



STUDIŲ KOKYBĖS VERTINIMO CENTRAS

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AUTOMOBILIŲ TECHNINIS EKSPLOATAVIMAS
(65303T101)
PROGRAMOS
VERTINIMO IŠVADOS

EVALUATION REPORT
of *AUTOMOBILE MAINTENANCE (65303T101)*
STUDY PROGRAMME
at ALYTUS COLLEGE

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Automobilių techninis eksploatavimas</i>
Valstybinis kodas	65303T101
Studijų sritis	technologijos mokslai
Studijų kryptis	transporto inžinerija
Studijų programos rūšis	koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais ¹	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	transporto inžinerijos profesinis bakalauras, inžinierius
Studijų programos įregistravimo data	2000-09-21

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	<i>Automobile Maintenance</i>
State code	65303T101
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 programme	21 09 2000

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

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I. INTRODUCTION

Alytus College (AC) is a state institution of higher education in the region of Southern Lithuania. The main goals of the college are to provide higher education and professional qualifications which correspond to the needs of the economy of Lithuania and the level of science and modern technologies, develop applied research in the region, consult economic entities, create possibilities for continuous studies, organize qualification training and retraining, develop society who is able to work under the conditions of fast changing technologies.

The implementation of the Automotive Maintenance (AM) study programme is oriented towards the student with the aim of personality development and quality of professional competences.

College departments (General Subjects, Finance and Accounting, Information Systems, Engineering, Information Technologies, Management and Administration) are in charge of the content of study programmes, interdisciplinary links and application of effective and innovative methods in the process of studies. Departments organize and control the process of studies concerning particular subject courses and applied research, and assure the quality of implementation of the goals of particular subjects.

There are a few centres established at Alytaus College which serve for practical training, applied research and developing entrepreneurship skills: Information and Independent Studies (IISC), Business Simulation (firm "H&A Export Company"), Distance Studies (DSC), Competencies and Applied Research (CARC), Electronic Publishing (EPC) and Business Incubator. International Office (IO) and Career and Public Relations Centre (CPRC) are aimed at organizing teachers' and students' international contacts and exchange as well as formation of AC image and assuring students' career opportunities.

In accordance with the Order of AC Director No V-32 of 26 October the self-assessment group for self-analysis of Carriage by Motor Vehicles study programme of the Transport Engineering field was formed. Doc. Danutė Remeikienė, AC Director, was appointed the head of the self-assessment group. The logics of forming the self-assessment group was influenced by the AC structure assuring a high level of democracy, responsibility and autonomy as well as objects and features of the issues of external assessment and accreditation under analysis.

In 2001 the assessment of the AC AM study programme of the Transport Engineering field was carried out by Quality Assessment in Higher Education Centre (QAHEC). The results of the assessment pointed out the AC personnel, active contacts and properly equipped classrooms as the strengths of the programme, because this provides the basis for training a contemporary practicing professional. QAHEC recommended to provide a more detailed ground for the structure of the programme, specify the objectives and solve the problem of the lack of academic personnel with scientific degrees.

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 Alytus region performed by AC. Possible employers emphasize their need for specialists with AM higher non-university education, as well as the importance of practical training and a high level of professional competence in maintenance and repairs of modern automobiles and their systems. During the last 5 years the demand of the programme among the applicants has been fairly equal – 3 applicants per one

student vacancy (8,87 applicants in 2009). Similar AM study programmes without major differences are carried out in other Lithuanian colleges (6) but in other regions. So for the Alytus region (Southern Lithuania) the AM programme existence is justified.

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

The purpose of the AM study programme is closely connected to the Mission of AC. The AM study programme corresponds to the goals and objectives and means of implementation defined by the Strategic Plan of Activities of AC for 2008 – 2010. The purpose of the AM study programme is to train specialists of automobile maintenance, who are able to work independently under the conditions of the competitive market. AC contributes to the solution of the strategic goals and objectives of the region of Southern Lithuania. The goals and objectives of the AM study programme are connected with the general goals of study direction defined by the General Regulations of Studies of Technological (Engineering) Sciences Field (hereinafter *Regulations*). They are supplemented with specific goals that are peculiar only for this programme and correspond to the Standard of Training AM Engineers.

