, there is the possibility of a 'generation gap', due to retirement of the core staff in the same time.
This issue was discussed on this visit. It was explained that a policy is in place for staff replenishment.

3.2. Staff competence

3.2.1. *Compliance of staff experience with the study programme*

As is stated in the SED, "48% of the teachers in the CMV study programme have work experience of more than 20 years" which allowed the review panel to conclude that the teachers on the programme have good pedagogical experience and participation in different projects to assists in developing their pedagogical skills. The teachers CV's in annex 3.2 and information in annex 2.2 show that the activities of the teachers in conducting applied research and preparing teaching materials are in conformity with the subjects taught. The teachers of the theoretical subjects in the CMV study programme have sufficient practical experience in the corresponding subject field It was concluded that the teachers on CMV are involved in activities what allows them to broaden their scope on the tasks and problems as covered by the CMV programme.
Information in annex3.1 and annex3.3 show sufficiency of experience of teachers involved in practical training The teachers are involved in consulting, evaluations of educational programmes, preparing national standards and are participating in EC projects.

3.2.2. *Consistency of teachers' professional development*

The main statements of the AC regulations on teachers' professional development are not summarized in SED, but the information does enable a view that the promotion of teachers' development is sufficient.
Statistical data on professional development of teachers is not provided in SED.
The promotion is regulated by the state law. The motivation for the teachers to self-development is visible, as a lot of them (7 out of 31) studied a second MSc. Although the self development of staff is visible, there are no specific details about implementation of the new knowledge into the syllabus given in the SED.
On the visit the policy on staff mobility was clarified. Although there was no clear answer on how the staff enhanced expertise from mobility is transferred ot the programme, other than informally, the review panel were generally assured by the staff development, and overseas exposure.

4. Facilities and learning resources

4.1. Facilities

4.1.1. *Sufficiency and suitability of premises for studies*

As It is stated that " Most of the rooms are equipped for 30 students, and 3 rooms can hold 40 to 120 students; in total – 450 work places, in laboratories – 77. On the average, there are 20 students in the group. 11 to 30 students can work at the same time in the laboratory" which allowed a preliminary conclusion that there are enough premises for implementing the study programme. The classrooms used are sufficiently well equipped to conduct the programme –" All theoretical teaching classes are equipped with computers, multimedia projectors, boards and interactive boards, conference boards and/or LCD TV sets. Foreign language teaching facilities exist in addition to the above mentioned equipment, and contain audio and video recording devices. The IISC is designed for student individual work (50 computer accesses and 40 seats for working with printed resources)"

On the visit the facilities were judged to be excellent. They are modern, and extensive use has been made of EU Structural Funds.

4.1.2. *Suitability and sufficiency of equipment for studies*

The first impression looking at the list of laboratoty equipment in table 5 of the SED, is that it is mainly directed towards general engineering studies rather that special subject studies. However, AC presents their plans to purchase such equipment as in the information in table 6 of the SED. On average, there are 20 students in the group, however in paragraph 4.1.1 as in table 5, the number of work places equal to 12 is indicated; this should be claried.
There is in principal suitable software and hardware for the programme execution and AC puts constant efforts into its renewal The laboratory list provided contains 5 different laboratories, two of them are for specialised automobile training. The modern laboratory in General Physics has been opened recently.
There are good plans for development of laboratory infrastructure. The College is aware that some equipment is out-dated. The computer hardware is equipped with adequate software and internet access.
The review panel found this aspect of the provision to be good.

4.1.3. *Suitability and accessibility of the resources for practical training*

The declared methodology of AC "In selecting the company (for training places) there is an obligatory requirement to combine the company activity with the goals of the study programme and practice so that students could obtain necessary practical knowledge and skills in providing road transport services" complies with the requirement to select suitable institution for practical training, nevertheless information on the activities of the listed companies is not presented in the SED.
The SED states that all students have the possibility to accomplish timely professional practical training.
The structured decision making process is established for accepting the external institution for practical training. There is obligatory compliance with the AC program.
It is not clear whether the places of practical training are offered mainly by College or are looked for by students themselves. On the visit it was clarified that both the students and the College are involved in the selection of training places. A tri-partite agreement for the training contract by the student, the College, and the training provider is signed. The College also supports students in finding the proper place for practical training. There are well established formal contacts with a large number of enterprises to place students for practical training. The review panel found this aspect of provision to be commendable.

4.2. Learning resources

4.2.1. *Suitability and accessibility of books, textbooks and periodical publications*

From the data in the SED it can be concluded that the number of publications concerning subjects of special studies in transportation is sufficient and the number of copies available in libraries is sufficient, but no information on printed publications concerning studies of subjects in basic engineering is presented. Access to electronic data basis for teachers and students seems to be sufficient.
The panel judged this aspect of the provision to be good.

