

# Improvement of the Study Programme in the Field of "Logistics" – Selected Methods and Tools

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The aim of the article is to present selected methods and tools for the improvement of the study programme in the field of "Logistics". The proposed methods and tools are: higher education institutions' stakeholders opinion poll, benchmarking of study programme and study programme review. Furthermore, the paper presents Polish higher education institutions' educational offer in the field of "Logistics" in the context of employment trends. Finally, exemplary learning outcomes in the field of "Logistics" in the context of National Qualifications Frameworks are described.

**Keywords:** logistics, study programme improvement.

## 1. INTRODUCTION

The quality of study programmes in higher education is essential for the education of graduates. Today's graduates need to combine transversal, multidisciplinary and innovation skills and competences with up-to-date knowledge so as to be able to contribute to the wider needs of society and the labour market, therefore higher education institutions, to satisfy their requirements, pay attention to improvement of the study programmes.

Personal and professional development of graduates throughout their careers might be reached by the enhanced cooperation between employers, students and higher education institutions, especially in the development and improvement of study programmes that help increase the innovation, entrepreneurial and research potential of graduates [1]. Therefore improvement of the study programmes is an important issue discussed repeatedly by the Ministers responsible for higher education who expressed their appreciation of the contributions toward improving study programmes, during their meetings organized in the scheme of the Bologna Process and the European Higher Education Area.

It is also worth to mention that one of the basic principles proposed in Standards and Guidelines

for Quality Assurance in the European Higher Education Area is "the quality of academic programmes need to be developed and improved for students and other beneficiaries of higher education across the European Higher Education Area" [2].

The aim of the article is to present selected methods and tools for the improvement of the study programme in the field of "Logistics". The proposed methods and tools are: higher education institutions' stakeholders opinion poll, benchmarking of study programme and study programme review. Furthermore, the paper presents Polish higher education institutions' educational offer in the field of "Logistics" in the context of employment trends. Finally exemplary learning outcomes in the field of "Logistics" in the context of National Qualifications Frameworks are described.

## 2. POLISH HIGHER EDUCATION INSTITUTIONS' EDUCATIONAL OFFER IN THE FIELD OF "LOGISTICS" IN THE CONTEXT OF EMPLOYMENT TRENDS

Poland, due to its development in the previous years, has become a very attractive part of Eastern Europe as far as investments are concerned. Companies entering our market open new factories, warehouses and create new workplaces. Numerous analyses of both the labour market and rankings prove that among the most desired professions mentioned by the employers there appears the position of a logistician.

In the ranking "Top 10 Jobs for 2013" published by Forbes "the Industrial Logistician" was among such professions as "E-commerce Manager", "E-marketing Specialist" or "Programmer" [3]. The authors of the ranking direct our attention to the fact that one of the ways to increase the competitive advantage on the market is to narrow down the specialization. They claim that logistics operators develop towards the greatest specialization, e.g. they focus on supporting entities from a particular branch and,

different branches also proved that such professions as "Logistics Engineer", "Computer Graphic Designer" and "IT Specialist" will be the most desired ones in 2020 [4].

According to "Manpower Employment Outlook Survey Poland" report, published for the first quarter of 2013, Polish employers expect the downsizing in a half of ten sectors covered by the study within the first three months of this year. One sector is neutral, whereas the other four sectors are expected to record the employment growth. The greatest projections of employment have been achieved for transport/storage (logistics)/communication sectors (+11%) as well as for retail and wholesale trade (+10%) (index value is obtained by subtracting the percentage of employers expecting a decrease in employment from the percentage of those expecting increases and revision of the result of seasonal factors). Projections are neutral in the financial/insurance/real estate/business services sectors. Reductions in employment are expected in relation to the other five sectors, wherein the weakest index has been recorded in the mining/extractive industry sector (-7%) [5]. The aforementioned data have been shown in Figure 1.

