



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Žemaitijos Kolegijos

**STUDIJŲ PROGRAMOS *AUTOMOBILIŲ TECHNINIS
EKSPLOATAVIMAS (653E21001)***

VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *AUTOMOBILE TECHNICAL OPERATION (653E21001)*
STUDY PROGRAMME
at Žemaitija College**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Automobilių techninis eksploatavimas</i>
Valstybinis kodas	653E21001
Studijų sritis	Technologijos mokslai
Studijų kryptis	Sausumos transporto inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Automobilių transporto inžinerijos profesinis bakalauras
Studijų programos įregistravimo data	2002-08-30

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Automobile technical operation
State code	653E21001
Study area	Technology studies
Study field	Transport engineering
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full time (3), part time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Automobile Transport Engineering
Date of registration of the study programme	2002-08-30

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. *Background of the evaluation process*

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter - HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. *General*

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

No.	Name of the document
1.	Zemaitija College Quality Guide 2012
2.	Zemaitija College Strategic Plan
3.	Zemaitija College Staff Development Plan
4.	Records of Students Progress - Results (various years 2008-2012)
5.	Strategy for Student Recruitment 2014-2015

1.3. Background of the HEI/Faculty/Study field/ Additional information

Zemaitija College is a state institution of higher education in the Republic of Lithuania. The college provides higher education study programmes and applied research. College implemented study programmes are catering for the needs of local business and enterprise and provide the employers with graduates who have highly developed professional skills and knowledge. The college focuses on a number of areas of specialism including technology, biomedicine and art programmes. There is a strong life-long learning ethos in the college and it has shown in the Self-Evaluation Report that the cohort of students attracted to the part-time version of the programme of Automobile Technical Operation is comparable in number and ability to the intake in full-time mode.

Zemaitija College is composed of what were previously three independent colleges with geographically unique locations. The main site for the college is at Rietavas and the college also has locations at Mažeikiai and Telšiai. The college has a faculty based structure each of which is managed by a Dean. There are three faculties mapped on the three college locations. The unitary elements of each Faculty are Departments, 10 departments are located at the main campus at Rietavas. The majority of the students and staff are also located at this campus.

The Automobile Technical Operation programme is based at the Rietavas campus. This is the second occasion on which the study programme has been evaluated. This programme was last evaluated in 2007. In planning for this evaluation the college produced a high quality and insightful Self Evaluation Report. This document was prepared by a team under the authority of the Faculty Dean and was comprised of staff, employers, student representatives and an external academic member. The document presents a detailed and discerning evaluation of the academic structure and quality of the programme as well as its management and operation.

The aim of the study programme in Automobile Technical Operations is to educate and train specialists in the planning, execution and management of automobile maintenance as well as the management of business activities associated with this profession. In particular the programme focuses on technical maintenance, body repair and electronic diagnostics and repair. The programme is offered on a full-time and a part-time basis and is developed to align with the needs of local enterprise. To ensure the relevance of the programme it is reviewed regularly by the programme committee with good input from business partners. There was evidence in the Self Evaluation Report and at evaluation meetings with social partners of their professional input in aspects of the programme such as final year thesis and work placements. The significant work practice and work placement in the programme is very commendable and is one of the strong attributes of the programme which ensures the potential for high employability of graduates.

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *10th November, 2014*.

