



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos valstybinės kolegijos
STUDIJŲ PROGRAMOS
AUTOMOBILIŲ TECHNINIS EKSPLOATAVIMAS (653E21007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ROAD VEHICLE OPERATION (653E21007)
STUDY PROGRAMME
at Klaipėda State College

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Automobilių techninis eksploatavimas
Valstybinis kodas	653E21007
Studijų sritis	Technologijos mokslai
Studijų kryptis	Sausumos transporto inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3) iššėstinė (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	Road Vehicle Operation
State code	653E21007
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

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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 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	College Quality Manual
2	Teaching staff annual activity summary
3	Transport engineering department activity plan 2013-2014
4	Transport engineering department activity review 2014
5	Teachers Qualification enhancement plan
6	Career management system data summary

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

The Klaipėda State College (hereinafter-KVK) is a state institution of higher education that trains qualified specialists in technological, social, physical and health sciences. It has an extensive experience in the training of specialists and long-established traditions. KVK studies are focused on the practical application of scientific knowledge and practical relations with industries and businesses.

KVK management bodies include the Council, the Academic Council and the Director. The KVK management structure is designed so that structural units have clearly defined functions and interrelations. The KVK has three faculties: faculties of Technologies, Social Sciences and Health Sciences. The KVK implements 28 study programmes, of which six are implemented by the Faculty of Health Sciences, thirteen by the Faculty of Social Sciences and nine by the Faculty of Technologies. The KVK develops applied research, artistic and consulting activities, organises professional development courses, cooperates with stakeholders and participates in Erasmus + and other programmes.

The Road Vehicle operations (hereinafter-RVO) study programme was previously evaluated by the Expert Panel in February 2002. The Panel concluded that “the programme of Road Vehicle Operation should be revised in accordance with the recommendations provided”. In implementation of the decision of the Expert Panel of Non-University Study Programme, the RVO study programme was revised in essence in accordance with experts’ recommendations. On 25/09/2002, the RVO higher non-university study programme was submitted to the Unit of Studies and Training Quality Assessment, Methodological Centre for Vocational Education and Training, Ministry of Education and Science. The RVO study programme was registered and launched on 01/09/2003.

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 12th 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 Technical university (Lithuania)

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Self Evaluation Report (SER) states that the aim of the study programme at Klaipėda State College is to train highly qualified transport engineers who are competitive in the labour market as well as able to work on their own and apply the latest technological knowledge in the field of road transport engineering. The programmes are offered leading to professional Bachelors degrees.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered.

The learning outcomes of each study subject are formulated with regard to the overall learning outcomes of the study programme in accordance with National regulations. In 2013, the learning outcomes and the list of subjects were revised based on the EUR-ACE Framework Standard for the Accreditation of Engineering Programme and the TUNING-AHELO Conceptual Framework of Expected/Desired Learning Outcomes in Engineering. The Learning outcomes therefore have been rigorously defined, are robust, and satisfy both National regulations and international best practice. Hence the programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market

The aims and learning outcomes of the RVO study programme are publicly available through the KVK website, the AIKOS and the website of the LAMA BPO. Information is also disseminated through KVK promotional material at different events, such as information seminars and international exhibitions events for pupils. The programme aims and learning outcomes are well defined, clear and publically accessible.

The analysis of data by public authorities confirms that the Lithuanian transport sector needs vehicle maintenance specialists who have theoretical knowledge, skills and, above all, practical knowledge on the design of technological processes for diagnostics, maintenance, current repairs and repairs.

The RVO study programme is also implemented by Kaunas Technical College, Šiauliai State College, Alytus College, Marijampolė College, Vilnius College of Construction and Design and Žemaitija College. A comparative analysis of the study programmes implemented by these colleges suggests that there is a difference in subjects, in terms of their content and scope, of around 20%. Experts are in opinion, that benchmarking of similar international study programmes in other countries than Lithuania would be beneficial for further study programme development.