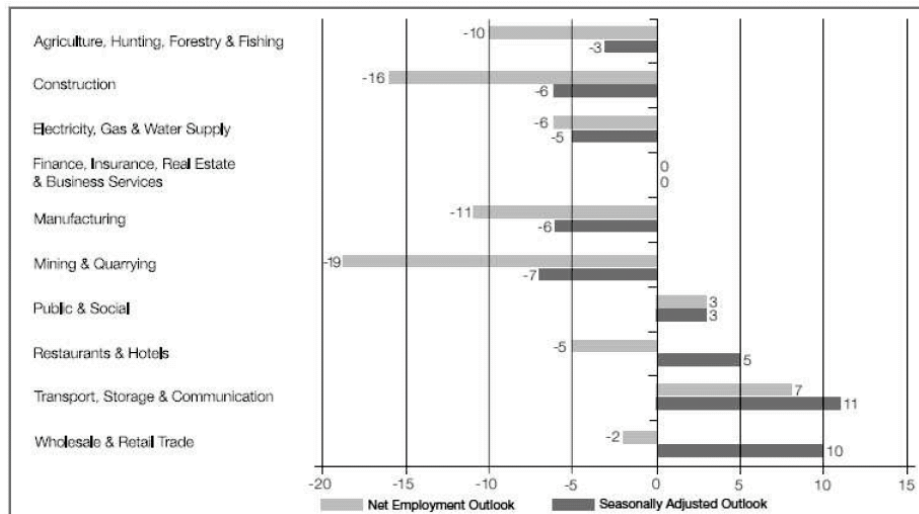


Fig. 1. Employment trends for Q1/2013 for the chosen sectors in Poland.  
Source: Manpower Employment Outlook Survey Poland [5] p. 5.

thus, strive to be leaders e.g. in providing services for companies in the pharmaceutical industry. That is why an experienced logistician specializing in providing services for the companies from the specific field is at a premium among other operators.

The ranking "The Most Desired Occupations of the Nearest Future" based on the survey conducted by "Newsweek" among Polish employers from

The data presented on the Figure 1 allow to draw a conclusion that employers in Poland representing transport/storage (logistics)/communication sector have optimistic hiring plans for the year 2013.

Employment trends by 2020 are also presented in the Cedefop's publication "Skill needs in Europe. Focus on 2020". Cedefop's analysis of skills needs at European level provides a consistent

and comprehensive medium-term forecast of employment and skill needs across Europe and has made a major contribution to identifying labour market trends. It analyses skill needs by broad sectors, occupational groups and broad qualifications levels and discusses possible policy implications [6].

The forecast suggests that the patterns of change (shift away from the primary sector and traditional manufacturing industries towards services and the knowledge-intensive economy) will continue in the future in Europe. It also presents past and likely future employment trends by broad sector. These trends are presented in Figure 2.

vocational schools. There exist logistics schools which train professionals in this field: The International University of Logistics and Transport in Wrocław, School of Customs and Logistics in Warsaw and Poznań School of Logistics. Information about the number of studies in the field of "Logistics" is shown in Table 1.

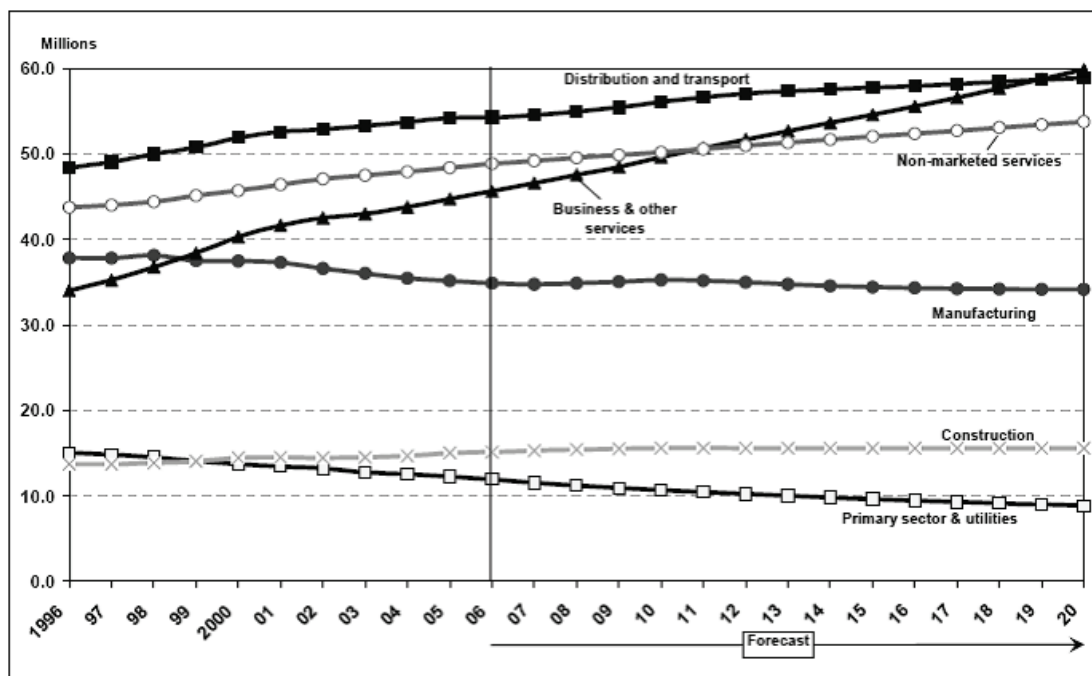


Fig. 2. Past and likely future employment trends by broad sector, EU-25.

