



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

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Vilniaus technologijų ir dizaino kolegijai,
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DĖL IŠORINIO VERTINIMO

Atsakydami į Jūsų prašymą „Dėl studijų programų išorinio vertinimo“ vertinti Jūsų aukštojoje mokykloje vykdomą transporto inžinerijos krypties studijų programą *Automobilių techninis eksploatavimas* (valstybinis kodas – 653E21002, ankstesnis – 65303T108), (toliau – Programa) informuojame, kad, vadovaujantis Studijų programų išorinio vertinimo ir akreditavimo tvarkos aprašo¹ (toliau – Aprašas) V skyriumi bei Vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų² (toliau – Metodiniai nurodymai) II skyriumi, Studijų kokybės vertinimo centro (toliau – Centras) pasitelkti ekspertai atliko Programų išorinį vertinimą (vertinimo išvados pridedamos).

Pažymėtina, kad šios ekspertų išvados vadovaujantis Metodinių nurodymų 7.3.2, 51, 53 punktais, taip pat Studijų vertinimo komisijos nuostatų³ 6, 7.1 punktais, buvo svarstytos 2010 m. birželio 18 d. Studijų vertinimo komisijos (toliau – Komisija) posėdyje, kuriame buvo nuspręsta ekspertų išvadoms pritarti.

Centras, atsižvelgdamas į ekspertų parengtas Programų vertinimo išvadas bei Komisijos pritarimą, vadovaudamasis Aprašo 34 punktu, priėmė sprendimą Programas įvertinti teigiamai, kadangi surinkta 18 balų, nė viena vertinama sritis nėra įvertinta „nepatenkinamai“, tačiau viena sritis įvertinta „patenkinamai“.

Nesutikdami su šiuo Centro sprendimu, Jūs turite teisę vadovaudamiesi Aprašo VI skyriumi bei Metodinių nurodymų 60 punktu Centrai pateikti apeliaciją per 20 dienų nuo šio sprendimo išsiuntimo dienos.

Įsiteisėjus šiems Centro sprendimams pagal Aprašo 28.2. punktą Programa akredituotina 3 metams.

PRIDEDAMA: Vilniaus technologijų ir dizaino kolegijos *Automobilių techninio eksploatavimo studijų programos išorinio vertinimo išvados*, 12 lapų.

Direktoriaus pavaduotoja,
laikina pavaduojanti direktoriaus
A.V.



Aurelija Valeikienė

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¹ Patvirtinta Lietuvos Respublikos švietimo ir mokslo ministro 2009 m. liepos 24 d. įsakymu Nr. ISAK-1652 (Žin., 299, Nr. 96-4083).

² Patvirtinta Centro direktoriaus 2009 m. spalio 30 d. įsakymu Nr. 1-94 „Dėl vykdomų studijų programų vertinimo eigos aprašo ir metodinių nurodymų patvirtinimo“.

³ Patvirtinta Centro direktoriaus 2010 m. sausio 18 d. įsakymu Nr. 1-01-9 (Žin., 2010, Nr. 476).



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS TECHNOLOGIJŲ IR DIZAINO KOLEGIJA

AUTOMOBILIŲ TECHNINIO EKSPLOATAVIMO
PROGRAMOS (65303T108)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF TECHNICAL EXPLOITATION OF AUTOMOBILES
(65303T108)

STUDY PROGRAMME

AT VILNIUS COLLEGE OF TECHNOLOGIES AND
DESIGN

Grupės vadovas: Prof. Clive E Neal-Sturgess
Team leader:

Grupės nariai: Prof. Andrus Aavik
Team members: Prof. Janusz P. Narkiewicz
Prof. Antonín Pištěk
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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Automobilių techninis eksploatavimas</i>
Valstybinis kodas	65303T108
Studijų sritis	technologijos mokslai
Studijų kryptis	transporto inžinerija
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), iššėstinė (4)
Studijų programos apimtis kreditais ¹	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	transporto inžinerijos profesinis bakalauras, inžinierius
Studijų programos įregistravimo data	2002-08-30 Nr. 01515

