STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

UTENOS KOLEGIJOS
STUDIJŲ PROGRAMOS
TRANSPORTO VERSLAS (valstybinis kodas – 653N18005)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *TRANSPORT BUSINESS (state code – 653N18005)*
STUDY PROGRAMME
At UTENA COLLEGE

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4. **Mr. Giedrius Romeika,** *academic*

5. **Mr. Tadas Medineckas,** *representative of social partners*

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Transporto verslas*
Valstybinis kodas	653N18005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Transporto ir logistikos profesinis bakalauras
Studijų programos įregistravimo data	2012-03-20

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Transport Business*
State code	653N18005
Study area	Social Sciences
Study field	Business
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 Transport and Logistics
Date of registration of the study programme	20 March, 2012

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

I.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 the 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).

I.2. *General*

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

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No.	Name of the document
1.	Protocols of Study Programme Committee

I.3. Background of the HEI/Faculty/Study field/ Additional information

Utena College was established in 2000 by re-organizing Utena Medical and Business Colleges of Further Education into one institution. Its main divisions are: the Faculty of Business and Technologies, and the Medicine Faculty. Recently, 12 study programmes are offered at the Faculty of Business and Technology. There are seven departments operating in the Faculty. The Department of Business and Management implements the Transport Business study programme together with other programmes (Business Management and Accounting).

With reference to the aim of Utena Regional Development Strategy, and the need to develop a balanced transport infrastructure to guarantee comfortable and safe transportation by improving ecological state and which requires not only material resources, but also highly qualified professionals of transport business management, a new "Transport Business" study programme had been initiated and approved in 2012.

I.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 30th September, 2015.

1. Prof. dr. Andreas Knorr (team leader), Professor of Economics at German University of Public Administrative Sciences Speyer, Germany.

2. Assoc. Prof. Kristiina Tonnison, Director of EuroCollege, University of Tartu, Estonia.

3. Assoc. Prof. Zoltan Sipos, Chairman of Institute of Economics and Management Sciences At King Sigismund College, Hungary.

4. Mr. Giedrius Romeika, Lecturer at Kaunas College and Mykolas Romeris University; Director of JSC "Dautera", Lithuania.

5. Mr. Tadas Medineckas, Director of Business Development at JSC „DLG", Lithuania.

6. Mr. Rimvydas Labanauskis, PhD student of Economics at Vilnius Gediminas Technical University, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme Transport Business is organized according to and meets the requirements of all pertinent legal acts issued by the Ministry of Education and Science of Lithuania. The programme aims and learning outcomes are well defined. They are also coherent which demonstrates consistency of the programme title, the programme aims, the intended learning outcomes and programme contents. The study programme's curriculum is the outcome of a good co-operation between the faculty with social partners based on in-depth market research to identify the local and regional needs for future transport specialists. The programme is designed to educate and train professionals who would be able to apply managerial, technological and informational processes of transport business development, to apply their knowledge and awareness of the transport business, in particular to distribute responsibility correctly in the organisation of an effective enterprise activity. Reviewers found that the programme's development reflects the strategic goals of the College well.

Reviewers were able to verify during their site visit, in particular through the interviews they conducted with stakeholders, that the intended learning outcomes reflect well the required professional competencies. They are clearly defined and well-communicated to teachers and students, and are easily accessible to other stakeholders through the College's website. The study programme consists of 2 modules: an obligatory module on Research and IT and another module in 1 of 2 specializations from which students have the opportunity to choose (these are: Transport Expeditionary Services Management and Business of Passenger Transport and Tourism). Special focus is being put on students' personal competence development, as for instance acquiring communication skills, social skills and managerial competencies. All these skills seek to develop in students an understanding about the field of Transport Business while they should also train them to remain to act flexibly in order to adjust to changing local demand pattern and industry structures.

Based on student's assessment of course material, examinations and final theses, the reviewers are satisfied that the academic and professional requirements are fully appropriate for the first cycle of higher education studies as students are required to obtain and demonstrate appropriate levels of both the generic and the specialist knowledge and competences which are essential for a professional bachelor's degree in the subject area of Transport Business. The programme objectives and its learning outcomes are publicly available. For example, the aims and learning outcomes of the programme are announced on the internet site of Utena College (www.utenos-kolegija.lt). General information on the programme may be obtained on the internet site of the Lithuanian Higher Education Institutions Association for Organizing Joint Admission (LAMA BPO).