Source: Skill needs in Europe [6] p. 7.

Logistics is connected with almost every single branch of economy. It is the most developing sector of the market which guarantees the constant increase in the number of workplaces, hence, it gives the chances of finding a well-paid job right after graduation, or even during the course of studies. That is why, if one browses through job offers, they may easily notice that specialists in logistics are frequently in request. Therefore, more and more universities decide to launch a degree course in "Logistics".

With the development of "Logistics" itself, there follows the automatic progress in education of the logistics faculty. "Logistics" can be studied at universities, universities of economics, technology, private universities or higher

Table 1. A number of studies in the field of "Logistics" conducted by academic units/ higher education institutions.

		Mode of studies in "Logistics"		Total
		Full-time programmes	Part-time programmes	
Level of studies in "Logistics"	First-cycle programmes	92	95	187
	Second-cycle programmes	24	21	45
Total		116	116	232

Source: Personal elaboration based on: System informacji o szkolnictwie wyższym POL-ON [7]. (Information System on Higher Education)

81% of all studies offered in "Logistics" are first-cycle studies. They may be conducted either as Bachelor of Science in Management or Engineer studies. The other 19% studies conducted by the Polish higher education institutions are second-cycle studies. Half of the studies in "Logistics" are conducted as full-time studies.

Graduates of first-cycle studies in "Logistics" obtain a professional title of Bachelor of Science or of Engineer, whereas graduates of second-cycle studies get the title of Master of Science.

The informational system about higher education POL-ON provides data on the educational profile in the selected higher education institutions, and the available information proves that the majority of them offer the general academic profile (67%).

"Logistics" is indubitably a promising field of studies. Its graduates do not generally have problems with finding a job in the manufacturing, trading or service companies.

### 3. LEARNING OUTCOMES IN THE FIELD OF "LOGISTICS" IN THE CONTEXT OF NATIONAL QUALIFICATIONS FRAMEWORKS

Implementing the qualifications framework into the Polish higher education system not only means international commitments resulting from the realization of the Bologna Declaration, decisions made at Bergen Conference in 2005, the fact of Poland taking part in the European Higher Education Area or resulting from the European Parliament and the Council Resolution of 23 April, 2008. This process should first and foremost be considered as a tool useful in improving the quality of education.

National Qualifications Frameworks for the higher education is a specific method of describing education offered by the Polish higher education institutions to their students. Their two features make them exceptional. Firstly, descriptions are made in the language of learning outcomes, which means that they reflect the requirements that should be met by each student after having finished their education on the given level. Secondly, these descriptions, due to the common European system, will make comparisons of diplomas obtained in different higher education institutions in the whole of Europe possible [8].

The concept, accepted in the making of National Qualifications Frameworks, assuming defined learning outcomes for a number of

distinguished, broad fields (areas) on the central level meant [9]:

- resignation from the central list of programmes' names and their corresponding educational standards,
- increase in the autonomy of the higher education institutions by transferring the right to define the name of the study programme and education outcomes for these fields of studies to the university level (based on the effects defined for the distinguished areas) and to work on the "authorial" programmes of studies aiming at achieving the defined effect.

The aforementioned solutions create the conditions conducive to [9]:

- adjust the higher education institutions educational offer to the social needs in a better way, including needs related to the labour market and expectations of future and regular students,
- introduce innovations in the education process,
- differentiate between the study programmes having identical or similar names and conducted by different higher education institutions by adjusting the assumed education outcomes to the university mission, predisposition of the typical candidates and other conditions,
- facilitate – thanks to the accessibility of the reliable, understandable and comprehensive information about the offered study programmes (and assumed learning outcomes) – the choice of appropriate study programmes by high school graduates and also by other persons wanted to widen and revise their competences, also as a part of lifelong learning concept,
- develop and implement procedures for the recognition of learning outcomes achieved outside the higher education system,
- improve the quality of the offered study programmes,
- limit the possibility to create study programmes dominated by the interest of the faculty,
- direct the education process at the student.

