STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos valstybinės kolegijos

STUDIJŲ PROGRAMOS *TRANSPORTO LOGISTIKOS TECHNOLOGIJOS (653E20002)* VERTINIMO IŠVADOS

EVALUATION REPORT OF *TRANSPORT LOGISTICS ENGINEERING* (*653E20002*) STUDY PROGRAMME

at Klaipėda State College

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Transporto logistikos technologijos
Valstybinis kodas	653E20002
Studijų sritis	Technologijos mokslai
Studijų kryptis	Sausumos transporto inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3) ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sausumos transporto inžinerijos profesinis bakalauras
Studijų programos įregistravimo data	2002-08-30, Nr. 1514

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Transport Logistics Engineering
State code	653E20002
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	August 30, 2003, No. 1514

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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

Klaipėda State College (KVK) is a state institution of higher education in Lithuania. The KVK has three faculties: faculties of Technologies, Social Sciences and Health Sciences. The KVK implements 28 study programmes consisting of 20 departments.

The Transport Logistics Engineering (TLE) study programme (previously called Carriage by Road Transport) was approved and registered on 30 August 2002. On 24 April 2007 the external evaluation of the study programme was carried out by the expert group formed by the Centre for Quality Assessment in High Education. The study programme of Carriage by Road Transport received an accreditation on probation. The last external evaluation of the study programme was carried out on 22 October 2010 by an international evaluation commission. The programme of Transport Engineering was accredited for six years. The programme is designed to train professional and responsible transport engineering specialists.

The internal evaluation of the TLE study programme was carried out and the self-evaluation report (SER) was produced by the Self-Evaluation Report Preparation Team formed and approved by Order No V1-169 of the Director of 9 September 2014. The scope of work and responsibilities of the members of the Self-Evaluation Report Preparation Team are detailed in SER manuscript.

The self-evaluation report of the TLE study programme was prepared on the basis of the Methodology for the Evaluation of Study Programmes Being Implemented, applied by the Centre for Quality Assessment in Higher Education. The self-study document is well prepared and provides satisfactory details of the self-study process. Unfortunately it is too descriptive while it should be more analytic. In some places SER is misleading but these issues are not substantial and were clarified during the visit. It is informative and at the evaluation meeting with the self-study group they were able to supplement this information with additional analysis relevant to the evaluation process which will lead to future programme enhancement.

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 *2015-10-12.*

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 analysed programme main aim is designed to train professional transport engineering specialists who are able to design processes in cargo and passenger transportation.

The programme aims and learning outcomes presented in SER are well defined and 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. Generally outcomes are evenly distributed among the study subjects, and the consistency of learning outcomes is well harmonised with the targets of the programme. Unfortunately issues like warehousing, intermodal technologies, customer services, sales execution or road and rail transport in local, regional and global supply chains, that are crucial for logistics, are treated residually. Since the programme was renamed to Transport Logistics Engineering – TLE, (21 January 2014) these issues must be addressed more intensively. The new name of the programme is in general coherent with the provided subjects and learning outcomes.

The aim and learning outcomes of the TLE study programme are available through the KVK website, the AIKOS website also through KVK promotional material disseminated in events, including seminars, international exhibitions, events for pupils. The English versions of materials are still not available on webpages. Information provided in English should be actively updated.

Applying TUNING-AHELO Framework of Desired Learning Outcomes in Engineering resulted in systematization and better definition of outcomes in the light of public needs. Therefore, learning outcomes 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.

Every year feedback received from company practice supervisors is analysed and used for revising subject descriptions and learning outcomes. Forecasts made by public authorities and results of the study on graduates' placement are taken into account in subject reviews. Analysis of documents (as presented in this report table in point 1.2) has highlighted and confirmed the

development of the study programme, the demand in the labour market and the relevance of the learning outcomes.

The complexity of the learning outcomes meets Level 6 qualification requirements described by the Framework for Qualifications of the European Higher Education Area and the National Qualifications Framework. Learning outcomes constitute the coherent profile of the graduate, programme is well suited to the transport engineering area, but more emphasis must be put on logistics part, especially functioning of road and rail transport in local, regional and global supply chains and constructing logistics processes including not only transport.

