STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių valstybinės kolegijos

STUDIJŲ PROGRAMOS *AUTOMOBILIŲ TECHNINIS EKSPLOATAVIMAS (653E21005)*

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *TECHNICAL EXPLOITATION OF AUTOMOBILES* (*653E21005*)

STUDY PROGRAMME

at Šiauliai State College

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Automobilių techninis eksploatavimas***
Valstybinis kodas	653E21005
Studijų sritis	Technologijos mokslai
Studijų kryptis	Sausumos transporto inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Automobilių transporto inžinerijos profesinis bakalauras
Studijų programos įregistravimo data	2002-08-30

INFORMATION ON EVALUATED STUDY PROGRAMME

Study programme	Technical Exploitation of Automobiles
State code	653E21005
Study area	Technology studies
Study field	Transport engineering
Type of study programme	College studies
Study cycle	First
Study mode (length in years)	Full time (3), part time (4)
Volume of 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

CONTENTS

I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of the current study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** endorsed 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 following main stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter - HEI); 2) the review team's visit to the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

Based on the external evaluation report of the study programme, SKVC adopts a decision for accreditation of a study programme either for 6 or for 3 years. If the programme evaluation proves to be negative, the programme is not accredited.

The programme is **accredited for 6 years** if all 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 during the site-visit:

Table 1

No.	Name of the document
1.	Quality Manual, SSC, Šiauliai 2013
2.	Additions - changes in Quality Manual, 2014
3.	Improvement action plan (2013-2018)

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

Šiauliai State College (hereinafter SSC), was established in 2002. It is a higher non-university school, consisting of two faculties: Faculty of Business and Technology, (hereinafter FBT), and Faculty of Health Care, with 2300 students and over 260 teachers. (www.svako.lt – on line – September 2014).

FBT was established in 2002, as a result of the fifty-five-year long tradition of studying technical sciences in the north of Lithuania. In the course of this period, this higher education institution has gone through several development phases: (First of all, Šiauliai agrozootechnical School was established in 1959, then Šiauliai Polytechnic School in 1961, Šiauliai Higher Technical School in 1991, and finally, 12 years ago, FBT. - www.svako.lt – on line – September 2014).

Technical Exploitation of Automobiles study programme, (hereinafter – the Programme), (state code 653E21005), which is the subject of international external assessment, is organized in the frame of the Transport Engineering Department. The Programme falls within the Engineering area, Land Transport Engineering study field, Automobile Transport Engineering branch of study, and the qualification awarded is Professional Bachelor of Automobile Transport Engineering.

In accordance with the evaluation process, the main stages carried out, from the approval and registration of the Programme (Order No. V-1514, Ministry of Education and Science of Lithuanian Republic) until today, are: External Assessment in 2007, Self-assessment in 2013, and International External Assessment in 2014.

1.4. The Review Team

The review team was completed according *Description of experts'recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *5th of November, 2014.*

1. Prof. Dr. Clive Neal Sturgess (team leader),*University of Birmingham, Emeritus Professor of Mechanical Engineering, UK*
2. Prof. Dr. Jüri Lavrentjev, *Tallinn University of Technology, Department of Machinery, Professor of Automotive Engineering, Estonia*
3. Prof. Dr. Marija Malenkovska Todorova, *St. Kliment Ohridski University, Bitola, Professor of Traffic and Transport Engineering, Macedonia*
4. Ger Reilly, *Dublin Institute of Technology, Department of Metal Fabrication and Welding, Ireland*
5. *Dr. Vaidas Liesionis, Car Manufactory, "ASTRA, social partners representative, Lithuania*
6. Mantas Kinderis, *Vilnius College of Technology and Design, student representative*
7. *Lithuania*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Learning outcomes meets the legal requirements regarding the way of defining, presentation and publication of the Programme aims, learning outcomes (hereinafter LO).

The Programme aim is well defined, clear (training qualified specialists) and specific, labor-market-oriented, (graduated students should be able to take part in various activities of automobile transport engineering – maintenance, diagnostics and repair). Thirteen intended LO are concise, written from the student's point of view, derived from the objectives of the Programme and focused on students acquired skills and competencies.

Also, various ways for ensuring the national and international publicity of aims and LO are undertaken, such as: information on official SSC and "Aikos" websites, on the "Study in Lithuania" educational portal, organization of *open door* events, regular information sessions.