The Law on Higher Education defines the learning outcomes as knowledge, skills and social competencies acquired as a result of a process of learning. While formulating the learning outcomes

for a given subject, it is advisable to take many aspects into consideration, especially categorization (knowledge, skills, social competencies) and the form of description of learning outcomes, meaning the reference to the effects for the study programme.

Learning outcomes refer not only to the content of what has been taught or the way the student has acquired knowledge or skills, but also to what has been achieved by the student. They may refer to the level of studies (e.g. first or second cycle

studies), the programme of studies or particular subjects. They may also refer to the profile of studies (e.g. practical or general academic profile) [10].

Many higher education institutions offering studies in the field of "Logistics" publish on their websites direct learning outcomes. The examples of learning outcomes for first (Bachelor of Science and Engineer) and second cycle studies in "Logistics" concerning general academic profiles have been presented in Table 2.

Table 2. Exemplary (direct) education outcomes in the field of "Logistics".

<b>Graduate from first-cycle studies in "Logistics":</b>	
Knowledge	Has basic knowledge of the logistics' place in the education system and its objective and methodical relations to other knowledge-management units and disciplines
	Knows the logistics market structure, the basic criteria and cross-sections of logistics systems' classifications
	Has basic knowledge of the relations between the elements of national logistics systems and global supply chains
Skills	Can identify and interpret phenomena and processes in the sphere of resources flow; gives examples and explains the functioning of logistics systems and supply chains
	Can identify and analyse basic logistics problems of manufacturing, trade and service companies; examines and evaluates the course and effects of transport, shipping and logistics processes
	Makes use of methods and tools for evaluating the efficiency of logistics systems as a basis of making decisions and examines and evaluates processes and market phenomena associated with logistics;
Social competencies	Understands that knowledge of logistics has to be developed and improved for the whole life
	Effectively cooperates in a group adopting various roles, including managing a small team as a logistics manager and taking responsibility for the effects of his work
	Identifies and solves problems connected with a work as a logistician and understands the meaning of competences in this field
<b>Graduate from engineering studies in "Logistics":</b>	
Knowledge	Has basic knowledge of Mathematics, Physics and Chemistry, necessary to formulate and solve easy problems in the field of logistics, production and operation of technical objects
	Has elementary knowledge of materials used in the industry and their influence on realization of logistics, production and operation processes
	Has elementary knowledge of computer architecture and operating systems, necessary to install, operate and maintain informatics tools, and knowledge of modern information technology, preparing documentation and presenting results
Skills	Can map out documentation concerning the realization of the engineering task and prepare the text, also in the foreign language, including discussion of these tasks' results
	Can make use of the familiar methods and mathematical models, as well as computer simulations in order to analyse and evaluate performance of logistics, production and operation systems
	Can make use of a properly chosen programmatic environments, simulators and computer-aided tools in logistics, production and operation
Social competencies	Is aware of the importance of the professional behaviour, compliance with the rules of professional conduct and respect towards diversity of views and cultures
	Considers it important and understands non-technical aspects and consequences of the engineer's work, including the influence on the environment and resulting from it responsibility for his actions
	Is aware of the social role of a technical university graduate, especially understands the need to formulate and give the society – e.g. by the mass media – information and opinions concerning engineering activities, and strives for giving such information and opinions in a comprehensive way
<b>Graduate from Masters studies in "Logistics"</b>	
Knowledge	Has a vast and deepened knowledge of Mathematics and Statistics useful in formulating and solving problems concerning management, logistics and production engineering
	Has a deepened knowledge of information systems, operational researches, making decisions and other areas of knowledge to formulate, solve and verify complex problems in production, transport and logistics systems
	Is familiar with methods and tools for solving complex problems associated with optimization of logistics systems, analysis and risk and safety assessment in logistics
Skills	Is able to write a research project in Polish and a short scientific report in logistics in a foreign language
	Can develop skills and deepen knowledge, especially of modern methods and techniques used in logistics
	Can make use of technical standards applicable in logistics
Social competencies	Develops and revises his knowledge of modern processes and technologies by himself
	Understands the need to inform the society about logistics; gives the public the information about logistics in a comprehensive way
	Can formulate opinions about technical and organizational processes in logistics

Source: Personal elaboration based on: [11] [12] [13].

