STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Marijampolės kolegijos

AUTOMOBILIŲ IR TRAKTORIŲ TECHNINIO EXPLOATAVIMO STUDIJŲ PROGRAMOS (653E21004) VERTINIMO IŠVADOS

EVALUATION REPORT OF *THE TECHNICAL EXPOITATION OF CARS AND TRACTORS* (653E21004) STUDY PROGRAMME

at Marijampolė College

Grupės vadovas:
Team leader: Prof. François Resch

Grupės nariai:
Team members: Dr. Markku Karkama

Prof. Janusz Uriasz

Prof. Jüri Lavrentjev

Prof. Artūras Keršys

Justinas Staugaitis

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Automobilių ir traktorių techninis exploatavimas***
Valstybinis kodas	653E21004
Studijų sritis	Technologijos mokslų studijų sritis
Studijų kryptis	Transporto inžinerija
Studijų programos rūšis	koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3); Ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Automobilių transporto inžinerijos profesinis bakalauras
Studijų programos įregistravimo data	2010-08-26 , 1-01-89

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***The technical exploitation of cars and tractors***
State code	653E21004
Study area	Technology Sciences
Study field	Transport engineering
Kind 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 of Automobile Transport Engineering
Date of registration of the study programme	2010-08-26 , 1-01-89

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION

The current version of the Transport Engineering study field Professional Bachelor study programme „The technical exploitation of cars and tractors" (state code 653E21004) has been carried out in Marijampole College from September 1, 2010.

Marijampole College functions as a public body and possesses the status of a higher education institution. The collegial governing bodies are The College Board, the Academic Council and the Principal, as a sole governing body. Marijampole College comprises 2 faculties: Faculty of Business and Technologies and Faculty of Education Studies and Social Work. The coordination of the college academic affairs is under the responsibility of the Director's Deputy for academic affairs and of the deans of the faculties. The vice-deans for studies are responsible for the study process at the faculties.
The Faculty of Business and Technologies has 4 departments:

- Economics and Finances
- Business and Technologies Catering
- Agriculture Technologies
- Engineering and Information Technologies

Faculty of Business and Technologies is responsible for the study programme "The technical exploitation of cars and tractors". The department supervises the study process and coordinate the designing and development of the study programme. The Study Programme Committees are accountable for the quality of the study programmes; they carry out surveys on the student and teacher opinions about the process of organizing studies, the study conditions, the quality of teaching and the system of assessment.
"The technical exploitation of cars and tractors" study programme was last time evaluated in 2010 by the external expert group.
The current self-assessment report (SER) of the "The technical exploitation of cars and tractors" study programme was composed by the working group, between November 7, 2012 and January 1, 2013.
The study programme was assessed at the site in Marijampole College on November 7, 2013 by the external expert group comprising group leader Prof. François Resch and members: Dr. Markku Karkama, Prof. Janusz Uriasz, Prof. Jüri Lavrentjev, Prof. Artūras Keršys.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1 General information and structure

The study programme "The technical exploitation of cars and tractors" begun at the Faculty of Business and Technologies of Marijampole College 1st September, 2004. As stated in the SER, in the assessment period the aims and the objectives of the study programme have been amended in accordance with the Bologna process documents, Dublin Descriptors, European Qualifications Framework for Higher Education Area, European Credit Accumulation and Transfer System (ECTS), Law on Higher Education and Research of Lithuania.
The study programme "The technical exploitation of cars and tractors" currently offers three specializations:

- „Car body repairing"
- „Technical maintenance of cars"

- „Agriculture machinery maintenance“

There are general aims, learning outcomes and study subjects of the study programme, while each of the specialization have specific learning outcomes and the subjects to achieve them.

Generally the programme and specializations' aims and learning outcomes are clearly defined. As declared in the SER, information about the aims and the expected learning outcomes, the facilities and learning resources is available on the Internet websites and published regularly in newspapers, in Study Fairs and on meetings with students of secondary schools. During the site visit the website information could not be fully verified, since (according to the college management information) the webpage was partly under reconstruction.

