STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technikos kolegijos

STUDIJŲ PROGRAMOS *AUTOTRANSPORTO ELEKTRONIKA (653E21009)* VERTINIMO IŠVADOS

EVALUATION REPORT OF *MOTOR TRANSPORT ELECTRONICS* (*653E21009*) STUDY PROGRAMME

at Kaunas Technical College

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Autotransporto elektronika
Valstybinis kodas	653E21009
Studijų sritis	Technologijos mokslai
Studijų kryptis	Sausumos transporto inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3) ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sausumos transporto inžinerijos profesinis bakalauras
Studijų programos įregistravimo data	2003-05-29, Nr. ISAK 762

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Motor Transport Electronics
State code	653E21009
Study area	Technological studies
Study field	Transport engineering
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 Land Transport Engineering
Date of registration of the study programme	May 29, 2003, No. ISAK 762

CONTENTS

I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1	2010-2015 College strategic plan
2	Minutes from study programme committee
3	Teacher certification guidelines
4	Guidelines for final work preparation
5	Guidelines for practical training
6	Short term action plan for department

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

Kaunas Technical College (KTK) dates back to 1920. The KTK functions today as a public body and possesses the status of a higher education institution.

The KTK is managed by the following institutions: the KTK Council, the Academic Council, the KTK Director, Student Union. Institutions and positions directly subordinate to the Director are: the Vice director for academic activity, the Vice director for infrastructure and development, Finance and accounting department, Personnel specialist, Legal specialist, Quality specialist.

The study programmes are managed by committees, supervised by Vice director for academic activity. The "Motor Transport Electronics" study programme (SP) belongs to the Transport Engineering study field but is supervised by the Committee of electronics and electric engineering field study programmes.

The assessed SP self-assessment report was composed in 2015.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 14-th October 2015.

1. **Prof. Dr. Clive Neal-Sturgess (team leader)** Emeritus Professor of Mechanical Engineering, University of Birmingham (UK),
2. **Prof. Juri Lavrentjev,** professor of Automotive Engineering, Department of Machinery, Tallinn University of Technology (Estonia),
3. **Prof. Marianna Jacyna,** Professor at Warsaw University of Technology, Faculty of Transport (Poland)
4. **Mr. Ger Reilly,** Head of School, Mechanical & Design Engineering Dublin Institute of Technology (Ireland),
5. **Mr. Gintaras Vilda,** Director of "Lithuanian Engineering Industry Association" (Lithuania),
6. **Ms. Monika Simaškaitė,** Student at Kaunas University of Technology (Lithuania)

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme (SP) "Motor Transport Electronics" provides graduates with a Professional Bachelor degree. The SP has two specializations: "Car Diagnostics" and "Cargo Vehicles Diagnostics". The scope of the SP is 180 ECTS credits. Full-time studies take three years, and part-time studies take four years. The SP title corresponds to the study field. The degree corresponds to the content of the SP and learning outcomes.

As described in the SER, the SP aim has been formulated in accordance with the specialist demand and an investigation of enterprise requirements by survey as well as relevant consideration of the Standard of a Motor transport engineer of Lithuania. However as outlined in the SER, it is difficult to react in timely manner to the needs of market.

The aim of the SP is well defined and clear - to prepare motor transport electronics experts, to be able to:

- design and install electronic equipment;
- select and control diagnostic and repair equipment;
- organize the diagnostics of electronic and mechatronic systems;
- design technological work processes.

The design of electronic equipment is a complex process and needs very specific knowledge. Usually this is not typical to the first study cycle. The SP aim and learning outcomes are freely available to students and are presented in the KTK website.

The car market in Lithuania is constantly growing (according SER and meetings with social partners). According to the SER, the SP graduates can be employed in various enterprises providing services in automobile electronic and mechatronic systems diagnostics. Graduates are able to analyze the reasons for technical faults in vehicles and their condition. Motor transport electronic engineers may develop individual businesses, manage the enterprise aspects of the business and the financial plans, as well as analyze the economical business environment.