TLE students can acquire a certificate of a drivers' teacher and driving instructor and prepare for the examination to acquire a certificate of professional competence of a transport manager. Reviewers see the importance of that possibility for students and popularity of the programme.

2.2. Curriculum design

The design of the TLE study programme is in line with the regulatory requirements as far as this can be assessed on the base of provided materials. Table 1 presents the credits for particular subject groups.

Table 1. Compliance of the TLE study programme with legal requirements

Subject group	Number of credits according to legislation	Number of credits in the study programme	%
General college subjects	15 credits/400 hours	16/430	8.9
Study field subjects, of which	156 credits/4,160 hours	158/4210	87.8
practices	Minimum 30 credits	30/800	
final thesis	Minimum 9 credits	12/320	
Social sciences		12/3200	
Elective subjects	9/240	6/160	3.3
Total:	**Minimum 180 credits**	**180/4,800**	**100**

Source: SER.

The duration of the TLE study programme is 3 years (full-time studies). The scope of the TLE study programme is 180 credits or 4,800 hours what is considered as sufficient for proper education of transport logistics specialists. Study field subjects consume about 87,8% what indicates the market orientation of proposed programme, but only 3,3% of subjects are elective subjects. This lowers the opportunities for specialization and the development of students own interests, but the scope of the programme is sufficient to ensure learning outcomes.

One academic year consists of 2 semesters. A semester covers a maximum of 7 study subjects. Each course ends with an examination or the evaluation. A study plan includes the scope of studies per semester, the subject taught, hours for theoretical, practical, consulting and individual work, the scope of the course in hours and credits.

Full-time lectures take 974 hours (20.3%), practical classes and seminars 1,409 hours (29.3%), consulting 173 hours (3.6%) and self-study 2,244 hours (46.8%). The scope of the programme is sufficient for achieving the learning outcomes. TLE students can choose minor studies in the field of Management. Part-time studies also ensure the consistency of study subjects. The duration of part-time TLE studies is 4 years. Lectures take 394 hours (8.2%), practical classes and seminars 824 hours (17.2%), consulting 1,338 hours (27.8%) and self-study 2244 hours (46.8%). Similar learning/teaching methods are used for achieving learning outcomes as in full-time studies.

The study plan of the TLE 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 generally not repetitive and content of the subjects is consistent with the type and level of the studies. However, the subject "Logistics" seems to be general and covers the elements of other subjects related to transport systems. Detailed analysis of this subject is necessary. The TLE programme mainly addresses transport issues. Too strong emphasis is put on transport technology and not enough on logistics technology. Since year 2014, the programme includes logistics elements which should be better distributed through programme, but subject "Logistics" is not thought until the 5th semester. The programme could be improved by adding customer service and sales execution sciences, intermodality in the sea port, railway and road transport cooperation. Despite that, the construction of the curriculum is typical and characteristic for other study programmes in EU.

The teaching techniques utilised (lectures, practical works, seminars and laboratories) are appropriate for this kind of study programme and allow for achieving defined learning outcomes. Using more new study methods focused on the development of students' independence and creativity, and student-oriented teaching methods in contact sessions should be encouraged.

Employers and graduates do not report any significant gaps in the programme which would need to be addressed. Teachers regularly update their course curricula to reflect the latest developments in transport and logistics engineering. The analysis of subject desriptors shows that the latest scientific and technological achievements and innovation in the field of transport and logistics like safety systems in transport, eco-driving, mobile remote-controlled loading equipment, automated and robotic container terminals are covered by different subjects.

The employers, graduates and students all supported the enhancement of foreign language skills, particularly English, Russian and maybe German.

2.3. Teaching staff

The evaluation visit revealed that the study programme is delivered by qualified teachers with practical 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 learning outcomes and are consistent with regulations.

In the reporting period 15% of the scope of study field subjects is taught by teachers who have an academic degree. Teachers who have at least three years of practical experience comprise 86.66% of the total number of teaching staff. Additionally 80% of the teachers have at least 3 year of pedagogical experience.