The aims of the Programme and defined LO, are based on the information (obtained through questionnaires, meetings, round table discussions) about the academic and professional requirements – Technological Sciences (Engineering) study field regulations and demand of various stakeholders, such as employers, students, alumni. Furthermore, the Learning Outcomes have been updated twice since the last assessment, in harmony with the demand of the social partners (in 2011 they were first formulated, and then, two years later, in 2013, they were adjusted).

Bearing in mind the national legal acts, there is a high degree of demands, aims, purpose and LO compliance with the study cycle (first cycle, professional bachelor) type of studies (college studies) and professional qualification awarded (Professional Bachelor of Automobile Transport Engineering – VI qualification level).

Furthermore, there is a high level of compatibility between the name of the Programme (Technical Exploitation of Automobiles), LO, content of studies and the qualifications offered: (Professional Bachelor of Automobile Transport Engineering). Overall expert panel was impressed with LO of this study programme as they are well defined and coherent. Improvement process is used as it was evident not only in SER but also comes from discussions with social partners, administrations and teaching staff.

2.2. Curriculum design

Study programme curriculum is based on the European, national and SSC legal acts and documents, bearing in mind the type of higher education institution (hereinafter HEI), study cycle, mode of study, qualification degree, field and branch of study. For example, detailed analysis of the compliance between number of ECTS credits allocated in the Programme and requirements of the "Description of General Requirements of The Degree-awarding First Study Cycle and Integrated Studies", has been presented in SER. In accordance with the previously mentioned Report, 15 credits are allocated to the general study subjects, 141 to the subjects of the study field, 30 credits for various types of elective subjects and practices, 12 for graduation paper and 61 credits for practice and practical training. The distribution of the credits satisfies the requirements of the above cited Description.

This Study Programme can be completed in two studying modes: full-time (FT), and part-time (PT). Having in mind the contents of the aforementioned programmes and the description of study subjects in one of the annexes of the SER (Annex1 – List of subjects), it can be concluded that the study subjects are distributed evenly (not more than 7 subjects per semester), with vertical connection and an established relation between various study subjects.

In accordance with the national legal acts, the contents of the study subjects are in line with the requirements related to college studies (Law on Higher Education and Research, No XI-242, 2009) and first cycle of higher education (Descriptor of Study Cycles, No V-2212, 2011).

The contents of the subjects, LO of each study subject and methods for their accomplishment are presented in the SER Annex 1. It can be concluded that there is a strong connection between the LO of various subjects. (For example: Automobiles → Electrotechnics and Electronics → Automobile Electric and Electronic Equipment). On the other hand, the detailed analysis of Annex1, leads to the conclusion that there is an emphasised need, in certain subjects, (Electrotechnics and Electronics, Technical Mechanics, Automobile Engines, Metal Technology, Engine Management Systems), for an increased level of connectivity between theoretical instruction and practical training in a laboratory.

The lack of flexible study and consultation methods, (observed through the SWOT analysis, review of the Annex1 and during the site visit), is considered an important weakness (because of the nature of studies). This is also in line with the intended improvement actions, intended to be applied in student-centred learning approaches and student consultations in the distance mode (Improvement action plan 2013-2018).

Having in mind the Programme contents, when it comes to the total number of subjects, various types of study subjects (general of college studies – compulsory and elective, compulsory subjects of the study field, subjects with deeper specific meaning in the branch and elective subjects in the broader sense), as well as number of hours and credits per subject and for the Programme as a whole, it can be concluded that the scope of this Study Programme is sufficient to achieve the designated LO's.

In accordance with the SER, when it comes to the relation between the content of the Programme and latest science and technology achievements, all study subjects are attested for a period of time not longer than 3 years (there are SSC study subject attestation regulations), the individual study subjects contain topics oriented towards the latest achievements and advanced software as well. So, the content of the Programme, as a whole, is well reflected in the latest achievements of science and industry needs (sufficient evidence of the improvement by introducing a new module titled "Technical expertise after an accident"). Furthermore, in the frames of the site visit, employers expressed their satisfaction with the acquired students' knowledge in the area of new technologies applied in transport engineering. But, the review of the topics, its topicality and numerical analysis of the literature (Annex 1), indicate that there are subjects, (Automobile Engines, Metal Technology, Safe Exploatation of Automobiles, Car Service Technological Equipment, Body Repair), that do not involve the above mentioned advances. Therefore, SSC should pay additional attention to updating the contents and the prescribed literature of all subjects, and make sure that an optimal selection of relevant and current topics, national and international literature and sources are always available.