1.2 Relation to the academic requirements, public and labour market need

As described in the SER, the programme aims and objectives are in accordance with the General Regulation of Technological Sciences (Engineering) Study Field and the main aims and objectives set by the Statute of Marijampole College. The learning outcomes are continuously evaluated and amended in order to meet the needs of the changing society and labour market.

It has been described in the SER and confirmed during the site visit, there is clear demand for graduates of specializations „Car body repairing“ and „Technical maintenance of cars". It is explained by the relatively big number of car service and repair companies in the area.

It is stated in the SER, "Agriculture machinery maintenance" specialization was temporarily suspended because of lack of students. However, because companies who marketing and selling agricultural machinery, showed their interest in this specialization, it is planned to restart the specialization in the academic year 2013/2014. It is not clear however, what is the total demand in new graduates in agriculture machinery field in future years, even if it is known that this is the most important agricultural region of Lithuania.

1.3 The programme aims and learning outcomes consistency

The title of the study programme „The technical exploitation of cars and tractors“ is generally consistent with the aims of the study programme. The content of learning aims is presented in the SER in a comprehensive manner, by relating them to the necessary outcomes of the programme. However, the qualification offered: „Professional Bachelor of Automobile Transport Engineering“ does not fully reflect the content of the study programme, since no transportation subjects are included in the programme. More general qualification (of field, not branch) could reflect the study programme better.

It is noticed that programme aim 3 and related learning outcome 3.2 are a bit over ambiguous and not fully supported by related subjects. In order to support outcome 3.2 "Constructing the equipment of the automobile and tractor maintenance", the study programme should include at least one special design and construction subject together with related course project. The program system AutoCAD, studied in "Computer graphics" and study subjects "Machine elements" or "Materials construction and study of materials" are good but not enough for this outcome.

Certain discrepancy is also discovered between supporting subjects in the table of aims and outcomes and on the other hand the subjects in the table of study plan. For instance "Agriculture machinery and work technologies" versus "Technologies of agriculture machinery operation", "Cars and tractors" versus "Motor cars and tractors", "Materials of construction and materials" versus "Materials of construction and Study or materials", „Equipment at maintenance enterprise" versus "Technical operation of enterprises equipment", if to mention few.

2. Curriculum design

2.1. General and legal requirements

As it is stated in SER, the study plan of the study programme “The technical exploitation of cars and tractors” was designed in accordance with the Law of Higher Education and Research, General Provisions of Study Programmes, the General Regulations of Technological Sciences (Engineering) Study Field of Technological Sciences study area (Engineering study field).

The volume of the study programme is 180 ECTS and 4800 hours of academic studies, the length of full-time studies is three years. The part-time study of the programme is also offered to provide possibilities of acquiring higher education for the students already working. The aims and learning outcomes of the part-time study programme are consistent with these of the full-time study programme. The part-time study length is 4 years, the only difference with the full-time study is in the different proportion of the contact and self-study hours.

2.2 The study programme modules and the subjects

The studies in each semester consist of 15 study weeks (comprising contact hours, seminars and professional practices), 1 week for self-study and consultations and 4 weeks for examinations.

In full-time study plan students collect 30 ECTS (21-24 ECTS in part-time) in each semester, thus the study load is evenly distributed over the study time.

General college subjects and field subjects are suitably concentrated on first two semesters, while compulsory special field subjects and subjects of specialization are located at the last semesters 3-6. The study subjects are sequenced so that the student learning outcomes are consecutive. The study programme comprises elective as well as optional study subjects alongside with the compulsory ones. For self-study is assigned 61 % (78% in part-time) of the programme volume. In the specialization sections for self-study is assigned 57% of time, exception is „Agriculture machinery maintenance", where the self-study is as high as 71% of the time. At the site visit it was explained, that the „Agriculture machinery maintenance" specialization is presented by the old data in the study plan and self-study is also 57% from the study time.

