



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos valstybinės kolegijos
LOGISTIKOS VADYBOS PROGRAMOS (653N18002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF LOGISTIC MANAGEMENT (653N18002)
STUDY PROGRAMME
at Klaipėda State College

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Logistikos vadyba</i>
Valstybinis kodas	653N18002
Studijų sritis	socialiniai mokslai
Studijų kryptis	verslas
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (3), iššęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	verslo profesinis bakalauras
Studijų programos įregistravimo data	2002-08-30

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Logistic management</i>
State code	653N18002
Study area	Social Sciences
Study field	Business
Kind of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Business
Date of registration of the study programme	30-08-2002

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I. INTRODUCTION

Klaipėda State College (hereinafter referred to as the College, KSC) is a higher school established by the Resolution No. 1376 of the Government of the Republic of Lithuania (hereinafter referred to as the LR) of 30 August 2002 and the Resolution No. 999 of the Government of the Republic of Lithuania of 30 August 2002 “On Approval of the Procedure of Establishment of Higher Education Schools”; it was granted the name of Klaipėda Business and Technology College. After Klaipėda College was integrated into this Higher School by the Resolution No. 926 of the Government of the Republic of Lithuania of 26 August 2009, the present name – KSC – came into use and the school became the biggest college in the western region of Lithuania and the third biggest one in Lithuania according to the number of students.

The activity has been organized in four following faculties: Pedagogy, Social Sciences, Health Sciences and Technologies. 28 study programmes of higher college social, biomedical, technological, physical science areas and various other fields are implemented there. The College has a status of a public entity and a legal status of a public institution.

Implementing the College’s vision, mission and strategic objectives and reacting to the changes in the society in a flexible way the collegial governing bodies, i.e., the Council and Academic Council, as well as the sole governing body – the Director, were formed pursuant to the Law on Higher Education and Research of the Republic of Lithuania (2009, No. 57-2140) of 30 April 2009, other legal acts and other documents regulating the mentioned activities.

The interests of students are represented by the Student Union of the College, which activity is based on the Law of Associations of the LR and other legal acts, if not provided otherwise in the Law on Higher Education and Research of the LR, the Statute of the College and the Statute of the Student Union, approved at the General Student Meeting (Conference).

In 2011 the Faculty of Pedagogy was liquidated and the departments were incorporated into the faculty of Social Sciences. The study programme of Logistics Management (hereinafter referred to as LM) was registered in the Register of Study and Training Programmes on 30 August 2002. The implementation of this study programme started on 1 September 2002. The LM study programme was accredited in 2002 and 2009 without performing an external assessment.

Pursuant to the requirements of the Centre for Quality Assessment in Higher Education (CQAHE), a workgroup was formed by order of KSC Director for preparing a self-analysis summary report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The purpose of the LM study programme is to prepare highly qualified specialists in logistics, who are able to establish a business enterprise, to examine business environment and resources and possibilities of the enterprise; to educate independently thinking specialists who understand the management system and methodology, manages the flows of information and goods, activities of purchase, sales, carriage and storage and are able to organize the work with the personnel, and to motivate them properly. The objective of the LM study programme is related to strategic objectives of the College: to prepare specialists meeting needs of the labour market; to

educate responsible members of the society; to carry out research and expert activities; to ensure management of continuous development and changes of the organisation.

On 1 September 2002 the first unique collegial LM study programme began in Lithuania. Until 2010 these studies were organized in KSC only: two colleges offer the programmes, which are connected with the management field and four with the business field. In Klaipeda region KSC and University of Applied Social Sciences organize the programmes under the business field, which are connected to logistics. The college implements three study programmes under the business field: Logistics Management, Sales Management and Business Management. The LM study programme offered by KSC distinguishes between some specializations determined for logistics activity: Transport Logistics and Sales Logistics. Business professional bachelor's degree and manager's qualification are awarded after completing this study programme. The LM study programme is one of the most popular in the Faculty of Social Sciences.

The competences of the LM study programme are formed in such way that the person having a professional qualification of logistics manager will be able on their own to perform work requiring personal responsibility in the following domains: organization of logistics business and the management of information, administration of orders, management of storage functions, management of the technological process for transportation of logistics products, management of transport systems and management of sales processes. Specialists, having completed the LM study programme, work in various companies and institutions as transport, logistics, and sales department managers.