In terms of potentials for improvement, programme contents does not yet reflect enough the international dimension in all relevant aspects. E.g., ERASMUS student exchanges were not taken up by the number of students which were expected by programme management. Especially in the field like Transport Business, pertinent course contents should be refined so as to provide somewhat more international exposure, e,g., through case studies but also through international internships and the use of more foreign language scientific sources. In this context it is also noteworthy that too little evidence was provided to the review team with respect to students being indeed able to achieve all learning outcomes based on the scientific literature used and suggested by the teachers; most sources recommended by teaching staff and used by students were not international but written in Lithuanian language and/or by Lithuanian authors. However, reviewers welcome that lecturers are encouraging students to use foreign literature and

to translate it via the English–Lithuanian machine translation developed in Vytautas Magnus University.

Nevertheless, limited knowledge of English among the staff and students does therefore hinder the actual achievement of programme aims in this area. Students therefore need to be strongly encouraged to draw upon the valuable sources of international databases and publications to broaden and deepen their understanding about the programme aims and outcomes, as well as to improve on their foreign language skills.

Nevertheless, the reviewers came to the conclusion that learning outcomes are well defined, clear and publicly available – both paper-based and online. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered. Based on the written evidence and the interviews conducted with stakeholders, the expert team is convinced that learning outcomes are regularly updated and that all relevant stakeholders to the programme are involved in its evaluation and redesign.

2.2. Curriculum design

The curriculum meets legal requirements. Generally speaking, reviewers find the courses and study subjects to be evenly designed and well-elaborated in term of contents and therefore very conducive to achieving the intended learning outcomes. Repetitions may occur in some cases, when practical courses and internships are focusing again on the issues already covered by theoretical courses. In these cases, however, the reviewers are satisfied that repetitions are beneficial to a certain extent for didactic reasons.

Utena College has developed this professional bachelor study programme specifically with the aim to match the demand generated by local and regional road transport and freight forwarding companies. The whole structure of the programme and the way how the education process is being organized, reflects a strong orientation on labour market requirements and, hence, employability of graduates. This orientation has its roots in a very organic, strong set of relationships with employers of the graduates, namely the most important local and regional transportation companies. One side effect of this close cooperation is the emphasis on technical courses, e.g. Means of Transport, Transport Systems, Fundamentals of Transport Technics as integral parts of the programme; it is also a somewhat unique feature of the study programme, as well as its emphasis on problem-based learning which is the general teaching and learning method in the study programme. Teachers, administrators and social partners all stated that a small business venture must have generalists, managers being able to solve even technical difficulties occurring with trucks. Reviewers are satisfied, that nevertheless the major focus of the programme is the business dimension of transport.

The curriculum of the Transport Business study programme is different in length depending on the form of study. The full time study plan has 6 semesters, while the part time option has 8 semesters. Practically oriented subjects hold a strong position in this programme. Out of 28 courses, 10 are directly focused on the transportation business and related fields. This is a 35.7% share, which can be considered very reasonable in this case with respected to achieving the intended learning outcomes. In addition, practical trainings (altogether 6 different ones) have a share of 38% of all activity hours of students. All practical trainings and internships have a proper ending, i.e. a presentation exam called ("defence").

The strong emphasis on practice-oriented contents including practical trainings is fully consistent with the nature and objectives of the professional bachelor programme. Nevertheless, the reviewers hold that the limited number of general business courses and the lack of a Basic

(General) Marketing course is a shortcoming of the study programme which ought to be addressed by the programme management. Including these areas into the programme would not only broaden graduates' horizon and provide them with a more global way of thinking about transport business-related issues. It would also offer the opportunity to programme management to enhance the existing learning outcomes so that they reflect better the latest achievements in business sciences.

