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Summary report

prepared by

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This report contains the observations and comments received during the visit of the following seven higher educational institutes from October 2 until October 5, and from October 15 to October 19, 2012:

Utena College: Electrical Energetics

Panevezys College: Electric and automatic equipment

Kaunas College: Automatic control

Vilnius College of Technology and Design: Electric Engineering

Klaipedia State College: Electric and Automatic Equipment

Zemaitja College: Electrical Systems maintenance

Siaulai College: Electric and Automatic equipment

Three of the experts and the student expert were the same for the two weeks.

All seven visited institutions play an important role in educating professional bachelors in electrical engineering for the demand of the regional industry. Due to the economic crises the offer of fulltime studies lasting three years – in addition to the part-time studies lasting four years - are very important for young people leaving the high school and not finding an adequate job, especially in engineering fields. The further qualification in a professional bachelor programme is a significant contribution to improve the chances of the graduates to find adequate jobs after graduation. It is important that the intended programme aims and learning outcomes are closely related to the needs of the professional bachelors. The main emphasis must lay on practical experience. Hence the teaching staff must have direct own industrial experience with the topics they teach. It is desirable that the teaching staff has more contacts to industry being on the basis of professional consulting or the joint development of projects.

The seven visited colleges offer a large number of different study programmes. This very high specialisation and fragmentation is not desirable for professional bachelor study programmes because the lectures offered in the first and some of them in the second year are not enough specific to the evaluated study programmes. They contain general information with little context to the specific study programme thus reduc-

ing the efficiency of the study process. It is recommended that the institutional evaluation of the technical colleges should be carried out in order to find ways how the large number of highly specialised and fragmented study programmes may be reduced, for example transforming some programmes in options of programmes. Furthermore such an institutional evaluation allows the assessment of the long term strategic plans of each college.

The international mobility of the teaching staff must be improved. The international exchange of the students – at least in the full time study programmes – must be more encouraged. The potential of female students is not yet adequately exploited. Greater efforts should be made to make the professional bachelor programmes more attractive to them.

The modernization of the laboratories must be continued. The offer of practical experience in the field of electrical energetics is not yet adequate because the students do not have sufficient opportunities to get hands-on experience in the field of high voltage and high current equipment. Concerning the automation field where equipment is quickly obsolete, the colleges have good strategies to share up to date devices with other institutions.

The programme management is rather informal but yields adequate results.

The real efforts that teachers very often make to adapt pedagogy and teachings to students must be noticed, even if, sometimes for financial reasons, the drop-out rate of students is in general too high for these kinds of programmes.