The compliance with international directives, Lithuanian and EU strategic development documents or international provisions were not stated in the Self Evaluation Document (SED). During the visit the College demonstrated that it is fully compliant with the Regulations, except for Chemistry (see 2.2.1.), is fully Bologna compliant, and ECTS has been fully implemented.

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 under the background of the purpose of the study programme and its goals; therefore, they are formulated in such a way that students can acquire general and professional competences. Aims of the AM programme relevant and achievable at the college level undergraduate studies.

1.2.1. Learning outcomes of the programme

The objectives, content and outcomes of the AM 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 complexity of the AM study programme corresponds to the 6th level of the European Qualification Framework (Outline of Lithuanian National Qualification Framework) and sublevel B of the 6th Qualification level defining professional competences. Learning outcomes are forming uniform complex and are acquirable during the 3 year study period.

1.2.2. Consistency of the learning outcomes

It is stated in the self-evaluation report "The objectives of the level of the study programme are revealed through the objectives of the level of taught courses. The objectives of the study courses are compatible with those of the AM study programme combining them together and ensuring their achievement.

At the general level there is no duplication visible. The contents of the subjects level also do not reveal duplications. The correlation between the theoretical and practical knowledge seems to be good.

1.2.3. Transformation of the learning outcomes

The Department of Engineering of AC performs annually a survey on the demand of professional and general competences of an AM engineer on the labour market through questioning employers, analysis of the demand of labour force and prognosis of the employment

barometer on opportunities in Alytus county. 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, newest information technologies are supplied, and the conditions of individual and team work are improved.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The structure and volume of the study programme correspond to the requirements of *the Regulations* and the Statute for the Programmes of Basic, Special-Professional and Integrated studies (hereinafter *Statute for Study Programmes*), confirmed by order of LR Ministry of Education and Science No 1551, 2005-07-22. The volume of mandatory, alternative and optional subjects in the study plan (annex 3.1.) is as follows: 86,7% – mandatory subjects, 8,3% – alternative subjects, 5% – optional subjects. As table 1 and table 2 and table 3 (SED pages 10 and 11) indicate the number of credits allocated for general education subjects, the main part of engineering studies including engineering basics and special education section , social science subjects is sufficient to achieve learning outcomes.

The study volume is compliant with regulations of the legal acts with respect to the studies duration, credit number, distribution of subjects between fundamental, special and optional subjects.

The subjects included in the programme are compliant with the learning outcomes.

2.1.2. Consistency of the study subjects

The goals of the AM study programme and the requirements of *the Regulations* determined the distribution of subjects in the study plan according to the areas of humanities, social, physical and technological sciences. The subjects follow a logical sequence on the basis of interdisciplinary links. The subjects are set out in an appropriate order and the schedule is designed to ensure that learning outcomes are achieved in a consistent order. Compulsory subjects of the study programme are selected considering general and specific goals of the study programme and the requirements of *the Regulations* for study programmes of the field of Engineering. The volume of optional subjects is 6 credits.

2.2. Programme content

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

The content of the AM study programme complies with the requirements of *Regulations* as all parts of the programme general education, except for an explicit study of Chemistry. The main part of engineering studies (*general basics of engineering, the main subjects of the field of studies, special subjects,*) the part of social science and free electives include the relevant subjects and of sufficient volume as is defined in the *Regulations*.

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. Although, as explained on the visit, this requirement is being catered for from 2011, it is nonetheless a recommendation that the College expedite this.