The necessity of language competence emerged during the meetings with the students, graduates and, especially, with the social partners. They all underlined the importance of English and, even more than that, Russian language capability. It would be very important in the case of this University to offer a general, mandatory Russian language education, because of the needs of the special market segments it serves with the graduates.

2.3. Teaching staff

The reviewers checked and can confirm that the study programme is provided by teaching staff meeting all legal requirements. Moreover, both the composition of the teaching personnel – i.e. the mix of senior and junior staff members as well as the mix between academic and practical skills and experience among lecturers - is more than adequate to achieve the learning outcomes at the bachelor's level (and beyond).

In total, 27 teaching staff, all of whom have at least acquired a Master's degree, are involved in delivering the programme; 23 lecturers are permanent staff members while 4 are part-timers according to the Self-evaluation report. That would mean 85% ratio of full time faculty. Nevertheless, during the site visit, the teachers' group consisted of 10 people and half of this group, 5 persons announced they were part-time educators.

As regards the formal qualifications of teaching staff, 1 lecturer is a professor, 6 are associate professors, 16 are lecturers, and the remaining one is an assistant. Teachers have a strong practical experience in their study field. All of them have more than 3 years of educational experience. Six of them have scientific degrees as well. Nevertheless, there is a need to increase the number and ratio of Ph.D. degree holders in the faculty.

At 19.8 students per lecturer, the student-to-teacher ratio in the programme is satisfactory. Also, teaching staff's workloads were verified to be adequate and commensurate with achieving the desired programme objectives and learning outcomes.

In their discussion with lecturers on the programme during the on-site visit, reviewers found a good level of staff satisfaction. In the area of programme-related research outputs, teaching staff meet at least the minimum qualification requirements, while many exceed them. This is demonstrated by the number of quality publications as well as of conference presentations and the involvement in research projects which are mostly funded by outside sources. Moreover, it could be confirmed by reviewers that teaching staff is primarily involved in research activities which are directly related to the study programme being reviewed. It became also clear to the reviewers that teaching staff members have very good connections to the corporate world through a variety of activities which are described in detail in the self-evaluation report. Teachers improve their practical competences by participating in internships, projects, expert consultancy, by organizing conferences and giving lectures to the community and conducting training programmes. Both aspects combined ensure that the programme benefits strongly from state-of-the-art practical inputs by teaching staff.

Teaching staff turnover was rather low due to few lecturers leaving the institution during the period under consideration by reviewers for the accreditation. The review team was satisfied to learn that open positions are filled quickly with qualified staff. However, to accommodate growing student figures, a numbers of new lecturers were added every year; since 2012/2013, the number of lecturers has more than doubled from 12 to 27 as a result. Accordingly, teaching staff composition is a very good mix of young and experienced staff.

Staff development opportunities exist and are communicated regularly to teaching staff. Individual staff development plans are elaborated for every teacher on a regular basis. Options include but are not limited to conference participations, research leaves to other universities including foreign HEIs, training on teaching aids, foreign language trainings, and participation in seminars and lectures Lithuanian and foreign academics and practitioners. In every 5 years, for no longer than one year, teachers may leave for "creative holidays" for scientific or academic qualifications improvement. Average salary is being paid during this period.

2.4. Facilities and learning resources

The review team was satisfied after their inspection of the premises that these are adequate in their size and quality for the successful completion of the programme. All computer classes are equipped with modern computers, and all classrooms used for the programme are equipped with projectors. Wireless internet connection is universally accessible.

Students and teaching staff have access to an impressive array of learning equipment. Electronic teaching/learning is organized with the state-of-the-art Adobe Connect synchronic communication desktop video lecturing system that enables direct transmission of lectures or consultations to the students who are connected to the system from their remote computer-based location outside the campus. Moreover, students are able to make records of the lessons that are stored in the LieDM association server, with all links being provided to them in a Moodle environment. This equipment is used for regular classed, as was witnessed by the review team, but also for joint seminars with other learning institutions. Moodle is also used as an integral component of the everyday learning process, for data storage, homework, as well as for tests. All equipment is almost new and fully accessible to every student.

Students have the opportunity to become engaged in practical business training firms. Moreover, social partners, in particular small and medium-sized transport businesses, are very active and try to provide practice places for every student.