In the last academic year, the study programme had 31 teachers, of which 4 were teachers of general college study subjects and 27 teachers of study field subjects. The programme is implemented by 4 assistants, 22 lecturers, 4 associate professors and 1 professor. The number of professors is low, but the number of the teaching staff is adequate to ensure learning outcomes. In the reporting period, there were 36 teachers in total and 18 teachers worked continuously. 11 new teachers were employed and 7 teachers left the study programme. The main reasons for such a turnover include retirement, change of the place of residence or employment. It should not have negative effects on the implementation of the study programme and what is more the turnover in the teaching staff allows the KVK to ensure the quality of improvements in the study programme. Employment of the KVK pedagogical staff is carried out according to the Law of the Republic of Lithuania on Higher Education and Research, and associated regulations. Open competitions are announced to fill all vacant positions.

There are 15.8 full-time students and 27.3 part-time students per teacher's wage rate. Each teacher supervises no more than 8 final theses. The number of students is in line with the requirements. Final theses are reviewed by reviewers who are specialists from transport companies and teaching staff.

Teachers working in the TLE study programme are engaged in applied research activities related to the TLE study programme. Teachers participated in events presented in SER that ensured their professional development (preparing and defending scientific papers, publishing, internships, participating in courses and trainings, taking part in projects and conferences, attending lectures related to the TLE study programme, organised by stakeholders). During the reporting period, teachers from the Department of Transport Engineering wrote and published 46 articles. It is declared that selected findings of studies are used in theoretical and practical sessions.

The academic teachers profile in the Transport Engineering Department is very good in terms of qualifications and background, age and gender, and commitment and innovation. Teachers are helpful, but Reviewers recommend improving language skills of teaching staff, especially to take lectures within Erasmus programme. Reviewers also recommend raising awareness on experiments and applied research performed by the department, and seeking for contracting authorities for experiments and studies, setting up research and development working groups and involving students into their activities and strengthening social partnerships to create opportunities for teachers to do international internships. The College needs to explore other options for continuous professional development of staff, especially exchange with other academic centres and creating conditions for raising international funds for research.

2.4. Facilities and learning resources

The visit to the classrooms and laboratories dedicated for the implementation of study programme at the Faculty of Technologies proved to be in general sufficient and to be in conformity to the Methodology for Evaluation of Actual Resources of a Higher Education Institution. The teaching and learning equipment are adequate and ensure the implementation of the TLE study programme, but deficient in some areas as outlined below and should be taken into consideration.

In the reporting period, the Department implemented a project funded by the EU Structural Funds. In 2013 the Centre for Training and Applied Research in the Field of Transport Engineering was established. The Centre has five equipped laboratories listed in SER. These laboratories were prepared primarily for the Road Vehicle Operation study programme and are focused on technical and constructional issues of vehicles.

The review team visited mobile laboratory for cargo handling. The laboratory covers very narrow area of study programme and is not sufficient in that manner. Other listed laboratories, as it results from descriptions, don't cover the organizational, optimization and management area of logistics processes or cover only elements of those processes (like calculation of road transport costs). The Faculty should provide laboratories intended for logistics processes. Additionally, a new name of study programme "Transport Logistics engineering" puts even more emphasis on Logistics and therefore reviewers find that current laboratories, particular for logistics, should be created and improved. This was also highly emphasized during the meeting with social partners. According to social partners it is extremely important and the development in this area would not be too difficult. The closeness of seaports and intermodal infrastructure can be a base for new

laboratories concepts. The reviewers visited highly sophisticated laboratories in KVK, however, majority of those laboratories are dedicated to other study programme of Road vehicle operations and not so much for Transport Logistics engineering. The College needs to review its implementation of health and safety policies within laboratories as well. Occupational health and safety recognition of knowledge should be enhanced in College.

Practices under the TLE study programme are organised in accordance with KVK Procedure of Organisation and Assessment of Practices. Two of four practices under the TLE study programme are performed at the Faculty of Technologies, which is the KVK Centre for Training and Applied Research in the Field of Transport Engineering, classrooms and regional companies. The other two practices are performed in companies which have cooperation agreements with the KVK. The final practical training is done at companies. The KVK Faculty of Technologies and companies have sufficient facilities for lectures provided in the TLE study programme, but practice laboratory classes should be improved. On the social partners point of view, the practice is too short and would like to extend its term up to 6 months.

