



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS

STUDIJŲ PROGRAMOS

LOGISTIKOS VADYBA (valstybinis kodas – 653N18002)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF LOGISTICS MANAGEMENT (state code – 653N18002)

STUDY PROGRAMME

At KLAIPEDA STATE COLLEGE

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Logistikos vadyba</i>
Valstybinis kodas	653N18002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo profesinis bakalauras, vadybininkas
Studijų programos įregistravimo data	2002-08-30, Nr. 1515

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Logistics Management</i>
State code	653N18002
Study area	Social Sciences
Study field	Business
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Business, Manager
Date of registration of the study programme	30 August, 2002, No. 1515

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. *Background of the evaluation process*

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

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

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

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

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

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

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

1.2. *General*

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

No.	Name of the document
1.	Study Programme Committee protocols (2013-2015)

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

Klaipėda State College (hereinafter refers to as College) is the largest state college of higher education in the region of Western Lithuania and the third largest in Lithuania. The College implements 29 study programmes. 3857 students studied, 267 teachers worked at College in academic year 2013/2014. The initial target of the Colleges is an ensuring of high quality of academic teaching and research facilities. The College focuses on study programs that lead to a profession. The College implements professional Bachelor degree-awarding first cycle studies corresponding to the level 6 of the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF). The studies are practice orientated.

The College is a public legal entity, legal form – a public institution with autonomy embracing academic, administrative, economic and financial activities management based on the principle of self-governance and academic freedom. The College is ternary – consists of three faculties: Faculty of Social Sciences, Faculty of Technologies and Faculty of Health Sciences. The College divisions cooperate with each other in accordance with the principles of collegiality. The faculties are responsible for academic activities, whereas the infrastructure is centralized.

The Logistic Management study programme (hereinafter refers to as Programme) is implemented by the Faculty of Social Sciences (hereinafter refers to as Faculty) as one of 14 offered study programmes in social sciences area. Programme was registered at the Register of Studies and Teaching Programmes in 2002. The Programme was evaluated positively in 2013 by the external experts. The Programme was accredited by 22 August 2016.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 28th September, 2015.

1. Prof. dr. Andreas Knorr (team leader), Professor of Economics at German University of Public Administrative Sciences Speyer, Germany.
2. Assoc. Prof. Kristiina Tonnison, Director of EuroCollege, University of Tartu, Estonia.
3. Assoc. Prof. Zoltan Sipos, Chairman of Institute of Economics and Management Sciences At King Sigismund College, Hungary.
4. Mr. Giedrius Romeika, Lecturer at Kaunas College and Mykolas Romeris University; Director of JSC “Dautera”, Lithuania.
5. Mr. Tadas Medineckas, Director of Business Development at JSC „DLG“, Lithuania.
6. Mr. Rimvydas Labanauskis, PhD student of Economics at Vilnius Gediminas Technical University, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Programme is organized according to all necessary legal acts issued by Ministry of Education and Science of Lithuania. The programme aims and learning outcomes are well defined and clear. They are coherent and demonstrate consistency in the programme title, program aims, intended learning outcomes and content. It is the outcome of a good co-operation with social partners (Faculty of Social Sciences has made around 300 cooperation agreements with companies) and market research on local and regional needs for logistics specialists. Also the College itself has done a lot while decreasing significantly the number of LOs during recent years (from more than 20 to 10 LOs). The programme is designed to prepare the professionals for being able to work as senior specialists and managers of logistics companies, who are able to establish a business enterprise, to examine business environment, resources and possibilities of the enterprise. The programme's development reflects the strategic goals of the College.

The intended learning outcomes do broadly reflect the required professional competencies. They are clearly defined and well-communicated to teachers and students, and are available to other stakeholders. Special focus is put on administration of orders, management of storage functions, management of the technological process for transportation of logistics products and management of sales processes. All these skills seek to develop an understanding about the field of logistics and remain at the same time flexible and adjustable to changing local demands.

The academic and professional requirements are appropriate for the first cycle of higher education studies. Students are required to obtain and demonstrate appropriate levels of generic and specialist knowledge and competences for a professional bachelor's award in the subject area of Logistics Management. The objective and learning outcomes of the programme are publicly available in Lithuanian and English languages in various educational sites (Open Information, the information system of the Lithuanian Higher Institutions Association for Organizing Joint Admission - AIKOS, College website, etc.).