The Faculty of Social Sciences has made 263 cooperation agreements (until October 2011) with companies, establishments and organizations, under which social partners accept students for the performance of practices. The procedure of practice organization and assessment is regulated by the Descriptor of Practice Organization and Assessment Procedure.

The professional competences of the study programme and learning outcomes are being upgraded according to the Standard of Preparation of a Logistics Manager, the Regulation of Management and Business Administration Study field, the results of the survey on the demand of the Logistics manager, and with the participation of the social stakeholders, while considering legal documents which were all listed by the HEI within the assessment report.

The objective and learning outcomes of the LM study programme are clear and publicly available in Lithuanian, Russian and English languages in the Open Information, Counselling and Guidance System, the information system of the Lithuanian Higher Institutions Association for Organizing Joint Admission, and KSC website. The LM study programme is presented during national career fairs, exhibitions, public events organized by the College community where the society is introduced to the College activity and development prospects, study programmes and scientific research activity.

Outcomes:

The experts come to the conclusion that learning outcomes are well defined, clear and publicly available – both paper-based and online. The expert team is convinced that learning outcomes are generally updated and that programme members are actively involved in the evaluation. But, however, the experts hold the view that they should constantly be revised according to the last changes (there is also different information on the overall amount of ECTS points in the brochure, self assessment report and the HEI's webpage).

As for the programme aims and learning outcomes, the LM study programme seems to prepare more for general management skills, even if there is a need in the society for logistics management skills. What is more, the programme field seems to be misleading since students predict that they become managers while employers say that graduates are ready to work in the lower places in the companies – they usually will not become managers. Consequently, the expert group doubts whether the title of the programme – Logistics Management – is appropriate according to its content and whether all labour market needs are fulfilled, also due to a relatively high unemployment rate, as given in the self assessment report in table 17 and according to information from the graduates. Therefore, the experts recommend the KSC to reconsider the programme title Logistics Management. General Management would be compatible with the study programme's content at hand and to revise the given content in order to meet labour market needs, for instance, by constant labour market surveys. In its SER report, the HEI states that learning outcomes are reached via study subjects such as Logistics, Management Freight and Transport Systems, Warehouse Logistics, Shipment Technologies, Applied Mathematics, Marketing, Information Technology, Statistics and Specialised (Professional Oriented) Subjects. The expert team hold the view that all the named fields are part of a general management study programme. The expert team members are aware that there is content dealing with Logistics, yet the amount is not great enough for a specialised Logistics Management programme.

Nonetheless, the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered. Also, relevant documents such as 'Standards for preparation of Logistics Management' have been considered.

After having studied some final theses, the expert team found them adequate for the programme in question.

2. Curriculum design

The European Credit Transfer and Accumulation System was implemented in KSC in 2011 creating preconditions for the accumulation and transfer of credits, defining the required workload of a student to achieve learning outcomes of a study subject. The programme covers 180 ECTS, i.e. 4,800 hours with each semester giving 30 Credits (22–23 credits in the case of part-time study). The duration of the LM study programme is three years (full time) and four years (part-time). The scope of subject studies is at least three credits. During a semester, a student studies maximum 7 subjects. Professional activity practices are included into the number of subjects as of 2010. Specializations of the LM study programme consist of 15 credits and take place during two semesters. Considering the Regulation of the Study Field of Management and Business Administration, the Standard of Preparation of a Logistics Manager, the scope of the programme is sufficient to achieve learning outcomes. The LM study programme consists of general study subjects and subjects of the study field. Students of full-time studies are taught five days a week, the duration of weekly auditorium lectures is 18–26 hours. Separate study plans for full-time and part-time students were handed in by the HEI.

During the individual work students have possibilities to consult the teacher. The study plan separately indicates the hours for consulting and individual work.