A student is entitled to prepare a final thesis (9 ECTS) after having been assessed in all study subjects. The topic of a thesis can be offered by the tutor or selected by the student in agreement with the tutor. At the site visit the titles and the content of the final thesis proved to be adequate for the professional bachelor level.

It seems, that the volume of consultancy hours in many subjects is too large. This was verified at the site visit, when teachers admitted that only a part of the consultancy time actually can be considered as contact hours and the remaining part is in fact the self-study. It was also notices, that the study programme includes three different subjects (altogether 12 ECTS) related to computer graphics: “Engineering graphics“ (3 ECTS), „Computer graphics” (6 ECTS), “Computer drawing (practice)” (3 ECTS). It is not fully clear how the study programme outcomes benefit from the relatively large volume of graphics subjects, partially overlapping each-other. Maybe, could be worth to discuss to add subject, based on some specialized Engineering applied software instead of AutoCAD. This would support also the design and construction outcome of the study plan as discussed in the paragraph 1.3

2.3 The general scope and the content of the programme

Generally the scope of the programme is sufficient to ensure learning outcomes. As stated above, 1-2 subjects related directly to the computer design and engineering together with the appropriate study project could further improve the study programme. Experience in applied

engineering software is quite certainly appreciated by employers and would be consistent with the engineering qualification offered in this study programme.

Another consideration is related to the complicated electrical and mechanical combination of modern automotive means of transportation. It would be worth to consider to include some mechatronics subject into study plan.

Nowadays the agricultural machinery (mostly tractors) have advanced and complicated electro-hydraulic systems. The programme includes the pneumatics study subject, supported by modern laboratory equipment in the college. In case the specialization „Agriculture machinery maintenance“ will be continued, one specialized hydraulics subject could be included.

Maybe it could be discussed to introduce one-two subjects partly or entirely taught in English. It would help to activate the teacher's exchange process and would improve the English level of students. At the site visit employers expressed their concern about the level of English of the graduates, especially communication skills and the knowledge of special technical terms.

3. Staff

3.1 The staff composition and qualification

The study programme is delivered by 26 teachers, and all teachers have at least Master (or equivalent) or higher degree. In total 7 teachers (27%) are part time teachers, from which 3 have professional background. Totally 5 teachers (19%) have PhD degree or equivalent and they deliver 10% of the study load. Mean age of the stuff who's CV are presented in the SER is 52 years. All 26 teachers (21 CV out of 26 are presented in the SER) in study programme have considerable academic experience and have a long practical work experience exceeding in average more than 22 years. The staff are adequately qualified and assigned to the subject according to their expertise. It is worth to notice that 2 teachers have contact hours per year more than 900 hours. The teaching load could be more evenly distributed.

3.2 Professional development and turnover of the teaching stuff

It was stated in the recommendations by the Expert evaluation team (2010) that the regulations of engineering teacher professional development and training should be tightened. It is mandatory now in college to make a plan of the staff training and professional development for the current academic year, but it is not clear if it is already implemented.

According to the SER, in the last 3 years the majority of the teachers developed their competences taking part in various events. Mostly it means different courses and participation in national conferences and workshops. A certain part of the teachers have some international experience through different programs. More activity is expected however to participate in international exchange programs like ERASMUS, GOMENIUS etc. There are 14 Erasmus exchange program agreements signed in college but the teaching stuff exchange activity is low. The more regular international exchange would also support the English language training of the teachers.

According to the SER, from recent period the workload of teachers is composed from the contact hours and also other activities, related to professional development, R&D activities and student support. This would definitely support the improvement of the qualification of teaching staff.

There has not been substantial staff turnover. In last two years the programme teachers staff experienced only minimal changes, mostly due to essential events like maternity leave and retirements. Certainly, the steady state of the teaching staff has a certain positive impact on the quality of the programme since the experience and written instructions are

accumulated. On the other hand, involving new teachers with modern expertise and new approaches would have positive effect on the quality of teaching.

