



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

PANEVĖŽIO KOLEGIJOS  
STUDIJŲ PROGRAMOS *LOGISTIKOS VADYBA*  
(*valstybinis kodas - 653N20020*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *LOGISTICS MANAGEMENT (state code - 653N20020)*  
STUDY PROGRAMME  
at PANEVEZYS COLLEGE

**Experts' team:**

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Logistikos vadyba</i>
Valstybinis kodas	653N20020
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2012-04-18

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Logistics Management</i>
State code	653N20020
Study area	Social sciences
Study field	Management
Type of the study programme	College studies
Study cycle	First cycle
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 Management
Date of registration of the study programme	18 <sup>th</sup> April , 2012

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## I. INTRODUCTION

### *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).

### *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.	A description of practical training programme of Panevezys College Logistics Management study programme

### *Background of the HEI/Faculty/Study field/ Additional information*

Panevezys College has had 25 different study programmes executed in April, 2016, with a number of 1.475 students. Logistics Management is a professional bachelor programme. It was

prepared and approved by Panevezys College Academic Council by Resolution No. V4-3 in February, 2012. The same year, there were the first full time and part time students admitted to the programme. By April 01, 2016, there were 133 students in this specific programme.

Logistics Management (hereinafter LM) study programme is attached to the Management and Business Department, together with six more study programmes, namely Accountancy, Finance, Advertising management, Law, Tourism and Leisure Management, Business Management.

External assessment of this study programme has not happened before.

### ***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 *5/December/2016*.

- 1. Prof. dr. Zoltán Sipos (team leader)** *Chairman of Institute of Economics and Management Sciences, King Sigismund College, Hungary.*
- 2. Prof. dr. Michael A. Bourlakis**, *Director of Demand Chain Management Community & Head of the Supply Chain Research Centre, Cranfield School of Management, United Kingdom*
- 3. Asoc. prof. dr. Genadijs Gromovs**, *Head of Transport and Logistics Department, Transport and Telecommunication Institute, Latvia.*
- 4. Mrs. Tadas Medineckas**, *Transport Business Consultant of Law Company "Verum", Lithuania.*
- 5. Ms. Greta Vegytė**, *student of Mykolas Romeris University, study programme Logistics management.*

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The objective and expected learning outcomes are published and are publicly accessible on websites <http://www.aikos.smm.lt>; <http://www.panko.lt>; <http://goo.gl/L1vzpQ> and at the Department's blog.

The learning outcomes emphasize the ability to apply theoretical knowledge in practice, the knowledge which is based on the latest research, awareness of the legal documents regulating the selected field of activities. Furthermore, master the knowledge of logistics business and management, economics, marketing and distribution fundamentals, perceive the theory of

logistics, understand and apply the methods of market research. The graduate has to be able to assess the logistics business environment, manage information, orders and product storage, and evaluate transport operations and the transport process. (SER, pages 5 and 6). Graduates can ensure the management quality of logistics processes, predict future events and apply newest software. These are the competency-based learning outcomes, which are very good from the practical business viewpoint.

The clearly formulated learning outcomes were provided in the self-evaluation report (hereinafter - SER), appendix 6.

Goals and learning outcomes were reviewed after the first *LM* graduates. On April 25 and November 05, 2015 the round table discussions with the representatives of logistics business, employers, social partners took place. Main topics were learning outcomes, development of the programme content and improvement of student practical training opportunities and focusing more on the collaboration synergy between the College and logistics businesses.

As if Expert Panel (hereinafter - EP) was informed, teachers arrange student surveys, on subjects' topics, what helps to keep programme relevant to student needs. This process had been clearly outlined and introduced to the experts during the site visit meetings.

Social partners are actively involved, and their input is valued. Employers and social partners participate in the revision of the study content, have opportunity to express their opinion in round table discussions, in surveys, practice diaries or communicating directly with the members of the programme study committee, teachers and educational executives. College is very flexible: in certain cases they can change up to 20 percent of the course topics without internal accreditation, and changes are implemented in a short time: 9 months were mentioned to EP during the meeting with college staff.