The subjects of general education are studied in the first and the second semester. The subjects of the study field are studied from the first to the sixth semester. The specialization subjects of the

chosen LM study programme (the choice is from two specializations: Transport Logistics and Sales Logistics) are studied in the fifth and sixth semesters. The study subjects are arranged consistently, on the basis of their interrelations: specialisation subjects are taught when a student has already studied basic subjects required to take that particular subject, e.g.: Micro- and Macro Economics – Accounting – Statistics – Finance – Business Economics – E-Commerce (if the student chooses the specialization of Sales Logistics); Management – Logistics – Warehouse Logistics – Shipment Technologies – International Logistics (if the student chooses the specialization of Transport Logistics). The subjects are arranged in the study plan to maintain the connection between subjects, learning outcomes of subjects and learning outcomes of the study programme.

In the first semester students can choose Sociology or Philosophy from the General subjects, and optional subjects from the list which may also include subjects in other study areas or those offered by other faculties. Students are free to choose the specialisation of the study programme.

Students of the programme study 38 subjects (without Final Thesis) during the study process ending with the examination and prepare 3 term papers. During the fifth semester, students prepare the term paper according to the selected specialization. Practical training sessions give 30 credits. One practical training session is carried out at the College, and three sessions at the firm. Practice is carried out at the College by simulating real business models: Entrepreneurial skills training in Business Practical Training Firm, Management practice in a firm, Logistical skills training in a firm and Final Practice are carried out in real firms. Final Practice in a company solidifying theoretical and practical abilities acquired throughout studies corresponds to the specialization selected by a student and a topic of the final thesis.

Results of the subjects are formulated for each learning outcome, and topics on the subjects and tasks for practical and individual work are planned to achieve them, as well as the methods being chosen. Subjects are delivered through application of various teaching/learning methods: problem-oriented teaching, team-work, thematic games, discussions, creative exercises, brainstorming, individual work, self-study, etc. The LM study programme ends with the preparation of Final Thesis with 11 credits and its evaluation – it is to be handed in within 20 weeks. The purpose of the final thesis is to determine the level of professional competences of a student acquired through the study of the subjects of professional qualification and through passing of practical professional training.

Outcomes:

The overall amount of credits is in consistence with the legal requirements. Also, study subjects and modules are spread evenly as well as their division into core curriculum and electives. The subjects are not repetitive. The experts hold the view that the content in the study programme at hand is consistent with the type and level of the studies. However, the needs of part time students should be considered to a greater extent. Classes are offered at 1:30 pm or 3:00 pm, that is to say, compatibility with employment and education is limited. Also, more time should be given for part time and employed students when writing the final thesis since it is currently the same amount of time for both full time and part time students. Regarding the number of students having not completed their part time studies, it is (with 90 students) almost half the amount of students who were admitted to part time students. The experts are of the opinion that the high rate can be, among other reasons, explained by the early classes and short deadlines compared to full time students.

The content and methods of the subjects are, by and large, appropriate for the achievement of the intended learning outcomes. However, as already stated, the learning outcomes are too broad and focus more on General management competencies. Not all skills which are described can be acquired, when writing the final thesis, for instance. As said, the competencies and learning outcomes should be described more clearly, as for research skills in the relevant area, analytical skills, etc. While revising the content and learning outcomes, the latest relevant achievements in science, art and technologies should be emphasised.

All in all, the scope of the programme is sufficient to ensure learning outcomes. In this context, students and social partners mentioned that presenting skills are lacking. These should be considered more intensely. Also, foreign language skills should be stressed in order to increase the level of English.

3. Staff

33 teachers take positions to teach the LM study programme. All 33 teachers have master's qualification degree or other adequate education. The professional qualification of 31 teachers (94 per cent) corresponds to the subject being taught. General subjects of college studies are taught by 10 teachers: one associate professor (0.16 wage rate) and nine (2.86 wage rate) lecturers. Nine teachers have more than 10 years of pedagogical working experience, and one teacher has 6 years. The study field subjects are taught by five associate professors (2.34 wage rate) (3 of them have a Doctor's degree) and 20 lecturers (6.46 wage rate). Pedagogical working experience of nine teachers ranges from 3 to 10 years, and that of 16 teachers is more than 10 years. Average pedagogical working experience of teachers is 18 years. All teachers of the LM study programme have practical professional experience, which corresponds to the specifics of the field of the subject delivered. 3 per cent of teachers are under 30 years old, 38 per cent of teachers 31 to 50 years old, 53 per cent of teachers are 51 to 60 years old, and 6 per cent of teachers are over 60 years old.