The review team is also satisfied with the endowment and functionality of the library facilities. Teaching materials, both in Lithuanian and foreign languages, in particular Russian and English, are adequate and easily accessible, library stocks are constantly updated and supplemented with new resources, and textbooks, as well with a broad range of programme-relevant periodicals. In addition, students have full access to the database of the e-books collection of the publishing house "Technika" of Vilnius Gediminas Technical University. Students and lecturers also have full access to the A. and M. Miškiniai public library and its reading rooms.

Nevertheless, there is some room for improvement as some public areas in the College and library premises could be renovated. Moreover, while reviewers learned in their interviews, that the transit is indeed manageable, the review team found library and dining room facilities to quite distant from the main building. Finally, elevators in main building could be renovated.

2.5. Study process and students' performance assessment

Students' admission regulations are confirmed by Academic Board; they meet all legal requirements. Students are generally admitted according to a competitive score. They can be enrolled to full-time or part-time studies. Admission requirements are well-defined, updated and published online annually. Student enrolment numbers are stable during the period of analysis. The number of admitted students were as follows: in 2012, 11 full time and 13 part time students. In 2013, these numbers are 9+19, in 2014: 12+16 students. The numbers of students admitted to the state funded places are low: in 2012, 2 students were accepted for state financing, in 2013, 3 students, in 2014 also 3 students. About half of the students are local (from Utena municipality), with the other half originating from surrounding municipalities.

Utena College regularly organizes introductory lectures for the first-year students. Here, students are provided with all relevant information on the study programme, on the structure of the College, the students' rights and responsibilities, on the code of ethics for students, on the available electronic data bases and e-learning materials, on career planning and on the facilities of the Career Center.

All information related to student assessments is made available to students in time. The College uses cumulative scores to assess the student's academic achievements. While accumulative assessment is mandatory, students can accumulate only 40% during the semester; 60% are devoted to the final exam. One of the examples of laudable study process flexibility is to the option to hold exams on Saturdays for the part-time students.

The overall dropout is low, with the majority of student leaving the College during the first year of their studies. The principal reason for dropout is financial issues. Dropout data give an evidence that there is no significant loss in the numbers of students. Only 1-2 students are lost. Based on an average calculation, this means a total dropout rate of approximately 6%.

Students have many opportunities to participate in applied research activities. The experts were provided during their site visit with sufficient evidence of students' participation in applied research activities in Latvia and Poland. Opportunities to participate are well communicated, and activities are generally open to all students, but overall uptake rates among students remain rather low.

The College also provides opportunities for students to participate in mobility programs abroad, but the percentage of outgoing students taking part in mobility programmes for studies or internship was very low. It means only 1 applicant in 2013 and 2 applicants and participants in 2014. For the year 2015-16, there are again 2 applicants. According to the students the reviewers interviewed, this is mostly due the fact that the study programme is a new one and that students typically work during their studies.

Usually internships for students take place in the local companies of transport and logistics. Internships serve as opportunity for the students in finding the working place during and after the studies. During the meeting social partners were very content with Colleges' efforts to perform cooperation activities in this area, and students praised the easy access to internships.

Students are also provided with academic services and consultations throughout the study duration. Lecturers provide information regarding aims and purpose of their subjects, the intended learning outcomes, the rules of assessment and information sources. All kind of social support is accessible to the students. Several types of scholarships are provided from the College

as well as from the national agency State Study Fund (i.e. state supported loans, the right to the compensation of the paid study price). Students who have accomplished basic military training are eligible for a partial refund of the study price. According to the national regulations, targeted allowances are provided for students with disabilities.

The College provides comprehensive accommodation services for students. The demand for dwelling-space in the student dormitory is satisfied in full.

As regards student support in cases of emergency, experts were informed that lecturers and administration give their mobile numbers to students.

The review team was also informed about the development of the internal quality management system. Based on the feedback reviewers obtained from different stakeholders, it appears that effective usage of the system for the daily tasks is still low and unsystematic. More efforts for internal communication should therefore be put into this case to render this system fully functional and to ensure a higher daily utilisation.