Individual meetings, participation in graduation defence is highly appreciated, and social partners are actively taking part.

The Department and study committee maintain close relations with logistics business companies and their executives, who take part in qualification commission as members, graduation thesis reviewers or research advisers. Practice is also a way to find out the public and labour market needs. Companies in the region are involved in logistics and supply chain management, as there are some large manufacturing companies in the area and this is considered very well organised.

Employer survey shows that social partners are ready to make a bigger input and ready for closer cooperation, regarding practice and developing student skills. They are ready to cooperate and share practical knowledge, in order to get highest qualified employee. It might be considered by the College to make this cooperation with the social partners even more regular and formal, for

instance, in the form of a regularly meeting advisory board.

Taking into account that college is focused on gaining practical skills, institution is paying attention to the needs of social partners. Partners take active part in clarifying learning outcomes. The programme goal and learning outcomes were evaluated as analysing student and employer opinions about the content of studies, benefits for the nation and region's logistics business needs.

The content of programme and subject is reviewed on yearly basis: innovations, business needs, student and teachers remarks are taken into consideration.

Programme aims and learning outcomes seem to be consistent with the type and level of studies. It seems that the institution is trying to give and maintain practical skills of their students.

Institution's students participated in regular management events with awards and study programme students were recognized as the best managers of the year 2014.

Study programme belongs to college studies of the first cycle (professional bachelor degree). Content of the learning outcomes foreseen in the programme meets the objectives of the Bologna Declaration. The programme is executed within the requirements for the first cycle college studies in the European Education Qualification Framework. Programme is based on the provisions of the state education strategies, and a numerous local legal papers, strategies, regional development plans. Name, contents and qualifications offered are compatible, regulated and updated in a highly professional manner.

Institution seems to be very clear about learning outcomes, knowledge and skills their graduates should obtain. They are being prepared to satisfy needs of regional business. To be noted, that college has good practical approach, students are taught to work with up to date software as Klevas, Cargo.lt for logistics, Stekas, Rivile, Microsoft dynamics for business and accounting. This software will be used in their future workplaces. There are three internal practices. And last practice is to be increased, social partners want it to be prolonged. Program aims are clear and well defined.

College has researched and analysed regional business, its needs and potential.

## ***2.2. Curriculum design***

The Logistics management programme is offered in full time (3 years) and part time modes (4 years). The programme workload includes 180 credits containing an even distribution between semesters and it has been developed in accordance with the needs of the Panevezys region. The workload of subject courses varies from 3 to 12 credits and it has been formed taking into account professional competences needed, intended learning outcomes and programme

specificities.

The programme started in 2012 and during the following years the study plan, the subject arrangement, lectures and other work was adjusted twice. Nowadays, it contains theoretical workload (currently 1168 hours), practical training (currently 1217 hours) and individual student work (currently 2415 hours in consecutive study form). Over the years this workload has changed and compared to 2012, the number of hours of theoretical and practical training increased by 17.5% and 8.9% respectively whilst the individual work hours decreased by 10.2%. These changes have been largely influenced by the needs of both students and employers and, in general, the curriculum development takes into account the changing logistics environment, market needs and scientific advances. Overall, the programme has a good theoretical, practical and individual work element which is in line with the type and level of studies expected and the workload of individual programme also complies with the legal requirements.

The programme consists of three target groups of subjects: general college subjects, study field subjects and optional subjects following a clear and well-defined path (15 credits for general college studies, 150 for study field subjects, 15 credits for established optional subjects). The study subjects and modules follow a sequential approach and, initially, students obtain fundamental theoretical knowledge to equip them with dealing with practical elements which follow after. This approach supports the further education and training of logistics management graduates. The programme has 6 semesters in 3 academic years (or 8 semesters for inconsecutive studies in 4 years) where distribution of 6-7 subjects and modules is even and up to 30 credits per semester.