2.3. Teaching staff

Among the main prerequisites for a quality teaching process are the potentials that the institution (SSC) and the Transport Engineering Department have at their disposal in relation to number and structure of teaching staff. It can be deduced that:

Detailed analysis of the legal requirements, statements in SER, submitted annexes (Annex2 – List of the teachnig staff, Annex3 – Description of the teachers' activities) and characteristics of the Programme, all suggest that the teaching staff (as regards the regulations and qualifications) are in line with the legal requirements and match the demands of education and practical training of professionals in the Automobile Transport Engineering area of study.

The results of comparative analysis of the number of teachers involved in the the Programme (23 teachers of study field subjects and 7 teachers of general college study subjects),

on the one hand, and the number of enrolled students in both modes of studying, on the other, indicate that the number of teachers are sufficient for achieving the LO.

The distribution of the activities of the teachers during the full time working day is based on the legal document approved by SSC Academic Council. Furthermore, with regard to the structure of the academic staff based on age groups and turnover, it can be said that these characteristics of the Programme ensure an adequate provision of the programme (average age of the teachers, for 2013-2014 academic year is 45, with low level of turnover).

Based upon the data presented in SER and its annexes, SSC creates suitable conditions for continuous professional development of the academic staff (attesting the staff every 5 years, annual plans for scientific and methodological activities of teachers, and approval the personal activity reports on the Faculty level). In order to improve the professional, practical and pedagogical competencies of teachers, a variety of methods are involved since last evaluation in 2007: participation in scientific and practical internships (11 events in Lithuania and abroad), projects, exchange programmes (9 teachers, 4 from abroad, which is satisfactory in number), seminars (67), conferences (24), trainings (32), membership in association and societies (14 teachers), engagement in consulting, experts and educational activities.

However, the information in SER and its annexes, according to participation in research directly related to the Programme, indicate that there is a low level of involvement of teachers in such an activity. Namely, speaking of scientific papers, a large variation among the staff is noticed. (There are some teachers who have published scientific papers significantly less or not at all in comparison to their colleagues). The participation in applied scientific research projects is low as well (Only two projects are noted). This is a significant weakness, which is noticed through the SWOT analysis too, and according to SER, “Third-party funded research is not sufficiently developed due to the lack of orders from the social partners and businesses“. On the other hand, there is a detailed plan for improving the participation of the teaching staff in the mentioned activities (Improvement action plan, 2013-2018) which was provided for expert panel during on site visit.

2.4. Facilities and learning resources

The results of the material resource analysis (classrooms, workspaces, laboratories, computer equipment), indented for the study of the full-time and part-time students and providing logistics for realization of the Programme, are approximately 30 workplaces for theoretical lectures (with a possibility for using larger rooms), 8 rooms for programme subjects

and 9 specialized study rooms with 15 to 30 workplaces. Improving the work conditions (all rooms in the 2nd building, on Vilniaus str. 137, are renovated and reconstructed) is achieved through the "Technostud" project carried out in 2011. On the other hand, there are about 202 students in both study modes, (FT and PT) in the academic 2013-2014 year.

It was found that there are too many separate laboratories, and, (because of to some extent outdated equipment), some of them are not needed. Te Automobile Engine laboratory needs updating (this was also commented by the students), whereas the Automobile Body Repair Laboratory is too simple. (The technical provision of automobile body and engine repair laboratories is a weakness detected via the SWOT analysis, too. So, according to the improvement plan for the period 2013 – 2018, technological modernization of the equipment in these laboratories is planned). On the other hand, in order to achieve and maintain quality of the internal environment, the expert team noticed that there is a need for adequate ventilation in laboratories.

The lack of safe systems of work is a weakness observed during the visit. The situation is the same in majority of laboratories, and special actions are needed in order to eliminate or minimise the risks to health and safety. During on site visit it was observed that laboratories were renovated, however an extra effort towards safety is still needed.

When it comes to the provision of adequate conditions for student practice, there is a possibility for trilateral agreement among the College, the student and the companies (This was confirmed during the meeting with employers, as well). Furthermore, according to the information obtained from the students in the course of the site visit, the realization of the Programme in three separate buildings does not have an unfavourable impact on the organization and quality of studying.