The RVO study programme implemented by the KVK is claimed to be unique in the SER, due to the Centre for Training and Applied Research in the Field of Transport Engineering, which is a facility praised by the students, particularly for the ease of access. The RVO study programme is the most popular programme implemented by the Faculty of Technologies and with the highest number of students. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

A SWOT analysis revealed areas for improvement as: (i) actively updating information provided in Lithuanian and English on the KVK website about the process, results and achievements of the RVO study programme. (ii) Organising open days for pupils at the Centre for Training and Applied Research in the Field of Transport Engineering. (ii) Expanding the network of stakeholders by involving different companies into the study process. However, the outcomes of the SWOT analysis are not relevant to the learning outcomes, and should be revisited.

2.2. Curriculum design

The design of the RVO study programme is in line with the regulatory requirements, which are all listed; hence the curriculum design meets legal requirements.

The duration of the RVO study programme is 3 years (full-time studies). The scope of the RVO study programme is 180 credits or 4,800 hours. Lectures take 941 hours (19.6%), practical classes and seminars 1,463 hours (30.48%), consulting 177 hours (3.68%) and self-study 2,309 hours (48.1%). The scope of the programme is sufficient to ensure the achievement of the learning outcomes.

The study plan of the RVO study programme has been designed in a way to ensure that students learn subjects in a consistent manner and gradually acquire the learning outcomes. The study subjects and modules are spread evenly, their themes are not repetitive. This was confirmed during the panel visit.

The study programme leads to the award of professional Bachelor's degrees, and the content of the subjects and/or modules is consistent with the type and level of the studies offered. The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes

Study subjects are certified for no more than 3 years in accordance with the KVK Procedure for Quality Assessment and Certification of a Study Subject. Teachers regularly update their course curricula to reflect the latest developments in transport engineering, revise course topics, assessment methods for learning outcomes and achievements, the nature and scope of individual works, each semester. This was confirmed during the visit.

The latest scientific and technological achievements are discussed during practical and individual works, also in lectures and papers (confirmed during the visit). The learning process is facilitated by modern software, and a number of examples were given. Students can use their free time to improve their practical skills working on real vehicles at the Centre for Training and Applied Research in the Field of Transport Engineering. This particular activity was praised by students. The content of the programme reflects the latest achievements in science, art and technologies in the field.

Additionally, during the meetings with students as well as with social partners a more emphasis on foreign languages was strongly emphasized. This should be taken into consideration by programme leaders and if possible, to introduce or to lengthen the studies of foreign language.

The final thesis and its defence demonstrates the knowledge of the social and commercial environment, legislation and financial possibilities, deep understanding of the issue in question, abilities to solve challenges related to road transport engineering, information technology and correct language skills, ability to properly formulate conclusions. A student who successfully defends their final thesis is awarded a professional Bachelor's degree in transport engineering. Part-time studies are available to applicants who have a job, or who want less intensive studies for any other reason. The scope of the programme in part-time studies is the same as in full-time studies. The study plan for part-time studies is presented in the SER. The duration of the RVO study programme is 4 years (part-time studies). The scope of the RVO study programme in part time is 180 credits or 4,800 hours. Lectures take 398 hours (8.29%), practical classes and seminars 832 hours (17.33%), consulting 1,351 hours (28.25%) and self-study 2,219 hours (46.13%). The same learning/teaching methods are used for achieving learning outcomes as in full-time studies, as some students work abroad, achieving learning outcomes requires more flexible learning and consulting methods.

Analysis of the Curriculum Design part has revealed its strengths and weaknesses, and areas for improvement are stated as: (i) using more new study methods focused on the development of students' independence and creativity, and (ii) using student-oriented teaching methods in contact sessions. However, no progress information was available.

2.3 Teaching Staff

The study programme is delivered by qualified teachers who have practical engineering and pedagogical experience. A list of teachers, including their academic title and/or research degree, pedagogical work experience, fields of scientific interest, practical work experience in the field of the subject taught is provided in the SER. The qualifications of the teaching staff are adequate to ensure achievement of the learning outcomes

The RVO study programme is implemented by 29 teachers (information for academic year 2015-2016), of which 2 are assistants, 22 lecturers and 5 associate professors; this is in-line with regulations. Hence the number of the teaching staff is adequate to ensure learning outcomes, and the study programme is provided by staff meeting legal requirements.