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	<i>Technical Exploitation of Automobiles</i>
State code	65303T108
Study area	Technological Sciences
Study field	Transportation engineering
Kind of the study programme	College Studies
Level of studies	first
Study mode (length in years)	full-time (3), part-time (4)
Scope of the study programme in national credits ¹	120
Degree and (or) professional qualifications awarded	Professional Bachelor in Transportation Engineering, Engineer
Date of registration of the study	2002-08-30 No.01515

¹ – One credit is equal to 40 hours of student work

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I. INTRODUCTION

Vilnius College of Technologies and Design (hereinafter – VCTD) was established in 2008 after a reorganization when Vilnius Technical College merged with the Vilnius College of Construction and Design. VCTD is a state higher education institution which prepares specialists in the study areas of technology, arts and social sciences, and has long traditions. Studies in VCTD are oriented to the practical application of knowledge, practical connections with the industrial and business worlds. The College management is regulated by the Statute of Vilnius College of Technologies and Design. Also faculty rules, procedural rules, functions' descriptions and other local laws act.

The structure is created in such a way that the structural departments have clearly defined functions and interaction. There are four faculties in VCTD: Design, Construction, Petras Vileisis Railway Transport, and Technical sciences. 22 study programmes are implemented, 15 of which are of technical science study area (four programmes are implemented in the faculty of Construction, five – in Petras Vileisis Railway Transport faculty, and six – in the faculty of Technical sciences); the remaining study programmes include the areas of art and social science studies.

Departments belong to the college faculties. In order to stimulate faculties' independence, to solve questions related to academic activity, social partnerships and study processes, academic activity planning is decentralized. The college also develops applied research, consultancy activity, organizes refresher courses, communicates with stakeholders, and participates in *Erasmus*, *Youth in Action* and other programmes.

The Study programme Technical Exploitation of Automobiles is implemented in the faculty of Technical Sciences.

In March 2007 external assessment of the study programme was carried out. The general assessment recommended “solving the question of teachers' qualification, improving the structure of course projects, tightening the preparation order of methodological material and confirming the system of its approval; encouraging a more active teachers' participation in applied science research, developing international exchange of students and teachers. In accordance with the conclusions of the external assessment, the study programme was accredited on a temporary basis.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

The demand and necessity for the programme is verified by the research on the demands and prognosis of the Labour Market of Lithuania and Vilnius, Utena and Panevežys regions. According to the survey results it is obvious that there is lack of car technical maintenance specialists (30%), cargo cars' technical maintenance specialists (16%), and specialists of automobile electrics diagnostics and technical maintenance (17%). Possible employers emphasize their need for specialists with higher non-university education, as well as the importance of practical training and a high level of professional competence in technical exploitation of modern automobiles and their systems. During the last 5 years the demand of the programme among the applicants has been fairly equal – 4-5 applicants per one student vacancy. Similar study programmes are carried out in other Lithuanian colleges. The

programme content of this programme is adjusted in a way that the programmes of the main study field subjects and special study field subjects are similar to other programmes, but the study branches are different. VCTD Technical Exploitation of Automobiles study programme is different because great attention is paid to the studies of automobiles electronic control system structure and their technical maintenance.

The review concluded the Technical Exploitation of Automobiles study programme in VCTD is justified.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The College Self Assessment Document (SED) claims that the programme purpose serves the college mission and strategic plan, that is to prepare technology area specialists that correspond to the demand of Lithuanian labour market and the level of the modern technologies under the conditions of rapid change and increasing competition. The goals and objectives of the study programme are connected with the general goals of study direction defined by the General Regulations of Studies of Technological (Engineering) Sciences Field. They are supplemented with specific goals that are particular only for this programme.

During the visit it was confirmed that the College is fully Bologna compliant, and will award credits according to the ECTS from 2011.

1.1.3. Relevance of the programme aims

The study objectives include *knowledge, cognitive skills, practical skills and transferable skills* of general subjects, subjects of engineering and special and professional direction as well as the main knowledge and skills required for the engineer's activities. The study objectives supplement each other according to the background of the purpose of the study programme and its goals.