According to SER, the graduate employment rate is high - in the last 5 years about 73% of graduates are employed according to speciality. As stated in the SER, the aim and learning outcomes of the SP provide the mobility and further education possibilities for students to study at other local and foreign higher education institutions.

The SP aims and learning outcomes meet the requirements of the college first cycle studies. They are directed towards the application of technologies and knowledge rather than towards the creation of new knowledge and technologies, towards the project implementation and technological process control rather than towards design.

In summary, the SP "Motor Transport Electronics" is in accordance with the valid national and European legal requirements and acts, market survey results and labour and education market trends.

2.2. Curriculum design

The SP design meets the legal requirements. The SP volume is 180 ECTS credits. Full-time studies take three years (6 terms), and part-time studies take four years (8 terms). In full-time studies each semester comprises 30 credits, in part-time studies – 18-24 credits. The SP is composed of four parts:

1. general subjects of college studies, 15 credits
2. core and compulsory subjects /study field subjects, 141 credits
3. specialization subjects, 15 credits
4. optional subjects, 9 credits.

The subjects in the SP are organised so that the subjects subsequently studied are based on the results achieved in the previously studied subjects. Students, who have completed 60% of the study plan, choose the specialization:

- "Car Diagnostics" or
- "Cargo Vehicles Diagnostics".

According to the SER, the college is planning to analyze the labour market to consider the possibility of adding a new specialization "Special Purpose Transport Diagnostics" (Tractors, Construction Machinery and etc.). During the on site visit it was also menationed as a request from social partners. Information obtained from the site visit indicates, that the analysis is not completed yet.

From the SP it appears, that for the specialization subjects which are optional, students can select 15 credits from 15 credits available. So, the choice is actually only between two specializations. In terms of the optional subjects students can choose freely from the a list of 22 subjects. However, as part of the evaluation it was noted that many of these optional subjects are not directly related to the aims of SP. Overall however, students considered these interesting and valuable, and they stated that they would like to see more subjects related to management. This would also contribute more towards achivement of learning outcomes such as development of individual businesses, manage the enterprise aspects of the business and the financial plans, as well as analyze the economical business environment.

Almost all final theses are dealing with design of an electronic device. However, in the study plan there is no subject related to design methodology. It is therefore advised to include a new relevant subject or modify an existing subject so that it would include a topic related to design.

At the meeting with graduates they said that they would have wished to have more English language in the KTK, not just during the language courses but also integrated into other subjects.

According to SER at least once in every five years by requirement of the certification order, an assessment of the subject content (module) is performed. At the time of the site visit there were however, subjects in the SP, which were approved only until 01.09.2014 (while on site visit took place in October, 2015). It is advised therefore that the certification process should be revised in order to make it more reliable or if this was a technical issue the subject descriptors should be reviewed more carefully.

Generally, the content of the programme reflects the latest achievements in technology. At the site visit it was stated that no comparison was made to the other national and international study programs, except Šiauliai College, where is a similar programme. Regular comparison to other SPs internationally could help to keep the study programme more readily compatible to modern technological achievements.

2.3. Teaching staff

The SP is presented by 30 teachers: 8 associated professors and 22 lecturers. 28 teachers (93%) work on a regular basis. In average there are 11 students per teacher which is considerably good ratio. This number corresponds to the technological field sciences standard in Lithuania. The pedagogical staff structure of the SP corresponds to the relevant legal requirements in Lithuania. The analysis of staff composition made in 2014 showed that approximately 27% of teachers had Doctor's degree, which was explained during the visit to be the highest rate compared to other colleges of a similar status. As was explained by teachers at the site visit, some teachers had obtained their degrees before they joined college, some have obtained during the period in which they have been working in the college.

All teaching staff are employed by open competition, with clear criteria. The successful candidate will then hold the position for five years. According to the information provided during the site visit, there are as a rule more than one (usually 2-3) candidates competing for the position thereby ensuring the quality of teaching staff. Only few candidates apply from companies due to the uncompetitive salary level in College.

The subjects are taught by the teachers who have the appropriate education. The scope of the study field subjects comprises 141 credits. 40 credits are taught by the teachers with Doctor's Degree (28,4% of above mentioned credits). Majority (68%) of teachers have no less than three year practical work experience in the area of the subject taught or work at the companies of the

subject area. This corresponds to the legislation of Lithuania. According to the SER, teachers' have considerable pedagogical experience.