Teachers working in the RVO study programme are engaged in applied research activities which are directly related to the RVO study programme. Within the reporting period, teachers from the Department of Transport Engineering published 46 articles, the findings of these studies are used in theoretical and practical sessions, as confirmed during the visit.

In the academic year 2013–2014, the RVO study programme had 176 full-time students and 82 part-time students, hence there are 18.2 full-time students and 31.5 part-time students per teacher's wage rate. The number of students is in line with the requirements of the Methodology for Evaluation of Actual Resources of a Higher Education Institution (no more than 20 students). For practical and laboratory work, and practical training, the group is divided into two sub-groups, provided that it consists of more than 20 students. One teacher supervises no more than eight final theses.

In the reporting period, eight teachers of the study programme participated in exchange programmes and delivered lectures or took internships at foreign higher education institutions. This number could be higher and experts strongly advise College to research other opportunities how to increase teaching staff international participation.

Open competitions are announced to fill all vacant positions. In the reporting period, there were 36 teachers in total and 18 teachers worked continuously. During this period, 11 new teachers were employed and 7 teachers left the RVO study programme. The turnover in the teaching staff allows the KVK to ensure the quality of improvements in the study programme and the application of new scientific and technological achievements in the subjects taught. In the academic year 2014–2015, the number of young teachers increased by 12. The teaching staff turnover is sufficient to ensure an adequate provision of the programme.

Within the reporting period, 13/36 teachers of the study programme participated and made reports in different conferences. Teachers also consult with external vehicle operators. For example, every year they give advice to around 230 visitors on different issues related to vehicle faults and repairs.

Analysis of the Staff part has revealed its strengths and weaknesses, and areas for improvement are stated as:

- Raising awareness on experiments and applied research performed by the department, looking for contracting authorities for experiments and studies.
- Setting up research and development working groups and involving students into their activities.
- Enabling teachers to improve their foreign language skills to increase their mobility
- Strengthening social partnerships, looking for opportunities for teachers to do international internships

All of which are reasonable.

2.4 Facilities and Learning Resources

It is claimed that the Faculty of Technologies has all classrooms and laboratories necessary for the implementation of the RVO study programme; which are all listed; this was confirmed during the visit. The learning process is facilitated by specialised software: *BOSCH ESI Tronic*, *Autodata*, *Audatex*. The premises for studies are adequate both in their size and quality.

In the reporting period, the Department of Transport Engineering implemented a project funded by the EU Structural Funds. In 2013 the Centre for Training and Applied Research in the Field of Transport Engineering established. The Centre has five equipped laboratories (*Technical Vehicle Operation Laboratory*, *Vehicle Power Test Laboratory*, *Automobile Control Systems Laboratory*, *Engines Laboratory*, *Chassis Laboratory*, a classroom for laboratory works and test analysis with specialised software *Autodata*, *Autocad* and *Audatex*).

Extensive Practices under the RVO study programme are organised in accordance with KVK regulations. One of the forms of practical training at the KVK is Business Practical Training Firms (BPTFs). BPTFs are firms simulating the operation of real enterprises and trading with each other through the *SimuLith* centre in Lithuania and the *EUROPEN* network across the world. In 2014, the KVK Faculty of Technologies had BPTF StudAuto, where second-year RVO students are working, was certified. Firms are certified in accordance with analogous requirements as used for the implementation of ISO:9001 quality management systems. The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. The BPTF's are an interesting development.

The library of the Faculty of Technologies consists of the General Reading-Room, the Individual Study Centre and the Internet Reading-Room. The library has 104 work stations for students, of which 28 are equipped with modern software. Students of the Faculty of Technologies can also use libraries of other KVK faculties (of Social Sciences and of Health Sciences), as well as library funds of the Klaipėda University (the cooperation agreement is renewed on an annual basis).