The programme structure contains appropriate modules (e.g. Management, Marketing and Distribution, Mathematics and Statistics, Accounting and Finance Management, Information System, Strategic Logistics Business Management, Transport and Freight Logistics, Warehouse Engineering and Raw Material Logistics, Business Ethics and Communication Basics, International Logistics, Information Control, Quality Management, Disposal Logistics, International Payments, Languages etc.) which equip students with relevant skills and support the achievement of the programme aims.

The scope of this programme structure can suffice to meet the intended learning outcomes and there is a good evolution of student progression year by year by attending the respective subjects. It is up to date and faculty / staff members pick up specific requirements for changes and implement them quickly. For example, it was evident during the visit that faculty / staff members are already considering a new module on “Negotiation” following comprehensive discussions with students. In addition, the programme learning outcomes are in accordance with the

requirements of the sixth level structure of the European Qualification Framework which corresponds to application of knowledge, abilities and competences in connection with personal and professional achievements.

Various learning approaches are followed including student work in classrooms, reading rooms, individual work and practical training in businesses companies and the practice training firm whilst the programme has practical elements in the courses involved; based on our discussions during the visit it was clear that good links are established with companies which, in turn, support student employability which is high. As mentioned during the visit, there are numerous agreements with companies in place which enhance student experience and satisfaction from the programme. Course teachers also employ various teaching methods which relate to the intended learning outcomes of each module. Some of those methods include, inter alia, information source analysis, case analysis, workshops, debates, research study, problem evaluations, simulation, and calculations. As also indicated in the initial report submitted by the College, the variety of study methods and individual assignments can improve and more practical activities can be offered to students. Particular emphasis is given in this curriculum of this programme during the graduation thesis where students are getting support by an adviser to focus on a practical and applied topic. It follows a well-defined procedure including a preliminary plan of work, the substantiation of a specific theme s/he is going to research, setting the relevant objectives and justifying the ability to defend the thesis.

Finally, the programme and its curriculum is evaluated by a study programme committee, social partners and students and, in that way, its content aims to reflect the latest, contemporary, professional and practical issues taking place in the subject domain.

### ***2.3. Teaching staff***

All the teachers have Master's degrees or its equivalent in various scientific fields (SER, Suppl. 2 (p.p.3-5)). Teaching staff composition fulfils all the formal criteria: 71,4% of teachers have no less than 3 years of practice in the field of the taught subject, 13,3% of study field subjects are taught by scientists, 21,6% teachers have Doctoral degree, the number of students per one teacher is appropriate - 23 in average for the Logistics Management programme (SER, p.17,3.3). The teaching staff is organized according to laws, regulations of the Republic of Lithuania and other normative documents and the data presented in *SER* (p.14 (54, table 4) confirms the fact that Panevezys College program teaching staff's practical and academic experience is sufficient to ensure learning outcomes of the programme.

The structure of the academic staff according to the age groups now is balanced, almost 17,9%

of teachers belong to the group of mature aged teachers (more than 60 years old), near 28,6% from 50-59 y.o., near 39,3% from 40-49 y.o. and near 14,3% up to 40 y.o. ( SER(p.17, 3.3). The established maximal working time of a teacher comprises 36 hours per week.

The EP confirms the teaching staff's composition ensures an adequate level of provision of the programme.

Panevezys College create conditions for staff development and refreshing qualifications. In 2011-2015 more than 18 teachers prepared 62 scientific articles published in different periodicals of applied research studies. About 61 teachers of Panevezys College took part in the scientific applied activities - conferences, seminars and courses (SER (p.18, 3.5)).

Participation of staff in external research activities of Lithuanian scientific organizations (more than 7) is also presented in SER (p.20, 3.6) and was told to EP too.