On the other hand the programme lacks international focus and contents (ERASMUS student and teacher exchanges have not been realized as much as the management would like to see). Especially in the field like Logistics Management some bigger international touch should be strongly encouraged to be integrated. There is also little evidence that students could obtain all intended learning outcomes based on the literature used and suggested by the teachers (mostly in Lithuanian language and/or written by Lithuanian authors). Limited knowledge of English among the staff and students might hinder actual achievement of the programme aims. Students need to be encouraged to draw upon the valuable sources of international databases and publications to broaden and deepen their understanding about the programme aims and outcomes.

The experts came to the conclusion that learning outcomes are well defined, clear and publicly available – both paper-based and online. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered. The expert team is convinced that learning outcomes are generally updated and that programme members are involved in the evaluation. After having studied some final theses, the expert team found them adequate for the programme in question.

2.2. Curriculum design

The College has had an assessment visit in 2013. The major recommendations made by the visiting expert group at that time, have been properly followed-up on. At present, the subjects and courses in the curriculum properly indicate the study field (logistics management). Contrary to the former situation, specialized logistics-oriented professional courses now constitute approximately 32% of all the courses. This ratio calculated in credits also gives 32%. This means that the former criticism has been properly accepted and the structure of the curriculum altered. There are about 12 courses on logistics and its special fields. These courses include Port Logistics, Warehouse Logistics, Freight and Transport System Management, Haulage Technologies, International Logistics etc. The professional and practical character of the programme is ensured by this.

Based on the reviewers' interviews with stakeholders, one remaining issue needs to be addressed, however: Economics as such, i.e. both Microeconomics and Macroeconomics, are still missing from the curriculum. There is only Business Economics, which has a different nature and it is doubtful how it can fill the gap of currently lacking economics knowledge among students and graduates.

Each course unit ends with proper full exam or thesis defence. Practical education is very strong in the curriculum in general. There are five practical training units altogether, which gives a strong competitive power to the graduates of the programme. It seems to be the case that the presence of logistics oriented firms in the proximity of the College, the stable professional knowledge represented by the College and the good relationships between the College and the industry, give an ample foundation for a good quality professional education on high level. The content of subjects is consistent with the level of studies, the educational objectives and learning outcomes. This can be demonstrated by the fact that elective courses also include practical competencies: students mentioned that they have selected Entrepreneurship, which did give them entrepreneurial skills, and Business Communication, which resulted in the development of their communication skills.

The curriculum, after the precise corrections made in the past years, represents an excellent quality itself. Profession skills oriented structure of learning. It meets legal requirements and also the recommendations of the former expert visiting group. Study subjects are spread evenly: there is a very low chance for repetitive education, although it may occur when different special logistics subjects deal with the same problem from a different side, a different observation point.

Intended learning outcomes can be achieved by this educational programme and the content of the programme is modern and up-to-date.

2.3. Teaching staff

The reviewers checked and can confirm that the study programme is provided by teaching staff meeting all legal requirements. Moreover, both the composition of the teaching personnel – i.e. the mix of senior and junior staff members as well as the mix between academic and practical skills and experience among lecturers - is more than adequate to achieve the learning outcomes at the Master's level.

In total, 30 teaching staff all of whom hold at least a Master's degree, are currently involved in delivering the programme, including 3 PhD holders (11,8% of study field subjects' volume is

taught by scientists in Programme) plus 4 doctoral student. 3 lecturers are associate professors. The majority of teaching staff have acquired programme-related practical experience.

The ratio between students and lecturers in the programme is therefore good. Also, teaching staff's workloads were verified to be adequate and commensurate with the desired programme objectives and learning outcomes.

In discussion with lecturers on the programme during the on-site visit, reviewers found a good level of staff satisfaction. In the area of programme-related research outputs, teaching staff meet at least the minimum qualification requirements. This is demonstrated by the good number of quality publications on programme-related topics as well as of conference presentations and the involvement in a number of large-scale projects (e.g. Training new generation teachers at the college – a step towards modernization of studies and actual quality, Updating study programmes in Social Sciences and Technology Faculties of Klaipėda State University of Applied Sciences, Competences acquired in an informal way system preparation and implementation at Lithuania Business University of Applied Sciences and partner institutions, Human resources development programme of action priority 2 Lifelong learning tool - Higher education quality improvement and strengthening of internationality; Erasmus + project Learning with ICT use (LearnIT) and etc.). Moreover, it could be confirmed that teaching staff is primarily involved in research activities which are directly related to the study programme being reviewed. It became also clear to the reviewers that teaching staff members have very good connections to the corporate world through a variety of activities (like undergo training in real working conditions, traineeships in Lithuanian companies, participating in workshops, courses and etc.) which are described in detail in the self-evaluation report. Both aspects combined ensure that the programme benefits well from the combination of theoretical and practical inputs by teaching staff. However, due to limited most widely used Western foreign language (e.g. English, German, French, Spanish and etc.) skills of many of the middle-aged and older teaching staff members, their access to the international scientific community in logistics remains patchy.