3.3 The teaching stuff involvement in research

As it is concluded in the SER and also proved at the site visit, the research related to study programme is done mainly by visiting teachers. At the site visit the teachers admitted, that the applied research would enhance the lectures and increase the quality of the study process. It is not clear how exactly the amount and quality of R&D activities are taken into account in work load of the teachers.

As stated in the SER, college encourage the teachers to take part in scientific research and publish the results in the special research periodical. First issue of a new journal titled "HomoSocietas Technologiae" was released in 2013. Unfortunately only one author, who teaches the programme subjects, published his results in the journal. More publications from all teachers and research directly related to the programme, are expected.

4. Facilities and learning resources

4.1 Premises and learning equipment

The amount of the working places in the college rooms is adequate to the amount of the students. The site visit proved - generally the premises are adequate for the implementation of the study programme. The laboratories have the minimal necessary equipment to meet the student professional exercise needs. Partly the equipment is outdated, so further replacment of the equipment and purchasing of new moderrn equipment is needed.

Evidently, due to lack of necessary funding, some practical exercises are done outside of college premises, at social partners' workshops and in Marijampole vocational training centre; there are written agreements with the partners. However, relatively great part of practical exercises performed outside of college, threats the academic level of these activities and is not sustainable in long term. The laboratory rooms at social partners are not always suitable for academic purposes - not enough tables to complete written part, no access to library, to internet etc. Therefore a plan, how to reduce the volume of academic hours at cooperating partners, would be relevant.

The laboratory rooms for specialization of „Technical maintenance of cars" were the only ones demonstrated. No analysis or demonstration was given of the premises or equipment for „Car body repairing" and "Agriculture machinery maintenance" specialization.

The Information technologies centre comprises five auditoria having from 16 to 19 workstations. All the computers are connected to the intranet with an access to the internet. The wireless Internet connection is available in the rooms.

The Faculty has a library and a reading room with about 40 working seats. The library rooms are not suited well for the student self-study purposes. At site visit students admitted, that they spend their free time in the corridors, a separate room for student group-work and discussions could be useful.

It seems that not every teacher has his/her own dedicated desk in the department room. It can hinder the process of consultancy and counselling of students.

4.2 Practice

Methodologist for practice is responsible for the study process at the faculties. In total 30 ECTS (15% of credits) is given for the practice. In the college rooms 20% of practice is performed (Technologies of materials and Computer drawing).

A network of companies related to the study programme was established for the purposes of the student professional practices. The bilateral agreements signed by the college

and enterprises to guarantee placements for students. According to the SER, in recent years more placements were selected by the students themselves.

At site visit the social partners gave positive feedback to recruit students for practice. Positive responses from the employers indicate that the graduates were enabled to apply the gained skills in practice. Frequently students having had their successful training at an enterprise get employed there later.

As described in the SER, the tutors for practice are the teachers who deliver the specialized subjects and who have the appropriate professional competences. Tutors average professional experience is 15 years. The students are instructed about the aims, process and order of training practices before it has started. The discussions about the professional practices are organized when the students have come back to the college. The student surveys were organized by the methodologist for practice in cooperation with the Department and the Study programme committee.

4.3 Teaching materials

According to the information in the SER, the Business and Technologies Faculty Library has 15746 of books and textbooks with various titles (120 copies are in foreign languages). In the assessment period the number of book volumes in the library has decreased from 7699 to 3230 (-58%). It is justified, considering possible outdated literature, but on the other hand the amount of acquired volumes per year is not enough to recover the rapidly decreasing volume number. The amount of money spent to purchase new books (600 Lt. in 2012) is far too little. Currently 1853 copies of the textbooks are dedicated for the study programme „The technical exploitation of cars and tractors" use. Nevertheless, there are only single copies of some textbooks. Many teaching materials are written by teachers by themselves. According to discussion with student at the site visit, they are generally satisfied with the teaching materials.