Bearing in mind the characteristics of teaching material and its availability, there is the integral academic library system (with 47 computerized workplaces and internet access, SSC library electronic catalogue, e-book collections from other universities in Lithuania, databases to which SSC is subscribed, flexible work hours and available services for copying and printing). As a result of the library visit, the need for updating the teaching materials was detected, as they are considered to be not enough, and some of them are of an old date of publishing, auto data software is used in learning process. On site visit expert panel had found it only in one computer, but based on additional information College provided, software is installed in few different laboratories and in multiple computers.

Regarding the premises meant for conducting the teaching processes, it should be bored in mind that they meet the needs of both students and staff for the realization of the Programme requirements. So, majority of the recommendations does not relate to the achievement of intended LO, but, making the mentioned improvements would contribute towards comfortable, safety and healthy indoor environment.

2.5. Study process and student performance assessment

When speaking about the validity of admission requirements, it can be said that they are in line with the national regulations (The Lithuanian Higher Institutions Association for Organizing Joint Admission - LAMA BPO and Order of the Minister of Education and Science of the Republic of Lithuania "On Setting of Minimal Indicators of Learning Outcomes"). There are no entrance exams, but the competitive score is based on the secondary education examination of Mathematics, Physics, Lithuanian Language and Literature, with weighed coefficients of examination marks as well as Foreign Language as taught subjects, with weighed coefficients of annual marks of this type of subjects (The maximum possible competitive score is 20.8). One significant weakness highlighted by the members of the review team, is very low level of admission requirements. Namely, according to the SER, the average competitive scores of admitted students for the period (2009–2013) are ranged from 8.1 to 11.13 (In accordance with SER, the reason for this situation is rooted in the selection of subjects at secondary school - Additional lectures of Mathematics and Physics, as a measure for improvement, financed by the SSC, are delivered to the first-year students during September and October).

Policies and procedures (according to the study schedule, contact lectures' schedule, schedule for examinations, the number of delivered lectures per week, structure and content of the curriculum, completely individual study schedule for entire Programme or a part of it for one or two semesters) for achieving the intended LO are developed and implemented. This conclusion is based not only on the contents of SER, but also on the discussions during the meeting with students. On the other hand, bearing in mind the part-time mode of studies, there is a need for increased involvement of various methods of distance learning. (This is also the result of SWOT analysis and is noticed as an intended improvement action in the frame of the improvement plan).

The organized student participation in research, artistic and applied research activities, (presented in SER, or as a part of teachers activities oriented towards managing and preparing students to participate in various competitions, conferences, seminars, scientific reports) is

enabled through Students' Representative Body and Student Scientific Society. But, as a result of detailed analysis, it can be concluded that there is a need to increase the opportunities for their involvement in scientific-research area. (As per Annex 3, student participation in the mentioned field is present in the activities of only 7 teachers).

Measures for increasing the level of internationalization of the Programme have been taken. (Study Programme was organized in Russian, there was also a promotion of the Programme in Baku -Azerbaijan and in Kyiv – Ukraine). There are possibilities for students to participate in international mobility programmes, but only to Turkey and Estonia. Regardless of the reasons for this situation (according to SER, “The insufficient mobility indicators can be explained by the very specifics of the study programme – TEA Programme trains qualified specialists capable of performing automobile technical maintenance, diagnostics and repair, while in the EU countries specialists are mainly trained for car manufacturing industry. Therefore it is difficult to find partners”), the number of possibilities for involvement in such activities should be increased.

Continuous improvement of operating conditions and procedures (SSC website, information stands, student meetings with administration and library staff, Student Admission and Career Centre) in the frame of the SSC, FBT and Programme is present (academic support). The Career Centre is organized in order to facilitate the student-to-professional transition, preparing the individuals to conduct job search, learning about different job opportunities, career outlooks and salaries. The wider community is also included in the process of creating the students’ personal career (social support). The social support of SSC is based on legal documents and is realized through various events: career days, job search documentation preparation seminar and joint project activities. Furthermore, there is a legal base for direct, (one-fold scholarships, awards from SSC, the Faculty, the social partners or sponsors) and indirect incentives (creation of favourable conditions for participation in the events, possibility to study according to the Individual Study Schedule, adjusting studies to public activities) for students with exceptional achievements in study, scientific, artistic, sports or public activities. These aspects of academic and social support are confirmed by students themselves, in the course of the site visit.