1. Prof. Dr. Clive Neal Sturgess (team leader) *University of Birmingham, Emeritus Professor of Mechanical Engineering, United Kingdom*
2. Prof. Dr. Jüri Lavrentjev, *Department of Machinery, Tallinn University of Technology Professor of Automotive Engineering, Latvia*
3. Prof. Dr. Marija Malenkovska Todorova, *St.Kliment University Ohridski Bitola,, Professor of Traffic and Transport Engineering, Macedonia*
4. Mr. Ger Reilly, *Dublin Institute of Technology, Head of School of Mechanical and Design Engineering, Dublin*
5. Dr. Vaidas Liesionis, *Astra, Marketing Director, Lithuania*
6. Mantas Kinderis, *Vilnius College of Technology and Design, Student Representative, Lithuania*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The main learning outcomes of the programme are well defined in terms of the award level and appropriate standard of the programme and relevance of the programme to local business requirements. The self-study document shows that the programme has been developed in accordance with orders of the Minister of Education and Science of the Republic of Lithuania; order No. ISAK – 734, order No. V – 501, order No. V – 1190. The college has also developed the learning outcomes in accordance with: order No. ISAK – 2093/11-301, order No. ISAK – 734, Order No. V-222. Order No. V-2212, and order No. 1749 and decree No. 535 referring the role of the Automobile Engineer. In the case of these referring documents the study credit allowances for main study areas of the programme are defined by maxima and minima values. These areas have been reviewed as part of the self-study evaluation. The programme was developed in accordance with the values stipulated and is within the ranges in all cases.

The programme content and main aims cover four main educational areas which focus on:

1. Design relevant to automobile technology maintenance,
2. Scientific and engineering study relevant to the programme specialisms of Automobile Maintenance, Automobile Repair and Automobile Electronic Control Systems;
3. Professional / management skills;
4. Personal attributes and knowledge development skills.

Each of these is referred in the programme aims and matched by learning outcomes and modules of study the coherence and unity of which is analysed below:

- The first aim associated with study of the design of automobile maintenance systems and technology is supported through the learning modules. It is noted that while there is emphasis on design it is generally engineering design underpinned by engineering and scientific knowledge content. There is not as much evidence of generic design process or learning associated with generic principles of design and this could be enhanced in the programme. At the moment the main focus on design in the programme is on technical or engineering design principles and understanding components and their function in the automobile as well as technology of business premises. There is good emphasis on component drawing and detailing of the layout of company premises. There did not appear to be evidence of a module dealing with generic principles of design from the perspective of understanding design requirements and developing a problem statement,

preparation of a design specification, development of a range of solutions to meet the specification developed for the problem statement, and final evaluation and detailing of a best in class solution. These principles can be applied to most design processes and will be useful transferrable skills for students as they also apply to problem solving techniques.

- The second aim is supported by specialism specific content in automobile maintenance/repair/electronics which is evident in the module details and the level of the aim and supporting subject matter is good and at a relevant level. There is scope for further horizontal integration between modules to achieve a higher combined effect of information and subject matter integration. The modules in the programme are well grouped in the Self Evaluation Report around the main learning outcomes for the programme. It would be good to see one or two more projects that run across all modules and that support the application of learned knowledge from these modules and are assessed as elements of the individual modules. This also supports the application of knowledge for higher order problem solving rather than well-defined problem solving. The programme could include additional subject matter on the generic process of developing and applying maintenance schedules such as concepts of preventative, scheduled and predictive maintenance.
- The third and fourth aims are very well supported by very relevant module content which is beneficial to the graduate in this field or other professional engineering fields and which can serve well as a basis for further personal development of graduates in supervisory or management roles should their careers evolve in those directions. There was evidence from evaluation meetings with alumni and social partners that many students do start their own business some years after graduation which justifies this content in the programme.

Overall the aims, learning outcomes and module content are quite coherent, always matching national requirements in a legal context and are quite well related and relevant to business and enterprise needs.

2.2. Curriculum design

The modules and their associated credits are in accordance with the legal requirements for a programme of this nature. This detail is summarised and presented in the Self Evaluation Report. The principal details are as follows; the programme is composed of 180 ECTS, 147 ECTS are assigned to subjects in the main programme field directly related to the technical

aspects of the programme. These are broken down as follows: 98 ECTS of these to main subjects, 19 ECTS to specialism subjects, and 30 ECTS are associated with practise. Additionally 9 ECTS are attached to elective subjects, 15 ECTS with general college subjects and 9 ECTS with the final thesis.

