



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS TECHNOLOGIJŲ IR DIZAINO KOLEGIJOS
STUDIJŲ PROGRAMOS *TRANSPORTO LOGISTIKA*
(valstybinis kodas - 653N27002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *TRANSPORT LOGISTICS* (state code - 653N27002)
STUDY PROGRAMME
at VILNIUS COLLEGE OF TECHNOLOGIES AND DESIGN

Experts' team:

1. **Prof. dr. Zoltán Sipos (team leader)**, *academic*,
2. **Prof. dr. Michael A. Bourlakis**, *academic*,
3. **Asoc. prof. dr. Genadijs Gromovs**, *academic*,
4. **Mr. Tadas Medineckas**, *representative of social partners*,
5. **Ms. Greta Vegytė**, *students' representative*.

Evaluation coordinator -

Ms. Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Transporto logistika</i>
Valstybinis kodas	653N27002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Procesų vadybos profesinis bakalauras
Studijų programos įregistravimo data	2012-02-01

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Transport Logistics</i>
State code	653N20020
Study area	Social sciences
Study field	Management
Type of the study programme	College studies
Study cycle	First cycle
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 Process Management
Date of registration of the study programme	1 st February, 2012

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	5
2.1. Programme aims and learning outcomes.....	5
2.2. Curriculum design	7
2.3. Teaching staff	9
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment.....	13
2.6. Programme management	15
2.7. Examples of excellence *	17
III. RECOMMENDATIONS.....	19
IV. SUMMARY.....	20
V. GENERAL ASSESSMENT.....	21

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
-	

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

Vilnius College of Technologies and Design (hereinafter – VCTD) is the biggest college of technologies and arts in Lithuania. It was founded on 1 September, 2008, by reorganizing Vilnius Technical College, incorporating it into Vilnius College of Construction. Petras Vileišis Railway Transport Faculty offers 5 study programmes, 4 in the study area of the Technological

Sciences, 1 - of the Social Sciences. Transport Logistics study programme has been assigned to the Social Sciences study field Management studies, Process Management branch. Full-time and part-time studies have been offered since 2012. In January 2012, Transport Logistics was peer reviewed by the commission of the accreditation agency Evalag (Germany), and awarded with quality certificate. Centre for Quality Assessment in Higher Education (CQAHE) had given accreditation for 3 years.

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 6/December/2016.

1. **Prof. dr. Zoltán Sipos (team leader)** *Chairman of Institute of Economics and Management Sciences, King Sigismund College, Hungary.*
2. **Prof. dr. Michael A. Bourlakis**, *Director of Demand Chain Management Community & Head of the Supply Chain Research Centre, Cranfield School of Management, United Kingdom*
3. **Asoc. prof. dr. Genadijs Gromovs**, *Head of Transport and Logistics Department, Transport and Telecommunication Institute, Latvia.*
4. **Mrs. Tadas Medineckas**, *Transport Business Consultant of Law Company "Verum", Lithuania.*
5. **Ms. Greta Vegytė**, *student of Mykolas Romeris University, study programme Logistics management.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Professional bachelor programme "Transport logistics" does differ from general scientific university programmes in the setting of aims and outcomes as well. Academic learning outcomes, related to theories and fundamental knowledge, constitute about (estimation from experts) only 30 % of the expressed learning outcomes on pages 6-7 of the SER. Professional capabilities are having a majority in learning outcomes around up to 70%.

Expert Panel (hereinafter – EP) analysed and confirms that aims of the programme are good and up-to-date, market oriented and attainable. SER describes the aims as follows (page 6.): "The aim of the programme *Transport Logistics* is to prepare a logistics specialist being able to manage freight and passenger transportation processes, logistics chain activity and logistics processes management information flows; apply logistics activity legislation; being able to organize activity of transport/logistics companies/headquarters; individually and creatively

operate in changing business conditions“. The wording is exact in this definition, but the sentence is too long, and makes the statement difficultly understandable in English.