There is a systematic approach in the process of accounting and control of LO assessment (collecting exam sheets and student achievement assessment sheets, discussing the data at the Department and deanery meetings and presenting in the Faculty reports). In accordance with the results of constant monitoring of students‘ progress and "wastage“, student

database consists of the information about the change in the number of students and reasons for terminating the studies, as well as student turnover, which is approximately 25 – 30% (in 2013 it was 13.89%), and it is highest in the first year of study. Furthermore, the results of student learning averages have been analyzed. The lowest learning results are usually obtained in the autumn semester of first year, but they are better in the 2nd and 3rd year. (Students emphasized their satisfaction with extra assistance obtained in the first year of their studying). The publicity of the system for assessing students' achievements is realized through the internal Intranet network of SSC.

Good relations between SSC and employers are presented in the final assessment of the practice. The obtained results are based on two components: one for assessment of practical activities in the host institution (by the practice supervisor at the company) and the other for the public defence of the practice report (by the SSC practice supervisor). The final grade is assigned according to the practice assessment criteria. Furthermore, selecting the topics for the Final Graduation Project and its preparation are oriented towards achieving closer connections with business community. They are chosen by the students (based upon proposals by the supervisor). Employers are involved in the defence of the students' final projects and directly communicate with the graduates. (Employers consider this as an example of good practice).

From the external perspective, as part of continued Programme evaluation has been achieved (alumni employment survey is being carried out since 2003 which provides a permanent monitoring of the graduates career). The analysis of the possibilities for employment of graduates has been carried out. (In 2012, after the graduating by November, about 80% of the graduates were employed). Graduate employment according to acquired speciality shows that about half of them manage to find employment in the first year, in various workplaces. In accordance with discussions with alumni and employers, when it comes to the relation between professional activities of the graduates and expectations of the Programme providers, it can be said that graduates obtained good general knowledge, their skills and competencies satisfy the needs of various companies. Language competence is important, but not only English, but also other languages, above all, Russian.

2.6. Programme management

The responsibilities for organizing various activities in the frame of the Programme, and monitoring their realization are clearly distributed, according to the legal acts, among: SSC Statute, SSC Quality Manual, SSC Study Regulations, Description of Study Subjects Attestation

Procedure, Description of Study Programme Development, Assessment and Update Procedure and Description of the Assessment of Study Outcomes. A systematic approach in the process of quality assurance ("decision making, while conducting the Study Programme monitoring") is carried out according to the following scheme: Transport Engineering Department → Committee of Monitoring and Study Quality Assurance of Technological Sciences Study Area Programmes → FBT Council → SSC Academic Council"). Furthermore, there exists a solid basis for uniform locating and clear governing of procedures and responsibilities. (ISO9001 was implemented in 2013). TEA Study Programme Committee (consists of teachers implementing the Programme, head of the Department, one representative of the employer association – information obtained during the site visit too and a student of TEA Programme) carries out continuous Study Programme evaluation.

Various phases of quality assurance system are based on well organized database system with new information technology tools (http://svako.innodea.lt/spis - on line - October 2014). In order to constantly achieve the aims and LO, improving the contents of the Programme and its implementation, awarded qualifications and requirements of the labour market, surveys of various stakeholders are organized. (Student survey is conducted each academic year, graduate surveys are conducted periodically, meetings and round-table discussions with employers are held as well).

The evaluation is not only a simple auditing of performance, but also an integral part of a systematic approach to policy making and Programme creation. So, the study programme improvement is based on the results of internal and external evaluation (The Programme was updated in 2010, in harmony with the recommendations of external experts and regulations, and in 2013, according to ECTS and results of partial self-assessment).

In order to get information about the external and internal stakeholder opinions, (attitudes, perceptions, interests, experiences), various studies, meetings and surveys have been completed. (Until 2011 subject teachers surveyed students, in line with the several studies that were conducted in order to obtain information about student opinion). Furthermore, students are satisfied with their role in the process of realization of the Programme, as a whole. (This fact was confirmed during the meeting with students). In order to obtain relevant information regarding the required professional skills and competences of graduates, the difficulties in the process of finding employment, and data regarding their future careers, a survey of graduates is carried out. Also, there is very good interaction with social partners, noticed not only in SER, but, what is

more important, at the site visit. So, various ways of external social stakeholder inclusion in planning, organization and realization of the Programme have been introduced.

Improved Programme services are the results of effective and efficient quality assurance measures, such as creation of the SSC Internal Quality Management System, based on the improvement principles of EFQM, (European Foundation for Quality Management) and oriented towards “ensuring the quality of studies, sufficient potential of teachers and effective administration process of the SSC”.