Finally, the interviewed graduates were satisfied with the study process and content of the study programme. All of them up to now are employed in local companies or have started their own business.

2.6. Programme management

The responsibilities of all implementers of the study programme are clearly defined by the following documents of the College: the Statute (2012), the Quality Guide (2012), the activity regulations of the earlier mentioned self-government bodies (e.g. the Board, the Academic Board), the activity regulations of organisational subdivisions, the position descriptions of the employees and additional documents. The Quality Guide describes in detail the Study Quality Management System that was implemented in February 2013 and is based on the ISO 9001 Quality Management Standard, the EFQM perfection model as well as the provisions and guidelines for the assurance of quality in European Higher Education. The ISO certificate was re-approved following the conclusions of external audits carried out in 2014 and 2015. The description of the System's processes is publicly available on the College's website. The comprehensive documentation notwithstanding, the system's practical implementation remained somewhat unclear to reviewers, especially with respect to the direction of responsibility delegation: "Downstream" (Rector-Faculty-Department) or "upstream" (Department-Faculty-Rector)? In the interviews conducted by the review team, no clear picture emerged which suggests that implementation still needs to be improved and, in particular, be better communicated internally.

According to the SER, the responsibility for continuous monitoring of the quality of the study programme rests with the Study Programme Committee. After reviewing additional documents on site (protocols of Study Programme Committee), and discussing the process with interviewees, the review teams found that information and data on the implementation of the programme are indeed collected and analysed regularly. However, the overall impression of the visiting experts has been that data collection is conducted, in some cases, in a superficial rather than a comprehensive manner.

During the visit reviewers collected sufficient evidence that the outcomes of internal and external evaluations of the programme are used for the improvement of the programme. They were, in particular, provided with some Best Practice samples regarding changes in additional teaching

subjects and the structure of programme which were initiated by students and social partners. Nevertheless it should be noticed that initiatives was implemented rather informally without the use of the programme management system and its tools.

After processing all collected information reviewers are satisfied that the evaluation and improvement processes involves all groups of stakeholders. However, the often informal character of their involvement (essentially through discussions during excursions to companies, personal interaction via mobile phones and etc.) should not be overlooked. Reviewers therefore strongly recommend to eliminate the gap between real and formal programme management. In this context, more effective use of the Study Programme Committee as the player in the programme management process. It is also worth considering whether official programme management system based on ISO requirements are not too complicated and cumbersome regarding actual size of College and particular study programme.

III. RECOMMENDATIONS

1. While leaning outcomes are well defined, consideration should be given to reduce their number to make them more manageable for programme management, teaching staff and students.
2. Foreign languages – especially Russian and English - should be integrated more comprehensively into the program. In particular, language training should not be limited to professional terminology. Moreover, language courses should be offered throughout the entire duration of the program.
3. Logistics – as opposed to transport - contents in the programme should be made more visible in course denominations.
4. The weight of the final examination in the calculation of the final grade should be reduced. Instead, more weight should be given to the grades of the individual courses.
5. More emphasis should be given on applied research by students.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

Reviewers were impressed by the institution's strong efforts to provide students with a very practice-oriented study programme to ensure a high degree of employability of graduates. The strong focus on the needs of the local and regional labour market is visible throughout the programme and crucial to achieve this objective.

Access of student and teaching staff to programme-relevant state-of-the-art software is ensured and forms an integral part of the learning experience throughout the duration of the study programme.

V. SUMMARY

To summarize, the reviewers found the Transport Business study programme at Utena College to be good with respect to all assessment criteria.

Some room for improvement was identified in the following areas:

- Curriculum design: efforts should focus on reducing the number of learning outcomes to make them more manageable for programme management and more concrete for teaching staff, students and stakeholders alike. Moreover, course contents should be enhanced to include more general business-related topics, especially logistics.
- Facilities: teaching equipment, especially the availability of programme-related software, is a major strong point of the programme, while some other facilities (auxiliary facilities) deserve a facelift. Namely, to use the elevator (lift) in the main building is a problem because of the small capacity. Heating was inadequate while we were staying there. It may be uncomfortable for the students as well.
- Students' assessment: while students are assessed in an appropriate manner to ensure that intended learning outcomes are achieved, the high weight on the final exam – currently 60% of the final grade - should be lowered.
- Programme management: formal structures and procedures should be strengthened. While the educational programme seems to be well organized and performing properly, the formality of regulation is not fully visible. We recommend that formal structures and procedures would be strengthened, documentation of achievements would be more regular (e.g. written minutes of meetings documented).