4.2.2. *Suitability and accessibility of learning materials*

The SED presents only very general statement “All the teachers working under the CMV study programme have prepared their subject methodological works” The CVs of teachers include the section “preparation of teaching materials”
The teachers prepare the methodological materials and course descriptions for students learning. They are stored in the library and accessed via internet. In the library and in the electronic databases there is a good representation of the teaching material needed.
There is a process where teaching materials are prepared by the relevant member of staff, and then presented to a committee who judge whether they are suitable. If approved they are reviewed after three years. On the visit teaching materials were examined. The panel judged this aspect of the provision to be good.

5. Study process and student assessment

5.1. Student admission

5.1.1. *Rationality of requirements for admission to the studies*

The admittance requirements are conventional for the study programmes in the area of technological sciences so it can be stated that the requirements are rational. The SED does not provide any information on the level competition. The results of first stage studies are not linked to the admission requirements in SED. Due to competition entrance procedure it seems that here are no entrance limits. There is also no bonus for additional candidate activities (for instance participation in knowledge competitions). The scores of successful candidates are at average good. The distribution of the criteria among the subject seems rational.

5.1.2. *Efficiency of enhancing the motivation of applicants and new students*

Numerous events and other means are taken by AC to enhance motivation of applicants and new students, and the same can be said about the already enrolled students.
There are a lot of actions undertaken to promote the studies in the College (open door days, practical classes, career consultations). Informational materials are published and a special web page for candidates is provided.
The procedure for distributing grants and scholarships is established. The contact with student representatives is kept to have feedback of teaching methods.
On the visit the students were happy with the motivational methods used by the College.

5.2. Study process

5.2.1. *Rationality of the programme schedule*

In order to draw conclusions schedules of classes and exam session, they were examined during the site visit. The assumptions for development of schedule of the study are rational, and according to the general regulations. The week workload of the students is acceptable.
The number of the exams in the session is not excessive and the time distribution is good (two days between exams). On the visit the students declared themselves happy with the workload.

5.2.2. *Student academic performance*

The numbers of students drop-out are reasonable for a study programme in technology. The information of table 7 of SED needs to be verified – there are no logical links between study years in it. There is no information on Students’ participation in research.
The Collage is aware of the high number of drop outs and undertakes measures for analysing and preventing it. The reasons for drop-outs are wide, ranging from academic reasons through family

problems, and economics. On the visit it was clarified that some students do participate in research.

5.2.3. *Mobility of teachers and students*

The rate of teachers mobility given in the number of outgoing teachers (table8, page SED) is good i.e. 20% from total number of the programmes teachers. The number of incoming teachers is also quite good (2-4 teachers per year). The number of teachers involved in mobility is impressive and this trend should be continued.
However, there appears to be low mobility of students in AC – there were just 2 outgoing students during the period of assessment and no incoming students.
In the SED it was explained that their level of knowledge of foreign languages is insufficient and therefore, there are also few possibilities to accept a desirable number of foreign students.
On the visit the number and type of staff undergoing mobility was clarified. The College has impressive external links, and staff mobility should be maintained and student mobility enhanced.

It is recommended that student mobility be enhanced.

5.3. Student support

5.3.1. *Usefulness of academic support*

AC takes active means for informing students about the programme, changes in it and other issues related to the programme The students are supplied with information on studies, their organization and regulating documents, duration, forms and branches of studies, opportunities to choose, timetables, academic calendar, student rights and duties, promotion, punishment, assessment of results and their criteria, assessment system of study results, academic mobility and scholarships.
In order to supply efficient information on the career opportunities, connected with studies, AC established a Career and Public Relations Centre (CPRC). For students' convenience, AC has created the CPRC website (http://www.akolegija.lt/?id=show&nr=48) where they can find advice on the career planning. A large support for student consulting is provided by interactive career management information system (CMIS), where each student can use the accumulated material on career planning, management and self-cognition. In order to ensure proper and efficient student consulting about the career opportunities, the teachers, the Head of the Department and the Dean of the Faculty cooperate with social partners: invite them to the Qualification Board, organize various seminars, consultations, contests, competitions and other events
What concerns the possibility to study according individual programme - the information presented is about possibilities of individual time table but not programme
The extensive information is provided for accepted candidates. But there is not provided whether there are real changes in the program and what is the information flow for these changed to the students
There is a Career Management Information system and other actions undertaken by the staff for consulting the students about professional prospects. There are options for individual programmes, but no candidates take up the option. There is a well prepared option for allowing students to improve their examination results, and giving several chances for passing the exams. The overall impression from the SED is that at AC there is a very student friendly approach.
On the visit during the meetings with stakeholders, students and graduates were very supportive of the College, and confirmed the student friendly environment. The review panel considered this aspect of the provision commendable.