III. RECOMMENDATIONS

1. For a certain number of subjects of the curriculum, it is necessary to attain a higher level of connectivity between theoretical instruction and practical training in a laboratory.

2. More emphasis should be taken on updating of content and literature of study subjects, as regards the latest scientific and technological achievements.

3. In order to move towards more flexible teaching and learning approaches, usage of methods suitable for distance education is recommended.

4. Participation in various activities of research, directly related to the Programme, should be arranged more evenly between members of the teaching staff.

5. Higher level of compliance between size and quality of study premises on one hand, and number of students and specific activities in rooms and laboratories, on the other, is needed. Update of the teaching materials is also a very important.

6. Safe and comfortable workplaces for teachers and students are an imperative. Workplace safety and wellbeing in laboratories management is recommended.

7. The level of admission requirements should be increased. Beside this, student participation in research activities, as well as international student mobility should be enhanced.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

1. The self-assessment report of the study programme is commendable, comprehensive, very evaluative and non-descriptive.
2. The preparation of annual plans for scientific and methodological activities of teachers and approval of personal activity reports on the Faculty level, is an example of good practice in the process of continuous professional development of the academic staff.

V. SUMMARY

Programme aims and learning outcomes Technical Exploitation of Automobile study programme serves a need for training of qualified specialists able to take part in various activities of automobile transport engineering.

Programme aims and learning outcomes are clear, specific, achievable, publicly accessible, focused on students' expectations about the skills and competencies acquired in the course of studies. They reflect the academic and professional requirements, public needs and the needs of the labour market.

Furthermore, there is a high level of compatibility between the name of the Programme, learning outcomes, content of two study modes and study subjects, with the offered qualifications. In addition, the aims, the purpose and the learning outcomes are in compliance with the study cycle, the type of studies and the professional qualification awarded.

Curriculum design The design of the curriculum is based on the European and national legal acts. The majority of study subjects are arranged in a way that provides achieving the Programme objectives and successful realization of learning outcomes. However, an increased level of connectivity between theoretic instruction and practical training in a laboratory is needed for certain subjects. Apart from this, in order to move towards more flexible teaching and learning approaches, application of methods suitable for distance education students are recommended.

The description of the study subjects is in line with the requirements for college studies and first cycle of education, and the scope of the curriculum is sufficient to achieve intended learning outcomes. However, there is a need for detailed analysis and updating of content and literature of study subjects, relating to the involvement of the latest scientific and technological achievements in curriculum design.

Teaching staff The study programme is realized by teaching staff meeting the legal requirements. The structure of the staff (as regards the number, turnover and qualifications of the teachers), is in line with the demands of education and practical training of professionals in the Automobile Transport Engineering study branch.

Continuous professional development of the teaching staff is provided. However, when it comes to teacher involvement in scientific-research activities directly related to the Programme, a weakness is noticed through the SWOT analysis and the submitted annexes. So, there is insignificant participation of teachers in the applied scientific research projects and remarkable variation among the staff when speaking of its involvement in scientific papers

(Improvement action plan for the period from 2013 until 2018, consists of improvement actions relating to this assessment area).

Facilities and learning resources During the site visit it was noticed that majority of physical resources and facilities are sufficient to the accomplishment of the Programme objectives. So, it can be concluded that, generally, SSC provide a good, functional learning environment for students and staff. But, there is a need for updating of some laboratories, (this is in line with the SER and improvement action plan, observations during the visit to the facilities and in the course of discussions with students). In addition, in order to provide a safe and comfortable environment for students and teaching staff, there is a need for adequate ventilation and managing of health and safety in laboratories - weakness noticed by the Review team. Furthermore, when it comes to the teaching material, there is a need for updating, according to the number, date of publishing and availability.

Study process and student performance assessment The low level of admission requirements is a weakness in the area of study process and student performance assessment. Nevertheless, policies and various procedures for achieving the intended LO are established and implemented. Despite the fact that there is an organized approach to student participation in research, artistic and applied research activities, it is necessary to improve the opportunities for their involvement, especially in the scientific-research area. Various measures for increasing the internationalization of the Programme have been taken, but the number of students involved in international mobility is rather small. So, it is recommendable to provide better opportunities for student mobility in the future. There is an adequate level of academic and social support, which is also confirmed by the students.