Panevezys College has ERASMUS cooperation with near 30 HEI of 13 countries SER (p.118, 3.5, table 9). In 2013-2015 15 Panevezys College teachers went to visit and lecture in foreign higher education institutions in accordance with ERASMUS programs. However, the information about incoming teachers is not presented in SER. All of these activities have positive influence on the Logistics Management programme, achieving learning outcomes and increasing the quality of the final projects.

The expert team confirms the teaching staff's composition ensures an adequate level of provision of the programme, however the number of part-time teachers, 46% (SER(p.20,3.6)) requires attention of Panevezys College administration, as it could be rather difficult to make strategic plans of development of the programme and motivate staff to participate in certain activities. Also, current English language skills among students and staff (42% of teachers wish to improve language skills) (SER p.18, 3.5)) should be addressed as an area for further improvement.

#### ***2.4. Facilities and learning resources***

Panevezys College does have sufficient educational space. The general area of the premises is almost 10.000 sq. meters, out of which more than 50% are educational and training areas.

Logistics Management programme subjects are taught in several classrooms and auditoriums, most of them are in the central building. Classrooms and other educational spaces in the central building are in better conditions than in the smaller building the EP has visited during the in-site visit day. The smaller building (Building No. 4.) may need a reconstruction in the near future, especially stairways, corridors, painting of walls. All auditoriums and classrooms are equipped with computer and video projector, writing boards and other educational technology. Premises for studies are adequate both in size and quality. It can be confirmed by EP that the premises

used for the implementation of the programme, meet safety requirements for fire prevention, hygiene and health care (SER, 20 p.)

Computer software and hardware supply is offered by the newly established Information Technology Centre. All the College buildings and dormitory have wireless Internet access. "WindowsLive@edu" system is supplied by Microsoft. Students and staff may use it as a freeware to communicate and work in the net. Professional software is also supplied by Microsoft: Microsoft Dynamics NAV (warehousing, accounting) and Microsoft CRM (customer relations management). With the help of these applications, a virtual classroom is possible to be used (SER page 21.) During the site visit, EP had an opportunity to see the use of this facility. Nevertheless, there are more new and feasible software programmes, exactly focusing on transportation and logistics education on a high professional level: further effort should be made to purchase and utilize more up-to-date software materials. The teaching and learning equipment and software are adequate for the achievements of learning outcomes. A further development in this field may be recommended.

The college has set cooperation agreements with several social partners. Students may have a choice out of more than 200 business companies and more than 20 kinds of activities, when selecting a place for internship. The College has a differentiated system of three kinds of internships: cognitive practice, practice in the business company, and graduation practice. The College itself does have indoor practical training courses as well, these are related to the courses Business Organization, Market research and Logistics, with a total of 12 ects credits. (SER page 21.).

According to the additional information received from the College management after the visit, practical training of the Logistics Management study programme includes the practical exercises of individual subjects, which consists of altogether 1.217 hours. Cognitive practice, company practice and graduation practice constitute 432 hours in total. These practices have individual self-study hours when students work in corporate environment, following the guidance of college supervisors and corporate supervisors, and perform tasks assigned and evaluated by them. The hours of practical training are totalling 1.649 hours, which makes 34,35% of all the educational hours of the programme. Thus, practical training in its share is more than 1/3 of total hours and meets legal requirements. EP confirms that College has adequate arrangements for students' practice. (SER pages 21-22.)

The College Library has two units in Panevezys. Library is supplemented with over 83000 copies and 54000 titles. Students of Logistics specialization may use 40 title publications subscribed by the library especially for them, in Lithuanian and foreign languages. The Library

has fruitful cooperation with VGTU University for the supply of textbooks in this special fields: 130 units of printed books in the field of logistics are available for the students and lecturers through the VGTU subscription platform. The Library has 700m<sup>2</sup> area in total. Students and teachers can use 3 reading rooms with 139 working places out of which 45 are computerized. Considering the fact that the College has several study programmes, out of which Management and Business department alone has 8 study programmes, the number of computerized seats may be scarce in the exam periods. SER mentioned that a weakness of the programme is that students do not use international electronic databases frequently enough. This may happen partly because of the limited access to the computers in the library. One element of the strategy to eliminate the problem of limited use of electronic databases is the effort to increase the number of information resources in paperworks. Teaching materials (textbooks, books, periodicals and others) seem to be adequate and accessible.