The modules of the programme are well established and emphasis is well placed on those that support the main areas of learning in the technical and specialist study areas. It is evident from programme documents provided in evaluation Annexes that there is a logical structure to the programme and the presentation of module content in the various semesters of the programme. Fundamental material in generic engineering science areas is presented in Semester 1 and 2 and there is a general introduction of Automobile specific subject matter in Semester 2. This is a good approach and it provides for a phased introduction in Years 2 and onwards in the programme specialism areas. The specialisms of the programme are correctly placed in later semesters when students have a gained complete understanding of the fundamentals of automobiles, their design, manufacture and main functions. The learning outcomes at each stage of the programme as typified in the module descriptors are relevant to the module content and in line with the overall programme schedule and the development of the learning outcomes in the programme.

The following analysis is specific to the programme specialisms.

- There are three specialisms in this programme. Each specialism has a set of modules which contribute to its learning outcomes and the overall programme. The modules provide for a clear delineation between each specialism. At the evaluation meeting with the Self Evaluation Report team and with the Administration team responsible for the programme specialisms it was discussed that the college will revise these specialism offerings in the future to reduce the number of specialisms offered from 3 to 2 thereby introducing a new specialism in automobile electronics at the request of the social partners.

The following comments are relevant to technological practice and professional training in specialisms and work placement.

- Placement and practise are very good, highly commendable and worthwhile elements to the programme which are working well and there was good evidence at the meetings of the formalised nature of the operation and assessment of these elements. There is good involvement of the business and social partners in the work placement.

- There was evidence that students engage in developing solutions to well defined problems which is commendable at this level. Students are required to draw on their knowledge and select a solution from a range of possible options. There is some scope for students to engage in more imprecise problem solving to give them an additional range of skills. There was evidence of very good technology in the diagnostics workshops and laboratories to support such learning if the College is able to push out the boundaries on this learning approach.
- The final two practice elements which focus on supervisory and managerial skills are very important in assisting the students develop a set of rounded abilities, which would be transferrable to other similar engineering functions. At the meeting with the social partners and alumni the evaluation team obtained evidence that graduates are interested in creating their own business and in this regard the social partners indicated the ability of graduates to take on supervisory roles in business.

The following comments are relevant to final thesis.

- There is partial evidence of the methodology for structuring the thesis or its evaluation in the module descriptor. Additional information was presented by College Administration at the evaluation meeting and was later discussed in detail with teaching staff. It was therefore verified that there is a structured process in place for the final thesis. However details that are not provided in the modules descriptor should be summarised and/or referenced in that descriptor.

The following comments are relevant to optional modules.

- The optional modules which are provided are varied and interesting and provide students with an opportunity to engage with numerous current ethnic subject matter, topical business issues and some emerging areas of knowledge in technology advancement.

General analysis of modules.

- All modules have a good level of assessment of various types including examinations, courses papers, report work, laboratory work, student presentations, oral questioning and discussion and also project work, thesis and practise. The methods used in most modules number more than 2 or 3 and therefore give students a fair chance and learning outcomes are assessed across a range of learning modes. Additionally there is individual

assessment regimes and group assessment in subjects such as Information Technologies which is good.

- In the case of most modules the reading material appears to be a little out of date and/or there is a significant amount of reading material that is at least 8-10 years old which needs to be addressed.
- In the case of the modules Operating Materials (Semester 3), Theory of Automobiles (Semester 4) and Transportation by Automobiles (Semester 6); the English title of the module does not quite reflect the content. The official module titles in English could be updated to reflect the content.
- There is possible benefit for the programme committee to consider new technology and trends such as:
 - Automobile electronics and hybrid vehicles;
 - National and international legislation on greenhouse gas emissions which will impact the industry in the future;
 - Vehicle to vehicle communication and augmented driver feedback systems.

