STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto

STUDIJŲ PROGRAMOS *LAIVYNO TECHNINĖ EKSPLOATACIJA (621H50001)*

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *FLEET TECHNICAL OPERATION* (*621H50001*)

STUDY PROGRAMME

at Klaipėda University

1. **Prof. Janusz Uriasz (team leader)** *academic,*
2. **Prof. François Resch,** *academic,*
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4. **Mr. Tomas Žemaitis,** *representative of social partners'*
5. **Mr. Justinas Staugaitis,** *students' representative*.

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Laivyno techninė eksploatacija***
Valstybinis kodas	621H50001
Studijų sritis	Technologijos mokslai
Studijų kryptis	Jūrų inžinerija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1.5), ištęstinė (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Jūrų inžinerijos magistras
Studijų programos įregistravimo data	1997 05 19, Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Fleet Technical Operation***
State code	621H50001
Study area	Technology studies
Study field	Marine engineering
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1.5), part time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master Degree in Marine Engineering
Date of registration of the study programme	1997 05 19, No 565

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

The Application documentation submitted by the Klaipeda University follows the outline recommended by the SKVC, together with the self-evaluation report and annexes, the following additional documents were provided by the Klaipeda University before, during and/or after the visit by the evaluation team:

No.	Name of the document
1	New Quality System
2	Student of questionnaire
3	Hard copy of the Self-Evaluation Report (SER) and annexes
4	Most recent student theses
5	Teaching staff publications (papers/articles, books etc.) 2009-2014

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

Klaipeda University is a public higher educational institution. It was established in 1991. Klaipeda University aims to be multidisciplinary and interdisciplinary as well as an integral part of the international academic networks in this field of study, taking a leading role nationally and in the Baltic Sea region. It

aims to excel in research in related studies and uphold the cultural heritage of the University and represent itself as a life-long learning centre. Klaipeda University offers a range of Degree, Master and Doctorate programmes.

Faculty of Marine Engineering which offers Fleet Technical Operation programme is one of the oldest higher education institutions in Lithuania.

The Master Degree studies of Fleet Technical Operation programme of Marine Engineering is implemented at Klaipeda University's Faculty of Marine Engineering. The programme is supervised by the Maritime Institute.

This second cycle (Master) programme consists of 90 ECTS and is run along with first cycle (Degree) Fleet Technical Operation (FTO) programme. The purpose of FTO Master programme is to deliver specialists for Lithuania's marine sector companies and organisations. Programme prepares specialists in operational areas by providing a series of technical subjects at the Master level underpinned by scientific research study methods and skills. Klaipeda is a key maritime region with number of main actors such as port, shipyards, maritime administration, shipping companies, maritime logistic centres, storages and workhouses and so forth playing a major role. The FTO Master programme is needed for continuous development of this region.

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 *10th November, 2014.*

1. Professor Dr. Janusz Uriasz (leader), representative of the Polish Accreditation Committee, Head Institute of Maritime Technology, Faculty of Navigation, Maritime University of Szczecin, Poland.
2. Professor Dr. François Resch, Bologna expert, University of Toulon, France.
3. Professor Dr. Reza Ziarati, Chair of Centre for Factories of the Future (C4FF) and General Coordinator of MarEdu (Piri Reis University and C4FF Partnership), Turkey.
4. Tomas Žemaitis, The Lithuanian Maritime Safety Administration (social partner representative), Lithuania.
5. Justinas Staugaitis, Kaunas Technological University (student representative), Lithuania.

Abbreviations:

FTO - Fleet Technical Operation programme

FTOM - Fleet Technical Operation Management programme

IMO International Maritime Organisation

EEDI Energy Efficiency Design Index

EU European Union

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Fleet Technical Operation Master Programme run by Klaipeda University is second cycle study and is delivered in full-time and part-time mode. Full-time programme is of 1.5 years duration and the part-time is of 2 years duration. The subjects are divided into 4 groups: direction studies, optional subjects, general university subjects and analytical-research work which lead to a final thesis/paper. For the direction studies there are 1600 hours (60 credits, which makes up 66.7% of the programme). 435 hours are contact classroom activity hours. The formal study also includes the scientific research activities, 'Scientific research I' and 'Scientific research II' during which both support the student individual theory studies without classroom activities (comprises also the student supervisor consultations and preparation the final thesis/paper). The latter makes up a total of 47 credits, 52.2% of the programme of study. The remaining 33.3% was reportedly given to the Master Degree Theses preparation in the final semester. The programme in total has 2400 of learning hours for full-time and part-time study. This allocated learning time is about the norm in other part in Europe.