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 delivered in the subject are sufficient to achieve learning outcomes. Subjects taught are up to date. The main training forms for developing students' understanding of engineering

are laboratory work and practical work. According to the SED Teachers use motivating teaching/learning methods: case analysis, projects, interactive games, discussions with practicing professionals and scientists. Teaching/learning process is organized in the form of team work, active participation and dialogs.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

Following the requirements of *the Statute for Study Programmes* and *the Regulations* teachers working in the AM study programme must have Master's degree or the degree commensurate to Master's. Degrees at the AM programme teachers: 3 Doctors of Science, 1 PhD student, and 24 Masters. 20 % of the volume of the programme is taught by the Doctors of Science which satisfies the requirements of legal acts. The teachers/students ratio is one teacher per 6 students. In the AM study programme work 22 full-time teachers (79 %) and 6 part-time teachers (21 %). According to the standards of pedagogical load and remuneration procedure the teaching load consists of contact and non-contact hours. Technical staff - AC has 2 computer maintenance specialists (engineers-programmers). Laboratory equipment and maintenance is in the responsibility of a teacher who uses it for training purposes. The structure of personnel is reasonable and the distribution of teachers' workload is rational for the realization of studies.

3.1.2. Turnover of teachers

During the assessment period 1 full-time and 8 visiting teachers were employed for the AM study programme. Age groups: >60 years - 31,8 % (7), 50-60 years - 38,1 % (8), 40-50 years - 23,8 % (5), 30 - years 6,3 % (1). Academic staff of the AM study programme is stable, motivated, oriented towards the goals and objectives of the study programme. Age group over 60 is about 30 % of all staff and 30-40 only 6 % which means need to involve younger generation into teaching process.

A staff replacement strategy for AC should be developed in order to have a positive impact of staff turnover on the study programme.

No numbers for staff turnover are provided in the SED. If there is no staff refreshment, there is the possibility of a 'generation gap', due to retirement of the core staff in the same time.

This issue was discussed on this visit. It was explained that a policy is in place for staff replenishment.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

54% of the teachers in the AM study programme have work experience of more than 20 years, which helps to assess changes, combine traditional and innovative methods of teaching and develop teaching and learning conceptions. Annual student surveys concerning teachers' work quality. All teachers have prepared teaching materials in electronic forms. Theoretical materials, practical and self-study assignments, tests and written assignments are constantly renewed. During the assessment period teachers published research results in 59 papers. Teachers of theoretical subjects have sufficient practical experience in the corresponding subject field. Possible employers are invited to supervise professional practical training. During the assessment period teachers were invited to take part in the external expert assessment of Transport Engineering Study programmes in 2 universities and 8 colleges of Lithuania. Teachers have actively participated in submitting proposals for projects and implementation of projects under EU funds, INTERREG IIIA, preparing new study programmes, subject modules and teaching materials and modernizing laboratory facilities. Teachers actively participate in events held by other institutions. Teachers participate in the work of networks of international

cooperation of the EU institutions of higher education – Baltic Sea Network, PHEENIX, prepare and implement intensive programmes and continuity of studies. Teachers-practicing professionals – supervise professional practical training, applied research, final projects and teach special (professional) subjects meant for acquiring professional qualification. The Programme coordinators' applied research, project and managerial experience are reflected in his active participation in the areas of profession-related and pedagogical work.

3.2.2. Consistency of teachers' professional development

Consistency and purposefulness of professional, pedagogical, scientific and practical improvement of AC academic personnel is regulated by AC Statute, AC Teachers' Assessment and Position Holding Regulations, Teacher's Job Descriptions and other legal acts. The highest force for promotion is the teachers' independent and voluntary decision for life-long learning, progress, creativity and seeking new competencies. Acquired qualifications and competences are considered as the most important criteria in assessment of academic activities, ranking teachers' contribution and appointing them to the position of associate professor, lecturer or assistant and determining their salaries and bonuses. The volume of professional improvement corresponds to the requirements, goals and objectives of the study programme, assuring the appropriate level of students' theoretical and practical training and professional competencies.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

The area of the premises designed for the Study Programme of AM is 1479 m², 1012 m² of which are intended for theoretical studies (depending on the premises occupation, they are also used by students of other AC Study Programmes) and 467 m² – for practical and laboratory work. Area of study room, m², per student - 6,44. Area of laboratory, m², per student – 2,97. All theoretical teaching classes are equipped with computers, multimedia projectors, boards and interactive boards, conference boards and/or LCD TV sets. According to the Lithuanian Hygiene Norm HN 102:2001 “Lithuanian Hygiene Norm. Vocational Training Institutions. Hygiene Norms and Regulations“, study premises comply with the HN, Human Safety and Health requirements. There is a sufficient number of classrooms, laboratories and other premises for implementing the study programme, the number of students during classes corresponds the number of workplaces in the premises.