2.3. Teaching staff

It is noted in the Self-Evaluation Report that there is a total of 48 Teachers teaching on the programme. The schedule of modules assigned to lecturers in Annex 2 shows some lecturers engaged on a number of modules. At the evaluation meeting there was evidence of a good working relationship between the staff teaching on the programme and a diverse range of teaching skillsets and experiences were in evidence among the staff. This is commendable and adequate for the needs of the programme.

Analysis of the Self-Evaluation Report shows that only 5 of the 48 teachers have research degrees. However details provided in personal CVs in Annex 3 shows that many staff members possess a minimum qualification of engineer or qualified teacher and many have a Master's Degree by examination. Where there are inadequate numbers of staff with higher degrees the college has used visiting lecturers to supplement its teaching faculty to maintain its legal requirements. Almost all staff members are involved in some forms of continuing professional development on an on-going basis. It was observed that this process of self-development tends to be mainly focused on educational and pedagogy / societal issues and less on automobile scientific or engineering developments in the field. It would be beneficial for future development of the programme to get more teaching staff engaged in enhancing their knowledge and skills in relevant subject matter. The college should encourage additional staff to develop their discipline

specific knowledge and abilities. The technical experience of staff is adequate for the type of study programme being delivered at present and meets the legal requirements from a national perspective for a programme of this type.

Within the confines of the teaching contracts there is scope for staff to engage in research and or external consultancy / advisory and personal development. There is not a lot evidence of staff engaging in research of an outright academic nature or having a connection to another university or institute for this purpose. Any research being conducted is of an applied nature and it would appear from Annex 10 that much of the research published by staff is at local or international conferences in the immediate regional areas.

The age profile of staff is appropriate for this programme and there is evidence of recruitment of new staff in the area showing the commitment of the college to this programme and its future development.

2.4. Facilities and learning resources

From the Self-Evaluation Report and the tour of the facilities on the day of evaluation meeting there is good evidence that the laboratories, technical workshops, computing, drawing rooms and the general teaching facilities are well catered for on this programme. The computer software and computer operating systems are well up to date with the latest S/W versions, there is approximately 1 PC for every 1.7 students and there is a good internet connection and wireless network in the college. The graphics laboratories are provided with Windows 7 and AutoCAD 2012 for drawing and design as well as large scale plotters. In addition there are automotive technology databases such as Bosch ESI[tronic] and Autodata. The technical workshop equipment is more than adequate to meet the needs of the numbers of students on the programme. On the evaluation visit we saw various apparatus for jacking/lifting of cars, analysis of lighting focus, wheel balancing, tyre removal and tyre replacement all of which are standard and on a par with technology used in businesses. In addition there was a wide range of engine test bed technology, a brake dynamometer, automotive electronic test beds for training on fault diagnosis and repair. Much of this technology was new and in a very good condition, well maintained and appropriate for the programme. There were also in evidence good facilities for body repair including welding and spraying booths and technology and a workshop for standard machining processes. There was a plethora of small gauges, hand held measuring tools and electronic measurement devices and other such technology. There is therefore clear evidence of industrial standard equipment in workshops which is important in terms of preparing students for the world of work. This is a standard feature of all programmes of this type internationally and it is commendable that the college is endeavouring to keep up with best practice.

There is evidence that the teaching facilities and associated multimedia technology is in good order. This is important as it is likely that the technology is used for display of educational videos as outlined in module descriptors. The library facilities are well presented but there is a shortage of English language texts for some modules. Given the desired emphasis placed on the use of English language by the college and the employers (mentioned also in Annex 6; External Report of the Programme) this should be reviewed and a strategy devised to tackle this matter over a period of a few years as financial resources permit. It was also noted in review of the curricula for the modules of the programme that many texts are over 8-10 years old and may be out of date.

The facilities available for extracurricular activities are very good and the college has a swimming pool. This is very commendable as this resource level exceeds that available in many college on an international basis.