### ***2.5. Study process and students' performance assessment***

Panevezys College organizes its admissions process in accordance to the Common Admission system in Lithuania Higher Education Institutions, under Rules and Regulations certified by the president of Association of Lithuania Higher Education Institutions for Organization of Common Admission (LAMA BPO). Relying on the data provided in the SER (p. 24 Table 11) the number of entrants for Logistic management studies was equivalent over the four-year period, 50 in 2012 and 52 in 2015. However, the part – time students have steadily increased, 26 in 2012, 34 in 2015.

The competition score to the Logistic management study programme over the last four years has varied quite significantly. The lowest score in the full – time studies was 1,02 in 2015. The highest score in the full – time studies was 7,36 in 2014. The comparisons took from 2014 because since that year the competitive score has been calculated in the ten – point system. It is worth to mention that in 2015, the College Academic Council established the minimal competitive score – 1 and since 2016 – 1.2.

The analysis of the number of students showed that is rather low wastage (drop-off) in consecutive studies. However, the number of part – time students demonstrated that the highest wastage happens during the second year of the studies, after that the number of students only changes by a small number. The team was satisfied to learn from discussions with students and staff that the main reasons for student wastage are more personal like family circumstances, employment, and wrong decision about profession. To decrease the number of students' wastage the Department is making monitoring and analyze the student's movements and the causes twice

a semester.

The study modules and facilities are adequate for the students to achieve the learning outcomes of the programme. Students have the possibility to select subjects from the list of general College subjects and they have freedom to choose and to make individual list of courses. The university provides good academic support. Teachers are available for consultations and students have confirmed that if they need an advice they are always ready to help. All the records of academic performance are easily available in the AKADIS system. Moreover, during the site visit, it was learnt that students and teachers had developed good working relationship, students indicated that one of the best things about the programme are the great relationships with the teaching staff and the interesting and valuable simulation practices.

The students, together with the Student Scientific Society can carry out research and present the findings in the student conference “Roots of Science”. The students have cooperation with business partners because they create client research studies that is focusing on business needs, problems and let the students develop their research skills applied in a real situation. It is a positive attribute that more students actively participated in the annual event “Manager Day” and seminar “Ideas Lab”. However only small number of students take part in students’ conference, and student activities in applied research studies are insufficient.

Students have opportunities to participate in mobility programmes. The College has 45 Erasmus exchange agreements of partnerships. (SER page 25.) 2 students went to foreign university for part time studies (for one semester) in academic year 2015-2016 and just one foreign student arrived to study in the programme of Logistics management. In the present academic year, 3 students plan to travel in the framework of Erasmus + programme. Foreign exchange is inhibited because the programmes are taught in Lithuanian; nevertheless, it is planned to increase the number of subjects taught in English. Only a small number of students go to foreign country to do practices (internships) using the Erasmus + programme. The site visit demonstrated that students have enough information about the mobility programmes, but they are reluctant to get involved for personal reasons. However, more effort in needed to increase the number of students on international exchanges.

All students who need a living place in Panevezys, get a room in dormitory. The financial support is good developed. The students can use the loan system and they can be support through the system of grants. Every year the number of grants are increasing, 3 students in 2013/2014 and 13 students in 2015/2016.

The assessment system of student’s performance is clear and confirmed with the College Study Regulations (2015) and the Learning Outcome assessment Order (2014). The College apply the

system of the accumulation grade:  $FA = 0,5 IA + 0,5 E$  (FA – final assessment, IA – interim assessment, E – examination). The assessment system are thorough and confirm to the regulations. The students confirmed that regular feedback is provided for all assessments in either oral or written form.