The library of the Faculty of Technologies consists of the General Reading-Room, the Individual Study Centre and the Internet Reading-Room. It uses the integrated library system ALEPH 500. The library has 104 equipped workplaces. As at 1 January 2014, the library fund consisted of 38,933 physical units, including books, documents and other resources. The decrease in the number of units used by TLE students (Table 10 of SER) in academic year 2013–2014 is noticeable. 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 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, but English literature is to some extent unrepresented.

2.5. Study process and students' performance assessment

The KVK Faculty of Technologies offers the TLE 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 learning outcomes.

General admission of students to the TLE study programme is carried out through the Lithuanian Association of Higher Education Institutions LAMA BPO. Applicants are admitted in

accordance with the KVK Statute, the Study Regulations and the KVK Student Admission Rules. The most important student admission criterion is the competitive score.

SER states that no major changes are observed in the competitive scores. Reviewers noticed that scores of the students admitted to full-time and part-time studies from year 2010 to 2014 show that the increase in number of applicants is not paired with average competitive score. From 2010 to 2013 the average competitive score for full-time studies was about 9 points per 20 possible (about 45%) while in 2014 it was only 2,26 per 10 possible (22%).The situation is similar on both types of studies. The cause of this should be investigated. The proportion between the admission rate and the number of graduates corresponds to the average of higher education institutions in the country (the number of students who terminate their studies varies from 23% to 46%).

The number of applications to full-time and part-time studies received during the main admission procedure from year 2010 to 2014 is presented in SER. The trend is upward reflecting the popularity of the TLE programme, especially among full-time students. The largest number of TLE full-time and part-time students was in the academic year 2014–2015 (120 students) and the lowest number in the academic year 2013–2014 (105). Overall the admission requirements are well-founded, however consideration should be given to introducing a minimum competitive score for entry.

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 are inability to meet the requirements of the study programme (academic debts), family reasons, employment or employment in a foreign country, changes in the financial situation, etc. Students' progress and wastage is monitored. The review team recommends investigation on the core reasons for the high drop-out rate to improve student support system, which could help avoid these issues in the future. Teachers believe that one of the most important reasons for students' wastage is insufficient preparation for study and low motivation. The assessment system of students' performance is clear, adequate and publicly available. All reports are presented to student groups and the Department.

All study schedules and plans and timetables are properly made. The number of contact hours ranges from 25 to 28 hours per week allocated to four days from 8.00 to 18.20. This pattern enables achieving proper learning efficiency.

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 by e-mail. All e-mail addresses of KVK employees are available on the KVK website. During the meeting with students this all was confirmed and students are generally satisfied with how studies are organised.

TLE students write scientific articles and present their reports in scientific conferences. From year 2010 to 2014, TLE students wrote and presented 9 articles. Every year, TLE students participate in studies commissioned by Klaipėdos keleivinis transportas VšĮ.

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 international projects. Mobility of the TLE students is promoted by grants. Although take up is very low within the reporting period. From 2010 to 2014, five TLE students participated in the Erasmus exchange programme. In the spring semester of the academic year 2012–2013 four students and in the spring semester of the academic year 2010–2011 one student. This could be the reason of the lack of foreign language skills. Students confirmed that foreign language skills could be improved during the studies. 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. This is a great effort however, no evaluation of the success, or otherwise, of this programme was available at the time of evaluation.

The KVK has been implementing the adaptation programme for freshmen. First-year students have introductory lectures on the study programme, subjects, employability and library use. This is an important initiative.

Students can receive scholarships for good grades and scientific achievements as well as social scholarships. The Lithuanian State Studies Foundation offers loans to students. Full-time students can apply for accommodation in the KVK dormitory during the study period, and part-time students during the finals. Students are encouraged to join the Student Union and participate in its events. The KVK allows students to do physical training and strengthen their health through development of sports activities and promotion of healthy lifestyle. Therefore, the higher education institution ensures an adequate level of academic and social support.