The aims of the programme are relevant and achievable at the college level of undergraduate studies.

1.2.1. Learning outcomes of the programme

The objectives, content and outcomes of the study programme correspond to the purpose of the undergraduate studies. Professional competencies are acquired through combining theoretical teaching with practical training and individual studies. The study programme fulfills the first transport engineering cycle of college education in the technical science (engineering) study area. The level of learning outcomes satisfy the level 6 qualification requirements described in European and National qualification framework.

The review concluded that the learning outcomes can be acquired during the 3 year in full time study period and during 4 year in part time study period.

1.2.2. Consistency of the learning outcomes

From the SED it was apparent that the learning outcomes (LO's) of the subjects (modules) formed the background to the programme outcomes.. It was clarified on the visit that the module (subject) learning outcomes are prepared by the member of teaching staff responsible for the module, in accordance with the programme learning outcomes. Examination of SED materials and student's work on the visit showed evidence of some duplication of LO's, and too high a correlation between coursework ("Designing of Automobile service enterprises" and "Designing of Trucks service enterprises") and the final assessment projects. It was also concluded that there is no clear evidence of LO's in final project which would develop the first part of the competence "Construction of automobile technical exploitation equipment

and projection of technological process “ as indicated in the programme of Final project (Appendix 3.10).

It is recommended that there should be less duplication between coursework and final projects, and that the final projects should be wider in scope, and contain more mechanical design content.

1.2.3. Transformation of the learning outcomes

Learning outcomes are updated on the basis of labour market prognosis, assessment of changes and development possibilities in the transport sector. Renewal of the study objectives is influenced by the results of the performed survey. General competences alongside with professional ones are becoming more and more important and therefore, the content and objectives of the study programmes are continuously improved, up to date information technologies are supplied, and the conditions of individual and team work are improved. It was confirmed on the visit that the programmes are updated on a 2 yearly cycle.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The study volume is compliant with respective acts of law. The numbers of credits assigned to the several parts of studies is rational.

On the visit it was found that there was some evidence of the selection of curriculum topics to match students ability, and lack of evidence on transport system studies as defined in additional specific requirements applied for transportation engineering (03T1) study programmes (General Regulations for Technological Science (Engineering) Studies).

It is recommended that the syllabus be reviewed to include more transport system studies.

2.1.2. Consistency of the study subjects

There is a good sequence of the delivered subjects allowing students to gradually enhance their competences. The 6 credits assigned to optional subjects allow students to chose any subjects from all faculties in the college, which is good for general knowledge and cultural development

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The description provided in the SED showed that the various abilities of the student are developed during the studies. The subjects cover also the practical skills and final project preparation, which is very relevant to student needs.

Generally there is a good compliance of the contents of programme with general requirements for engineering qualifications, however there is no explicit mention of Chemistry in the study programme.

It is a requirement under the article 6.3 of the General Regulations for Technological Science (Engineering) Studies that Physics, Mathematics and Chemistry be delivered in the programme core.

It is recommended that in accordance with the General Regulations, the college should deliver the appropriate number of credits in Chemistry in the core of the programme of studies.

2.2.2. Comprehensiveness and rationality of programme content

The themes provided in the subject are compliant with the needs of engineering knowledge in automobile technology. There are a variety of teaching methods applied such as: lectures, training seminars, laboratory work, course papers, and individual work. Since the graduates gain the professional qualification of an engineer, the study programme is oriented to the development of practical competences. The study methods used: demonstration, discussions, team-work, project work, are all appropriate to create conditions for the students to achieve the programme learning outcomes.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The staff complement contains teachers with long term pedagogical experience . The staff profile should be analysed with respect to prospective retirements, and contain an explicit staff replacement strategy.

The ratio of student to teachers seems rational, where one teacher may supervise up to 8 final projects, and there are “visiting” teachers invited for more practical oriented subjects, which varies each year.

The general workload is according to the regulations. There is flexibility of various forms of teachers activities according to the teacher’s position. There are an adequate number of technical staff,

It is recommended that a staff replacement strategy be devised.