In the period of 2007–2012, 27 (82 per cent) teachers of the LM study programme performed 97 applied researches according to their field of interests in the scientific research activity. In order to assure quality, the students were also engaged in the preparation of eight applied researches. 13 publications were published by teachers of general college study subjects, 41 publications by teachers of study field subjects. The teachers participated in the project activity in the analyzed period. 26 (79 per cent) teachers were actively engaged in international and national projects.

In 2011–2012, 236 students studied the LM study programme. Subjects of the LM study programme are taught by 33 teachers. The load of study programme's teachers in wage rates is 11.81. The number of students for one teacher is 19.98.

The qualification of teachers is improved in formal and informal ways. All teachers of the College have equal conditions to improve their qualification. A professional development plan is devised on an annual basis taking into consideration fields of teachers' scientific interests, the field of a subject being taught and priorities of the College. In the analysis period each teacher of the LM study programme was improving his/her pedagogical and professional qualification though the participation in scientific conferences, internships, seminars and various trainings. By increasing the internalization of the LM study programme, eleven (33.3 per cent) programme's teachers participated in academic exchange programmes in the analyzed period: they were

delivering lectures, conducting practical sessions at foreign higher education institutions: five teachers did on-the-job training and taught in Latvia, one in Poland, Cyprus, Bulgaria, Turkey, Belgium and Sweden.

The change in teachers of the LM study programme was insignificant; five teachers (15 percent) in the LM study programme changed due to various reasons: they changed the job, moved or retired. Low turnover of teachers ensures a proper implementation of the programme: there is a possibility for constantly deepening the knowledge of a taught subject, for upgrading the knowledge and for conveying it to the students. In the period in question the number of assistants and lecturers changed, respectively: in 2007–2008, six assistants and 27 lecturers, and in 2011–2012 – 33 lecturers.

Full-time workload of a College teacher makes 1,584 hours (Work load = 36 hours x 44 weeks = 1,584 hours), 960 hours of which are devoted annually to the organization of contact and non-contact academic individual work. The number of hours of scientific, creative, methodological work per an academic year is 466 hours (29.4 per cent of 1,584 hours). Community work makes up 10 per cent of the total work load, i.e. 158 hours.

Outcomes:

The study programme is provided by the staff meeting legal requirement, consisting of practitioners, associate professors in the relevant area and with sufficient relevant work experience. Also, the number of teaching staff is adequate to ensure learning outcomes and to support students appropriately. As for the staff turnover, an adequate provision of the programme can be assured since the turnover showed to be low.

In sum, the qualifications of teaching staff are adequate to ensure learning outcomes. However, English skills should be improved. As the experts have come to know, English classes have already been introduced to the teaching staff, but since many teachers needed translation during the on site visit and also students stated that their lecturers' English skills could be improved, more effort should be made, for instance, in the context of professional development of the teaching staff for the provision of the programme. This is also confirmed by students.

Regarding research related to the study programme being reviewed, there is some research activity. Yet, research is not carried out by all teachers.

4. Facilities and learning resources

Students studying the LM study programme use facilities of the teaching infrastructure: study building, assembly halls, sports grounds, outdoor open spaces, swimming pool and hostels. Rooms are located on the ground and first four floors of the study building and include 14 to 86 workplaces accommodated for various modes of the study process organization as can be seen in the table below:

Item No.	Rooms	Number	Number of workplaces per room
Study Rooms			
1.	Rooms with under 20 workplaces	4	14–20
2.	Rooms with under 36 workplaces	17	30–36

3.	Rooms for stream lectures	4	40–100
4.	Rooms for information technologies	6	17–20
5.	Practice training firm	2	11–13

Students of the College use the libraries at Faculties of Social Sciences, Technologies and Health Sciences. The library of the Faculty of Social Sciences contains 99 workplaces, including 36 computerised workplaces with Intranet and Internet access. The library provides printing, copying, scanning and binding services and Wi-Fi Internet connection. The library fund of the Faculty of Social Sciences is continuously replenished with up-to-date general and specialised literature and ordered periodicals, currently 42 titles. Also, students have access to EBSCO Publishing, Emerald, Oxford Art Online, Oxford Journals Online, Oxford Music Online, Oxford Reference Online, Taylor & Francis, etc. College teachers submit orders for new literature to the library in accordance with the subject they teach. All newly received literature is registered in the electronic catalogue of Lithuanian college library. Since 2003 the library has been participating in the project of the Lithuanian Academic Libraries Network (LABT). As a part of the project, Ex Libris integral library system ALEPH has been implemented and launched in the library.