Aim and learning outcomes are well coordinated and are consistent with the needs of the logistics profession and the transportation market. The aim and learning outcomes are also featured in a table providing relations with the courses educated in the programme. For instance, on page 7 of SER, there is a competence or learning outcome described in a table as follows: “He/she will manage passenger and freight transportation processes, ensure the supply, quality and control of material facilities”. According to the table, this learning outcome is achieved by the education of the following courses: “Quality Management in Transport, Means of Transport, Freight and Passenger Transportation, Expedition and Insurance, Module *Transport Management*, Final Practice, Graduation Thesis.” (SER, page 7., in the table 2.). Titles and contents of courses do express the orientation and aim of the programme: for instance, the course “Expedition and Insurance” in its content, is focusing on transportation processes of various kinds (sea, railroad, public road, combined etc.) and on casco and cargo insurance and-- to some extent—freight forwarding. Individual courses also have their own aim and learning outcomes, fitting into the general set of programme learning outcomes. These relationships between learning outcomes and course objectives are indicated in the course syllabuses. For instance, the course syllabus of “Quality Management in Transport” refers to the Special Learning Outcome No. 1 in the table No. 3. on page 8. of SER, as it focuses also on quality of transportation services. The homepage of the College also demonstrates the learning outcomes. Students were familiar with aims and learning outcomes of their programme during the site visit of the EP. EP can conclude that programme aims and learning outcomes are well defined, clear and publicly accessible. The aims and learning outcomes are based on academic and professional requirements of professional bachelor programmes. They are in conjunction with the public needs and needs of labour markets in general. This is proved by the delightedness of social partners and graduates as they demonstrated it during the site visit. Graduates can find jobs easily, most of them in the field of their profession.

There are altogether 10 learning outcomes, which are exactly written and cover knowledge and skills, research, special professional skills, social and personal abilities. System of learning outcomes is not oversized or over-complicated. Important general competences are also included in the system as critical thinking and analysis, argumentation and communication. This LO system is a good combination of professionalism and general liberal arts approach, and can be considered as excellent.

Aim and learning outcomes are consistent with the professional bachelor studies and the qualification level. Title (name) of the programme is clear and covers the content. It is fully compatible with the aims and learning outcomes.

The study programme management does have a self-critical approach (which is considered to be very positive by the expert panel), when the SER states weak points of learning outcomes: it is a less flexible system, not always being able to follow the very innovative and evolving nature of the logistics profession. They recommend a development in the system of learning outcomes by more involvement of social partners and graduates. (SER page 11.) EP warmly welcomes this effort.

2.2. Curriculum design

The Transport Logistics programme has a duration of 3 years (full-time) or 4 years (part-time) and it contains 180 credits including 4800 academic hours. It is a relatively new Professional Bachelor programme aiming to prepare logistics specialists capable of managing freight and passenger transportation and logistics processes. Contact hours represent 50% of the study (2400 hours) and the curriculum contains general college study subjects (general knowledge humanities, social and natural sciences courses, 15 credits), study field subjects (providing fundamental knowledge and social issues to develop competencies as well as special courses which provide knowledge and skills to carry out professional activities, 135 credits) and specialised study subjects (oriented towards specific, specialised topics, 30 credits). The curriculum design is well-developed and implemented and meets legal requirements.

The programme includes both courses and modules and studies are finalised with a graduation thesis. Every full-time semester contains 30 credits and the distribution of the study subjects and modules is even and balanced and contains appropriate assessment points (e.g. individual exams). These modules cover a wide range of appropriate topics including inter alia (e.g. Business Mathematics, Statistics, Information Technologies, Fundamentals of Business, Law, Financial Accounting and Audit, Transport System, Freight and Passenger Transportation, Transport Economics, Transport Management and Business Organisation, Logistics, Marketing and Sales Management, Warehouses and Terminals, Project Management, Languages [English, French, German, Russian], Transport Geography and Business Communication, Information Technologies in Logistics, Quality Management in Transport, Transport Legislation and Customs Activity, Transport Management and Logistics Processes Management, Green Logistics, EU Transport Policy, Business Communication and Ethics, Document Management etc.) and there is an element entitled “Practices” accounting for 30 credits. There are other elements too including Introductory Practice (get introduced to relevant firms and activities, 3

credits), Logistics Skills Development Practice (foster entrepreneurship skills in the area of logistics / transport, 3 credits), Industrial Practice (aiming to deepen theoretical knowledge and practical skills acquired, 15 credits), Final Practice (aiming to apply the acquitted theoretical knowledge and practical skills in practice, 9 credits).

There is Graduation Thesis (9 credits) that is pivotal part of the programme and where the aim is to enhance students' ability to independently link study courses, systematise theoretical knowledge and apply research skills for practical purposes. This is enhanced by aiming for an original, relevant and innovative piece of work where a specific problem can be analysed by the student. The Graduation Thesis is regulated by the requirements and it is assessed by the Qualification Commission where various social stakeholders' representatives and other members (including one teaching staff member of the university, scientists and teaching staff from other higher education establishments) are involved and participate.