Teaching staff turnover was minimal during the period under consideration by reviewers for the accreditation. While this ensures stability in the delivery of programme contents and learning outcomes, it may be a disadvantage with respect to the need to regularly update programme contents and learning outcomes to reflect changing labour market requirement or the most advanced theoretical insights in logistics.

Staff development opportunities exist and are communicated to teaching staff. Prerequisites and focus areas are formalized in the annual Professional Development Plan. Staff development include but are not limited to conference participations, staff mobility measures to other universities including foreign HEIs, training on teaching aids, foreign language trainings, and participation in seminars and lectures by high-ranking Lithuanian and foreign academics and practitioners.

2.4. Facilities and learning resources

Facilities including classrooms, computer rooms, software and hardware seem up to date and fill the requirements of students, Moodle environment is fully integrated into the learning process, and communication, teaching material access and data collection and submission, homework, and tests are performed there. Students confirmed they use it on a daily basis. There were no complaints about any lack of literature, although it seemed to be some space for improvement in the library with respect to the quantity and quality of English Logistics textbooks.

The library is connected to all relevant databases, and is equipped adequately with programme-related periodicals; library administration claimed that this year usage figures have much increased. In the year 2014, a drop was spotted in downloads of materials via Library, but this can be explained by students' now having access to e-resources from their home computers. The library is equipped with personal computers, spaces for individual and group work. Wireless internet is generally available although reviewers faced some minor technical issues with Wi-Fi connection during the evaluation. The premises of the library are bright and light, in good technical condition.

The College has all necessary teaching equipment, computerized classes with multimedia equipment. Students use accounting and business management software "Stekas apskaita" which is installed in teaching rooms. The statistical software SPSS19.0 is installed in two teaching rooms, whereas personnel management programme BCPLIUS and route planning software AutoRoute are installed in one teaching room. Students were using Open cart program in learning process, during a site visit.

The College has 2 good newly-renovated premises for business simulation. There are two business practical training simulation companies ("Pamarys" and "Kopija"). Students trade and compete with other enterprises via interconnected enterprise network SIMULITH in Lithuania and reflect other processes taking place in a real company. Students get certificates afterwards.

Two sports halls are on site, one equipped with a gym for aerobic purposes, and another for basketball. Like all premises, they, too were in a good condition. Open spaces outdoors are well preserved. The reviewers observed the big hall, for College events and adaptation ventures.

The institution has adequate arrangements in place with social partners for student practice. As Klaipeda region is strongly involved in logistics and transportation business, all means of transport are being used in this region, which boasts a variety of intermodal transport solutions.

2.5. Study process and students' performance assessment

Admission requirements of the College are defined by the College administration and coordinated with the Ministry of Education and Science; they fully comply with Lithuanian laws and regulations. Admission is carried out on a competitive basis. According to the data available to reviewers the average of the competitive score of the full-time students admitted to the study programme has been increasing during the last three years (from 13,79 to 29,3 or 2,93 in new calculation system implemented since 2014). The competitive score for part-time students remains stable.

Analysing admitted/graduated students statement (admission year 2008-2012/graduation year 2011-2015)the numbers of admitted full-time students have been increasing during the last three years (66 in 2010; 2011, 68 in 2012) compared with admission numbers in 2008 (37) and 2009 (30), but the percentage of the graduated students within the analysed period was decreasing from approx. 80% in 2011 till approx. 50% in 2014 for both type of the studies.

The College organizes the adaptation programme for the first-year students'. The students are informed about the aims of the study programme, the competencies to be acquired, the study subjects, specializations, achievement assessments, schedules and career opportunities.

The College provides information on internship places and employment opportunities. Academic consultations are provided for students during the semester. One week after the examination

session the retake of study subjects is possible free of charge. Student support is provided in the form of scholarships (from College and State) and State supported loans.

Evidence for students' participation in applied research activities was comprehensively provided in both self-assessment report and confirmed by reviewers during their meetings with student and teaching staff representatives.

Since 2013 according to the internal regulations, a recommendation exists to only use a cumulative score for the evaluation of the subject. This was also confirmed during the meetings with lecturers and students. Examination tasks have to be submitted to the department responsible for the course unit. Then, the department evaluates the conformity between theoretical questions and practical tasks with the programme's stated learning outcomes. Examinations may be passed by the students whose average of the interim assessments is not lower than five points. Dropout rates are quite high in the first and second study year (average of 3 last academics year per 1st and 2nd study year is 21% for full-time studies and 37% for part-time studies); reviewers could form an opinion that financial difficulties are the main underlying reason.