The aforementioned, direct learning outcomes have been defined by selected higher education institutions and refer to both first and second cycle studies. Every higher education institution offering studies in “Logistics” adjusts the assumed education outcomes to its mission, predispositions of typical candidates and other conditions. Thanks to such an approach, study programmes having the same names are different and more suitable for the social needs, including the requirements of the labour market, and for the expectations of the future and regular students.

Qualifications frameworks are important instruments in achieving comparability and transparency within the European Higher Education Area and facilitating the movement of learners within, as well as between, higher education systems. They should also help higher education institutions to develop study programmes based on learning outcomes and credits, and improve the recognition of qualifications as well as all forms of prior learning [14].

#### 4. LEARNING OUTCOMES IN THE FIELD OF “LOGISTICS” IN THE CONTEXT OF NATIONAL QUALIFICATIONS FRAMEWORKS

##### 4.1. IMPROVEMENT OF THE STUDY PROGRAMME

Polish Law on Higher Education defines programme of study as “a statement of intended learning outcomes as defined by a higher education institution in compliance with the National Qualifications Framework for Higher Education as well as a specification of the educational process resulting in the achievement of such outcomes, including ECTS credits allocated to individual components of a programme” [15].

Study programme improvement is the continuous process of bringing about positive changes to the programme of study, on the basis of the needs, abilities and interests of academic community and stakeholders of the higher education institution. It is understood as a process implying a wide range of decisions concerning learning outcomes, taken by different actors at different levels: authorities, experts, academic teachers, students and stakeholders. Any curriculum that is not developed and improved systematically or becomes static, will soon become outdated.

Some of higher education institutions prepare the principles of study programme improvement and development. As an example “Principles for the development of the taught curriculum” in Durham University concerning employability and skills might be presented [16]:

- “All programmes will develop a wide-range of skills in our students, with many of these skills being acquired through enquiry-led activities that develop many of key attributes valued by employers and which prepare our graduates for further study and employment. The skills developed through enquiry-led activities will be combined in all programmes with the development of a wide range of skills that will provide students with the competences to succeed in the world of work and the ability to manage their own intellectual and professional development.
- Skills acquisition and the way in which these are developed through academic content, modes of learning and assessment methods, will be clearly defined in module and programme material and effectively communicated to students.
- All programmes of study will provide an ongoing clearly-structured academic induction that provides students with a firm foundation in the writing, communication and numeracy skills (appropriate to their level) required in their chosen subject area so that they are fully prepared for their studies”.

Higher education institutions improve study programmes mainly to make the educational offer suitable for social needs, including the requirements of the labour market, and for the expectations of the future and regular students. They do it also to make the educational offer more attractive, and, thereby, to increase the future students’ interest in this offer.

Improving study programmes is under evaluation of the Polish Accreditation Committee. Higher education institutions preparing the Programme Self-Assessment Report are obliged to present the functioning of the internal system of quality assurance with particular focus on verification of the assumed learning outcomes, including the description of mechanisms aiming at improving the study programme and its effects in the part “Internal System of Quality Assurance” [17].

There exist several methods and tools for improving study programmes. The article presents selected methods and tools for improving study programmes in "Logistics", such as: higher education institutions' stakeholders opinion poll (focus group interview, survey, discussion panel), benchmarking and the study programme review.

#### 4.2. HIGHER EDUCATION INSTITUTIONS' STAKEHOLDERS OPINION POLL

Higher education institution's stakeholders opinion poll concerning improvement of study programme „Logistics" might be realized with the usage of the following methods: focus group interview, survey and discussion panel.

A focus group interview (FGI) is a form of qualitative research in which a group of people is asked about their perceptions, opinions and attitudes towards a product, concept or subject. Usually a group of 8 to 12 people are brought together, under the guidance of a trained interviewer, to focus on a specific concept, product, or subject during one to two hour group discussion. When the interview is led by a skilled moderator, the group dynamics will generate ideas.

The aim of the research using FGI method is to get to know opinions, comments and suggestions of the higher education institutions' stakeholders (students, doctoral and postgraduate students, employers, representatives of the labour market institutions, graduates and higher education institution employees) concerning the improvement of the offered study programmes in the field of "Logistics".