Overall, the content of the subjects and modules is appropriate and consistent with the type and level expected. More importantly, the curriculum design supports student satisfaction and the achievement of the intended learning outcomes. It has sufficient scope to ensure these learning outcomes and it produces students who are employable and acquire very relevant, practical skills. The curriculum is also innovative and its content portrays the latest, contemporary issues in the field of study (transportation and logistics). A suggestion may be that other transportation modes (Maritime, Air / Aviation) could be considered too as this is a Transport Logistics programme where students need to be well-equipped and prepared for these alternative modes. Therefore, an increasing emphasis on Intermodal & Multi-modal Transportation will be beneficial as, in most occasions, a variation of transportation modes is employed in modern logistics systems. The latter is also important due to the increasing role of globalisation in logistics and supply chains and the resultant need to develop skills for a range of transportation and logistics processes and activities. Overall, these suggestions will benefit the national economy too especially when transportation is a key activity for boosting and increasing the national gross domestic product and these capabilities should be fostered and developed in this programme.

Various learning methods are also employed including case studies, group work, problem-based studies etc.) on top of lectures, exercises and seminars. This mixture of learning and teaching methods is very appropriate considering the large size of the programme in terms of student cohort. In addition the study assessment criteria and student assessment methods are well-planned and other activities such as contact hours and consultation hours seem to be logical and to support the educational experience by the students and programme graduates as it was evidenced during EP visit.

Finally, the programme also benefits from strong links with social partners (which was evident during the site visit) and various agreements with companies are in place resulting in the provision of internships to students. Students are attending various national events, conferences, exhibitions as well as pay visits to numerous companies and fairs and other educational trips to transportation and logistics companies. During these events students make presentations and prepare various applied and practical projects. Overall, the above activities issues enhance students' knowledge and skills and support other knowledge and skills acquired via the curriculum.

2.3. Teaching staff

The teachers of the programme Transport Logistics in all positions have Master's degrees or an equivalent qualification of higher education in different scientific fields (SER (p.14 (51)). The positions of all staff members are filled through an open competition for a 5 year term of tenure.

Teaching staff structure fulfils all the formal criteria: 74% of teachers more than three years of practical work experience in the field of the course they teach or currently working parallel at the professional area, 12,9 % % of study field subjects are taught by scientists, and near 10% of staff have the Doctoral degree (SER (p.15(54, table 6)). The structure of the academic staff according to the age groups is balanced, only 6,0% of teachers belong to the group of mature aged teachers (more than 60 years old), 47,3% from 46-60 y.o., near 33% from 31-45 y.o. and 13,7% up to 30 y.o. (SER (p.15(57, table 7)).

The number of students per one teacher establishment is appropriate - 20 in average for the Transport Logistics programme full-time students (SER (p.15 (58, table 8)) and near 10 in average for the Transport Logistics programme part-time students (SER (p.34 (149, table 20)).

The teaching staff organized according to legal acts of the Republic of Lithuania and other normative documents and the data presented in SER (p.14 (54, table 6) confirms the fact that VCTD programme teaching staff's practical and academic experience is sufficient to ensure the learning outcomes of the programme.

The EP confirms the teaching staff's composition ensures an adequate level of provision programme.

VCTD creates conditions for staff development and refreshing qualifications. Various academic staff participated in projects, internships and conducted lectures at foreign institutions. Research activities are integral part of the academic staff.

In 2014-2016 more than 10 teachers participated in project activities. 86 teachers of VCTD took participation in the scientific applied activities - conferences, seminars and courses (SER (p.19, 72, table 10)).

VCTD has ERASMUS cooperation - during 2012-2016, 23 study programme teachers went to foreign educational institutions for internships or teaching, 16 teachers gave lectures at foreign educational institutions (SER (p.17, 68)). The number of incoming teachers is almost the same – 23 persons. Taking into consideration the fact of sustained increasing EU countries cooperation in all fields EP could recommend to consider opportunity to involve a larger number of *Erasmus Plus* programme visiting teachers.

The EP confirms the teaching staff's composition ensures an adequate level of provision of the programme, however the cooperation of VCTD staff with foreign HEI should be considered to be increased (i.e. number of HEI, number of joint projects and activities). In addition - current English language skills among students and staff should be addressed as an area for further improvement.

2.4. Facilities and learning resources

Students of VCTD have access to 3 different locations. Lectures and practical classes are held at the Petras Vileišis Railway Transport Faculty (K. Kalinausko st. 7), Physical Education and Foreign Language classes are held at the Central Building (Antakalnio st. 54), Transport Logistics, Foreign Language classes at the Practical Training Centre of Railway Transport Specialists (Islandijos st. 3). The EP has been visiting Petras Vileišis Railway Transport faculty. Faculty is located in central part of Vilnius, major part of premises are renovated in a modern way. Some small parts were still under the renovation, with construction workers on site.