The College provides with the opportunities for students to participate in mobility programs abroad, but the percentage of outgoing and incoming students taking part in Socrates/Erasmus programme for studies or internship was very low (2 persons in 2014/2015 and 3 in 2013/2014) - mostly due to the reason that almost all students are working.

College carries out annual survey on full-time graduates' employment according to the study programmes. According the survey results employability rates of graduates are satisfactory (on average of last 4 years 45% of graduates are employed according speciality) and correspond to the need of such specialists in the labour market of the region. During the meeting students praised their well-organized internships.

Organization of the studies includes prevention of plagiarism. Lecturers should also prepare more than one version of the examination tasks, tests and interim tests to be sure that student taking the retake will be provided with the new tasks (different from first exam).

The main weaknesses of the study programme can be named as low percentage of student's mobility and relatively high percentage of dropout rates. According Colleges position the minimal competitive (entering) score, implemented since 2015/2016 (according the order of the Minister of Science and Education Ministry regarding the setting the minimal rates of learning results of the individuals to be admitted to the state financed positions of the first study cycle integral studies, No. V-694, 31-07-2014) will help to reduce the dropout rates in order to attract motivated students to study in the Programme.

2.6. Programme management

The College has implemented a programme management model mostly linked to the *vertical* type of relations which covers all levels of the organizational structure. All functions, duties and responsibilities of each level are clearly allocated, defined and known to all relevant stakeholders.

Feedback from different groups of programme stakeholders is collected regularly using bespoke methods and techniques for each group: there is an annual inquiry for first year students organizing to find out their adaptation statement; for students, the possibility exists to provide

feedback after each course; feedback from teaching staff is collected during the annual self-evaluation procedure; an alumni tracing system is implementing which allows to follow their career achievements and employability periodically (at 6, 12, 36, and 70 months intervals). Social partners provide feedback writing reviews for internship activities and final thesis presentation report.

The College declares that the study programme management process is designed and is continuously being implemented as part of its quality management system which meets the requirements of ISO 9001, EFQM and the legal acts regulating Colleges activities. The Department of Business Management (responsible for programmes implementation) at the end of study year annually provides an analysis of programme activities. Findings of these analyses are then systematically used for quality assurance activities.

Regarding the data provided in the SER and that which reviewers had access to during their site visit, ample evidence exists that the outcomes of internal and external evaluations of the programme are used for the improvement of the programme. Recommendations provided in previous external evaluation (2013) were properly recognised and implemented. During their interviews, reviewers were provided with sufficient information about positive changes of learning aims and outcomes as well as of the programme structure.

Reviewers found that the annual internal analysis are used in the curriculum design process to prevent the duplication of identical topics in different subjects. Interviews with social partners proved that collected information about market needs is indeed comprehensively used in curriculum (re)design activities. As was mentioned above, evaluation and improvement processes involve stakeholders on a regular basis and provide them with opportunities to take part in a number of different, programme-related activities (Alumni club, Open Day's events, seminars, conferences, Round Table discussions and etc.). To summarize, all relevant stakeholder groups are involved in the internal quality assurance procedures.

The internal quality assurance system is comprehensive and clearly and correctly described in the SER. Nevertheless not all focus groups during the reviewers site visit demonstrated familiarity and a clear understanding of this system. So, some space for improvement still exists in spite of the College's ISO 9001:2008 implementation. Based on the reviewers interviews it appears that in practice it appears that systematic evidence regarding programme management activities being collected. Nevertheless, members of stakeholder groups demonstrated a prevailing attitude that any issue (e.g. complaints, suggestions and initiatives) should be reported to and discussed with top-ranking College staff only, even if the person in charge for the particular area is known.

Finally, there is a notably narrow coverage of the status of programme management implementation. According to the data provided by the SER and those verified by the reviewers during the visit it can be stated that the main objective of programme management is to ensure compliance with market requirements and to ensure students' satisfaction. There are undeservedly forgotten areas, however, which need more attention, especially teaching staff's motivation system, resource management efficiency, and the degree of synergies in the collaboration with other departments.