Users of the Faculty of Technologies have access to a number of subscription databases. Students and teachers of the Faculty of Technologies can use other subscription databases in the library of the Klaipėda University (cooperation agreement). The teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

Areas for improvement are in SER stated as:

- Preparing methodological aids for each study subject, adapted to the *Moodle* environment.
- Improving teachers' foreign language skills by organising foreign language courses
- Financing the update of laboratory facilities and information resources, making a full use of the EU funds.

All of which are reasonable.

2.5 Study Process and Its Evaluation

The KVK Faculty of Technologies offers the RVO study programme in both full-time and part-time studies. The study programme is well founded and the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

General admission of students to the RVO study programme is carried out through the Lithuanian Association of Higher Education Institutions LAMA BPO. Applicants are admitted to the RVO study programme in accordance with the KVK Statutes and the Study Regulations. The most important student admission criterion is the competitive score.

Analysis of average competitive scores of RVO students shows a minimal variation in highest and lowest scores, over the period of the report, but there is a very large margin between the highest and lowest scores. This could adversely affect the teaching process and dropout rates.

Overall the admission requirements are well-founded, however consideration should be given to introducing a minimum competitive score for entry.

Data on full-time and part-time students and graduates as well as students who did not defend their final theses are presented in the SER. The proportion of the number of students who were admitted to the RVO study programme and successfully completed the programme within the reporting period varies from 48% to 66% in full-time studies, and increased from 36% to 52% in part-time studies. This proportion is mostly determined by such factors as academic leave, change in the mode of studies, voluntary termination of studies. The core reasons for the high drop-out rate should be investigated.

RVO students participate in applied research. They attend scientific practical conferences, prepare and make presentations in national and international conferences. Students made 19 reports in different national practical conferences within the reporting period. Students are encouraged to participate in research, artistic and applied research activities

Information on the study programme and its changes is available on the KVK website, on noticeboards and during regular meetings of students and Faculty administration. Information is provided in a timely, systematic and proper manner. Students can ask teachers for advice in person or by e-mail. All e-mail addresses of KVK employees are available on the KVK website. This was confirmed during the visit.

The KVK has been implementing an adaptation programme for freshmen. Its purpose is to create a motivating learning environment and help freshmen to integrate into the higher education institution. This is an important initiative, but no results were presented.

The KVK is a member of the Erasmus University Charter. The Department of International Relations organises student and teacher exchange on the basis of bipartite agreements (ERASMUS) and promotes participation in international projects (LEONARDO DA VINCI, GRUNDTVIG, COMENIUS). Take up was very low within the reporting period, the KVK received only one Turkish student under the Erasmus exchange programme. In 2011, three RVO students did a three-month internship at Cyprus companies. In 2013, one student did a three-month internship at a British company. Hence, students have opportunities to participate in student mobility programmes, but the take-up is low. This area should be reviewed.

The KVK together with 10 Lithuanian universities and 15 colleges participates in state project "Development and Introduction of Models for Education of Students of Higher Education Institutions for Career and Career Monitoring". The purpose of the project is to help students prepare for a career within the context of lifelong learning. However, no evaluation of the success, or otherwise, of this programme was available.

Full-time students can apply for accommodation in the KVK dormitory during the study period, and part-time students during the finals. There are four dormitories accommodating 1,059 students. Students living in dormitories may use wireless Internet connection and photocopying services.

Students are encouraged to join the Student Union and participate in its events. The KVK allows students to do physical training and promotion of healthy lifestyle. Therefore, the higher education institution ensures an adequate level of academic and social support for its students.

In the last two years, final theses have been defended by 86 RVO full-time students. Examples of final theses were viewed during the visit. The marking scheme is rigorous and the marks showed a wide spread, which is commendable.

Analysis of the admission data shows that the RVO study programme is still reasonably popular among applicants. The number of applications to full-time and part-time studies received during the main admission procedure from 2010 to 2014 is presented in the SER. But numbers are showing a consistent slow decline, this needs attention.