The institution holds Practical training premises consisting of Transport logistics practical training centre with 25 working places. Railway traffic management systems laboratory is with 20 workplaces. The EP has visited the laboratory, and had been introduced to railway traffic management systems and equipment.

The EP has visited library premises that have a reading hall with 12 computerized working places. College has good assortment for new foreign literature that is related to the topic.

According to SER there are two sports halls 508 m² and 156 m² for physical training with facilities for basketball, volleyball, table tennis.

Language Learning Centre with 20 places. Automobile equipment and technical maintenance lecture hall with 40 workplaces. 5 Information technology rooms. Five lecture halls with 40, 58 and 3*60 places.

The laboratories are upgraded, newly set up. Lectures and practical classes are held in 16 classrooms (6 of them are lecture halls) and 4 labs. Facilities are refurbished on a regular basis.

Classrooms are in good technical condition, spacious and seem to be filling the needs of students, there is plenty of space near the classrooms. Students have public seating areas to spend time between classes. At the ground floor they have table football and recreational area that was intensively used by students during the onsite visit of the team. The premises create the impression to be adequate both in their size and quality.

The number of computers and software is sufficient, the base has been updated and supplemented annually. The EP has visited computerized classes for railway transport management. What's very important, that institution is paying strong attention on practical skills of their students by teaching them to use all practical documentation in road, rail, air and sea transport like CMR, SMGS, AWB, Bill of lading.

Students also being taught to use other practical software like Akis – local route planning software; Auto Route – international route planning software, Klevas for logistic process management. Timocom, Cargo.lt for freight management and sales. Another major freight exchange platform Trans.eu is on its way to the program what is also commended by EP.

Railway traffic management systems laboratory is equipped with following Hardware: personal computers, multimedia, mobile screen, traffic management systems equipment, (Ebilock 950 with 12 loops, RS232 modules, IPU, TD950 FEU), Ebiscreen software. This is considered very well organised.

Transport logistics practical training centre established during 2014-2015 is equipped with computer, multimedia. OS Windows 7, MS Office 2007, Warehouse record software Nano WMS, Labels printing module for Nano WMS programme, a printer Bixolon SLP-D420G, a barcode reader Twincom laser BLG – 111 those were acquired during years 2013-2014 and are still up to date. Here students acquire and gain practical skills, that are vital for a professional in logistics. It is important to note that practical centre has a simulated warehouse with real shelving system, packages with labels and barcodes, students are taught how to create labels, handle, pick up and place goods to the warehouse.

Students have access to 86 computers at the computer classrooms, transport IT classrooms and the library. Specialized software ESI (tronic), Akis, Auto Rout, Stekas, MDG 2 technology, Krovinyas, etc. are used in the study process. There are examples how specified software is customized to the meet the needs of the programme. AutoCad, a design tool, usually used by engineers, architects and construction professionals, is adapted to draw 3D loading schemes with cargo distribution on a truck. That helps to understand basic principles of effectiveness in transportation.

It shows that software used in the study process is suitable; the number of computer equipment and software is sufficient by all means and even more.

Institution has introductory practice that is held in Transport Logistics Practical Training Centre and at Companies in a form of educational trips. Railway faculty premises arrange meetings, lectures and practical seminars with representatives of transport/logistics companies.

At the Transport Logistics Practical Training Centre, students create simulation transport company model and imitate processes ongoing in a real company as a practice for developing logistics skills. Students use "Klevas" software, that is one of most popular among transport companies in the region. Students simulate work in all departments of the logistic company. They are introduced to accounting, sales, freight exchange, warehousing, hiring transport and etc.

Education Institution has Industrial and Final Practices, that are held at large locally known transport/logistics companies and at Lithuanian National Forwarders and Logistics' Association Lineka. Social partners take part in formal and informal meetings, invite students to practice, had offered some improvements to the programme. Social partners are involved in final work defence. During the meeting with social partners mathematical knowledge and strong technical base was mentioned.

There are cooperation agreements signed with business companies, for students to attend their practical training, students can choose place independently.

The college library provides methodological resources in adequate quantity. The EP has found good range of new printed literature resources. A sufficient number of English literature. Course books by Lithuanian authors are up to date. In 2015 new editions of foreign literature were acquired.

There is access to specialized periodicals, analytical and news publication and 3 databases, EBSCO Publishing package (10 bases), Taylor & Francis Online Library, Emerald Management eJournals Collection.

College students and teachers may use e-library accessed via virtual learning environment.

481 titles of e-books published by Vilnius Gediminas Technical University Publishing House are accessible for students and teachers.