VI. GENERAL ASSESSMENT

The study programme *Transport Business* (state code – 653N18005) at Utena 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	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**18**

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

Grupės vadovas: Team leader:	Prof. Dr. Andreas Knorr
Grupės nariai: Team members:	Assoc. Prof. Kristiina Tonnisson
	Assoc. Prof. Zoltan Sipos
	Mr. Giedrius Romeika
	Mr. Tadas Medineckas
	Mr. Rimvydas Labanauskis

Studijų kokybės vertinimo centras

UTENOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
TRANSPORTO VERSLAS **(VALSTYBINIS KODAS – 653N18005) 2016-01-13**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-32 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Utenos kolegijos studijų programa *Transporto verslas* (valstybinis kodas – 653N18005) 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	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**18**

* 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)

1.   <...>

IV. SANTRAUKA

Utenos kolegijos vykdomą studijų programą *Transporto verslas* ekspertai pagal visus vertinimo kriterijus vertina gerai.

Nustatytas poreikis gerinti šias sritis:

-   Programos sandara: reikėtų pasistengti sumažinti studijų rezultatų skaičių, kad programos vykdytojams būtų lengviau juos valdyti, o akademiniam personalui, studentams ir socialiniams dalininkams – suprasti. Be to, dalykų turinys turėtų būti pagerintas ir apimti daugiau bendrojo pobūdžio su verslu susijusių temų, ypač logistikos.
-   Materialieji ištekliai: mokymo priemonės ir ypač su studijų programa susijusios programinės įrangos prieinamumas yra stipriausias programos elementas, o kitus išteklius (pagalbines priemones) jau reikėtų atnaujinti. Pavyzdžiui, dėl nedidelės keliamosios galios sudėtinga naudotis liftu pagrindiniame pastate. Ekspertų vizito metu patalpos nebuvo gerai šildomos. Tokia padėtis gali kelti nepatogumų studentams.
-   Studentų pasiekimų vertinimas: nors studentų pasiekimai vertinami tinkamai siekiant užtikrinti numatomų studijų rezultatų pasiekimą, reikėtų sumažinti baigiamojo egzamino vertinimo svorį, kuris šiuo metu sudaro 60 % galutinio balo.

Studijų kokybės vertinimo centras

- Programos vadyba: reikėtų sustiprinti oficialias struktūras ir procedūras. Nors susidaro įspūdis, kad ugdymo programa organizuota gerai ir vykdoma tinkamai, trūksta reglamentavimo oficialumo. Rekomenduojama sustiprinti oficialias struktūras ir procedūras, reguliariau rengti pasiekimų dokumentaciją (pvz., rašytinius susirinkimų protokolus).

<…>

III. REKOMENDACIJOS

2. Nors studijų rezultatai apibrėžti gerai, reikėtų apsvarstyti galimybę sumažinti jų skaičių, kad programos vykdytojams, akademiniam personalui ir studentams būtų lengviau su jais susidoroti.
3. Užsienio kalbos, ypač rusų ir anglų, turėtų būti išsamiau integruotos į studijų programą. Kalbos mokymas neturėtų apsiriboti tik profesine terminija. Be to, kalbos dalykus reikėtų dėstyti per visą studijų programos laikotarpį.
4. Dalykų pavadinimuose turėtų labiau atsispindėti logistikos, o ne transporto turinys.
5. Reikėtų sumažinti baigiamojo egzamino svorį skaičiuojant baigiamąjį balą. Vietoje to daugiau svorio reikėtų suteikti atskirų dalykų įvertinimams.
6. Daugiau dėmesio derėtų skirti studentų taikomiesiems moksliniams tyrimams.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

Studijų kokybės vertinimo centras