The number of computers is 20 personal computers per 100 students of the Faculty of Social Sciences. All computers have a licensed office programme Microsoft Office 2010, Microsoft Windows XP operational systems, Microsoft Window 7, SPSS19.0 statistical programme, AutoRoute 2007 route planning programme and NOD32 antivirus programme. 15 rooms are equipped with stationary multimedia; departments have portable multimedia used in other rooms. Hardware and software are constantly upgraded and updated. The College and hostels of the College also have Internet access. The long-term update of material resources is provided for in Update and Improvement of the Learning Environment of Study Programmes plan.

The plan of SEM study programme makes a provision for four professional activity practices. The practices are performed in companies and Business Practical Training Firms of the College. When a student selects a practice place, the College practice supervisor assesses the suitability and correspondence of the practice place to the implementation of learning outcomes of the study programme. The faculty has also two (Pamarys, Kopija) operating business practical training firms (hereinafter BPTF). BPTF are companies imitating activities of real enterprises, trading in interconnected SIMULITH firm network in Lithuania and reflecting other processes taking place in a real enterprise.

Teaching/learning material is prepared for each subject and includes lecture notes, presentations, practical and individual work tasks, methodological guidelines for papers, tasks for intermediate reports and examinations. The methodological material is extended and updated. The teaching (learning) material prepared by teacher is available on the Intranet and Moodle.

Outcomes:

During the on site visit, the experts were impressed by the available facilities and learning resources. There are two well equipped, spacious libraries with several workplaces and computers with internet connection and possibilities to use Moodle.

Also, the teaching and learning equipment (laboratory and computer equipment, consumables) is adequate both in size and quality. Students claimed, however, that more WiFi zones should be established.

In order to develop students' practical skills, the higher education institution has established several arrangements with organisations and social partners, who offer practical training for students. These arrangements look adequate for their purpose.

Teaching materials are adequate and accessible. The libraries provide textbooks, books, several periodical publications and databases. The experts would like to point out, however, that even though much teaching material is available, English literature is very rare. Most materials offered are in Lithuanian and Russian. Also, even though constant access to Moodle is given, it is mainly used as a storage place for various kinds of information, but could be used more efficiently.

5. Study process and student assessment

Since 2009 admission to KSC is centralised and is carried out pursuant to the information system of the Lithuanian Higher Institutions Association for Organizing Joint Admission (hereinafter referred to as LAMBO BPO), general provisions of the Lithuanian Higher Institutions Association and KSC Student Admission Rules. No special requirements for the admission to the LM study programme are provided. Persons with secondary education, without any age limitations, are admitted to the studies of the LM study programme. Admission Rules of the College are formulated by the Deputy Director for Activities who gets the approval of the Ministry of Education and Science of the Republic of Lithuania. Coordinated rules are finally approved by the Director of the College. Entrants are admitted to the College by way of competition, the score is comprised of the grades of maturity examinations in mathematics, Lithuanian and foreign language and the annual grade of history. Priority is given to the entrants ranked higher in the competition ranking order.

The College annually implements the adaptation programme for the first-year students, starting with lectures of Introduction to the Studies during which the students are informed about the aims of the study programme, competencies to be acquired, study subjects, specializations, achievement assessment, schedules and explained career opportunities. Group tutors communicate with students, solve problems, consult on social matters and provide psychological support. Students have a possibility to consult the teachers of subjects: consultation schedules are publicly available on billboards and website of the College.