Teaching materials at library are adequate and accessible to students and teachers. Facilities of college are spacious and renovated, some parts (lavatories) were currently under renovation. Sufficient number of practical software, students learn to use all main transport business related software and hardware, e.g. Warehouse simulation room with labelling and freight handling all that leaves a very good impression about the infrastructure.

2.5. Study process and students' performance assessment

Vilnius College of Technologies and Design organizes its admission process in accordance with the Lithuanian legal requirements outlined in Law No. V-1105 of the Minister of Education and Science. Since 2009-2010 the programme is under Rules and Regulations certified by the president of Association of Lithuania Higher Education Institutions for Organization of Common Admission (LAMA BPO). Relying on the data provided in the SER (p.24 Table 12) the number of entrants for Transport Logistics studies had steadily increased, 86 in 2012/2013 to 159 in 2015/2015. It is also indicated in the SER (p.23) that the popularity of the programme remains very high and it shows that the programme attracts students and is in demand in the labour market. That was confirmed during the meeting with administration of the programme, it was indicated that the number of applications is many times bigger than the admissions capacity.

The competition score to Transport Logistics study programme over the last four years varied quite significantly. The lowest score in the full – time studies was 3,08 in 2014/2015. The highest score in the full – time studies was 7,66 in 2014/2015. Other situation with part – time studies where the competition score is very low. The lowest grade was 0,84 in 2015/2016. The SER preparation staff mentioned that from this year it will be special requirement for admission, the minimal grade. This is very positive development.

The analysis of the number of students showed that the highest wastage happens during the first year of studies, after that the number of students only changes by a small number. To decrease the number of students' wastage the students with the weaker preparation are provided with consultations; every lecturer have even online consultations. Moreover, students' attendance is constantly monitored and reasons for non – attendance are analyzed and etc. The analysis of drop – out causes are prepared after each semester of every group of students and it is reported in faculty meetings, with the participation of the study programme committee members. The main reason why the majority of students decided to terminate the studies was the poor study results and diverse level of preparation at a secondary school (they did not take the state exam in Math). The meeting with teachers and students confirmed the same reasons, moreover, they have mention that around 30 percentage of students are paying for studies and it is also one of the reasons why the drop–out rate is higher. Students are used to find a job and finally it is hard to do both things at once.

The student assessment system was described in detail in the SER, and according to the Description of the Procedure for Assessing Students' Performance, to assess knowledge, skills and abilities the ten – grade criterion assessment scale and cumulative, progress and final

assessment score are applied, which encourages systematic work during each study course. The assessment system is clear and public. Moreover, during the meeting with administration and teachers the EP learned that it will be new assessment system of three levels in the near future. The student's progress, evaluations, problems are discussed with the students.

The student can carry out researches and present their findings in scientific – practical conferences, competitions, exhibitions and prepare presentations on various topics. In addition, Transport Logistics students have possibility to participate creative workshop “Logistic Management”. It is a positive attribute that students may improve the practical knowledge. However, there are insufficient number of students participating in scientific and applied activities. As the teachers staff mention, there are not many students who would like to participate researches, because most of them are working and there are not many students who would like to go to other universities conferences.

Students have good opportunities and are encouraged to participate in mobility programs. The participation to Erasmus + programme over the last 3 years has steadily increased, 5 in 2013/2014 to 10 in 2015/2016. No foreign students arrived to study in the programme of Transports Logistics since 2013. However, during the meeting with staff the EP learned that the situation with incoming students from 2016 is better. There are 11 incoming students at the moment from many different countries. Any student have used the opportunity to make a practice abroad and the main reason by the SER (p.26) is to find foreign company which would agree to accept to perform a 3 months length practice. However, 2 students have participated in trainings “Citizen of Europe, Where are you?” under the programme Youth in Action 2013. It is worth to mention that more effort from the College side is needed to increase the number of students on international exchanges.

The university provides good academic support. Teachers are available for consultations; their schedules are well organized and clear. Students have a chance to consult teaching staff via email. The part – time students are provided teacher's tutorials and they can consult not only according to the tutorial schedule, but also individually at a convenient time for students – in the evening and in the weekends. During the visit, it was learnt that students and teachers had developed good working relationship, students indicated that one of the best things about the programme is great relationship with the teaching staff. EP opinion about this fact was the same, they told that the environment between teachers and students are good, but they don't do any evaluation of these facts. The Transport Logistics programme provides the possibility to study under an individual schedule. The data of SER provides (p. 27) that 36 students of the programme studied according to the individual schedule. The programme has 9 optional courses.