5. Study process and student assessment

5.1 Admission

Any secondary school graduate can apply to the "The technical exploitation of cars and tractors" study programme. There are not any special requirements for admission. The competitive mark is formed by the weighed composition of following subjects: Mathematics: 40%, Physics 20%, Lithuanian 20%, Foreign language 20%.

The average competitive mark of the admitted students is approximately 8 and is slightly increasing every year. Approximately 68% of the full-time study students get the state funding, while 32% of the students pay for the studies themselves. Since 2011 part-time study mode is more popular. This is based on the option to work and study at the same time.

5.2 Study process

The teacher of a study subject makes the students acquainted with the description of subject at the first lecture, it was confirmed at the site visit by teachers and students. The students get also to be aware of the expected learning outcomes, evaluation methods and order of assessment. As claimed in the SER, the students can get support of every college sub-division during the working hours. There is a time for the tutors to meet with the first year students at the beginning of the academic year.

The causes of the termination of studies are analyzed yearly in the Study department and in the Departments and in Study committees. Calculations based on the SER data, show that the drop-out rate in three years of assessment period has been between 14-22%. The college is actively trying to reduce drop out rates.

5.3 Research and mobility

As it is stated in the SER, the study process is the breeding-ground for forming student research skills. The initial skills start to be developed in doing practical, self-study tasks and projects (writing term-papers). The skills in research are further developed in preparing Final theses and making presentations in the national conferences. At the meeting with students however no evidence was presented, that any student has made any presentation at conferences. The final theses which were analysed at the site visit, were in fact more practically than science oriented. It seems that there is still space to better involve student into applied research.

In college, there is an established system of student exchange. The International Studies and Relations Department supplies information related to the possibilities of mobility. There are 14 Erasmus exchange agreements signed. However, in the assessment period none of the students went on studying or training abroad. The main reason is that the students are part-time and have jobs. The other reason, as stated in the SER and partly proved at the meeting with students, is their poor or average level of English.

5.4 Academic and social support

As stated in the SER, the Study Department provides detailed information about the organization of the studies and the Career Centre is responsible for providing information about the employment possibilities and job vacancies.

The full-time students whose studies are state-subsidized (totally or partly) get scholarships. The financial support is provided to the disabled college students.

Both full-time and part-time students can be accommodated in double or triple rooms in a dormitory. In accordance with their own preferences or opportunities, the students can rent a room. The orphaned or having lost a parent, can be given a discount of the 50 % of the lowest tariff of the hostel rent. According to meeting with the students at site visit, all students can get a room if they want.

5.5 Assessment of performance

As described in the SER, the assessment process is regulated by the Study Regulations of the college. The level of student achievement is evaluated in scores. The cumulative score is composed from written and oral presentations, project works and other teacher's assignments. An examination has to make not less that 50% of the final assessment. The assessment criteria are included in the description of every subject. The teachers acquaint the students to the assessment criteria at the beginning of the study subject.

Final theses are assessed by the Qualification Commission that is composed by the College Principal's order. The Final thesis is evaluated in scores. The following criteria are assessed: the research aim and the objectives; the level of the competences that are set to be achieved; the ways of problem solution; the demonstration of the knowledge of theory; the analysis of the information resources; the presentation of the research results and conclusions; the creation of the work in accordance with a prescribed design; the presentation and answering to the questions by the members of the commission. The presentation of the work is evaluated by each member individually. The reviewer's evaluation is equal to the evaluation of a commission member. The results of the evaluation are announced publicly at the end of the meeting of the Qualification commission.

Good indicators of employment and the positive evaluation by the employers testify that the graduates were enabled to apply the gained skills in practice. The employment indicators demonstrate the expediency of the study programme under assessment.

An analysis is performed, considering the work activities of graduates. In 2010 – 2012 38% of the graduates were employed in relevant- to study-jobs; in other jobs–15%, 17 % of the graduates work abroad and no information was gathered about 30% of the graduates.