Discussion guide, which may be used in FGI method, may include the following exemplary questions:

- What chances do graduates in "Logistics" have on the labour market?
- What changes should be introduced to the curricula of "Logistics"?
- What additional learning outcomes should be included in the "Logistics" field of study?
- Which learning outcomes included in the "Logistics" field of study are useless for the labour market?
- What additional courses would be desired in the study programme in the field of "Logistics"?

The aim of the poll using the survey technique is to get to know the higher education institutions

stakeholders' opinions about improving and adjusting the learning outcomes to the requirements of the labour market.

The survey may include a question concerning the list of direct learning outcomes (separate for the first and second cycle students). Respondents may be asked to select the degree of importance of these outcomes, taking into consideration the requirements of the labour market.

Respondents may also be asked to complement learning outcomes by outcomes, knowledge of which is necessary at the labour market, and may be asked to give comments and ideas concerning the improvement of the study programme in the field of "Logistics".

Discussion panel may also be useful to get information about the possible improvement of the study programme. People who can be invited to such a meeting include higher education institution stakeholders who will have the chance to express their opinions about the study programme and its possible improvements. In some of the higher education institutions Employees Councils or Consultants Councils function – the idea of discussion on the study programme and its improvements may also be put forward during their regular meetings.

#### 4.3. BENCHMARKING OF STUDY PROGRAMME

Benchmarking is a management tool which through self-assessment and a structured comparative institutional learning approach provides higher education institutions with crucial information to increase their development. It can be used in many areas of higher education institutions performance. One of these areas might be improvement of study programme in the field of "Logistics".

Benchmarking in higher education can be defined as an improvement process which works by comparing one higher education institution with other organizations, operating in a similar kind of environment, who face the same kind of external variations and uncertainties and who have to deal with the same kind of problems [18]. It can be used as an ongoing diagnostic management tool focused on learning, collaboration and leadership to achieve continuous improvement in the education institution over time [19].

Benchmarking might be conducted as independent (without partners) or collaborative

(in partnership). It can be confined to a single organization (internal) or involve other organizations (external).

Benchmarking is a learning process structured so as to enable those engaging in the process to compare their study programme “Logistics” in order to improve it.

In “A practical guide. Benchmarking in European Higher Education” the following steps in a benchmarking exercise were presented [20]:

- initiating a benchmarking exercise in the higher education institution (defining institutional profile and experience with benchmarking, defining purpose and goals: understood as improvement of the study programme in the field of “Logistics”, scope of benchmark, choosing the right benchmarking approach, gaining commitment, selecting partners and forming a benchmarking group),
- conducting a benchmarking exercise

(resourcing and managing the benchmarking exercise, data gathering concerning improvement of the study programme in the field of “Logistics”, reporting results),

- converting the results of benchmarking exercise into new approaches and modes of operation.

In the scheme of the second stage presented above “conducting a benchmarking exercise” higher education institutions should prepare and use the tool for benchmarking. Benchmarking uses reliable research techniques such as surveys or interviews which provide external and objective measurements for goal-setting, and for improvement process. Table 3 presents the example tool for one-to-one benchmarking in higher education - benchmarking questionnaire - in the area of improvement of the study programme in the field of “Logistics”, that can be used during site visit.

Table 3. Example tool for benchmarking in higher education in the field of “Logistics” study programme improvement.

Area of study	Question/ Indicator	HEI No. 1	HEI No. 2
Approval, monitoring and periodic review of programme and awards	Does higher education institution (HEI) have formal mechanisms for the approval of its study programme and awards?		
	What are these mechanisms?		
	Does HEI have formal mechanisms for the periodic review of its programme and awards?		
	What are these mechanisms?		
	Does HEI have formal mechanisms for the monitoring of its programme and awards?		
	What are these mechanisms?		
	Does HEI develop and publish of explicit intended learning outcomes?		
	Does HEI pay attention to study programme design and content?		
	Does HEI monitor of the progress and achievements of students?		
	In what way HEI monitors of the progress and achievements of students?		
	Does HEI conduct a regular periodic reviews of study programme?		
	Do regular periodic reviews of study programme include external panel members?		
	Does HEI get feedback from employers, labour market representatives and other relevant organizations concerning improvement of the study programme?		
	Does HEI ensure that it collects, analyses and uses relevant information for the effective management of the programme of study?		
Does HEI publish up to date, impartial and objective information about the programme and awards it is offering?			
Improvement of the study programme	Does HEI improve its study programmes?		
	What methods and tools are used by the HEI to improve the study programme?		
	What chances do graduates have on the labour market?		
	Which learning outcomes included in the study programme are useless for the labour market?		
	Which learning outcomes included in the study programme are valuable for the labour market?		