The system for assessing TLE students' achievements is clear, public and suitable for assessing learning outcomes. Students' achievements are assessed in accordance with the

Procedure for Evaluating Learning Outcomes. The KVK applies accumulative assessment (IAA).

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 are available one month before the beginning of the finals.

In the last two years, final theses have been defended by 33 TLE full-time students. In year 2013 the average grade for the final theses was 8. Final theses were defended by 10 part-time students. The average grade for those theses was 7. Examples of final theses were viewed during the visit. The marking scheme is rigorous and the marks showed a widely spread.

Comparison between admission results and students' achievements during the learning process shows no direct interdependence. Even though competitive scores of the students admitted are varying on an annual basis, the learning outcomes of each semester are very similar.

The KVK has a system for detecting plagiarism cases in students' papers and scientific papers. Members of the Student Union take part in and observe examinations. The KVK Study Regulations provide for the expulsion for cheating in studying.

The KVK Studies and Career Centre and the Department of Transport Engineering are monitoring graduates' career and keeps a KVK alumni database. Graduate employment surveys have been performed since 2002, and from 2008 monitoring covers three years after graduation. On average 85% of the graduates find a job within the first year after their graduation. Around 10–15% of the graduates leaves to work abroad or continue studies at universities. Over 60% of the graduates find a job according to their profession within the first year after graduation.

The general notifications are: students should have more opportunities to improve their foreign language skills, study subjects should be adapted to remote teaching, and alumni career monitoring should be improved.

2.6. Programme management

Investigation of Faculty authorities showed that the responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The decision-making process in relation to the supervision of the study programme was outlined in the SER. The structure of programme management and decision-making as well as the division of responsibility are defined and do not overlap. Along with the Study Programme Committee, the Department is the main body developing and implementing the programme, responsible for the assessment of the quality of the programme, preparation of graduates for practical work. The

distribution of responsibility between academic staff and administration ensures the quality of studies.

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 during the visit.

Teachers are responsible for the quality of the course, supervisors are responsible for formulating the thesis and students are responsible for personal learning outcomes and the personal quality of studies and compliance with requirements established by the Study Regulations.

Feedback received from social partnerships helps to validate the aims and learning outcomes of the study programme on a continuous basis, verify the quality of the TLE study programme and its implementation and check the compliance of the qualifications awarded with the 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.

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.

The survey of TLE students on their opinion of 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.

KVK carries out extensive opinion surveys of students, graduates and employers on a regular basis. Employers can express their opinions in questionnaire surveys, meetings, seminars, training, excursions and discussions. The KVK management allocates sufficient resources to improve the quality of studies, measures and environment.

The Student Union engagement in programme management and revision is sufficient. The students' representative is a member of the LTE Study Programme Committee. Teachers are engaged in the improvement of the study programme. Stakeholders are included in the composition of the Study Committee of the Faculty and the Programme Committee.

Learning outcomes established by the study programme are measured and evaluated. The KVK quality assurance policy is based on the general principles of orientation to the student, unity, community agreement and cooperation and subsidiarity.

From the self-evaluation report and from the meeting with the teaching staff information provided demonstrated that many of the staff are members of the Association of Road Transport Teachers. Their involvement in this association provides a perspective on the academic relevance of the programme learning outcomes when compared to the activity of other colleges.

The Department systematically presents information on the results of the (self)-evaluation of the quality of the LTE study programme to the community of the faculty and stakeholders during meetings and on the KVK website and during the Open Days.

Division plans and reports are stored by the KVK document management information system. The external stakeholders' participation seems to be effective, reflected by a range of social partners who regularly receive students for training, and the representation from industry in the Committee for the Quality of Studies and in the panels for the final thesis defence.

2.7. Examples of excellence *

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

The communication of Faculty Authorities with students reaches the highest standards. Students are engaged in decision-making process, well informed and have an influence on studying mechanisms.

The cooperation with industry and business representatives is outstanding. Students and teachers have opportunity to develop their practical experience and solve practice problems. This creates a great opportunity to develop and improve TLE study programme.