3.1.2. Turnover of teachers

There is no substantial teacher turnover reported in the SED. Some of the visiting teachers were promoted to permanent staff due to increase of their qualifications, On the visit it was confirmed that there are transparent staff promotion criteria.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

The majority of teaching staff have very long teaching experience, and the staff research activity is adequate for staff of professional college. The staff practical experience seems adequate, especially as the most practically experienced are assigned to the practical subjects. The programme coordinator is of high quality and competent.

The staff is very active in various activities, like consultancy, organization of conferences, improving their pedagogical and practical abilities. Examples of these activities were provided on the visit.

3.2.2. Consistency of teachers’ professional development

The College provides opportunities for staff practical skills development, and the teaching staff actively participate in various forms of professional development offered by college. A number of examples were given during the visit, It was also evident that after receiving adequate qualification staff are promoted to higher positions.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

VCTD has sufficient premises for the programme execution. They are in compliance with technical and hygiene norms. The working conditions in the library and reading rooms are adequate for successful implementation of studies

4.1.2. Suitability and sufficiency of equipment for studies

VCTD has sufficient laboratory equipment and appliances in its own premises. By being involved in the *Toyota Motor Corporation (T-TEP)* human resource development programme it is additionally provided with support from *Toyota Baltic AS*, which has a representative on the board of the programme. The Toyota support covers modern automobile transport equipment, and up to date electronic facilities. The facilities are also used by Toyota for the education of their own employees.

Computer hardware and software is sufficient, suitable and up to date for the study process. The college has planned measures for constant updating its hardware and software.

The review panel thought that this aspect of the provision at VCTD was commendable.

4.1.3. Suitability and accessibility of the resources for practical training

The SED quotes cooperation agreements with companies: *JSC Tokvila*, *JSC Silberauto*, *JSC Volvo Lithuania*, *JSC Transmitto*, *JSC Kemi*, *JSC TOKS*, *JSC Scania Lithuania*, *Toyota Baltic AS* and others. The college can offer suitable places for practical training for 30% of full-time students. Other students find the practice places individually. Then they inform Automobile transport department about the chosen company. The practical training place is discussed in the department and decision about its suitability is made. Tripartite agreements between the student, the college and the company is signed.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

The visit showed that the books, textbooks including those prepared by VCTD teachers, electronic databases are suitable and accessible for students.

4.2.2. Suitability and accessibility of learning materials

The methodological publications, which are mainly are prepared by the teachers are suitable and accessible for students. However, during the laboratory site visits the learning materials for the laboratory work corresponding to the technology level of modern equipment for studies were not observed. It was considered that the laboratory learning resources could be enhanced.

It is recommended that laboratory learning resources are enhanced.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

Students are admitted to the study programme on the basis of student admission rules approved by LR Ministry of Science and Education and confirmed by College director. In students' admission to the AM study programme, the competitive entrance mark consisted of the school examination assessments of mathematics (coefficient – 0,4), physics (coefficient – 0,2), Lithuanian language (coefficient – 0,2) and the final year assessment of foreign language (coefficient – 0,2). The five-year mean of the entrance mark of the applicants is 12,11, the highest – 18,94, and the lowest – 5,10 points. The established requirements for studies are sufficient to admit students who can succeed on the programme of study.

5.1.2. *Efficiency of enhancing the motivation of applicants and new students*

In order to promote study programmes of technological field, VCTD leads an active cooperation with companies providing transport repair services.

The students with the best study results are awarded scholarships of social partners. Students are invited to take part in an international competition "The best young motorist"; students also participate in Erasmus exchange programme. However, as was confirmed on the visit, other than the scholarship system there is no other way to stimulate student motivation.

It is recommended that other ways than just scholarships are explored to motivate students.

5.2. Study process

5.2.1. Rationality of the programme schedule

The schedule is made in accordance with the study plan and it is adjusted to the academic calendar. The classes are equally distributed; the students work load during a week and semester is rational. The subjects and students' workload are evenly distributed between semesters. At the end of a semester there is a 2 week examination session with 3-4 examinations.