The university provides good social support as well. The University usually organizes various events and one of the biggest projects during 2007-2013 was the Development and implementation of higher school students. It was created the career management services for the students of the higher schools. The Career Center actively introduces the students with opportunities of the professional career. The students have different opportunities to be engaged in cultural, sport and other activities. They have possibility to use state – funded loans and get financial support – for tuition fees, living costs.

All students who need a living place could get the room in VCTD renovated dormitories. Even the part – time students during the exam session can live in the College dormitories.

At the end of Transport Logistics programme students complete their final diploma thesis. The list of Graduation Theses is presented in Annex 4 of Volume 2 and it is publicly available. All the themes of thesis are related to the themes of scientific applied research performed by social stakeholders and programme teachers.

The study programme Transport Logistics is new and there is just two generations of full – time studies graduates. The information about graduate employment and career are surveyed. Also information from Vilnius Territorial Labour Exchange is collected and analyzed. It was stated in the SER that full - time graduates employability is 94 % and 4 % of them continued studies in university. 87 % of graduates are satisfied with the chosen study programme. The main reasons of employability are the personal reasons as low salary, state economic situation deterioration. Another situation is with the part – time students. Most of the students work in their profession and employers' feedback shows that the student preparation is good. During the visit, graduates were very happy about the studies, all of them found the job very easily and they were satisfied about the practice in the College.

2.6. Programme management

EP thinks that College has clearly allocated responsibilities for decisions and monitoring of the implementation of the programme, the Transport Logistics Study Programme Committee is responsible for the initiation of programme updates, supervision of its provisions, quality and updates. The Study Programme Committee includes 5 members: stakeholders, university representatives, VCTD representatives and students. The Study Programme Committee initiates proposals related to the improvement of study process, development of the new courses to the Dean, participates in the assessment of Graduation Theses and analyses other matters related to educate a professional.

Study Programme Committee is actively involved in the management of Transport Logistics program seeking to ensure the quality of the study process and feedback. It was stated to EP that feedback from social partners is being received during formal and informal meetings.

Institution carries out Student surveys after each semester, students submit their opinion on each study course and the teaching quality. Data is being collected and assessed on a regular basis. Students confirm filling questionnaires and giving the feedback.

After one of surveys, it was found out that students lack theoretical knowledge and practical abilities in planning and organizing sales, so Marketing programme was updated into Marketing and Sales Management. Social partners suggested to prolong time on practical training, and institution extended practice from 2 to 10 weeks.

Also student surveys are useful when the teachers' performance is being evaluated.

College staff is actively involved in the improvement of the programme. The Study Programme Committee, together with the staff, analyze information on the weaknesses of the curriculum and its provision, submit proposals regarding its updates, e.g., ensuring that students know market economy principles and laws, be able to analyze international economics and business problems. The course Theory of Economics was modified and courses Microeconomics and Macroeconomics were included.

Outcomes of external evaluations are used for the improvement of the programme, as an example academic year 2012-2013, the conclusions provided by the experts who carried out international evaluation of the programme have been taken into account. The curriculum of Transport Logistics was modified by moving Logistics to semester 2 and Transport Logistics to semester 3. Conclusions were provided by the experts of the Evalag commission for international assessment of study programmes. After the analysis of a demand for specialists in the labour market, feedback from stakeholders and the Study Programme Committee, institution decided to develop students skills and abilities analyzing transport system management peculiarities transport passengers and freight, evaluating the multimodal transportation use, the content of module Transportation Organization and Management and the name of the module was changed into Transport Management.

As further improvement and development of the programme could be to pay more attention to other means of transport, as Maritime and Air. Institution has strong technical basis and knowledge in rail and road transport.

Teachers, students, graduates and employers are involved in the programme assessment and development process. Students confirmed that their opinion is collected and taken into account.

Stakeholders are involved in study programme committee as one of five members. Information on the process, outcomes and effectiveness of the improvement of Transport Logistics is public and accessible.

Programme updates can be initiated by a group of lecturers, by the Committee of the study programme and by the administration of the faculty.

The quality of the study programme was improved according to the notes and recommendations of study programme evaluation performed in 2012, by the agency EVALAG (Germany). The main changes performed by programme implementers are presented in the self evaluation report. Students new about this evaluation, and they see this external evaluation as sign of quality was one of the reasons they chose this college.

It has to be pointed out that the data on the provision of Transport Logistics is regularly collected and analysed the are measures of monitoring the provision and improvement of Transport Logistics - student, teacher surveys, discussions, analysis of the achieved learning outcomes, etc. and applied seeking to monitor the process and the aims of the programme.

Quality Manual contains the main quality management principles and procedures carried out at College, personnel duties and responsibilities are described, the methodology for activities processes indicators, measuring and monitoring.