III. RECOMMENDATIONS

1. The programme was renamed to Transport Logistics Engineering – TLE, (21 January 2014) Thus it is important that more logistics issues like warehousing, intermodal technologies (especially connected to the seaports operation), customer services, sales execution or road and rail transport in local, regional and global supply chains are implemented to the study programme and discussed intensively.
2. Laboratories used for studying process are prepared primarily for the Road Vehicle Operation study programme and are focused on technical and constructional issues of vehicles. Laboratories don't fully cover organizational, optimization and management areas of transport and logistics processes. The Faculty should provide laboratories intended for transport organization, logistics processes, intermodal technology and integrated informatics systems.
3. The College needs to review its implementation of health and safety policies within laboratories and to improve warning signage and students need to be encouraged to take more responsibility for their safety and that of other students and staff.
4. Consideration should be given to introducing a minimum competitive score for entry and a review of the reasons for high drop-out rates needs to be conducted.
5. The College needs to review its participation in exchange programmes and strategies of improving foreign language skills for both students and staff.
6. The opportunities for specialization and the development of students own interests should be extended by the increase of the share of elective subjects.

IV. SUMMARY

The programme is well developed and there is evidence from the meeting with social partners that the graduate attributes based on the programme learning outcome meet the needs of the social partners. Graduates achieve high employment levels which is creditable. The College can be complimented on the quality of students, who were very supportive, the helpful nature of staff and the wide dissemination of the SER. At the same time the SER could be more analytical and evaluative.

The programme aims and learning outcomes are well defined, robust and consistent with the type and level of studies and the level of qualifications offered. Unfortunately, logistics issues like storage and warehousing or road and rail transport in local, regional and global supply chains are not treated adequately. Since the programme was renamed to Transport Logistics Engineering – TLE, (21 January 2014) these issues must be addressed more intensively.

The design of the TLE programme is in line with best practices. Students learn subjects in a consistent manner and gradually acquire the learning outcomes. No significant gaps in the programme are reported. The latest scientific and technological achievements are included.

The academic profile of teachers in the Department is very good in terms of qualifications and background, age and gender, and commitment and innovation. Reviewers recommend strengthening social partnerships to create opportunities for teachers to do internships.

The teaching and learning equipment as well as classrooms and some of the laboratory spaces are adequate both in size and quality for implementing study programme. However, unfortunately most of the laboratories which were presented are provided primarily for the Road Vehicle Operation study programme and don’t support the organizational, optimization and management areas of transport and logistics processes. The Faculty should provide the necessary laboratories intended for transport organization and logistics processes.

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

The decision-making process, responsibilities and monitoring of the implementation of the programme are clearly allocated. Students are satisfied with the organisation. TLE programme is well managed, and there are no major issues. The College needs to review its participation in exchange programmes.

V. GENERAL ASSESSMENT

The study programme *Transport Logistics Engineering* (state code – 653E20002) at Klaipėda State College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**17**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas:
Team leader: Clive Neal Sturgess

Grupės nariai:
Team members: Marianna Jacyna

Juri Lavrentjev

Gintaras Vilda

Ger Reilly

Monika Simaškaitė

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Transporto logistikos technologijos* (valstybinis kodas – 653E20002) vertinama **teigiamai**.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Studijų programa parengta gerai. Iš susitikimų su socialiniais partneriais tapo aišku, kad programos studijų rezultatais grindžiamos absolventų žinios atitinka socialinių partnerių poreikius. Pagirtina, kad absolventų užimtumo lygis yra aukštas. Kolegiją galima pagirti už labai palankiai vertinamus studentų rezultatus, personalo paslaugumą ir savianalizės suvestinės (toliau – SS) plačią sklaidą. Drauge reikia pažymėti, kad SS galėtų būti daugiau analitinio ir vertinamojo pobūdžio.