The first 16 Logistic Management study programme graduates left College in 2015. The information about graduate employment was under monitoring for six months after graduation. It was stated in the SER the information of the Panevezys Labour Market Exchange that just one graduate in Logistic Management is registered in this local employment office. Logistic management graduate placement is 81 percent according to the statistics of career management organizations. During the meeting with graduates it was stated that most of the students are working in logistics field and that they got enough practice, basic and theoretical knowledges to start them job successfully. The main reasons of logistic management graduates' employment are personal and family reasons and leaving to foreign country. The social partners confirmed that the students are well prepared, just maybe the skills of communication could be better. The students are interested in practices, but the best of them prefer to work in bigger cities.

## ***2.6. Programme management***

The most important role in the management of this programme belongs to the Study Programme Committee. This Committee collects and analyses the information about programme implementation and educational quality. It has cooperation with social partners and presents proposals to the academic Council (SER 28 page). Vice Director for studies coordinates the programme's management process. Academic Council approves new study programmes and analyses the quality of educational issues. Responsibilities for decisions and monitoring of the implementation of programme are clearly allocated.

Students regularly (after each semester) evaluate courses and lecturers in the form of surveys. They express their views on course content, assessment methods, study conditions, practical training etc. Survey findings are presented to the academic community. Social partners also have an impact on the development of the educational content of the programme, for example by transferring market requirements and programme adequacy on the labour market. Cooperation agreements between the College and business companies, mainly logistics companies, help a lot in this process. Employers are active in the Study Programme Committee, they participate in the final evaluation of development of learning outcomes, and in the final exam committees at the end of the training. Information and data on the implementation of the programme are regularly collected and analysed (SER 29.p.). Evaluation and programme improvement processes also

involve stakeholders. EP did have an opportunity to ask social partners about the feedback they give to the College. The social partners did answer positively, but could not mention one specific improvement in the programme after their proposals. EP has an opinion that it will take some time for this new programme to develop quality management operations efficiently, but the initiatives are promising. Information collection is regulated and controlled. Data collected are analysed with a routine regularity after each semester. Social partners are also involved in the evaluation of programme implementation, but efficiency of the quality management in this specific programme cannot be decided after a few years of operations.

Internal and external evaluations, according to a very carefully described regulation, as cited in the SER (29.p.) will probably have an impact on the further development of the programme and the quality management process. The programme did not yet have any external evaluation by an agency, this evaluation in 2016 is the first in the history of the programme.

The SER document itself mentions two weaknesses, or possible fields of improvement, namely: 1. The chairperson of the Study Programme Committee is not a staff member, and 2. Graduates of the programme have “an insufficient involvement” in the programme evaluation and development. Efficiency of quality management system and the usage of internal and external (by social partners) evaluations for the development of the programme, may need some further improvement. EP did get a promise from the management to solve problem 1., and to organize a successful alumni organization for this programme later to solve problem no. 2.

Internal quality management system is working. Since 2013, the College has introduced ISO International Standards 9001:2008 and is certified according to these standards. During the project implementation, a project document, “Quality Manager” was created. It contains the references to the procedure descriptions which are related to the different study programmes. (SER page 29.)

Efficiency of the quality management system in the case of the Logistics Management programme is under development and seems to be promising. Stakeholder groups are questioned in a set of meetings, occasions, social events, surveys. A more formal and regulated operation of the QMR would be recommended, really integrating student insights, opinions; programme management directly communicating with graduates and more regularly with social partners in an institutional and operative way.

### **III. RECOMMENDATIONS**

1. Organizing a continuously working alumni organization for the programme is highly recommended.
2. Relationships with social partners and other stakeholders should be made more regulated, formal and controlled.
3. The usage of more new, logistics and transportation focused software in the educational process of professional courses would further increase educational efficiency.
4. Some more, and increasing encouragement to motivate students to participate in mobility programmes would be beneficial.
5. It may also be recommended that staff mobility in the framework of Erasmus and other programmes might be more motivated and encouraged for both full time and part time faculty members.