Social partners take part in the programme development, majority of them are operating in transportation and logistics business, mainly involved in road transport, still programme is designed to teach students working with main transportation documents of all means of transport (CMR, SMGS, AWB, BILL OF LADING).

The has an impression that college is fulfilling the requests of social partners, in changing the program, to adapt it to the needs of employers, it is good to adapt to market needs, on the other hand it should not fully blindly follow all requests, as from academic side, the program has to provide education which is necessary from the college point of view.

In general, college has a strong technical approach. Students have good technical knowledge. Modern and up to date software is used during the study process. Needs of social partners are met, as it was mentioned during the onsite visit.

2.7. Examples of excellence *

To be noted that college teaches practical using of warehousing system that allows students in assessing and understanding warehouse activities. This is very good as students get real understanding and can adapt theory in practice, as it would be difficult to take every student to a real warehouse and let him/her operate commodities for any given time. This manipulation

of a warehouse allows students to master all operations performed in a real depot, being a small version of a storehouse.

III. RECOMMENDATIONS

1. A further development in the system of learning outcomes perhaps by the bigger involvement of social partners and graduates could be recommended.

2. The EP confirms the teaching staff's composition ensures an adequate level of provision of the programme, however the cooperation of VCTD staff with foreign HEI should be considered to be increased (i.e. number of HEI, number of joint projects and activities). In addition - current English language skills among students and staff should be addressed as an area for further improvement.

3. EP suggests to pay more attention to other means of transport, as Maritime and Air.

4. There could be a recommendation for internship, college could be more involved in helping to find the companies where students could do practice.

IV. SUMMARY

Programme aims and learning outcomes are well defined, clear and publicly accessible. The aims and learning outcomes are based on academic and professional requirements of professional bachelor programmes. They are in conjunction with the public needs and needs of labour markets in general. Aim and learning outcomes are consistent with the professional bachelor studies and the qualification level. Title (name) of the programme is clear and covers the content. It is compatible with the aims and learning outcomes.

The content of the subjects and modules is appropriate and consistent with the type and level expected. More importantly, the curriculum design supports student satisfaction and the achievement of the intended learning outcomes. It has sufficient scope to ensure these learning outcomes and it produces students who are employable and acquire very relevant, practical skills. The curriculum is also innovative and its content portrays the latest, contemporary issues in the field of study (transportation and logistics). A suggestion may be that other transportation modes (Maritime, Air / Aviation) could be considered too considering the increasing role of globalisation in logistics and supply chains and the resultant need to develop skills for other transportation and logistics processes and activities.

The EP confirms the teaching staff's composition ensures an adequate level of provision programme.

VCTD creates conditions for staff development and refreshing qualifications. Various academic staff participated in projects, internships and conducted lectures at foreign institutions. Research activities are integral part of the academic staff.

Classrooms are in good technical condition. The number of computers is sufficient and software used in the study process is suitable. Teaching materials are adequate and accessible to students and teachers. College has a strong technical basis.

The analysis of the number of students showed that the highest wastage happens during the first year of studies, after that the number of students only changes by a small number.

Students have good opportunities and are encouraged to participate in mobility programs. The college provides good academic support. Teachers are available for consultations; their schedules are well organized and clear.

Institution has strong technical basis and knowledge in rail and road transport. Social partners take part in the programme development. College staff is actively involved in the improvement of the programme. The review team has an impression that college is fulfilling the requests of social partners, in changing the program, to adapt it to the needs of employers.

V. GENERAL ASSESSMENT

The study programme TRANSPORT LOGISTICS (state code – 653N27002) at VILNIUS COLLEGE OF TECHNOLOGIES AND DESIGN 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	4
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:	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. Zoltán Sipos
Grupės nariai: Team members:	Prof. dr. Michael A. Bourlakis
	Asoc. prof. dr. Genadijs Gromovs
	Tadas Medineckas
	Greta Vegytė

**VILNIAUS TECHNOLOGIJŲ IR DIZAINO KOLEGIJOS PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *TRANSPORTO LOGISTIKA* (VALSTYBINIS KODAS –
653N27002) 2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-106 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus technologijų ir dizaino kolegijos studijų programa *Transporto logistika* (valstybinis kodas – 653H27002) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	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)

<...>

IV. SANTRAUKA

Studijų programos tikslai ir studijų rezultatai apibrėžti tinkamai, aiškiai ir viešai prieinami. Tikslai ir studijų rezultatai pagrįsti profesinio bakalauro studijų programoms numatytais akademiniais ir profesiniais reikalavimais. Jie apskritai atitinka visuomenės ir darbo rinkos poreikius. Tikslas ir studijų rezultatai atitinka profesinio bakalauro studijoms nustatytus reikalavimus ir kvalifikacijos lygį. Programos pavadinimas yra aiškus ir atspindi turinį. Jis suderintas su tikslais ir studijų rezultatais.