In the assessed period the average age of teaching staff, working in the SP „Motor Transport Electronics", was very stable, it fluctuated between 43 and 48 years.

Since year 2011 the number of teachers older than 65 years started to decrease and in 2014 there was no teachers in this age group. Almost half of the teaching staff belongs now to the age group from 31-40 years. The total number decreased from 39 to 30.

There is a system of regular attestation on teaching staff. It was confirmed by teachers at the site visit that 5-10% of teachers fail at the attestation, proving that the attestation is not just a formal process.

The improvement in teaching staff qualifications is carried out in accordance with college regulations. According to SER, the college teachers improve scientific, pedagogical, subject-related and practical qualification informally participating in the researchers' qualification improvement programs, courses, conferences, seminars, competitions, internships, doctorial studies, project activity, international mobility programs. The college encourages staff to obtain PhD degrees and this is accounted as a part of qualification improvement process.

According to data in SER, the qualification improvement activities started to grow from year 2013. During the site visit, teachers also confirmed that they improve their qualifications mostly through working in companies or in other HEIs. Some teachers have been abroad and took part in international conferences. The financing of participating in international activities is decided by the Head of Department and Director on a case by case basis. Overall there was evidence that staff are engaged in continuing professional development to the benefit of the programme and their own skill and knowledge requirements.

During the assessed period the teachers of the SP presented 92 articles. 25 of them were published in journals or conference proceedings referenced in the ISI Web of Science database. In SER it is admitted, that the scientific research must be improved and actions will be taken to improve the situation.

2.4. Facilities and learning resources

The teaching process for the SP takes place in classrooms, laboratories and in the practical training centre. According to SER the college facilities ensure 100% implementation of the SP. The number of students does not exceed the number of work places. The number of students in the groups is 30-40, laboratory and practical tasks are organized in subgroups.

The most modern automotive electronics facility available at the college is the "BOSCH" practical training centre. The training centre is established by the BOSCH Group in cooperation with college. The centre also has some rooms for electrical and electronic equipment

studies. The college has recently created a very modern electronics laboratory which can be used with students when they are exploring the makeup and dismantle of electronic boards during this programme. This facility was created with sponsorship from Kitron, a local electronics company established by Norwegian investors. However, what is missing is a facility that can be used by students to engage in the possibilities to dismantle different parts from the cars and diagnose each element of the part separately. This issue was also raised in evaluation meeting with students.

It is positive that in the assessment period several projects are implemented to improve the laboratories and the equipment and the software. With the cooperation of local business and industry the college has been equipped with new equipment in two classrooms for practical training. This process is exemplary and should be continued.

The college has modern computer network and student website where students have the possibility to use the virtual learning environment Moodle and academic information system (AIS) where students can see the SP, descriptions of subjects (modules) and assessment for the study subjects.

The college has their own library. The reading room is equipped with 30 work places, ten of them are computerized. The library staff regularly consults with teachers, and exchange information about relevant literature. Orders for new books and journals are approved by the SP Committee. Students have access to set and additional publications necessary for studies in the KTK library-reading room. The turnover of publications acquired by the KTK library in 2013 was 57/76 units/titles.

There is a computer room in the library but there is no room for self-studying in the college. There is no room for student for social engagement. This issue was also raised by the student during the meeting with their representatives during the evaluation visit by the assessment group.

The college subscribes to the „EBSCO Publishing“ and “Emerald” and „Taylor&Francis“ data bases, which provide access to different electronic journals of technology, economics, political sciences etc. The KTK library subscribes to over 50 magazines and newspapers in Lithuanian, English and Russian languages.

The following practices are present in the SP:

1. Electronic measurements and installation basics practice
2. Automobile equipment practice
3. Professional activity practice
4. Automobile electronic diagnostics practice
5. Final practice

The first practice takes place at the KTK practical training base, while the following four take place in the companies. According to the information received at the meeting with teachers, the students select the practice by themselves and if they are unable to find a suitable company, an alternative is suggested by teachers. The drawback of the system is that the students can do their practice all the time in the same company. It was confirmed by the part-time students who said, that they did the practices at the companies they work. Different practice places would widen the experience gained from practice.