5.3.2. *Efficiency of social support*

AC provides students with continuous social support. AC CPRC collaborates with specialist psychologists who prepare and implement a number of programmes of psychological training for acquiring social and personal skills, solving conflicts, making analysis of negotiations and taking decisions. AC organizes sport events; students can use a gym and other sport facilities free of charge

According to the AC Regulations on Grant Allocation AC students who do not have academic failures can receive social, promotional and onetime grants. Students who receive a social grant can also be given a promotional grant. Social grants can be given to the students who study in state funded positions, and since January 2010 those paying for their studies as well, and have no academic failures. Disabled AC students can get financial support, and financial support is provided for students who have 1st or 2nd disability group, a serious or medium disability level, less than 45 per cent work ability and study according to the College study programme for the first time, provided they have no academic failures and disciplinary punishments
AC pays substantial attention to students' life and rest conditions. All students who wish to live in a hostel are provided with this opportunity. Part-time students can stay in a hostel during their sessions. During the autumn semester 12 students of the CMV study programme lived in a hostel.
The psychological and social support is provided by several actions. The Collage supports the cultural activity as well.
On the visit during the meetings with stakeholders, student and graduates were very supportive of the College, and confirmed the statements in the SED.

5.4. Student achievement assessment

5.4.1. *Suitability of assessment criteria and their publicity*

At AC the assessment system is based on the accumulative grade. The final assessment consists of the sum of grades of intermediate tests and examination. It is stated that the weighing coefficient of the examination is no less than 0,6. While in assessing the results of special studies and general subjects of fundamentals of engineering (including practical and laboratory works and, if defined, course projects) the coefficient of the examination is 0.5 of the final assessment. Such a structure based on the accumulative grade allows comprehensive and objective assessment of all student's results during the course of studies.
At the beginning of the semester the teacher of a study course informs the students about the system of assessment. The students can find the assessment criteria of the studied courses and achievements in the environment of distance learning or other electronic study environments accessible for students during their studies.
On the visit the assessment system was clarified, and in the meeting with students, they declared themselves happy with it, and conformed that they understood the system.

5.4.2. *Feedback efficiency*

The methods of feedback are – oral explanation, common analysis in a way that is acceptable for a student, i.e. in person, in groups or via distance study environments. Such feedback is proper and accessible for each student.
In the meetings with students and graduates all present were happy with the feedback arrangements at the College.

5.4.3. *Efficiency of final thesis assessment*

The preparation of the student thesis is according to regulations. The thesis "defence" commission and the procedure is well defined including requirements for committee members qualifications and place of work and the time schedule for thesis delivery. The scope and

methodology of the thesis are provided, assuring fulfilling the programme objectives by the final work of the students.
The results of the research showed that in 2008 35% and in 2009 75% of final works fully correspond to the requirements and cover all the aims of the final project. In 2008 65%, and in 2009 25% of projects are mainly accessible and correspond to the aims of the final projects. The subjects are chosen so as to identify the problems arising in the transport activities and assess changes of the dynamic business environment.
It was concluded after looking through some examples that final thesis assessment results are in compliance with learning outcomes. In the meeting with external stakeholders it was evident that the College has close links with stakeholders, and that company personnel take part in the final thesis assessment. The review panel were of the opinion that this aspect of the provision was commendable.

5.4.4. *Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education*

No statistical information on such assessment demand is provided in the SED. It can be concluded that the possibilities of assessment and recognition of achievements acquired in non-formal and self-education exist but they are not strictly regulated and not widely spread, except for ECTS
Students need a system of recognition and assessment the achievements obtained by non-formal and informal education. The results of acquired results are included after assessment of their correspondence to formal and subject requirements of the desirable study programme. In the Republic of Lithuania the system of assessment and recognition of achievements acquired in non-formal and informal way does not work properly as there is no legal basis. Most often it is applied only at the level of individual decision of education institutions using experience obtained through implementation of international projects. AC has both experience and understanding, but they are still waiting for defined and approved tools for assessment and recognition of non-formal and informal education. Students of the AM study programmes have a possibility to have recognition of a course (module) or a part of it having obtained the approval of the course teacher if certificates of non-formal or informal education are presented.

It is recommended that the College implement a system for the assessment and recognition of achievements acquired in non-formal and informal way

5.5. Graduates placement

5.5.1. *Expediency of graduate placement*

The percent of graduate employment is quoted as 71% of graduates of the CMV study programme were employed, whereas according to those who obtained professional work is given as 61%. This adequately shows the necessity of such study programme. The different figures were for those in professional work, and those in work but not in a professional capacity. The main reasons for not finding a job are: lack in experience (31%), insufficient salary (19%), offers to work jobs of other qualifications (26%) and others.
In the meeting with employers it was stated that finding good jobs is difficult in the present economic climate. The graduates are now better prepared than in the past, and the balance of theoretical and practical work is good.