Overall the standard of the facilities, equipment and technology that was presented was extremely high. It was on a par with that which can be seen in many similar international colleges and above what can be seen in others. In particular the well maintained and spacious workshops are to be highly commended. At the early part of the evaluation meeting with the College Administration we were informed that the college has made a special effort to apply for and use structural funds to support the on-going replacement of the technology used for this programme. The students on the programme have access to the latest equipment in all areas and the commitment and pride of staff in the demonstration and use of the equipment was in evidence on the day of the evaluation visit.

2.5. Study process and students' performance assessment

The process of student admission is applied in accordance with the general provisions of "General Admission to the First and Second Cycle Studies in Higher Education Institution of Lithuania". Following this provision the college admits students to the programmes that have secondary education completed. Analysis of the Self-Evaluation Report shows that the entry level of students has remained fairly good in the case of both full time and part time modes with reasonable increases in the base level and average levels over the period analysed. However a minor problem is the reduction in student numbers in the first year of the programme in full time and part time mode; intake numbers have reduced by 50% in the period analysed. The main reason that this is problematic is that entry numbers on this programme are getting lower for the last few years and there is no sign of a halt in the decline. This means that the programme may continue to lose its attractiveness to students in the region if they feel that the programme, for no fault of its own or the effort of the college, is not in demand. This is one of the peculiar aspects

of the complexity of the choice process applied by students internationally. Continuation of a drop in number could place pressure on the college to review the way in which it supports the programme and place pressure on the ability of the college to resource its further development. The external factors that also affect the programme such as the teaching of STEM subjects in local secondary schools are a likely factor in the drop in numbers. The college needs to do all it can to show students locally that there is a high demand for graduates, show that it has excellent technology and facilities and make further attempts to use social partners to market its programme.

There is evidence of a marginal improvement in the dropout rate. This rate is lower in part time than in full time mode, as is the case in comparative programmes internationally. There is some evidence from the Self Evaluation Report and from the meeting with administration staff on the day of the evaluation that improvement in retention is being driven by college policy. There is a programme policy on managing the introduction of students to the programme and for tracking the behaviour and performance as outlined in the self-study report. This is commendable. The intake in the period 2012/13 was low (10 Students FT) and the dropout rate of 30% will require further monitoring if the programme returns to the normal levels of intake as resources become constrained.

Annex 12 records the results of sincere efforts by the staff and programme to ensure that students engage in research type activities and present the outcomes of this research at local student conferences and colloquia. This is a highly commendable aspect of this programme and should be strengthened as it fosters the student's ability to tackle a problem and defend their research efforts and results to the research problem. There is some evidence of limited student engagement in mobility activities. This low level (only 4 students are recorded in the Self Evaluation Report to have engaged in mobility activities in the period analysed) is not unusual for programmes where the option of a planned study semester abroad is offset by industrial placement locally. Mobility and international student activity is confined to the region.

The assessment regime on the programme is rigorous. There is a clear use of both standard formalised examinations and practical assessment measures. Module descriptors indicate that staff plan the use of formative assessment and feedback through oral questioning, student defence of projects and report work. There is good engagement between the faculty and the local employers in the assessment of students on work placements and on the final theses. This is highly commendable. The Self Evaluation Report and the External Report on the Programme (Annex 6) both record a good level of employer satisfaction with the technical relevance of the programme and the employability of graduates which is strong.

The way in which the programme is structured and monitored enables full student participation in normal college life. The timetable is not onerous and there is ample time and support for extra-curricula activities. This is very important to ensure that students have a good balance between study and relaxation as it helps students maintain reasonable stress levels.

2.6. Programme management

The general procedures for the management of the programme follow the methods used internationally. There is a programme committee convened from the staff of the faculty which has responsibility for the organisational, academic and devolved programme level quality assurance issues. There is also student representation to this committee. The college has a quality management system. At the evaluation meeting with administration staff this process was discussed and the expert evaluation team was provided with a good quality assurance document used by the college. Therefore there is evidence that procedures and processes are in place in line with the system to provide academic oversight without micro managing or unnecessary interference in programme content. This is in line with best practice internationally. The quality system provides scope for proactive approaches to issues that can arise on programmes.