On the visit the facilities were judged to be excellent. They are modern, and extensive use has been made of EU Structural Funds.

4.1.2. Suitability and sufficiency of equipment for studies

During the assessment period the laboratory equipment was updated. However, equipment in some laboratories is not entirely appropriate for organizing efficient and qualitative teaching process, a part of laboratory facilities is not specific and functional. To improve the situation AC has applied for funding from the European Regional Development Fund. The computer hardware and software have been constantly renewed according to the level of technical progress, newest knowledge, science achievements and labour market demands. 2009 there is 1 computer per 4 students. There is sufficient number of laboratory work places and appliances according to the number of students (laboratory works are carried out in groups).

There are good plans for development of laboratory infrastructure. The College is aware that some equipment is out-dated. The computer hardware is equipped with adequate software and internet access.

The review panel found this aspect of the provision to be adequate

It is recommended that the laboratory equipment for the Automotive Maintenance programme of study be enhanced.

4.1.3. Suitability and accessibility of the resources for practical training

AC cooperates successfully with companies of Alytus and other regions in organizing professional practical training. In selecting the company there is an obligatory requirement to combine the company activity with the goals of the study programme and practice so that students could obtain necessary practical knowledge and skills. AC has signed cooperation agreements with 10 major automobile service companies from Alytus and other cities and regions. When a problem arises for a student (about 10%) to find a proper place for practical training, the Engineering Faculty orients the student to one of these companies. Thus, all students have possibility to timely accomplish professional practical training.

4.2. Learning resources

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

According to the data of the 1st of September 2009, the funds of the AC IISC consisted of 48,7 thousand publications. The data for technology oriented publication were not provided. The provision of the AM study programme with special professional publications has been regularly updated; the list consists of 160 different title books, textbooks, reference books, etc. AC academic community uses EBSCO Publishing Database Package. AC is a member of Lithuanian Research Library Consortium (LMBA) and Association of Lithuanian College Libraries (LKBA), and it is also an active participant in the activity of the Lithuanian Virtual University (LVU). The average number of full-time and extended studies students in the course of the AM study programme is 58, we can state that the number of basic books copies ensures availability to every student. According to the analysis of sufficiency of the AC library teaching resources 74 % of students say that amount of science books, periodicals and learning materials is entirely sufficient, 21 % – partly sufficient, and only 4.28 % – insufficient. The panel judged this aspect of the provision to be good.

4.2.2. Suitability and accessibility of learning materials

The number of available books, textbooks and other publications seems to be sufficient for programme implementation. The content of the publications is suitable for achieving learning outcomes. Teachers provide their methodological works for publication both in paper and electronic form only after the evaluation and approval of the Methodological Work Assessment and Approval Commission. The methodological materials (conspectus, assignments for practical and self-access work, methodological instructions for the course paper and laboratory work, etc.) designed for student individual learning are stored in the library funds and on the Internet Network sites, and are available anytime and anywhere.

There is a process where teaching materials are prepared by the relevant member of staff, and then presented to a committee who judge whether they are suitable. If approved they are reviewed after three years. On the visit teaching materials were examined. The panel judged this aspect of the provision to be good.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

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 10,08, the highest – 16,38, and the lowest – 5,30 points. The established requirements for studies are sufficient to admit students who are successful.

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

In order to promote study programmes of technological field, AC leads an active cooperation with headmasters of schools, centres of vocational information that work at schools, as well as teachers, future students and their parents. The college organizes Open Door Days, practical classes, contests and career consultations.