The form of examination is selected by a teacher and knowledge of a student is assessed in points. Teachers submit examination tasks for the consideration of the respective Department which assesses the correspondence of theoretical questions, practical tasks and learning outcomes of studies. Having failed to pass examinations during the session, students have the right to retake the examination once for free within 30 calendar days after the end of the session. Therefore, a week of academic support is included in the study schedule each semester during which students for the first time retake failed examinations, not defended term papers. The average assessment of the final papers is 8.91 points (in 2011) and 8.23 points (in 2012).

The lowest number of students who presented applications (129) for the full-time studies was in the 2009-2010 academic year. The biggest interest in the LM study programme (1,010 applications) was in the 2010-2011 academic year. A little smaller, but still a big number of applications (909 applications), was received in the 2011-2012 academic year. As for part-time students, data show that interest of the part-time students was uneven. The lowest number of students who presented applications (44) for the part-time studies was in the 2009-2010 academic

year. The biggest interest in the LM study programme for part-time studies (380 applications) was in the 2010-2011 academic year. A little smaller, but still a big number of applications (337 applications), was received in the 2011-2012 academic year.

Over the last five years 33 students have not completed LM full-time studies. In the analysis period (2007-2012 academic years) the main reasons of the wastage of students were the following: the request by the students to suspend their studies (10 students) and low success rate (13 students); 6 students did not prepare the final paper. It can be assumed that the wastage of full-time students depends not only on low success rate, but on financial difficulties and emigration as well. As for part-time students, 90 students have not completed their studies between 2007 and 2012. Most students of the LM part-time study programme leave their studies in the first course.

According to the time study plan of the LM study programme, the highest number of hours (57.92 per cent full time/ 45.17 per cent part time) is allocated to individual work of a student, fewer hours (17.42 per cent for full time / 8.13 part time) to lectures, and to practical sessions (18.83 per cent for full time/ 9.38 for part time). The study plan differentiates between hours for consulting students on writing of individual, term papers, preparing projects (5.83 per cent). A lot of hours are allocated for consulting part time students on writing of individual and term papers (37.33 per cent).

Survey of full-time graduate placement by study programme is carried out at the College every year. In 2007-2011, 80 students got employed, 65 of them are working according to the acquired specialization, and 14 students work in the fields other than the acquired qualification. Before the graduation, 10 percent of all students already have a job.

Outcomes:

The admission requirements are well-founded. However, it has not become clear what level of foreign language skills is needed.

The experts are convinced that the overall organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Practical work is to be carried out in the 2nd year. Practical skills are also enhanced via many company trips throughout the curriculum.

While there is a strong emphasis on the development of practical skills, research activities among students are low. Students are involved in (applied) research projects while writing their final thesis project, but not during their other studies.

When it comes to mobility, students did not know about mobility programmes. Also, only very few students go abroad. Student mobility should – according to the expert team – be increased. The experts are also convinced that more students would make use of the possibility of studying abroad if their foreign language skills would be improved.

Apart from mobility, students are supported by the higher education institution in case they do not find a practical work place. Moreover, there are introduction sessions for first year students as well as consultation hours for all students on a regular base. Deadlines are extended for part time students.

The assessment system of students' performance is clear, adequate and publicly available. As the teaching staff said, most of the subjects end with the written final exam. The experts hold the view that a variety of assessment forms is available. Examples of assessment tests consist of multiple choice questions, some open questions about knowing the meaning of main concepts etc., that is to say, the given concepts are effective means when it comes to measuring outcomes connected with memorising (first level of taxonomy). Competences of analysing, decision making process, critical thinking etc. should be assessed in different ways such as oral exams, group work etc. as final exam. Also, the final thesis qualification Committee consists of at least five persons, with only one person being from the College. The expert team is of the opinion that more persons from the College should be involved in the Committee named in order to ensure appropriate revision and grading of the Final theses.

The students are not allowed to cheat, plagiarise etc. The college has different methods to detect cheating and hard penalties, but the expert team did not get answers to the questions what the college is doing to prevent cheating.

Even though the majority of the graduates meet the programme providers' expectations, 20% of graduates are not employed in the relevant field of logistics.