2.5. Study process and students' performance assessment

The admission to the College is conducted on the basis of relevant legislation acts. The state-funded study places are provided according to ranking order. This order is composed considering final examinations, performance results and additional criterion. The basic criteria for the SP are: examination performance results in mathematics, physics and Lithuanian language and final mark in foreign language plus the additional criteria. The same admission order is applied to the applicants who intend to study in state funded and non-state funded places.

As stated in the SER, during 2010-2014 the average maximal competitive point of students admitted to studies decreased from 10.03 to 7.55. At the time of the site visit, it was confirmed that the college has increased the lowest limit for applicants and plan to admit the applicants with the higher average point.

The full-time student workload for an academic year of the assessed programme is 30 credits (800 credit hours). Per day up to 8 contact hours are planned. The examinations are evenly distributed over the examination period. The final year students have 9 weeks for the final thesis. According to information from the meeting with students they are satisfied with the study process. The college uses Moodle and the students stated that library resources are easily accessible. The teachers give adequate feedback to the students on their academic performance and results. Every month the academic performance of the full-time students are monitored by the intermediate results, presented by the teachers.

The college has been analyzing the drop-out of the students. During the assessed period 396 students were admitted and 226 students successfully graduated - the drop-out rate is nearly 43%. About 74% of students who drop out, do so in the first semester. This is caused by the lack of motivation and relatively poor secondary school education. The drop-out is 8,5% in the second year, mostly determined by student health problems or deteriorating financial conditions. The third year students' drop-out is 6,8%, the main reason for which is *not defended/failed* final theses due to following reasons: too intensive workload, health problems and family matters.

During the assessed period the average drop-out of part-time students was nearly 54%. The analysis of the students' drop-out showed, that the first year students are in majority among drop-outs, similar to full-time students. The biggest part of students' drop-out is because of poor academic performance. The other reasons were also employment abroad, financial causes, health problems. Considering that the principal reasons for dropout are known, seems that there is a need for the college to develop a strategy to deal with drop out to address the main causes of it among students.

The students expressed their desire to have more practical, „hands-on" excercises, where they can create new devices or disassamble-assamble car parts. This would also indicate that there is a need to have more problem-based learning.

The student financial support system consists of different scholarships and loan systems and is considered sufficient. The scholarships are awarded taking into account the student's results from the previous semester. The students can get also a social scholarship, which is provided by the government. Students can also get the state funded loan. The loan is provided to cover study or living costs. The fee-paying students may pay for studies in instalments.

The KTK students are provided with a dormitory, which has 300 places. Students are accommodated in rooms for 2-3 tenants. The monthly cost for the dormitory is affordable and the students did not raise any issues with the quality of this service.

There is functioning Student Union in the college. According to SER, the main aim of the Student Union is to support and defend the KTK students' rights and legal interests related to their social status, welfare and status at the college and outside its boundaries, to participate in the study process organization, issues of studies and living conditions, support the present and create new traditions. During the interview with students however it appeared, that students do not know who represent them in different decision making bodies.

Since year 2011 the achievement assessment system in College is adapted to the ECTS provisions. For the assessment of students' academic achievements the ten point system is applied (10 – excellent, 9 – very good, 8 – good, 7 – highly satisfactory, 6 – satisfactory, 5 – sufficient, 4, 3 – insufficient, 2 - bad, 1 – very bad).

The assessment of the subject is performed by applying the cumulative grade methodology. The grade consists of separate parts, which are accumulated during the study period. The teachers present assessment to students together with comments.

As revealed in SER, the majority of students get very high grades for their final thesis (frequently 8 or 9). No explanation was found in SER. At the meeting with teachers good grades were justified by the long period when students can prepare their thesis and a sufficient number

of consultations during the process. However, the grades should be distributed more evenly and the programme committee should review this issue.