6. Programme management

6.1. Programme administration

6.1.1. *Efficiency of the programme management activities*

Composition of the programme committee allows involvement of all groups of stakeholders to programme management- administration, teachers, employers, students. The Coordinator of the programme has the necessary experience and sufficient qualifications, no information on other committee members is provided.
The Committee regularly communicates and collaborates with members of AC community in taking decisions about the implementation of the programme and assurance of quality. The decisions of the Committee are influenced by the teachers working in the CMV study programme, recommendations of graduates and employers, students' requests and results of the performed surveys
Every academic year the data on the statistics of the mobility of CMV programme students and teachers, entrants, entrance competition marks, employment of graduates, student results and drop-out is collected. All this information is supplied, compared and assessed in annual statements of AC activities. The faculty stores lists of final works and contact information about graduates.

6.2. Internal quality assurance

6.2.1. *Suitability of the programme quality evaluation*

Three areas of quality improvement can be distinguished: personnel process of studies, study and work environment, and study management system. The evaluation is performed annually – after finishing a academic year each teacher makes report and plans which go according the AC hierarchy up to the AC board. Final analysis on the advantages and weaknesses is performed by the board.
Information on the quality assessment of the CMV study programme and received results is presented on the AC website, supplied to the Director's Office, Faculty Board and in faculty meetings. This information is accessible to the academic community and social partners

6.2.2. *Efficiency of the programme quality improvement*

In the SED it is stated "All statements are analysed in order to identify faults, proposals are supplied on making a plan of actions to remove the found "faults". As to the benefits of the actions for quality improvement the following are mentioned: activities enable to modernize the infrastructure and facilities, establish new laboratories and acquire new equipment. The number of distance and mixed learning courses was increased as well as the teachers working in these courses: 20 distance courses were prepared in Lithuanian language and 9 in English. All teachers were improving their qualification and acquired new general and special competences and life-long learning skills. The number of teachers who can deliver lessons in foreign languages has increased, too. AC has had a project with a view to creating a virtual simulation net and organizing students practical training in simulative companies.
The review panel concluded that the programme of quality improvement is functioning reasonably effectively.

6.2.3. *Efficiency of stakeholders participation.*

Students are involved into quality evaluation and improvement processes as their representatives are included into "Academic Board, Faculty Board, and Committee of the study programme" work groups for preparation self-assessment of study programmes, survey, Study Regulations, Study Statute and other documents defining academic activities) commissions (teachers' certification, contests, grant distribution, ethics, etc). Thus it can be concluded that students have sufficient possibilities to influence quality evaluation and improvement.
The SED states that "Teachers initiate and implement innovative teaching/learning methods, make regular improvements of skills, related to innovations of methods of teaching and studies as well as learning means and study organization. Striving to improve the quality of studies and increase internationalization, they regularly improve their foreign language skills and take part in international events".
This was confirmed during the meeting with the staff.
It is reported in the SED that exterior social partners who work in innovative business enterprises, the activities of which are related to the CMV study programme, contribute to the quality assessment and improvement.
In the meetings with stakeholders, the students confirmed their involvement with quality processes and the employers confirmed their involvement in providing training places and participating in assessments. The review panel were impressed by the number of external stakeholders present, and their obvious commitment to the College. Good contacts with local authorities should also be acknowledged.

III. RECOMMENDATIONS

3.1: It is recommended that the College reviews its provision of transferable skills to ensure a match to the external market [1.2.3].
3.2: It is recommended that the College enhance the Carriage of Dangerous Goods programme to include transportation systems, and some heavy goods vehicle maintenance [2.2.1].
3.3: It is recommended that in accordance with the General Regulations, the college should deliver the appropriate number of credits in Chemistry in the core of the programme of studies [2.2.1].
3.4: It is recommended that the College explores the possibility of awarding a certificate in the carriage of dangerous goods [2.2.2].
3.5: It is recommended that student mobility be enhanced [5.2.3].
3.6; It is recommended that the College implement a system for the assessment and recognition of achievements acquired in non-formal and informal way [5.4.4]

IV. GENERAL ASSESSMENT

The study programme *Carriage by Motor Vehicles* (state code – 65303T102) is given a **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas*.

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	4
2	Curriculum design	2
3	Staff	3
4	Facilities and learning resources	4
5	Study process and student assessment (student admission, student support, student achievement assessment)	3
6	Programme management (programme administration, internal quality assurance)	4
	Total:	20

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

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

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

4 (very good) - the area is exceptionally good

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