6. Programme management

The newly developed KSC integrated development strategy for 2011–2021 provides for the development of the internal control and study quality improvement system. The responsibility of academic society for the programme implementation and supervision, as well as decision-taking is clearly distributed. The programme is analyzed, evaluated, adjusted and administered with participation of the committee, department and faculty of the study programme, quality committee of the college studies, academic council and administration of the College as can be seen in the table:

Structural elements	Functions
Committee on the Study Programme	Preparation of new study programme; improvement and update of study programmes being implemented.
Department	Management of the implementation of study programmes; management of the improvement and update of study programmes being implemented; ensuring of the quality of study programmes.
Faculty	Responsibility for the organization of studies of related study fields, scientific applied research, ensuring of the quality of academic activities, faculty's action planning. Provision of new or improved existing study programmes for the consideration by the Committee on Quality of Studies of the College.
Committee on Quality of Studies of the College	Assessment of the quality of study programmes being implemented prior to their external assessment and certification; assessment of improved study programmes being implemented and provision of proposals for their correction; assessment of the quality of study programmes to be performed prior to their submission for approval by the Academic Council and provision of proposals; certification of the subjects of study programmes.
Academic Council	Approval of study programmes and submission of proposals to the Director on approval and funding of these programmes.

In all management structure levels concerning the management of the study programme, decisions are taken in accordance with the principles of collegiality and democracy, with the participation of the representatives of teachers and students, as well as social partners. Students evaluate the programme according to a uniform questionnaire.

To ensure the quality of the study programmes, the KSC has a Study Quality Committee, which is responsible for curriculum development and improvement. Quality of the study programme is checked and evaluated through certification of the study subjects of a current academic year. To ensure the quality of programme implementation, research regarding the opinion of teachers, students, graduates and members of the qualification committee about the quality of the LM study programme is conducted, annual business planning and monitoring of the implementation of the plans, as well as new teacher adaptation, sharing teachers' experience while visiting lectures and other educational events are carried out.

The College's quality assurance system has been implemented since 1 September 2002. Specific documents (Study Quality Guide, KSC Regulations of Studies, Description of the Procedure of Quality Assessment and Certification of a Study Subject, Rules of Procedure of the KSC Study Quality Committee) ensure a clear and detailed division of responsibility of the programme organizers, allowing a systematic and consistent implementation of the LM study programme. At the start of each academic year a Plan of the Department of Logistics and Administration is developed to describe the nature of activities for the entire school year.

Information on the implementation of the LM study programme is collected and systemized annually. Research on the adaptation of first-year students was performed in 2011 and 2012. In 2011, a survey on employers' opinion about the demand for specialists of the LM study programme was conducted. Researches on quality assessment of the study programmes are carried out involving the teachers working in this programme and LM students. The College also periodically performs the assessment of the quality of study subjects. The primary quality assessment of study subjects is carried out at the Department of Logistics and Administration during a meeting, following the student opinion survey of the study subject being assessed and analysis of the data collected. The Committee on Quality of Studies of the College assesses the improved study programmes and provides proposals for their corrections.

The KSC graduates of both full-time and part-time studies can become members of the ALUMNI Club.

Outcomes:

According to the responsibilities for decisions and monitoring of the implementation of the programme there is a clear allocation according to the Self assessment report. However, evidence showed that it has not become clear who was involved and to what extent and how, since the process is apparently not clear to all parties involved.

Likewise, even if questionnaires are regularly handed out to students, it has not become clear, from whom (partly it was stated questionnaires were handed out by students, partly claimed they were passed around and collected by neutral persons). Results are according to students' statements not being discussed and no clear examples what changes were implemented could be named. The experts also would like to stress that data is not confidently collected, for instance, since data on admitted students differ in the self assessment report.

The evaluation and improvement process involves stakeholders, even though in a rather informal way and not systematically. No evidence could be proved regarding the procedure and implementation of its outcomes. The experts recommend the higher education institution to consider stakeholders' feedback more systematically and formally.

Regarding effectiveness and efficiency of the internal quality assurance programme, the majority of the students were not informed about the internal quality assurance measures. Also, while there is an annual self assessment by the higher education institution, teachers can, according to their own statements, change 20% of the syllabus independently, without approval. In order to assure consistency, the internal quality system should constantly involve all parties involved (teachers, students, social partners) and focus on information besides implementation of results.