At meetings with students there was evidence that they have a good relationship with staff and that they were satisfied with the structure and provision of the programme. At the same meeting there was less evidence that student engagement in feedback and in quality assessment is formalised. Students did indicate that all matters raised by them are handled and dealt with but the college needs to fully implement its quality system with anonymous feedback methods to allow all students the opportunity to express their opinions in a more structured way. This will also allow the college to capture both positive and negative commentary from their students.

The college engages in the process of programme accreditation on the required periodic basis and also in external evaluation of the programme with respect to societal needs. This is a highly commendable process and the quality of the Self Evaluation Report is evidence of their diligence in this regard. The Self Evaluation Report shows that previous evaluation recommendations are being acted on and attempts are being made to address programme deficiencies identified in those evaluations. Student drop out is being tackled by targeted approaches, the process of development and management of the thesis has improved and there is a good document for managing this process and the process can be further enhanced by summarising some of that document in the module descriptor. There are also some attempts being made to increase the numbers of students and staff engaged in mobility but this is not as successful yet as the college progress on the other recommendations.

III. RECOMMENDATIONS

1. There is a need to embed some additional module content in the programme that will deal with aspects of design processes, especially dealing with methodologies for tackling design problems and working through idea generation and evaluation to a detailed solution. In respect of maintenance methodologies there is a need to embed some more content on the generic principles associated with preventative and corrective maintenance and the methodologies for analysing and applying these to automobile maintenance. This will help the programme fully achieve the related programme learning outcomes.
2. The module descriptor for the final thesis should be updated to include a full description of the process and organisation of the module and the final thesis and the assessment regime for the thesis.
3. The college needs to further develop and formalise the role for students in anonymous feedback on the programme and quality assurance matters.
4. The programme needs to look to the future and to consider the implications of new technologies in the industry. In this regard the programme committee could look at the adaptation of the curriculum where possible to accommodate new and emerging relevant technology trends.
5. The college needs to devise and implement a recruitment/marketing strategy to enhance the programme profile to grow the applicant numbers in both part-time/full-time modes.
6. The college needs to continue to support and mandate staff engagement in discipline specific personal development for further development of the technical content/relevance of the programme.
7. The college should devise a strategy for staff engagement in research to increase the number of staff teaching on the programme with research degrees.
8. There is a need to increase staff and student participation in international exchange and encourage using Erasmus or other similar initiatives with emphasis on English language speaking countries to increase the use of English language in the study programme.
9. In the context of the possible future development of the programme the college needs to develop a plan for acquiring any further technological equipment or resources that it may require on an on-going basis.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

1. The programme overall has an excellent structure and is a good example of a professional engineering degree with a well-balanced combination of general science knowledge and also specialist engineering knowledge with frequent and well planned student work practice.
2. The participation of the students in the preparation and presentation of their work at local colloquia is an excellent example of good and high quality practice in the programme.

V. SUMMARY

Positive Findings Associated with the Programme

There is an excellent emphasis on the creation of professional automobile engineers with a good technical knowledge and a rounded personal ability and skillset in this programme. The evidence presented and shown to the evaluation team demonstrates that this is clearly connected to the good relationship that exists between the programme management and the local enterprise for adapting and maintaining programme relevance. There is evidence of good commitment of the college and its staff to students especially in their attempt to engage with problem issues such as dropout rates and associated issues, and this is paying dividends for the college as the dropout rate is reducing. The college has a strong commitment to lifelong learning and the programme has an equally vibrant full time and part time model and this upholds the ethos of the college well in respect of its objectives in this regard. There is good emphasis of the application of critical analysis to the work of the college and this is in evidence in the self-study document presented. This document provides a good constructive criticism and is proof that the college has internalised the process of quality management in the absence of annual external monitoring. Furthermore the college pays good regard to the national requirements and regulations relevant to this programme. There is evidence of adherence at all times to the legal requirements of national bodies in respect of the programme and the college uses best practice in the teaching and management of the programme where it can.