Programos tikslai ir studijų rezultatai apibrėžti gerai, veiksmingi, atitinka studijų rūšį ir lygį bei siūlomų kvalifikacijų lygį. Deja, logistikos klausimai nėra tinkamai nagrinėjami, pavyzdžiui, saugojimas ir sandėliavimas arba kelių ir geležinkelių transportas vietos, regiono bei pasaulio tiekimo grandinėse. Kadangi programos pavadinimas buvo pakeistas ir nuo 2014 m. sausio 21 d. ji vadinasi *Transporto logistikos technologijos* (toliau – TLT), šie klausimai turi būti sprendžiami aktyviau.

TLT programos sandara atitinka geriausią praktiką. Studentai dalykus studijuoja nuosekliai ir laipsniškai siekia studijų rezultatų. Didelių spragų studijų programoje nenustatyta. Įtraukti naujausi moksliniai ir technologiniai pasiekimai.

Katedros dėstytojų akademinis pasirengimas yra labai geras kvalifikacijos ir išsilavinimo, amžiaus ir lyties, įsipareigojimų ir inovacijų aspektais. Ekspertai rekomenduoja stiprinti socialinę partnerystę ir sudaryti galimybes dėstytojams stažuotis.

Mokymo ir mokymosi įranga, taip pat auditorijos ir kai kurios laboratorijos yra tinkamos studijų programai vykdyti tiek dydžio, tiek kokybės atžvilgiu. Deja, dauguma laboratorijų, kurios

buvo parodytos, visų pirma buvo įrengtos studijų programai *Automobilių techninis eksploatavimas* ir netinka transporto ir logistikos procesų organizavimo, optimizavimo ir valdymo sritims. Fakultetas turi pasirūpinti reikalingomis laboratorijomis, kurios tiktų transporto organizavimo ir logistikos procesams studijuoti.

TLT studijų programa tinkamai pagrįsta, studijų eigos organizavimas užtikrina tinkamą programos vykdymą ir studijų rezultatų pasiekimą. Studentų priėmimo reikalavimai iš esmės apibrėžti gerai, tačiau reikėtų apsvarstyti minimalaus konkursinio stojamojo balo įvedimą.

Sprendimų priėmimo procesas, atsakomybė ir studijų programos vykdymo stebėsena paskirstyti aiškiai. Studentai patenkinti studijų organizavimu. TLT programos vadyba gera, didelių problemų nėra. Kolegija turi peržiūrėti savo dalyvavimą studentų mainų programose.

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III. REKOMENDACIJOS

1. 2014 m. sausio 21 d. studijų programos pavadinimas buvo pakeistas į *Transporto logistikos technologijos* (toliau – TLT), todėl svarbu, kad į studijų programą būtų įtraukta ir plačiai aptariama daugiau su logistika susijusių klausimų, pavyzdžiui, sandėliavimas, intermodalinės technologijos (ypač susijusios su jūrų uostų veikla), klientų aptarnavimas, pardavimas arba sausumos kelių ir geležinkelių transportas vietos, regiono ir pasaulinio tiekimo grandinėje.
2. Studijoms naudojamos laboratorijos visų pirma buvo įrengtos studijų programai *Automobilių techninis eksploatavimas* ir orientuotos į transporto priemonių technines ir konstrukcines sritis. Dabar laboratorijos nevisiškai apima transporto ir logistikos procesų organizavimo, optimizavimo ir valdymo sritis. Fakultetas turi pasirūpinti, kad laboratorijos būtų pritaikytos transporto organizavimo, logistikos procesų, intermodalinių technologijų ir integruotų informatikos sistemų studijoms.
3. Kolegija turi apsvarstyti sveikatos ir saugos politikos įgyvendinimą laboratorijose ir pagerinti įspėjamąjį ženklinimą, o studentus skatinti prisiimti daugiau atsakomybės už savo, kitų studentų ir personalo saugumą.
4. Apsvarstyti galimybę ir nustatyti minimalų stojamąjį konkursinį balą ir išnagrinėti priežastis, kodėl iškrinta tiek daug studentų.
5. Kolegija turi apsvarstyti savo dalyvavimą mainų programose ir pagerinti studentų bei dėstytojų užsienio kalbų įgūdžių tobulinimo strategiją.
6. Išplėsti specializacijos galimybes ir studentus dominančių įgūdžių ugdymą padidinus pasirenkamųjų dalykų skaičių.

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