III. RECOMMENDATIONS

- The learning outcomes should be regularly revised.
- The programme title Logistics Management should be reconsidered regarding the given contents.
- Students' presentation skills and foreign language skills, especially English, should be strengthened.
- Part time students' needs should be taken stronger into account by i.e. offering classes later at day and expanding the amount of time for the final thesis.
- Teachers' English skills should be improved.
- The majority staff should be actively involved in research and regular scientific work.
- Student mobility should be increased and visibly supported.
- Moodle should be used as storage of information but also as forum and exchange of work results.
- Stakeholders and feedback in general should be collected and implemented systematically and formally.

IV. SUMMARY

The experts like to point out that learning outcomes are well defined and publicly available. All parties involved in the evaluation procedure showed to be satisfied with the learning and teaching facilities, also including a great variety of databases. Beside the named facilities, students also get great and regular support by their teachers via consultation hours and availability via Email. At the same time, the experts argue that the study programme at hand seems to provide more for general management skills than logistics skills which also then does not match with the study programme title. What is more, there is no statement on the College regarding the implementation of the latest achievement in science, art and technologies. Even though students get great support, there is still place for improvement regarding the needs of part-time students. Also both students and teachers lack a high level of English skills, which is essential in order to compete in the national and especially international market. Mainly written exams are used as assessment form for final exams at present. Finally, the overall procedure of internal quality assurance is not yet clear and structured.

V. GENERAL ASSESSMENT

The study programme *Logistic management* (state code – 653N18002) at Klaipėda State College is given **positive** evaluation:

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	13

*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: Prof. Björn Bjerke
Team leader:

Grupės nariai: Eneken Titov
Team members:

Lilli Schmidt
Neringa Ivanauskienė
Giedrius Žilinskas

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

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

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	13

* 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

Ekspertai norėtų pažymėti, kad numatomi studijų rezultatai yra apibrėžti ir viešai skelbiami. Visos vertinimo procese dalyvaujančios šalys išreiškė pasitenkinimą mokymo ir mokymosi priemonėmis ir duomenų bazių įvairove. Be išvardytų priemonių nuolatinę pagalbą studentams suteikia dėstytojai, kurie juos konsultuoja ir yra prieinami elektroninio pašto ryšiu.

Tuo pačiu ekspertai mano, kad ši studijų programa suteikia daugiau bendrųjų vadybos nei logistikos įgūdžių, o tai taip pat nelabai suderinama su programos pavadinimu. Be to, *nėra ataskaitos apie* tai, kaip Kolegija įgyvendina naujausius pasiekimų mokslo, meno ir technologijų srityje. Nors studentams suteikiama nemaža pagalba, išstėtinių studijų studentams ji galėtų būti didesnė. Be to, ir studentų, ir dėstytojų anglų kalbos įgūdžiai nėra labai geri, o norint konkuruoti nacionalinėje ir ypač tarptautinėje rinkoje tai labai svarbu. Šiuo metu dažniausiai vertinami baigiamieji egzaminai raštu. Apskritai, bendra vidaus kokybės užtikrinimo procedūra nėra labai aiški ir struktūruota.

III. REKOMENDACIJOS

- Numatomus studijų rezultatus reikėtų nuolat tikslinti.
- Programos pavadinimą „Logistikos vadyba“ reikėtų persvarstyti atsižvelgiant į nurodytą turinį.
- Reikėtų tobulinti studentų prezentacinius ir užsienio kalbų, ypač anglų kalbos, įgūdžius.
- Reikėtų labiau atsižvelgti į išstėtinių studijų studentų poreikius, pvz., vėlesniu dienos metu skaityti paskaitas ir duoti daugiau laiko baigiamajam darbui rašyti.

- Reikėtų tobulinti dėstytojų anglų kalbos įgūdžius.
- Didelė darbuotojų dalis turi būti įtraukta į mokslinius tyrimus ir į reguliarią mokslinę veiklą.
- Reikėtų didinti ir pastebimai remti studentų judumą.
- *Moodle* turėtų būti naudojama ne tik kaip informacijos saugykla, bet ir kaip forumas bei keitimosi darbo rezultatais vieta.
- Reikėtų sukurti oficialią sistemingo socialinių dalininkų grįžtamojo ryšio perdavimo tvarką.

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