The assessment system of the student’s performance is very systematic and transparent. Very positive aspect of this evaluation area, is the involvement of the employers in the final assessment of the practice, and in the procedure for development, defence and assessment of the Final Graduation Project. Furthermore, constant monitoring of the graduates career is a part of the external aspect of continuous study Programme evaluation.

Programme management There is a systematic approach to policy making of various Programme services, based on Quality Manual (which has been developed according to BS EN ISO 9001: 2008 standard requirements), and well organized database system with new information technology tools. This provides a very good basis for uniform locating and clear governing of procedures and responsibilities for organization, implementation and monitoring of various activities in the frame of the Programme.

VI. GENERAL ASSESSMENT

The study programme *Technical Exploitation of Automobiles* (state code – 653E21005) at Šiauliai State College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points[1]
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	**20**

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

Grupės vadovas:
Team leader: Prof. Dr. Clive Neal Sturgess

Grupės nariai:
Team members: Prof. Dr. Jüri Lavrentjev

Prof. Dr. Marija Malenkovska Todorova

Ger Reilly

Dr. Vaidas Liesionis

Mantas Kinderis

<...>

VII. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių valstybinės kolegijos studijų programa Automobilių techninis eksploatavimas (valstybinis kodas – 653E21005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	**20**

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

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V. SANTRAUKA

Programos tikslai ir studijų rezultatai. Studijų programos Automobilių techninis eksploatavimas tikslas – rengti kvalifikuotus specialistus, gebančius dalyvauti įvairioje su automobilių transporto inžinerija susijusioje veikloje.

Programos tikslai ir studijų rezultatai yra aiškūs, tikslūs, pasiekiami, viešai skelbiami; jų aprašuose didelis dėmesys skiriamas studentų lūkesčiams dėl studijų metu įgyjamų įgūdžių ir kompetencijų. Programos tikslai ir studijų rezultatai atspindi akademinius ir profesinius reikalavimus, visuomenės ir darbo rinkos poreikius.

Be to, studijų programos pavadinimas, numatyti studijų rezultatai, abiejų studijų formų ir studijuojamų dalykų turinys visiškai atitinka studijų suteikiamas kvalifikacijas. Be to, programos siekiai, tikslas ir studijų rezultatai atitinka studijų pakopą, studijų tipą ir suteikiamą profesinę kvalifikaciją.

Programos sandara. Programos sandara atitinka Europos ir nacionalinius teisės aktus. Dauguma studijuojamų dalykų turi svarbų vaidmenį siekiant programos tikslų ir sėkmingai realizuojant studijų rezultatus. Tačiau būtina užtikrinti glaudesnį sąryšį tarp kai kurių dalykų dėstomos teorinės medžiagos ir praktinių užsiėmimų laboratorijoje. Siekiant platesniu mastu taikyti lankstesnius mokymo ir mokymosi būdus, rekomenduojama naudoti nuotoliniam mokymui tinkamus metodus.

Studijų dalykų aprašai atitinka kolegijos ir pirmosios pakopos studijoms keliamus reikalavimus, o programos apimtis yra pakankama siekiant numatytų studijų rezultatų. Tačiau

būtina išsamiai išanalizuoti ir atnaujinti studijuojamų dalykų turinį ir naudojamą literatūrą, o studijų programą atnaujinti atsižvelgiant į naujausias mokslo žinias ir technologijų pasiekimus.

Pedagoginis personalas. Studijų programą įgyvendina teisinius reikalavimus atitinkantis pedagoginis personalas. Pedagoginio personalo struktūra (dėstytojų skaičius, jų kaita ir kvalifikacija) atitinka automobilių transporto inžinerijos studijų šakos profesionalų mokymo ir praktinio rengimo poreikius.

Dėstytojams yra sudarytos sąlygos nuolat kelti profesinę kvalifikaciją. Vis dėlto dėstytojai nepakankamai dalyvauja tiesiogiai su programa susijusioje mokslo tiriamojoje veikloje – tai atsispindėjo tiek SSGG analizėje, tiek pateiktuose prieduose. Dėstytojai nepakankamai dalyvauja taikomosios mokslo tiriamosios veiklos projektuose ir labai nevienodai – organizuojant mokslinius renginius (2013–2018 m. veiksmų plane numatytos su šia vertinama sritimi susijusios tobulinimo priemonės).