Analysis of average examination grades shows that the lowest averages are in the first-year autumn semester. This may be explained by the adaptation period at the higher education institution, when adjustment to new learning conditions and a lack of self-study skills is evident. It is claimed in the SER that comparison between admission results and students' achievements during the learning process shows no direct dependence. Even though competitive scores of the

students admitted are varying on an annual basis, the learning outcomes of each semester are very similar. This outcome appears strange and should be revisited with more in-depth analysis.

According to the data presented by annual performance reports of the Faculty of Technologies, the highest drop-out rate is observed in the first year of study. Analysis of students' applications to terminate studies reveals that the most common reasons for termination are inability to meet the requirements of the study programme, together with other reasons. Teachers believe that one of the most important reasons for students' wastage is insufficient preparation for study and low motivation, this may be improved by setting a minimum competitive score on entry. The assessment system of students' performance is clear, adequate and publicly available.

Analysis of graduates' employment shows that around 87% of the graduates find a job by October of their graduation year. Around 7–12% of the graduates leave to work abroad or continue studies at universities. The professional activities of the majority of graduates meets the programme providers' expectations.

The duration of the final examination of full-time studies is four weeks. A minimum period of three days is given in order to prepare for an examination. Examination schedules approved by the Dean of the Faculty of Technologies are available one month before the beginning of the finals.

A strong emphasis should be taken towards health and safety procedures. As witnessed during on site visit, the equipment and signage is present in the laboratories, however the safety procedures by the students seems not to be taken seriously and therefore the culture of health and safety should be emphasized.

From a SWOT analysis weaknesses are identified as i) Participation of students in the international mobility programme, (ii) Part-time students' wastage and (iii) Development of alumni activities; all of which appear reasonable.

Areas for improvement are: (i) Giving students more opportunities to improve their foreign language skills, this was supported by the social partners (ii) Adapting study subjects to remote teaching, (iii) Sharing good practice in meetings with students and teachers who participated in the international exchange programme and (iv) Improving alumni career monitoring. These are all reasonable.

2.6 Programme management

The SER was detailed and comprehensive, but descriptive rather than evaluatory, more analysis and presentation of results is required where surveys have been conducted etc. The decision-making process in relation to the supervision of the study programme was outlined in the SER. At the end of a calendar year a subject description developed by each teacher is discussed, evaluated and certified by the Study Programme Committee and the Study Committee of the Faculty. Students are involved in the improvement and implementation of the study programme. The responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated and publically available.

The internal quality evaluation is carried out in a systematic manner. The quality of studies is an integral part of the KVK quality management system which is based on the requirements of ISO 9001. External quality evaluation of the study programme is carried out by the SKVC. Conclusions made by international experts are published on SKVC and KVK websites. The recommendations serve as a basis for the action plan for improvements in the study programme.

Responsibilities for the quality of the programme are defined by the KVK Quality Guide, the Process Guide, the Study Regulations and other documents governing the organisation of studies. Copies of these documents were provided for the visit. Documents are available on the KVK website (<http://www.kvk.lt/kvk-apie-mus/kiti-dokumentai/studiju-proceso-organizavimas.html>).

Feedback received from social partnerships helps formulate the aims and learning outcomes of the study programme on a continuous basis, verify the quality of the RVO study

programme and its implementation and check the compliance of the qualifications awarded with the market requirements. Employers are involved in discussions about problems faced during the implementation and revision of the study programme. Stakeholders are included in the composition of the Study Committee of the Faculty and the Programme Committee. They are involved in the development of study programme specialisations and the improvement of the study programme. The opinion survey of stakeholders on the implementation of the RVO study programme revealed that 78% of the stakeholders were familiar with the purpose of the RVO study programme and practices, and believed that the number and duration of practices were sufficient in the programme being analysed. The evaluation and improvement processes for the programmes adequately involve stakeholders.

A self-evaluation of the study programme is performed every three years for internal evaluation of the quality of studies. Four partial self-evaluations were performed within the reporting period. Each of them dealt with certain aspects of the programme implementation: programme design (2008), aims and tasks of the study programme (2009), facilities and learning resources (2010), learning outcomes of the study programme and staff (2012). A complete self-evaluation of the RVO study programme was performed in 2007 and 2014. It was reported on the visit that the action points from these evaluations had been implemented.