Some Areas for Improvement

There is a need for the college to continue to develop its strategies for student and staff mobility. This will help the college tackle the underlying barrier that has been outlined in the evaluation process relating to the use of English language on the programme. Staff development is managed well by the Institute on an on-going basis; however the evaluation team believe that the college could put some more emphasis on the development of staff capability in their own subject matter areas through encouraging additional staff research. This will benefit the

programme in terms of opening up new modules or enhanced modules around research conducted by staff. There is a trend for reduction in new entrants to the programme. This could be problematic if it persists and it could diminish the externally perceived standing of the programme among social partners or prospective students. Lower numbers will also place constraints on the college to continue to provide funding for additional technology for the programme. There is good evidence that the quality process is well developed within the college but there is a need from our evaluation for the college to further develop its process for engaging students in the quality assurance process.

VI. GENERAL ASSESSMENT

The study programme *Automobile technical operation* (state code – 653E21001) at Žemaitija 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	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

*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.

Grupēs vadovas:

Team leader:

Prof. Dr. Clive Neal Sturgess

Grupēs nariai:

Team members:

Prof. Dr. Jūri Lavrentjev

Prof. Dr. Marija Malenkovska Todorova

Mr. Ger Reilly

Dr. Vaidas Liesionis

Mantas Kinderis

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Žemaitijos kolegijos studijų programa Automobilių techninis eksploatavimas (valstybinis kodas – 653E21001) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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)

<...>

V. SANTRAUKA

Teigiamos programos sritys

Studijų programa tikslingai siekiama rengti transporto priemonių inžinierius profesionalus, turinčius gerų techninių žinių, profesijai reikalingų asmeninių savybių ir įgūdžių. Vertinimo grupė turėjo progos įsitikinti, kad Kolegija pritaikyti programą ir išlaikyti jos aktualumą didele dalimi sugebėjo dėl gerų programos vadovų ir vietos įmonių ryšių. Akivaizdu, kad Kolegija ir jos darbuotojai entuziastingai stengiasi padėti studentams, ypač spręsdami tokius probleminius klausimus, kaip studentų nubybrėjimo mastas, – ir tai jau atnešė rezultatų, nes iš Kolegijos iškrentančių studentų skaičius sumažėjo. Kolegija tvirtai tiki mokymosi visą gyvenimą nauda, pati programa vienodai sėkmingai vykdoma tiek nuolatine, tiek iššęstine forma, o tai Kolegijai visokeriopai padeda įgyvendinti tikslus šioje srityje. Kolegija didelį dėmesį skiria kritinei savo darbo analizei, kaip galima buvo matyti iš vertinimo grupei pateikto savianalizės dokumento. Dokumente pateikta nemažai konstruktyvių kritinių pastabų; jis yra puikus įrodymas to, kad nors Kolegija nevykdė kasmetinės išorės stebėsenos, ji sugebėjo sukurti vidinį kokybės valdymo procesą. Be to, Kolegija tinkamai atsižvelgia į šiai studijų programai taikomus nacionalinius reikalavimus ir teisės aktus. Akivaizdu, kad Kolegija tinkamai vykdo nacionalinių institucijų programai nustatytus reikalavimus, o prireikus taiko programos mokymo ir vadybos geriausios patirties pavydžius.