Materialieji ištekliai. Vizito Kolegijoje metu vertinimo grupės nariai pastebėjo, kad dauguma realiųjų ir mokymosi išteklių yra pakankami, kad būtų galima pasiekti programos tikslus. Galima daryti išvadą, kad apskritai studijų programos komitetas studentams ir dėstytojams yra sukūręs gerą ir funkcionalią mokymosi aplinką. Tačiau kai kurias laboratorijas būtina atnaujinti (tai nurodyta SS ir tobulinimo veiksmų plane, vertinimo grupė tą pabrėžė per vizitą, sužinojo iš diskusijų su studentais). Be to, norint užtikrinti saugią ir patogią aplinką studentams ir pedagoginiam personalui, laboratorijoje būtina įrengti tinkamą ventiliaciją ir užtikrinti atitiktį sveikatos ir saugos reikalavimams; šitas trūkumas buvo pabrėžtas vertinimo grupės vizito vietoje metu. Be to, būtina įsigyti daugiau ir naujesnės mokomosios medžiagos, užtikrinant, kad tokia medžiaga būtų lengviau prieinama studentams.

Studijų procesas ir studentų vertinimas. Žemi priėmimo į studijų programą reikalavimai yra studijų proceso ir studentų pasiekimų vertinimo trūkumas. Vis dėlto Kolegijoje yra įgyvendinta numatytiems studijų rezultatams pasiekti reikalinga politika ir įvairios procedūros. Nors Kolegijoje laikomasi organizuoto požiūrio į studentų dalyvavimą mokslo tiriamojoje, meno ir taikomojoje mokslo veikloje, būtina gerinti studentų dalyvavimo mokslo tiriamojoje veikloje sąlygas. Buvo imtasi įvairių priemonių studijų programos tarptautiškumui didinti, vis dėlto kol kas tarptautinėse judumo programose dalyvauja vos keli studentai. Todėl ateityje rekomenduojama gerinti studentų dalyvavimo judumo programose sąlygas. Studentams teikiama pakankama akademinė ir socialinė parama; tai patvirtina ir studentai.

Studentų pasiekimų vertinimo sistema yra labai sisteminga ir skaidri. Ypač teigiamas šios vertinamos srities aspektas yra darbdavių dalyvavimas vertinant studentų praktikos rezultatus ir rengiant, ginant bei vertinant baigiamuosius darbus. Be to, nuolatinė programos absolventų karjeros stebėsena yra nuolatinio programos vertinimo išorinio aspekto dalis.

Programos vadyba. Įvairios programos tarnybos sistemingai rengia politikos nuostatas, vadovaudamosi Kokybės vadovu (kuris buvo parengtas pagal BS EN ISO 9001: 2008 standarto reikalavimus), veikia gerai organizuota duomenų bazių sistema su naujausiomis informacinių technologijų priemonėmis. Tai sudaro gerą pagrindą bendrai įdiegti ir aiškiai valdyti įvairias procedūras ir atsakomybę, siekiant organizuoti ir įgyvendinti visokią pagal programą numatytą veiklą ir vykdyti jos stebėseną.

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III. REKOMENDACIJOS

1. Būtina užtikrinti, kad kai kurių dalykų teorinis mokymas ir praktinis darbas laboratorijose būtų labiau susiję.
2. Didesnis dėmesys turėtų būti skirtas studijų dalykų turiniui ir naudojamai literatūrai atnaujinti, ypač atsižvelgiant į naujausius mokslo ir technologijų pasiekimus.
3. Siekiant platesniu mastu taikyti lankstesnius mokymo ir mokymosi būdus, rekomenduojama taikyti nuotoliniam mokymui tinkamus metodus.
4. Dalyvavimas įvairioje tiesiogiai su programa susijusioje mokslo tiriamojoje veikloje turėtų būti tolygiau paskirstytas tarp programos dėstytojų.
5. Būtina užtikrinti mokymosi patalpų dydžio ir kokybės atitiktį tokiose patalpose esančių studentų skaičiui ir jose vykdomai veiklai. Labai svarbu tinkamai atnaujinti mokomąją medžiagą.
6. Dėstytojams ir studentams lemiamą reikšmę turi saugios ir patogios darbo vietos. Laboratorijose rekomenduojama užtikrinti darbo vietų saugą ir gerovę.
7. Turėtų būti sugriežtinti priėmimo į studijas reikalavimai. Be to, būtina skatinti studentus dalyvauti mokslo tiriamojoje veikloje ir tarptautinėse studentų judumo programose.

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