The Department systematically presents information on the results of the (self)-evaluation of the quality of the RVO study programme to the community of the faculty and stakeholders during meetings and on the KVK website, together with other forms of dissemination listed. Therefore, information and data on the implementation of the programme are regularly collected and analysed.

The opinion survey of RVO students on the implementation of the programme revealed very good results. Students are satisfied with the organisation of elective subjects, practices, classwork timetables and examinations, and they think that the administration take their opinion on the organisation of the study process into consideration. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. Information about the achievement of study quality criteria is provided in annual performance plans and reports of teachers, departments, faculty and KVK, reports of the qualification commission for the assessment of final theses, improvement plans, conclusions of the external evaluation of study programmes and improvement plans. Information received from surveys is stored and used for long-term monitoring of the quality of study programmes. The internal quality assurance measures are effective and efficient

From a SWOT analysis, weaknesses were identified as: (i) stakeholders should be more involved in management of the study programme, and ii) there is a lack of events for information communication.

Actions for improvement were: (i) achieving that at least 20 stakeholders constantly cooperating with the Study Programme Committee within the next two years; and (ii) organising informal celebrations, involving students, teachers and other stakeholders

2.7. Examples of excellence *

* if there are any to be shared as a good practice

- The facilities are excellent. In 2013 the Centre for Training and Applied Research in the Field of Transport Engineering was established. The Centre has five equipped laboratories (*Technical Vehicle Operation Laboratory, Vehicle Power Test Laboratory, Automobile Control Systems Laboratory, Engines Laboratory, Chassis Laboratory, a classroom for laboratory works and test analysis with specialised software Autodata, Autocad and Audatex*). Study. This facility gained significant praise from students.
- The use of Business Practical Training Firms is an interesting development, and should improve student employability.
- KVK has been implementing an adaptation programme for freshmen. Its purpose is to create a motivating learning environment and help freshmen to integrate into the higher education

institution. This is an important initiative, but no results were presented, and should be followed up.

- The KVK together with 10 Lithuanian universities and 15 colleges participates in state project “Development and Introduction of Models for Education of Students of Higher Education Institutions for Career and Career Monitoring”. The purpose of the project is to help students prepare for a career within the context of lifelong learning. This is an important initiative, however, no evaluation of the success, or otherwise, of this programme was available; this should be followed through.

III. RECOMMENDATIONS

1. The College needs to review the reasons for the high drop-out rates, and possibly introduce a minimum competitive score on entry.
2. The College needs to conduct more analysis of the Adaption Programme, and the Career models programme.
3. The College needs to review its participation in exchange programmes.
4. The College need to review its implementation of health and safety policies within laboratories.
5. The college needs to improve access to language teaching.

IV. SUMMARY

In the feedback session the College was complimented on the quality of its students, who were very supportive of the programmes and the helpful nature of staff; the wide dissemination and availability of the SER; the availability of laboratory resources; and the extensive laboratory provision for Road Vehicles

Areas for potential improvement were: the SER could be more evaluative; there was not much evidence of external engagement in the SER; the College needs to review H&S in Laboratories including proper signage and use of safety equipment; the College needs to explore other options for Continuous Professional Development of staff and engagement with stakeholders.

The main positive and negative quality aspects of study programme are:

The learning outcomes are suitable for the delivery for the programmes, and are formulated within current European standards.

The curriculum is well designed and the study plan progressive. An interesting development was the use of the Business Practical Training Firms (BPTFs), where students can experience simulating the operation of real enterprises and trading with each other through the *SimuLith* centre in Lithuania and the *EUROPEN* network across the world.