6. Programme management

6.1 Internal assessment

As stated in the SER, the college has its internal quality assurance system that is approved by the Academic Council. The quality management system in accordance with the LST EN ISO 9001:2008 standard, was established in the college in 2013. The assurance of the study programme quality is under the responsibility of the Departments and the Study programme committees. The department takes care of the study organization and development and the results of the quality assurance as well as suggests the improvement. The department aims at the staff competence and the study module in cooperation with social partners. The decisions made by the department are forwarded to the Dean's office and the Faculty Council.

Study programme committee consists of 7 members: 4 teachers, 2 representatives of social partner institutions (from industry and from university) and 1 student. The head of the study programme committee organizes questionnaire at the end of each semester in order to reveal the issues relevant to the study organization, teaching quality, assessment system and the overall programme improvement. Every year the questionnaires are updated, computerized and are totally anonymous. The questionnaire results are introduced to the students and the teachers; they are discussed at the department meetings and the measures of eliminating the shortcomings are planned. Thus, the students can evaluate the teacher performance as well as themselves.

According to description in the SER, the quality of the assessment of the study programme is evaluated once a year. At the site visit, the impression formed, that the employees did not know exactly, how the quality assurance system works, how it improves the study process and what is the everybody duty in the system.

6.2 External assessment

According to the SER, the partnership with the employers and other cooperating partners is established by the administration of the Faculty of Business and Technologies and Career centre. The dean of the Faculty, the methodologist for practice and the department supervising the study programme as well as the teachers are also involved in the interactive cooperation with the employers. The contacts are also kept with public enterprises, organizations, associations and unions. The employers are invited to be the members of the qualification commission in order to evaluate the level of the student professional competences and make suggestions related to the student training. At the site visit the employers confirmed, that they can give their opinion about the skills and competences that the college graduates lack. It seems however, that there is not any regular and establish system of acquiring of employers opinion.

III. RECOMMENDATIONS

1. Consider to amend the qualification offered to more general and more consistent with the programme.
2. Discuss to amend the learning outcome 3.2 or add a study subject directly dealing with Equipment Projection together with the subject related to Course Project of Equipment Projection.
3. The general computer graphics subjects could be partly substituted by more dedicated engineering design subject.
4. Could be considered to include the mechatronics and hydraulics subjects or topics to the study programme.
5. Teachers' professional development and training system should be implemented and organized in regular basis.
6. More regular international exchange of teachers is suggested.
7. The new equipment purchasing has to be continued
8. An action plan could be composed how to reduce the relative amount of practical exercises outside the college, at cooperating partners.
9. A separate room for student self-studies could be offered.
10. It could be discussed, how the own desk for teachers or maybe even the own room can improve the communication between the teachers and students.
11. More attention and resources should be allocated to the renewal of teaching materials in the library.
12. The students should be better involved to the research activities.
13. Mobility of students should be more active and the English level supporting the exchange should be improved.
14. The quality assurance system should be implemented more actively and the teachers and student should be better aware of the system.
15. A structured, regular and aim-oriented cooperation with the social partners should be developed.

IV. SUMMARY

It is recognized that the study programme is important for the region. Generally, the study programme looks modern, well composed and aimed to graduate well educated students. In order to further improve the programme, some modifications could be done, including new subjects. The curriculum of the programme is well designed and composed. The study load is evenly distributed over the semesters.

The staff is motivated, well qualified and suitably experienced. More applied science activities and more international mobility would further improve the general level and the English language level in particular.

Facilities of the college have been improved considerably in recent years. It is understandable, that due to lack of resources not all equipment is up to date, but the development is definitely going in right direction. The major goal should be to have all necessary laboratories with the modern equipment in the college premises.

Study process in the college is generally well organized and no major changes should be done. Own space for all teachers and student would support the study process. And the study programme management is generally well performed.