The students with the best study results are awarded scholarships of social partners. Advanced students are provided with an opportunity to study one or two semesters in foreign higher schools. Foreign universities recognize the AC study quality and admit the best students to continue their studies for a Bachelor's or Master's degree there. AC centres together with the Students Embassy (ACSE) make surveys to find whether the students have clear understanding of the goals and objectives of study programmes and prospects of their professional career; whether they are satisfied with the study conditions and requirements.

On the visit the students were happy with the motivational methods used by the College.

5.2. Study process

5.2.1. Rationality of the programme schedule

The schedule is made considering to the AM 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 – 24 hours per week for theoretical and practical classes, i.e. 5 hours per day. At the end of a semester there is a 2–3 week examination session. The study plan includes not more than 7 theoretical subjects per semester which are finished by an exam. Subjects and students' workload are evenly distributed between semesters.

On the visit the students declared themselves happy with the workload.

5.2.2. Student academic performance

During the assessed period, the average student drop-out in the AM study programme was 27%, while that among the entrants with the entrance mark higher than 7 was 11%, and with a lower mark– 16%. The biggest number of drop-outs is noticed in the first year of studies– 23%, whereas in the second year only 4%. According to the results of 2005–2006, 68 % of students successfully completed this study programme. The main reasons of students drop-out: poor academic results – 11%, leaving for employment in other countries – 6%, intendancy – 6%, financial difficulties – 4%. AC is applying the following means to reduce the number of drop-outs: increasing the control of study objectives and using more efficient forms and measures of feedback, supplying information about social and academic support and strengthening students' motivation through cooperation with social partners.

5.2.3. Mobility of teachers and students

The rate of teachers mobility given in the number of outgoing teachers (table8, page SED) is good i.e. 20% from total number of the programmes teachers. The number of incoming teachers is also quite good (2-4 teachers per year). The number of teachers involved in mobility is impressive and this trend should be continued.

However, there appears to be low mobility of students in AC – there were just 2 outgoing students during the period of assessment and no incoming students.

In the SED it was explained that their level of knowledge of foreign languages is insufficient and therefore, there are also few possibilities to accept a desirable number of foreign students.

On the visit the number and type of staff undergoing mobility was clarified. The College has impressive external links, and staff mobility should be maintained and student mobility enhanced.

It is recommended that student mobility be enhanced.

5.3. Student support

5.3.1. Usefulness of academic support

AC takes active means for informing students about the programme, changes in it and other issues related to the programme. The students are supplied with information on studies, their organization and regulating documents, duration, forms and branches of studies, opportunities to choose, timetables, academic calendar, student rights and duties, promotion, punishment, assessment of results and their criteria, assessment system of study results, academic mobility and scholarships.

In order to supply efficient information on the career opportunities, connected with studies, AC established a Career and Public Relations Centre (CPRC). For students' convenience, AC has created the CPRC website (<http://www.akolegija.lt/?id=show&nr=48>) where they can find advice on the career planning. A large support for student consulting is provided by interactive career management information system (CMIS), where each student can use the accumulated material on career planning, management and self-cognition. In order to ensure proper and efficient student consulting about the career opportunities, the teachers, the Head of the Department and the Dean of the Faculty cooperate with social partners: invite them to the Qualification Board, organize various seminars, consultations, contests, competitions and other events.

What concerns the possibility to study according individual programme - the information presented is about possibilities of individual time table but not programme.

The extensive information is provided for accepted candidates. But there is not provided whether there are real changes in the program and what is the information flow for these changed to the students.

There is a Career Management Information system and other actions undertaken by the staff for consulting the students about professional prospects. There are options for individual programmes, but no candidates take up the option. There is a well prepared option for allowing students to improve their examination results, and giving several chances for passing the exams. The overall impression from the SED is that at AC there is a very student friendly approach.

On the visit during the meetings with stakeholders, students and graduates were very supportive of the College, and confirmed the student friendly environment. The review panel considered this aspect of the provision commendable.

5.3.2. Efficiency of social support

AC provides students with continuous social support. AC CPRC collaborates with specialist psychologists who prepare and implement a number of programmes of psychological training for acquiring social and personal skills, solving conflicts, making analysis of negotiations and taking decisions. AC organizes sport events; students can use a gym and other sport facilities free of charge.