Tobulintinos sritys

Kolegija privalo toliau plėtoti studentų ir dėstytojų judumo skatinimo strategijas. Tai Kolegijai padėtų nugalėti vertinimo metu pastebėtas kliūtis, susijusias su anglų kalbos vartojimu įgyvendinant programą. Institutas nuosekliai vadovauja dėstytojų profesinės kvalifikacijos kėlimo veiklai; vis dėlto, vertinimo grupės nuomone, Kolegija turėtų daugiau dėmesio skirti

Studijų kokybės vertinimo centras

darbuotojų profesinės kvalifikacijos kėlimui konkrečiose srityse, skatindama juos aktyviau dalyvauti mokslo tiriamojoje veikloje. Tai padėtų papildyti programą naujais moduliais arba esamus modulius praplėsti dėstytojų mokslo tiriamosios veiklos rezultatais. Akivaizdžiai matoma naujai į programą stojančių studentų mažėjimo tendencija. Jei ir toliau ši tendencija tęsis, tai gali sukelti problemų – pakenkti programos reputacijai socialinių partnerių ar būsimųjų studentų akyse. Sumažėjus studentų skaičiui Kolegija gali susidurti su sunkumais, siekdama užtikrinti finansavimą papildomoms programai reikalingoms technologijoms įsigyti. Vertinimo grupė galėjo įsitikinti, kad Kolegijoje yra nuosekliai taikomas ir įgyvendinamas kokybės užtikrinimo procesas, tačiau, susipažinusi su padėtimi, vertinimo grupė rekomenduoja kokybės užtikrinimo procesus plėtoti toliau ir į juos plačiau įtraukti studentus.

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III. REKOMENDACIJOS

1. Programą būtina papildyti nauju modulių turiniu, kuris plačiau apimtų įvairius projektavimo proceso aspektus, pristatytų projektavimo problemų sprendimo ir proceso metodologijas nuo idėjos gimimo ir vertinimo iki detalaus sprendimo. Eksploatavimo metodologijų kursas turėtų būti papildytas nauju turiniu, apimančiu bendruosius prevencinės ir korekcinės eksploatacijos principus, ir šių principų taikymo transporto priemonėms metodikas. Tai padėtų visiškai įgyvendinti programoje numatytus studijų rezultatus.
2. Baigiamojo darbo modulio aprašas turėtų būti atitinkamai atnaujintas, įtraukiant išsamų viso modulio ir baigiamojo darbo proceso bei organizavimo aprašymą ir baigiamojo darbo vertinimo tvarką.
3. Kolegija turėtų toliau didinti ir formalizuoti anoniminio studentų grįžtamojo ryšio ir atsiliepimų apie programą bei kokybės užtikrinimo klausimus vaidmenį.
4. Programos vykdytojai turėtų žvelgti į ateitį ir įvertinti naujų technologijų poveikį šiai pramonės šakai. Šiuo atžvilgiu programos komitetas turėtų įvertinti galimybes adaptuoti programą, įtraukiant su naujausiomis technologijų tendencijomis susijusias temas.
5. Kolegija privalo sudaryti ir įgyvendinti studentų priėmimo ir programos rinkodaros strategiją, kuri leistų pagerinti programos įvaizdį ir padidinti stojančiųjų tiek į nuolatinės, tiek į iššęstinės formos studijas skaičių.
6. Kolegija privalo toliau remti ir skatinti darbuotojus aktyviai kelti asmeninę su atskirais dalykais susijusią profesinę kvalifikaciją – tai padėtų plėtoti techninį programos turinį ir padidintų jos aktualumą.
7. Kolegija, siekdama padidinti programoje dirbančių dėstytojų, turinčių mokslinį laipsnį, skaičių, turėtų sukurti darbuotojų dalyvavimo mokslo tiriamojoje veikloje strategiją.
8. Būtina skatinti dėstytojus ir studentus aktyviau dalyvauti tarptautinėse mainų programose, naudotis *Erasmus* ir kitų mainų programų siūlomomis galimybėmis, daugiausia dėmesio skiriant angliškai kalbančioms šalims – tai padėtų plačiau vartoti anglų kalbą įgyvendinant programą.
9. Kolegija, toliau plėtodama šią studijų programą, privalo parengti jai ateityje nuolat prireikšiančios technologinės įrangos ar išteklių įsigijimo planą.

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