Source: Personal elaboration based on [2] p. 17.



The above presented example tool for benchmarking in higher education was prepared for one-to-one benchmarking, however the number of columns in the table might be expanded and adopted to the needs of larger group of benchmarking partners.

#### 4.4. STUDY PROGRAMME REVIEW

According to the Standards and Guidelines for Quality Assurance in the European Higher Education Area higher education institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards [2].

Study programmes are reviewed to maintain and improve their quality, by evaluating various aspects of the programme and making recommendations for future changes. Programmes might be reviewed annually or periodically. As the example “Annual Programme Monitoring and Enhancement” as well as “Periodic Programme Review and Reapproval” prepared by the University of Salford will be presented.

The purpose of the “Annual Programme Monitoring and Enhancement” process is to maintain and enhance the quality of the University’s taught programmes, specifically [21]:

- to enable the University to carry out its governance and management responsibilities for the quality, organisation and conduct of programmes of study,
- to identify and disseminate more widely good practice in teaching, learning and assessment,
- to provide an opportunity for programme teams to engage in action planning for enhancement purposes,
- to provide an opportunity for students on programmes to engage in the monitoring and enhancement of quality via Staff Student Committees,
- to ensure that problems arising in a particular programme are reported, along with the steps taken to resolve them,
- to identify any general issues which the College or the University more widely should address,
- to build up information needed for the periodic review of individual programmes, for Strategic School Review and for external reviews,
- to assist in demonstrating to appropriate external bodies that the University has

effective means of monitoring the quality of its programmes.

Academic units of the University of Salford are expected to monitor study programme on an on going basis throughout the year, to take prompt action where appropriate in response to feedback and to document fully matters raised, together with their outcomes. The report “Annual Programme Monitoring and Enhancement” should normally be prepared for each individual programme by the Programme Leader on a standard template. It must be discussed with members of the programme team and with students on the programme or their representatives.

“Periodic Programme Review and Reapproval” aims to [22]:

- confirm that the programme continues to satisfy the qualifications descriptors and meets the requirements of any relevant professional, statutory or regulatory body,
- contribute to the identification and spread of good practice,
- propose actions and implement those positive steps which may be taken to enhance programmes at a local and an institutional level,
- consider re-approval of a programme of studies or otherwise in line with academic regulations.

“Periodic Programme Review and Reapproval” is a reflective analysis prepared by the Programme Team and it includes the following parts:

- **Part A: Introduction** (Programme title and award, Academic unit responsible for the programme, Name of Programme Leader, Summary of how the programme team undertook this review and produced the reflective analysis and its consideration),
- **Part B: Programme review** (1. The educational aims of the programme, 2. The intended learning outcomes of the programme and the extent to which these are being realized, 3. Comments on statistics with respect to Academic Standards, 4. Comments from the External Examiners, 5. Comments from external/accreditation bodies and action taken in response to these comments, 6. Reflection on the programme and learning opportunities provided for students including strengths and good practice associated with the programme, 7. Issues raised by students in

their feedback on their learning experience and actions taken in response including communication of actions to students, 8. Feedback from graduates and employers and other stakeholders including career opportunities and employer needs, 9. Significant changes to the programme, 10. Currency and relevance, 11. Plans for enhancement, 12. Proposed changes to the programme, 13. Your view of the future of the programme),

- **Part C: Programme reapproval** (14. Formal recommendation).

The University of Salford is responsible for the academic standards of its awards and the quality of its programmes. The procedures for the review of programmes are mechanisms to assure the University, internal and external stakeholders and students in relation to academic standards and quality. The effect of the realization of these procedures is improvement of the study programmes.

## 5. CONCLUSION

Higher education institutions, to satisfy the requirements of the students and stakeholders, should pay attention to improvement of the offered study programmes. They should not regard improvement of the study programmes as a static process but as a continuous cyclic process. In this process the needs, abilities and interests of academic community and stakeholders of the higher education institution must be taken into consideration.

In the article selected methods and tools for the improvement of the study programme in the field of "Logistics" were presented. The described methods and tools were: higher education institutions' stakeholders opinion poll, benchmarking of study programme and study programme review. Although they were prepared for the purpose of the "Logistics" study programme, they might be also used with regard to other specializations.

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