III. RECOMMENDATIONS

1. While good progress in implementing the recommendations of the first accreditation was made, further improvements need to be undertaken. In particular, internal coordination in programme management needs to be further enhanced. In addition, information about roles and responsibilities of programme management units needs to be disseminated more widely so as to be available for all internal and external stakeholders.
2. Learning outcomes are concise and well defined. However, they need to be further reduced in quantity and refined to include more broadly critical thinking and analytical competences among students. Teaching staff needs to be instructed accordingly to adapt teaching and assessment methods to achieve these additional learning outcomes.
3. Foreign languages – especially Russian and English – should be integrated more comprehensively into the curriculum. In particular, language training should not be limited to professional terminology. Moreover, language courses should be offered throughout the entire duration of the programme, also to help student make better use of relevant and state-of-the art international scientific sources for their final theses.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

Reviewers were impressed by the institution's strong efforts to follow-up on the recommendations of the first assessment. While there is still room for improvement in some areas, as was described in more detail above in this report, faculty and programme management have indeed established a culture of quality assurance.

Furthermore, reviewers were impressed with the practice of curriculum design in general and with the well-thought through and comprehensive integration of practical contents throughout the curriculum which is a good practice to ensure a high degree of employability of graduates.

Finally, programme management has demonstrated a laudable degree of flexibility with respect to the specific needs of part-time students, in particular regarding class and assessment schedules.

V. SUMMARY

To summarize, the reviewers found the Logistics Management study programme at Klaipeda State College to be good with respect to all assessment criteria with the exception of curriculum design which was even considered to be very good.

Some room for improvement was identified in the area of programme management where reviewers think that, while a sound administrative infrastructure is formally in place, the respective roles and competences of the different actors at different levels still need to be better communicated to stakeholders.

The improvement of foreign language skills among students and teaching staff should become a focus area in future programme revisions, as should be the addition of generalist course beyond the field of logistics to broaden the horizon of students and raise their awareness of "the bigger picture", i.e. the economic and politic environment in which logistics companies must operate.

VI. GENERAL ASSESSMENT

The study programme *Logistics Management* (state code – 653N18002) at Klaipeda State College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

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

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

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

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

Grupės vadovas: Team leader:	Prof. Dr. Andreas Knorr
Grupės nariai: Team members:	Assoc. Prof. Kristiina Tonnisson
	Assoc. Prof. Zoltan Sipos
	Mr. Giedrius Romeika
	Mr. Tadas Medineckas
	Mr. Rimvydas Labanauskis

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS LOGISTIKOS VADYBA (VALSTYBINIS KODAS – 653N18002) 2016-01-
13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-31 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Logistikos vadyba* (valstybinis kodas – 653N18002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Apibendrinama ekspertų grupė pažymi, kad Klaipėdos valstybinės kolegijos vykdoma programa *Logistikos vadyba* pagal visus vertinimo kriterijus vertintina gerai, išskyrus programos sandarą, kuri vertinama labai gerai.

Poreikis tobulėti nustatytas programos vadybos srityje. Ekspertų nuomone, nepaisant to, jog esama tvirtos struktūrizuotos administracinės infrastruktūros, socialinius dalininkus vis dar reikia geriau informuoti apie skirtingų lygmenų veikėjų vaidmenis ir gebėjimus.

Ateityje persvarstant studijų programą didžiausią dėmesį reikėtų skirti tiek studentų, tiek akademinio personalo užsienio kalbų žinių gerinimui, taip pat galimybei įtraukti į studijų programą apibendrintą dalyką, kuris neapsiribotų logistikos sritimi, praplėstų studentų suvokimą ir leistų pamatyti „platesnį vaizdą“, t. y. ekonominę ir politinę aplinką, kurioje tenka veikti logistikos bendrovėms.

<...>

III. REKOMENDACIJOS

1. Nors padaryta nemenka pažanga įgyvendinant pirmosios akreditacijos rekomendacijas, vis dar reikia pagerinimų. Ypač būtina toliau stiprinti vidinį programos vadybos koordinavimą. Be to, reikia plačiau išplatinti informaciją apie programos vykdytojų vaidmenis ir atsakomybę, kad ją turėtų visi vidaus ir išorės socialiniai dalininkai.

2. Studijų rezultatai yra glausti ir gerai apibrėžti. Vis dėlto jų skaičių būtina dar kartą sumažinti, o juos pačius išgryninti plačiau įtraukiant studentų kritinio mąstymo ir analitinius gebėjimus. Atitinkamai reikia nurodyti akademiniam personalui pritaikyti dėstymo ir vertinimo metodus taip, kad būtų pasiekti papildomi studijų rezultatai.

3. Užsienio kalbos, ypač rusų ir anglų, reikėtų nuosekliau integruoti į studijų turinį. Kalbos mokymas neturėtų apsiriboti vien profesine terminija. Be to, kalbos dalykus reikėtų dėstyti per visą studijų programos trukmę – tai padėtų studentams geriau išnaudoti aktualius ir naujausius tarptautinius mokslinius išteklius rengiant baigiamuosius darbus.

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)