Dalykų ir modulių turinys yra tinkamas ir atitinka studijų rūšį ir lygį. Dar svarbiau, kad studijų programos sandara padeda užtikrinti studentų pasitenkinimą ir pasiekti numatytus studijų rezultatus. Jos apimtis yra pakankama studijų rezultatams pasiekti ir leidžia parengti studentus, kurie gali įsidarbinti ir įgyti aktualių praktinių įgūdžių. Studijų turinys taip pat yra inovatyvus, į jį įtraukti naujausi šiuolaikiniai studijuojamo dalyko klausimai (transportas ir logistika).

Atsižvelgiant į vis didėjančią globalizacijos vaidmenį logistikos ir tiekimo procesuose, siūloma apsvaistyti ir įtraukti kitas transporto rūšis (jūrų, oro), todėl reikėtų numatyti įgūdžių, kurių reikia kitų transporto ir logistikos rūšių procesams ir veiklai, ugdymą.

Ekspertų grupės nuomone, dėstytojų sudėtis užtikrina tinkamą studijų programos vykdymo lygį.

VTDK sudaro sąlygas dėstytojams tobulintis ir kelti kvalifikaciją. Kai kurie dėstytojai dalyvavo projektuose, stažuotėse ir skaitė paskaitas užsienio institucijose. Mokslinių tyrimų veikla yra neatskiriama akademinio personalo dalis.

Auditorijų techninė būklė yra gera. Kompiuterių pakanka, studijų procese naudojama programinė įranga yra tinkama. Mokymo priemonės tinkamos ir prieinamos tiek studentams, tiek dėstytojams. Kolegija turi gerą techninę bazę.

Studentų skaičiaus analizė parodė, kad daugiausiai studentų iškrinta pirmaisiais studijų metais, po to studentų skaičius kinta nežymiai.

Studentams sudaromos geros galimybės dalyvauti judumo programose, jie skatinami tai daryti. Kolegija teikia gerą akademinę paramą. Dėstytojai teikia konsultacijas; jų tvarkaraščiai yra gerai organizuoti ir aiškūs.

Mokykla turi stiprią techninę bazę, sukaupia geležinkelių ir kelių transporto sričių žinių. Kuriant programą dalyvauja socialiniai partneriai. Kolegijos darbuotojai aktyviai dalyvauja tobulinant studijų programą. Ekspertų grupei susidarė įspūdis, kad kolegija atsižvelgia į socialinių partnerių prašymus ir keičia programą, ją pritaiko pagal darbdavių poreikius.

<...>

IV. GEROSIOS PRAKTIKOS PAVYZDŽIAI*

Reikia atkreipti dėmesį į tai, kad kolegija praktiniams mokymams naudoja sandėliavimo sistemą, kuri leidžia studentams įvertinti ir suprasti sandėliavimo veiklą. Tai labai naudinga, nes studentai gali realiai suprasti teoriją ir ją pritaikyti praktikoje, nes būtų sudėtinga bet kuriuo metu kiekvieną studentą nusivesti į pratiškai veikiančią sandėlį, kur būtų galima išvysti, kaip tvarkomos prekės. Tokia sandėlio veiklos imitacija studentams suteikia galimybę įsisavinti visas veiklas, kurios realiai atliekamos saugykloje, kuri yra sumažinta didelio sandėlio versija.

<...>

III. REKOMENDACIJOS

1. Toliau tobulinti studijų rezultatų sistemą, galbūt aktyviau įtraukiant socialinius partnerius ir absolventus.

2. Ekspertų grupė patvirtina, kad dėstytojų komandos sudėtis garantuoja tinkamą studijų programos vykdymo lygį, tačiau reikėtų, kad VTDK dėstytojai aktyviau bendradarbiautų su užsienio aukštosiomis mokyklomis (t. y. didinti aukštųjų mokyklų, jungtinių projektų ir veiklos skaičių). Be to, studentų ir dėstytojų dabartiniai anglų kalbos įgūdžiai turi būti toliau tobulinami.
3. Ekspertų grupė siūlo daugiau dėmesio skirti kitoms transporto priemonėms, pavyzdžiui, jūrų ir oro transportui.
4. Rekomenduojama padėti studentams atlikti praktiką - kolegija galėtų aktyviau padėti susirasti bendrovių, kuriose studentai atliktų praktiką.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)