The staff are well qualified, and the turnover rate is sufficient to enable the introduction of new technologies. The facilities are excellent. In 2013 the Centre for Training and Applied Research in the Field of Transport Engineering was established. The Centre has five equipped laboratories (*Technical Vehicle Operation Laboratory, Vehicle Power Test Laboratory, Automobile Control Systems Laboratory, Engines Laboratory, Chassis Laboratory, a classroom for laboratory works and test analysis with specialised software Autodata, Autocad and Audatex*). The study process and student assessment is well managed. KVK has been implementing an adaptation programme for freshmen. Its purpose is to create a motivating learning environment and help freshmen to integrate into the higher education institution. This is an important initiative, but no results were presented. Overall, the programme is well managed, and there are no major issues.

V. GENERAL ASSESSMENT

The study programme *Road Vehicle Operation* (state code – 653E21007) at Klaipėda State College is given a **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	3
4.	Facilities and learning resources	4
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

Gintaras Vilda

Ger Reilly

Monika Simaškaite

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Automobilių techninis eksploatavimas* (valstybinis kodas – 653E21007) 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	4
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)

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IV. SANTRAUKA

Grižtamojo ryšio rezultatai rodo, kad kolegija giriama už gerus studentų rezultatus (studentai labai palankiai vertina programas), už paslaugų personalą, savianalizės suvestinės (toliau – SS) plėtimą ir prieinamumą, turimus laboratorijų išteklius ir geras laboratorijas automobilių techniniam eksploatavimui.

Galima tobulinti šias sritis: SS gali būti labiau vertinamojo pobūdžio, nepakankamas išorės dalininkų dalyvavimas rengiant savianalizės suvestinę, kolegija turi peržiūrėti sveikatos ir saugos reikalavimus laboratorijose, įskaitant tinkamą ženklavimą ir saugos įrangos naudojimą, reikia išnagrinėti kitas galimybes tęstiniam profesiniam darbuotojų tobulinimuisi ir bendradarbiavimui su dalininkais užtikrinti.

Pagrindiniai teigiami ir neigiami studijų programos kokybės aspektai yra šie:

Studijų rezultatai yra tinkami programoms vykdyti ir suformuluoti pagal dabartinius Europos standartus.

Studijų turinys sudarytas gerai, studijų planas pažangus. Įdomu tai, kad buvo naudojamos verslo praktinio mokymo firmos (VPMF), kur studentai galėjo imituoti realių įmonių veiklą ir prekybą vienas su kitu „SimuLith“ centre Lietuvoje ir „EUROPEN“ tinkle visame pasaulyje.

Personalas kvalifikuotas, personalo kaita pakankama naujoms technologijoms pristatyti. Materialieji ištekliai puikūs. 2013 m. įsteigtas Transporto inžinerijos krypties praktinio mokymo ir taikomųjų tyrimų centras, kuriame įrengtos penkios laboratorijos: automobilių techninio eksploatavimo tyrimų, automobilių agregatų galios tyrimų, automobilių valdymo sistemų, variklių, važiuoklės laboratorijos ir laboratorinių darbų ir tyrimų analizės auditorija darbui su specializuota programine įranga *Autodata*, *AutoCAD* ir *Audatex*. Studijų eiga ir studentų vertinimas valdomi gerai. KVK įgyvendino adaptacijos programą pirmųjų kursų studentams, kurios tikslas – sukurti motyvuojančią mokymosi aplinką ir padėti pirmųjų kursų studentams

integruotis į aukštojo mokslo instituciją. Tai svarbi iniciatyva, tačiau rezultatai nebuvo pristatyti. Apskritai, programa valdoma gerai ir didelių problemų nėra.

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III. REKOMENDACIJOS

1. Kolegija turi apsvarstyti, dėl kokių priežasčių toks didelis iškrintančių studentų skaičius, ir galbūt nustatyti žemiausią stojamąjį konkursinį balą.
2. Kolegija turi išsamiau išanalizuoti adaptacijos ir karjeros modelių programas.
3. Kolegija turi apsvarstyti savo dalyvavimą studentų mainų programose.
4. Kolegija turi peržiūrėti sveikatos ir saugos politikos įgyvendinimą laboratorijose.
5. Kolegija turi pagerinti galimybes mokytis kalbų.

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