According to the AC Regulations on Grant Allocation AC students who do not have academic failures can receive social, promotional and onetime grants. Students who receive a social grant can also be given a promotional grant. Social grants can be given to the students who study in state funded positions, and since January 2010 those paying for their studies as well, and have no academic failures. Disabled AC students can get financial support, and financial support is provided for students who have 1st or 2nd disability group, a serious or medium disability level, less than 45 per cent work ability and study according to the College study programme for the first time, provided they have no academic failures and disciplinary punishments.

AC pays substantial attention to students' life and rest conditions. All students who wish to live in a hostel are provided with this opportunity. Part-time students can stay in a hostel during their sessions. During the autumn semester 12 students of the CMV study programme lived in a hostel.

The psychological and social support is provided by several actions. The Collage supports the cultural activity as well.

On the visit during the meetings with stakeholders, student and graduates were very supportive of the College, and confirmed the statements in the SED.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

At AC the assessment system is based on the accumulative grade. The final assessment consists of the sum of grades of intermediate tests and examination. It is stated that the weighing coefficient of the examination is no less than 0,6. While in assessing the results of special studies and general subjects of fundamentals of engineering (including practical and laboratory works and, if defined, course projects) the coefficient of the examination is 0.5 of the final assessment. Such a structure based on the accumulative grade allows comprehensive and objective assessment of all student's results during the course of studies.

At the beginning of the semester the teacher of a study course informs the students about the system of assessment. The students can find the assessment criteria of the studied courses and achievements in the environment of distance learning or other electronic study environments accessible for students during their studies.

On the visit the assessment system was clarified, and in the meeting with students, they declared themselves happy with it, and conformed that they understood the system.

5.4.2. Feedback efficiency

At AC teachers in due time clearly explain to the students the results of the performed works and assessed reports. 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. The results are discussed in a way that is acceptable for a student, i.e. in person, in groups or via distance study environments. Such feedback is proper and accessible for each student.

In the meetings with students and graduates all present were happy with the feedback arrangements at the College.

5.4.3. Efficiency of final thesis assessment

The preparation of the student thesis is according to regulations. The thesis "defence" commission and the procedure is well defined including requirements for committee members qualifications and place of work and the time schedule for thesis delivery. The scope and methodology of the thesis are provided, assuring fulfilling the programme objectives by the final work of the students.

The results of the research showed that in 2008 35% and in 2009 75% of final works fully correspond to the requirements and cover all the aims of the final project. In 2008 65%, and in 2009 25% of projects are mainly accessible and correspond to the aims of the final projects. The subjects are chosen so as to identify the problems arising in the transport activities and assess changes of the dynamic business environment.

It was concluded after looking through some examples that final thesis assessment results are in compliance with learning outcomes. In the meeting with external stakeholders it was evident that the College has close links with stakeholders, and that company personnel take part in the final thesis assessment. The review panel were of the opinion that this aspect of the provision was commendable.

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

No statistical information on such assessment demand is provided in the SED. It can be concluded that the possibilities of assessment and recognition of achievements acquired in non-formal and self-education exist but they are not strictly regulated and not widely spread, except for ECTS

Students need a system of recognition and assessment the achievements obtained by non-formal and informal education. The results of acquired results are included after assessment of their

correspondence to formal and subject requirements of the desirable study programme. In the Republic of Lithuania the system of assessment and recognition of achievements acquired in non-formal and informal way does not work properly as there is no legal basis. Most often it is applied only at the level of individual decision of education institutions using experience obtained through implementation of international projects. AC has both experience and understanding, but they are still waiting for defined and approved tools for assessment and recognition of non-formal and informal education. Students of the AM study programmes have a possibility to have recognition of a course (module) or a part of it having obtained the approval of the course teacher if certificates of non-formal or informal education are presented.