Graduates professional activity and employment is one of the key factors to evaluate the quality of SP. According to the SER, the graduates' employment analysis is performed annually and recorded after at least 6 months after graduation. The data is collected by using the questionnaires, through the oral communication and written survey methods. The information is stored and analyzed by the Committee, discussed and assessed at the Faculty Board and Academic Council. The results of graduates' employment and career monitoring analysis are used for the improvement of study process.

According to the Labor Exchange data, the average of KTK graduates' employment according to specialty is 75%. It is worth mentioning, that about 10% of the study programme assessed graduates continue studies at the Universities, choosing bridging courses or seeking the Master's degree.

Generally, students were very positive towards the college and commented very favorably on the study process.

2.6. Programme management

The study programme implementation and monitoring is lead by the Committee of SP. Since September, 2014 the SP Motor Transport Electronics is managed by the Study Programme Committee of the field of the Electronics and Electrical Engineering. At the beginning of academic year the Committee Chairman presents the report on the previous year activity to the Deputy Director for Academic Activity and the Director at the College Council. The internal quality assessment of the SP includes:

- Periodic students' surveys on the quality of the SP administration, study process, teaching quality;
- Provision of information for students about the changes due to their opinion expressed;
- Periodic surveys of employers on competence changes necessary in labour market;

It was explained at the site visit by the college representatives, that SP committee have a meeting 2 times a month.

For evaluation of the SP implementation, a number of surveys were carried out in the assessed period. The full-time students assessed the SP implementation during the survey performed in spring semester of year 2013. According to information from students, they fill questionnaires related to teaching process once a semester. However, they could not explain how they can present any relevant proposals to the SP committee. According to meeting with teachers, they know that they can present their proposals to the SP committee in written form. Then such issues will be discussed at the committee meeting. There is a need therefore for the

college to review how it communicates and interacts with the students in terms of the quality assurance and programme management process. This will facilitate greater student input into the process and support further integration of their ideas into the study process where feasible.

According to the SER, all assessments are regulated by internal documents, where the assessment criteria and procedures are clearly defined. The KTK and the faculty administration, self-government institutions, students and teachers, labor market representatives, social partners and external experts-scientists are involved in the SP assessment process. Each social partner group interested has access to internal documents, regulating the College and the SP performance quality, as well as with the activities related to the programme implementation. However, at the review meeting it was clear that the attending social partners were no very familiar with the SER process or report. This may be because they had not been involved in this process. It is important for such events and in the normal course of business for the relevant acquaintances to be supported.

In April, 2003 the Centre of Quality Assessment in Higher Education positively assessed the SP and presented the recommendations for the SP improvement. According to the SER, all these recommendations have been implemented which was also evident during the visit.

According to the SER, students express their opinion during the surveys, Directorate, Academic and College Council meetings. According to information from the group preparing SER, the meeting with students takes place twice a year, when all issues are discussed, however as already mentioned the representative student group had little knowledge of the SER process and had not been acquainted with the report prior to the meeting.

The Quality system used in College was ISO9001 until 2014. Now the college has its own system based on ISO. The College has a long term action plan and short term action plan (monthly). There is a need for the college to prepare a mid-term action plan which should be cascaded to department and programme level.

2.7. Examples of excellence

The Practical Training Centre (Bosch) in the college is an excellent example of public–private partnership (PPP), where the college as public body and private business together fund and operate the car diagnostic centre. The college provides the room and the company provides the recent equipment. For mutual interests the car diagnostic education is offered to the college and also for other interested parts.

The college has recently created a very modern electronics laboratory which can be used with students when they are exploring the makeup and dismantle of electronic boards during this programme. This facility was created with sponsorship from Kitron, a local electronics company.

III. RECOMMENDATIONS

1. The communication between management, teachers and students should be enhanced;
2. It is important to improve the teaching of foreign (English) language of students;
3. It is necessary to increase the participation of students in mobility programmes;
4. The topic of design should be taught in a more comprehensive way in order to satisfy the learning outcome of the study programme;
5. It is advisable to have more “hands-on” practical exercises for students;
6. The process of grading of the final thesis should be reviewed to determine if they need to be assessed more comprehensively to ensure that results are more evenly spread over a wider range;
7. The quality system implemented should also have action plans for mid-term periods that apply down to department and programme levels;
8. The students should be better and more directly involved into the quality management process.