The practice of having lectures of 2 academic hours (90 mins.) was questioned. However, the students were quite happy with the arrangement.

5.2.2. *Student academic performance*

The number of students during the assessment period has been constant (75-79 in total). In 2009 the number was increased due to the state non-financed student group admittance (33 students). During the assessed period, the average student drop-out in the study programme was 38% (49%). The biggest number of drop-outs is noticed in the first year of studies. The main reasons of students drop-out: poor academic results – 23%, and by own request – 14%, intendancy – 6%. VCTD is applying various means to reduce the number of drop-outs, all of which appear appropriate

5.2.3. *Mobility of teachers and students*

The teacher's mobility is quite high, in the period 2005-2009 about 16-20 % of full-time teachers participated in mobility programmes every year. In the period 2005-2007 teachers actively participated in the *Leonardo Da Vinci* exchange programme, and since 2009 have participated in *Grundtvig* and *Youth in Action* programmes. In order to encourage internationalisation, VCTD invites specialists from foreign higher education institutions (in 2008-2009 there were 5 incoming teachers).

International cooperation results in enhanced teaching experience in foreign educational institutions, developed qualification of teachers, amplified international cooperation relations with education institutions, improved foreign languages. This is to be commended.

However, the number of students who participated in mobility programmes is very low: 2005-2007 – 0, 2008 – 2 (2,66%), 2009 – 4 (3,6%). During the visit it emerged that difficulties with student mobility are: finance, lack of language skills, and confidence.

It is recommended that the College provides more support to encourage more student mobility.

5.3. Student support

5.3.1. Usefulness of academic support

The SED states that students are provided with constant academic, social and financial support. Information about the study programme and its changes are announced on college internet site, notice boards and during meetings with administration employees, tutors and body of student representatives. Information is provided systematically.

Information on prospective employment is transferred to the students by staff, who have good contacts with companies, during the meetings with representatives of companies, and participation of prospective employers in the evaluation of final projects

5.3.2. Efficiency of social support

VCTD provides students with continuous social support. During all study periods student groups have a tutor appointed by the faculty dean. There is also a body of students' representatives, who represent students' interests and provides necessary support.

Scholarship assignation and other support to students are regulated by LR Law on Science and Research. Study programme students are assigned with incentive, social and one-off scholarships and allowances. The amount of scholarship is determined regarding student's semester results.

A place in a College hostel is provided to full-time students by faculty dean for one academic year. All students who apply for a place in a hostel are accommodated.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

During the semester, both continuous and intermediate assessment is performed. Continuous assessment comprises activeness during lessons. The intermediate assessment is performed by assessing students' completed tasks or knowledge and skills gained after the studies of a certain subject (tests, laboratory work, individual work, written assignments, etc.). Students' knowledge, understanding and skills are assessed during the exam session only if they have completed all the intermediate tasks in the subject programme. When assessing the study subject, an accumulative grade is used. Its content is estimated according to proportions given in the study programme description. Such a structure of the accumulative grade allows a comprehensive and objective assessment of all student's results during the course of studies. The students can find the assessment criteria of the studied courses and achievements in the electronic study register accessible for students during their studies.

5.4.2. Feedback efficiency

The teaching staff clearly explain to the students the results of the performed works and assessed reports in due time. Teachers together with students analyse advantages and disadvantages of the presented works and student achievements that will have influence on the objectives of their further studies. Feedback is proper and accessible for each student. The students were complimentary on the level and timeliness of feedback.

5.4.3. Efficiency of final thesis assessment

VCTD final projects are prepared according to the requirements of LR Ministry of Science and Education and documents prepared in the college, which regulate the order of the final project preparation, assessment and defense. The final project assessment committee has to consist of 5 or more members, and employers' representatives must form not less than half of the committee. One member is appointed as a chairman, also scientists from other higher education institutions are included. The final project assessment results correspond well to the work quality level, and topics – to programme aims.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

It appears that in the Republic of Lithuania the system of assessment and recognition of achievements acquired in non-formal and informal has no legal basis. Although due to the stability of the assessment system students are aware about the way their work and progress will be evaluated, students need a system of recognition and assessment the achievements obtained by non-formal and informal education.