#### **IV. SUMMARY**

Aims and learning outcomes of the programme are clear, well defined and publicly accessible. Learning outcomes are focusing on practical applications of the theoretical knowledge and on developing competences, practical skills. The programme aims and learning outcomes are consistent with professional requirements and labour market needs. Programme aims and learning outcomes seem to be consistent with the type and level of studies. Opinions and proposals of social partners for the further improvement of learning outcomes and the content of the programme, are collected and considered.

Curriculum meets legal and practical market requirements. Courses (modules) are evenly distributed to semesters, they are not repetitive. Their content is relevant and consistent with the type and level of studies. Content of modules and the structure of the programme makes it possible to achieve the intended learning outcomes. Content of the programme reflects the latest, contemporary, professional and practical issues of the logistics profession.

Teaching staff composition meets legal requirements and makes the aims and learning outcomes of the programme attainable. Qualifications of teaching staff are adequate to achieve learning outcomes. Research and international relations are in the focus of faculty development. A further improvement of language skills and capacities for both lecturers and students is advisable. The ratio of full time faculty might need a re-consideration.

The higher education institution creates favourable conditions for the self-development of the faculty members. Research is a regular and organic component of faculty activities.

Premises for studies are adequate both in size and quality. The teaching and learning equipment and software are adequate for the achievements of learning outcomes. A further development in this field may be recommended. More new and logistics focused software should be used in the educational process of special professional courses. The College has adequate arrangements for students' practice. Teaching materials (textbooks, books, periodicals and others) seem to be adequate and accessible.

Admission requirements are well founded. Organization of the study process may ensure the provision of the programme properly and the achievement of the learning outcomes. Students have a good chance to take part and are encouraged to participate in applied research work and international exchange programmes, however the student participation is very low in both. Graduates may find a fair labour market situation and can utilize their knowledge and skills. Academic support of student work, thesis preparation and consulting in general, is adequate and active. Grading policy of the College is fair.

Responsibilities for decisions and monitoring of the implementation of programme are clearly allocated. Information collection is regulated and controlled. Data collected are analysed with a routine regularity after each semester. Social partners are also involved in the evaluation of programme implementation, but efficiency of the quality management in this specific programme cannot be decided after a few years of operations. Quality management system could be further strengthened by increasing its efficiency after making bilateral communication with stakeholders more organized, formal and regulated.

## V. GENERAL ASSESSMENT

The study programme LOGISTICS MANAGEMENT (state code – 653N20020) at PANEVEZYS 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	4
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>20</b>

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

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

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

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

Grupės vadovas: Team leader:	Prof. dr. Zoltán Sipos
Grupės nariai: Team members:	Prof. dr. Michael A. Bourlakis
	Asoc. prof. dr. Genadijs Gromovs
	Tadas Medineckas
	Greta Vegytė

**PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
LOGISTIKOS VADYBA (VALSTYBINIS KODAS – 653N20020) 2017-05-29  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-104 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Panevėžio kolegijos studijų programa *Logistikos vadyba* (valstybinis kodas – 653N20020) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>20</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programos tikslai ir studijų rezultatai yra aiškūs, gerai apibrėžti ir viešai prieinami. Studijų rezultatai orientuoti į praktinį teorinių žinių pritaikymą ir kompetencijų bei praktinių įgūdžių ugdymą. Studijų programos tikslai ir studijų rezultatai atitinka profesinius reikalavimus ir darbo rinkos poreikius, taip pat atitinka studijų rūšį ir lygį. Socialinių partnerių atsiliepimai ir pasiūlymai yra renkami ir svarstomi, siekiant gerinti studijų rezultatus ir programos turinį.