IV. SUMMARY

The SP „Motor Transport Electronics“ is in accordance with the valid national and international legal acts and labour and education market trends. The aims and the learning outcomes of the SP „Motor Transport Electronics“ are clearly defined. The SP is attractive and one of the most popular among students. The graduates can finf easily work in companies.

Study subjects in the SP are distributed evenly; their content is not repetitive. The learning outcomes are sufficiently supported by the subjects and modules. The SP generally meets the new science and technology level.

The teaching staff is relatively young, active and sufficiently well motivated. They have a high standard of education and most of them have a good record of practical experience in the field in which they teach.

There are number of modern laboratories in the college. At the same time the college has laboratories with some outdated equipment. The substitution process with new equipment should continue.

The study process and student assessment is generally organized in a good manner. The students' performance is constantly monitored. The students are encouraged to participate in foreign exchange programs but due to several reasons only a small amount of activitie has been recorded.

The SP management is performed on a good level. The monitoring of the SP is generally clearly organized. The outcomes from internal assessments are taken into account.

V. GENERAL ASSESSMENT

The study programme *Motor Transport Electronics* (state code – 653E21009) at Kaunas Technical College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	4
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: Clive Neal Sturgess

Grupės nariai:
Team members: Marianna Jacyna

Juri Lavrentjev

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Gintaras Vilda

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V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technikos kolegijos studijų programa *Autotransporto elektronika* (valstybinis kodas – 653E21009) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
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

Studijų programa *Autotransporto elektronika* atitinka galiojančius šalies ir tarptautinius teisės aktus, darbo ir švietimo rinkos tendencijas. Jos tikslai ir studijų rezultatai apibrėžti aiškiai. Ši studijų programa yra patraukli ir viena populiariausių tarp studentų. Absolventai gali lengvai įsidarbinti bendrovėse.

Studijų dalykai programoje paskirstyti nuosekliai, jų turinys nesikartoja. Studijų dalykai ir moduliai pakankamai suderinti su studijų rezultatais. Apskritai, studijų programa atitinka naujojo mokslo ir naujų technologijų lygį.

Dėstytojai gana jauni, aktyvūs ir pakankamai gerai motyvuoti. Jie yra įgiję aukštos kokybės išsilavinimą, dauguma jų turi tinkamos patirties savo dėstomoje srityje.

Kolegijoje veikia nemažai šiuolaikiškų laboratorijų, nors yra ir tokių, kuriose tam tikra įranga pasenusi. Pasenusią techniką reikia toliau keisti nauja.

Studijų eiga ir studentų vertinimas iš esmės organizuojamas gerai. Studentų pasiekimai nuolat stebimi. Studentai skatinami dalyvauti užsienio mainų programose, tačiau dėl kai kurių priežasčių tik nedaugelis studentų aktyviai jose dalyvavo.

Studijų programos vadyba vykdoma gerai, stebėsena organizuojama aiškiai, atsižvelgiama į vidaus vertinimo rezultatus.

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III. REKOMENDACIJOS

Studijų kokybės vertinimo centras

1. Gerinti vadovybės, dėstytojų ir studentų bendravimą.
2. Svarbu gerinti studentų užsienio kalbų (anglų) mokymą.
3. Būtina didinti studentų dalyvavimą judumo programose.
4. Išsamiau dėstyti projektavimo temą programos studijų rezultatams pasiekti.
5. Siūloma įtraukti daugiau praktinių užsiėmimų studentams.
6. Peržiūrėti baigiamųjų darbų vertinimo procesą ir nuspręsti, ar juos reikia vertinti išsamiau, siekiant užtikrinti nuoseklesnį ir platesnį rezultatų pasiskirstymą.
7. Įdiegta kokybės sistema turi numatyti vidutinės trukmės laikotarpio veiklos planus katedros ir studijų programos lygmeniu.
8. Studentai turi aktyviau ir daugiau tiesiogiai dalyvauti kokybės valdymo procese.

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