It is recommended that the College considers introducing a formal, transparent system, for the accreditation of prior and/or informal learning.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

Data about graduates' placement is analyzed every year using questionnaires, data from the Labour exchange, and a labour market survey. According to the labour market survey about 75% of the graduates from the transport engineering study are employed in the transport sector. The graduates' questionnaire analysis shows that all college graduates were employed, however due to the economic downturn, 8% of the last year graduates lost their jobs and were forced to change the field of their professional activity. The percent of graduate employment shows a demand for this qualification on the labour market and that graduates have acquired reasonable knowledge and skills of professional qualification. Both the graduates and external stakeholders were satisfied with the graduates skills

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

The composition of the programme committee indicates good involvement of different stakeholders (*teachers, students, employers*) in the programme management . Their qualifications and experience are sufficient and correspond to the field of the study programme.

Members of the programme committee take part in programme implementation and its quality assurance through the meetings organised by Automobile Transport department and by reviewing final projects and working in final project defense commission.

Information about programme monitoring is stored by the relevant documents of statistics department at Lithuanian Government and set of documents approved by the college director's order.

The external stakeholders affirmed their participation in the programme management, and were satisfied with the process.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

The internal quality assessment of the programme is performed annually according assessment areas and indicators as defined in "quality book".

Information about study programme quality assessment results is used during the meetings of faculty community and department, Faculty council, Academic council, the director's board meetings, and the events of the Lithuanian automobile transport teachers.

6.2.2. Efficiency of the programme quality improvement

What concerns application and benefits of evaluation results, and their dissemination the information is summarized in table 18 which show that different parameters were improved – teachers qualifications programme structure, compliance of the programme with legal acts, etc.

6.2.3. Efficiency of stakeholder's participation.

It was confirmed on the visit that students, teachers, graduates are all involved in the quality evaluation and improvement process through surveys and questionnaires. The information gathered is summarized by the programme managers, and relevant actions are taken. The employers opinions are obtained through discussions with their representatives and these discussions have led to new modern material and equipment installation. All the stakeholders were very complimentary of the process of external consultation.

The review panel considered that the College should be complimented on this aspect of the provision.

III. RECOMMENDATIONS

3.1: It is recommended that there should be less duplication between coursework and final projects, and that the final projects should be wider in scope, and contain more mechanical design content [1.2.2].

3.2: It is recommended that the syllabus be reviewed to include more transport system studies [2.1.1].

3.3: It is recommended that in accordance with the General Regulations, the college should deliver the appropriate number of credits in Chemistry in the core of the programme of studies [2.2.1].

3.4: It is recommended that a staff replacement strategy be devised [3.1.1].

3.5: It is recommended that laboratory learning resources are enhanced [4.2.2].

3.6: It is recommended that other ways than just scholarships are explored to motivate students [5.1.2].

3.7: It is recommended that the College provides more support to encourage more student mobility [5.2.3].

3.8: It is recommended that the College considers introducing a formal, transparent system, for the accreditation of prior and/or informal learning [5.4.4].

IV. GENERAL ASSESSMENT

The study programme *Technical Exploitation of Automobiles* (state code – 65303T108) is given **positive** evaluation.

Table. *Study programme assessment in points by evaluation areas.*

No.	Evaluation area	Assessment in points*
1	Programme aims and learning outcomes	3
2	Curriculum design	2
3	Staff	3
4	Facilities and learning resources	4
5	Study process and student assessment (student admission, student support, student achievement assessment)	3
6	Programme management (programme administration, internal quality assurance)	3
	Total:	18

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

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

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

4 (very good) - the area is exceptionally good

Grupės vadovas:
Team leader:

Prof. Clive E. Neal-Sturgess

Grupės nariai:
Team members:

Prof. Andrus Aavik

Prof. Janusz P. Narkiewicz

Prof. Antonín Pištěk

Prof. Kęstutis Pilkauskas