It is recommended that the College implement a system for the assessment and recognition of achievements acquired in non-formal and informal way

5.5. Graduates placement

5.5.1. Expediency of graduate placement

The percent of graduate employment is quoted as 71% of graduates of the CMV study programme were employed, whereas according to those who obtained professional work is given as 61%. This adequately shows the necessity of such study programme. The different figures were for those in professional work, and those in work but not in a professional capacity. The main reasons for not finding a job are: lack in experience (31%), insufficient salary (19%), offers to work jobs of other qualifications (26%) and others.

In the meeting with employers it was stated that finding good jobs is difficult in the present economic climate. The graduates are now better prepared than in the past, and the balance of theoretical and practical work is good.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

Composition of the programme committee allows involvement of all groups of stakeholders to programme management- administration, teachers, employers, students. The Coordinator of the programme has the necessary experience and sufficient qualifications, no information on other committee members is provided.

The Committee regularly communicates and collaborates with members of AC community in taking decisions about the implementation of the programme and assurance of quality. The decisions of the Committee are influenced by the teachers working in the CMV study programme, recommendations of graduates and employers, students' requests and results of the performed surveys

Every academic year the data on the statistics of the mobility of CMV programme students and teachers, entrants, entrance competition marks, employment of graduates, student results and drop-out is collected. All this information is supplied, compared and assessed in annual statements of AC activities. The faculty stores lists of final works and contact information about graduates.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

Three areas of quality improvement can be distinguished: personnel process of studies, study and work environment, and study management system. The evaluation is performed annually – after finishing a academic year each teacher makes report and plans which go according the AC hierarchy up to the AC board. Final analysis on the advantages and weaknesses is performed by the board.

Information on the quality assessment of the CMV study programme and received results is presented on the AC website, supplied to the Director's Office, Faculty Board and in faculty meetings. This information is accessible to the academic community and social partners

6.2.2. Efficiency of the programme quality improvement

In the SED it is stated "All statements are analysed in order to identify faults, proposals are supplied on making a plan of actions to remove the found "faults". As to the benefits of the actions for quality improvement the following are mentioned: activities enable to modernize the infrastructure and facilities, establish new laboratories and acquire new equipment. The number of distance and mixed learning courses was increased as well as the teachers working in these courses: 20 distance courses were prepared in Lithuanian language and 9 in English. All teachers were improving their qualification and acquired new general and special competences and life-long learning skills. The number of teachers who can deliver lessons in foreign languages has increased, too. AC has had a project with a view to creating a virtual simulation net and organizing students practical training in simulative companies.

The review panel concluded that the programme of quality improvement is functioning reasonably effectively.

6.2.3. Efficiency of stakeholders participation.

Students are involved into quality evaluation and improvement processes as their representatives are included into "Academic Board, Faculty Board, and Committee of the study programme" work groups for preparation self-assessment of study programmes, survey, Study Regulations, Study Statute and other documents defining academic activities) commissions (teachers' certification, contests, grant distribution, ethics, etc). Thus it can be concluded that students have sufficient possibilities to influence quality evaluation and improvement.

The SED states that "Teachers initiate and implement innovative teaching/learning methods, make regular improvements of skills, related to innovations of methods of teaching and studies as well as learning means and study organization. Striving to improve the quality of studies and increase internationalization, they regularly improve their foreign language skills and take part in international events".

This was confirmed during the meeting with the staff.

It is reported in the SED that exterior social partners who work in innovative business enterprises, the activities of which are related to the CMV study programme, contribute to the quality assessment and improvement.

In the meetings with stakeholders, the students confirmed their involvement with quality processes and the employers confirmed their involvement in providing training places and participating in assessments. The review panel were impressed by the number of external stakeholders present, and their obvious commitment to the College.

III. RECOMMENDATIONS

3.1: 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].

3.2; It is recommended that the laboratory equipment for the Automotive Maintenance programme of study be enhanced [4.1.2].

3.3: It is recommended that student mobility be enhanced [5.2.3].

3.4: It is recommended that the College implement a system for the assessment and recognition of achievements acquired in non-formal and informal way [5.4.4]

IV. GENERAL ASSESSMENT

The study programme *Automobile Maintenance* (state code – 65303T101) 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	4
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)	4
	Total:	20

*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

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