V. GENERAL ASSESSMENT

The study programme *The technical exploitation of cars and tractors* (state code 653E21004) at Marijampolė College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**17**

*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. François Resch

Grupės nariai:
Team members: Dr. Markku Karkama

Prof. Janusz Uriasz

Prof. Jüri Lavrentjev

Prof. Artūras Keršys

Justinas Staugaitis

Santraukos vertimas iš anglų kalbos

V. APIBENDRINAMASIS ĮVERTINIMAS

Marijampolės kolegijos studijų programa *Automobilių ir traktorių techninis eksploatavimas* (valstybinis kodas – 653E21004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**17**

* 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

Pripažįstama, kad studijų programa yra svarbi regionui. Apskritai, studijų programa atrodo šiuolaikiška, gerai sudaryta ir turi tikslą suteikti studentams gerą išsilavinimą. Siekiant toliau tobulinti programą, reikėtų atlikti keletą pakeitimų, įskaitant naujus studijų dalykus. Programa yra gerai parengta ir sudaryta. Studijų krūvis tolygiai paskirstytas per semestrus.

Akademinis personalas yra motyvuotas, kvalifikuotas ir turi tinkamą patirtį. Daugiau taikomųjų tyrimų veiklos ir didesnis tarptautinis mobilumas prisidėtų prie bendro lygio, o ypač anglų kalbos lygio, gerinimo.

Per pastaruosius metus kolegijos patalpos žymiai pagerėjo. Suprantamas, kad dėl lėšų stokos ne visa įranga yra moderni, tačiau tobulėjimas tikrai vyksta teisinga kryptimi. Pagrindinis tikslas turėtų būti turėti visas reikalingas laboratorijas su šiuolaikine įranga kolegijos patalpose.

Studijų kokybės vertinimo centras

Apskritai, studijų procesas kolegijoje yra gerai organizuojamas ir jokių didelių pakeitimų daryti nereikia. Nuosavos erdvės suteikimas visiems dėstytojams ir studentams prisidėtų prie studijų proceso gerinimo. Studijų programos vadyba, apskritai, atliekama gerai.

III. REKOMENDACIJOS

1. Rekomenduojama pakeisti siūlomą kvalifikaciją į bendresnę ir labiau atitinkančią studijų programą.
2. Rekomenduojama apsvarstyti studijų rezultato 3.2 keitimą arba įtraukti studijų dalyką, tiesiogiai susijusį su Įrengimų projektavimu, kartu su studijų dalyku, susijusiu su Įrengimų projektavimo kursiniu projektu.
3. Bendrieji kompiuterinės grafikos dalykai galėtų dalinai būti pakeisti tinkamesiu inžinierinio dizaino dalyku.
4. Galima būtų apsvarstyti mechatronikos ir hidraulikos dalykų arba temų įtraukimą į studijų programą.
5. Dėstytojų kvalifikacijos kėlimas ir mokymo sistema turėtų būti įgyvendinti ir organizuojami reguliariai.
6. Siūloma skatinti nuolatinius tarptautinius dėstytojų mainus.
7. Būtina tęsti naujos įrangos įsigijimą.
8. Turėtų būti sudarytas veiksmų planas, kaip sumažinti santykinį praktinių darbų kiekį pas bendradarbiaujančius partnerius už kolegijos ribų.
9. Galėtų būti pasiūlytas atskiras kambarys studentų savarankiškam darbui.
10. Siūloma aptarti, kaip kiekvienam dėstytojui skirtas stalas arba net kabinetas pagerintų dėstytojų ir studentų bendravimą.
11. Daugiau dėmesio ir lėšų turėtų būti skiriama mokymo išteklių atnaujinimui bibliotekoje.
12. Studentai turi būti geriau įtraukiami į tiriamąją veiklą.
13. Studentų mobilumas turėtų būti aktyvesnis ir turėtų būti pagerintas anglų kalbos lygis, kurio reikia dalyvavimui mainų programose.
14. Kokybės užtikrinimo sistema turėtų būti aktyviau diegiama, o dėstytojai ir studentai turėtų daugiau žinoti apie šią sistemą.
15. Turėtų būti plėtojamas struktūruotas, nuolatinis ir tikslingas bendradarbiavimas su socialiniais partneriais.