Studijų turinys atitinka teisės aktų nustatytus ir praktinius rinkos reikalavimus. Dalykai (moduliai) yra tolygiai paskirstyti per semestrus ir nesikartoja. Jų turinys yra aktualus ir atitinka studijų rūšį ir lygį. Dalykų turinys ir studijų programos struktūra leidžia pasiekti numatytus studijų rezultatus. Studijų programos turinys atspindi naujausius, šiuolaikinius, profesinius ir praktinius logistikos klausimus.

Dėstytojų komandos sudėtis atitinka teisės aktų nustatytus reikalavimus ir leidžia pasiekti studijų programos tikslus ir studijų rezultatus. Dėstytojų kvalifikacija yra tinkama studijų rezultatams

pasiekti. Dėstytojai daug dėmesio skiria moksliniams tyrimams ir tarptautiniams santykiams. Rekomenduojama toliau gerinti dėstytojų ir studentų užsienio kalbų gebėjimus. Reikia iš naujo apsvarstyti visu etatu dirbančių dėstytojų skaičių.

Aukštoji mokykla sukuria palankias sąlygas dėstytojams tobulintis. Moksliniai tyrimai yra nuolatinė ir sistemingai vykdoma dėstytojų veiklos sritis.

Studijoms skirtų patalpų dydis ir kokybė yra tinkami. Mokymo ir mokymosi įranga ir programinė įranga yra tinkamos studijų rezultatams pasiekti. Šią sritį rekomenduojama ir toliau tobulinti. Specialiųjų profesinių kursų ugdymo procese turėtų būti aktyviau naudojama naujausia ir logistikai skirta programinė įranga. Kolegija turi tinkamas sutartis studentų praktikai atlikti. Mokymo medžiaga (vadovėliai, knygos, periodiniai leidiniai ir kita) yra tinkama ir prieinama.

Priėmimo reikalavimai yra pagrįsti. Studijų proceso organizavimas užtikrina tinkamą studijų programos vykdymą ir studijų rezultatų pasiekimą. Studentai skatinami ir turi geras galimybes dalyvauti taikomųjų mokslinių tyrimų darbe ir tarptautinėse mainų programose, tačiau studentų dalyvavimas abiejose srityse labai menkas. Absolventai gali nesunkiai rasti darbą darbo rinkoje ir pritaikyti savo žinias bei įgūdžius. Studentams teikiama tinkama ir aktyvi akademinė pagalba, jiems rengiant baigiamuosius darbus, teikiamos konsultacijos. Kolegija taiko teisingą pasiekimų vertinimo politiką.

Atsakomybė už sprendimų priėmimą ir studijų programos įgyvendinimo stebėseną yra aiškiai paskirstyta. Informacijos rinkimas yra reglamentuotas ir kontroliuojamas. Surinkti duomenys analizuojami įprasta tvarka po kiekvieno semestro. Socialiniai partneriai taip pat dalyvauja vertinant studijų programos įgyvendinimą, tačiau sunku spręsti apie šios konkrečios studijų programos kokybės valdymo veiksmingumą, nes ji įgyvendinama tik kelerius metus. Reikia toliau tobulinti kokybės valdymo sistemą ir gerinti jos veiksmingumą, užtikrinus labiau organizuotą, formalų ir reglamentuotą dvišalį bendradarbiavimą su dalininkais.

<...>

### **III. REKOMENDACIJOS**

1. Rekomenduojama suburti nuolat veikiančią šios studijų programos alumnų organizaciją.
2. Aiškiau reglamentuoti, formalizuoti ir kontroliuoti ryšius su socialiniais partneriais ir kitais dalininkais.
3. Profesinių kursų mokymo procese naudoti naujesnę logistikai ir transportui skirtą programinę įrangą, kuri dar labiau padidintų ugdymo efektyvumą.
4. Studentus daugiau skatinti ir motyvuoti dalyvauti judumo programose.

5. Taip pat siūloma daugiau motyvuoti ir skatinti tiek visu etatu, tiek ne visu etatu dirbančių dėstytojų judumą pagal *Erasmus* ir kitas mainų programas.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)