The programme was developed in conjunction with the social partners. The evaluation team had the opportunity to meet some of social partners (representing Lithuanian Marine Safety Administration, Western Ship Yard and several others) and reached the conclusion that there is a good cooperation between Klaipeda University and the social partners. The representatives of the social partners were of the view that the programme is necessary and is serving a useful purpose in supplying a well qualified specialists at Master level to the shipping industry to the region and nationally. To this end, it was concluded that the programme meets the need of labour market.

Lithuania is a country with many years of experience in shipping and in the related industrial developments. This programme, in its full-time and part-time modes, is the only one of its kind in the country supplying crucial and appropriate Master graduates primarily to the shipping industry, providing also education as well as research and development services, as a result, to the related industrial sectors.

The purpose and aim of the programme is well defined and the content reflects the needs of the profession and responds well to the needs of the labour market.

In general the Learning outcomes, which are based on EUR-ACE (2008), are relevant to academic programme and the professional requirements but not sure if the staff or students collectively are aware as to how the minimum requirements are/could be met. It was evident that the University could benefit from a review of how EUR-ACE model is applied to the FTO Master programme and its delivery. In previous evaluation of the programme it was clear that learning outcomes application was an issue and this remains to be the case in the current evaluation. The evaluators are of the view that this is an important area of development for the University and nationally. The University should refer back to the recommendation made in the previous external evaluation related to learning outcomes that "the aims and objectives of the programme should be reviewed", adding that the learning outcomes "... should be clarified and developed

to a more comprehensive standard", suggesting that "coherency between the programme learning outcomes and the module learning outcomes should be developed and improved...". The evaluation team having met with the students and the teaching staff found that their understanding of what is meant by learning outcomes is inadequate. The students, and staff to a lesser degree, were unclear as to how i) all learning outcomes are realised and ii) the relationship between learning outcomes and the performance criteria for satisfying these criteria to achieve required competence. For i) a comprehensive table of cross-referencing of modules outcomes (other learning activities outcomes) and the associated learning outcomes are necessary and for ii) the performance criteria (for each assessment activity) should be linked to assessment paper/assignment/project outcomes and to the grading/marking criteria that demonstrate the minimum standards are met in full; it is crucial that the grade/mark also reflects the degree of achievement in the assessment activity/subject and this mark/grade is justified.

Although some good work has been carried out in this respect, the University is advised to respond to this concern expressed by the visiting evaluation team.

The title of the programme is appropriate. The purpose and aims of the FTO Master programme comply with cycle and normative acts for higher schools in Lithuania. Description of the programme and current learning outcomes and syllabuses are available on the KU website.

2.2. Curriculum design

Curriculum of Fleet Technical Operation Mater Programme has 90 ECTS credit points. It meets legal requirements. There is a programme Board in the Faculty responsible for curriculum design. The programme is delivered in 1.5 (1.5 years of study). Every semester has 30 ECTS. Subjects are divided into few groups: direction subjects, general university subjects, optional subjects and analytical-research work. The list of subjects, hours and ECTS for each subject is in line with European norms and standards.

The content of the subjects corresponds to the type and level of the studies. The total workload and structure of the programme ensures achievement of the programme aim and the stated learning outcomes.

Students' involvement in the scientific research programmes starts generally from the 2nd semester and continues until the end of the programme. The part-time programme is of 2 years (4 semesters) duration. In both modes of studies the total number of hours and ECTS including those allocated to scientific research are appropriate as they are in line with norms in other EU member states. The workload is spread appropriately among semesters. The subjects and their themes are not repetitive. The Faculty has carried out a SWOT analysis and the findings are considered to be satisfactory.

Curriculum was designed well and is appropriate and is in line with the requirements of the profession. There are no repetitive elements and the level is in accordance with the level of similar Master programmes in other European countries. The curriculum is **valid** in terms of scope and depth, **relevant** to the needs of the profession at this level, and **current** in terms of latest developments in science and technology such as in diesel engine propulsion and emission measurements, sea pollution analysis, materials testing, navigation and offshore wind energy and so forth.

Based on annexes ‘module descriptions’ the modules are sufficient in content, and the depth satisfies the stated aims of each module and the associated learning outcomes but a comprehensive cross-referencing of the modules’ aims and objectives with stated learning outcomes are not present. The methods of delivery, applying laboratory work with classroom teaching under pinned by research studies, are appropriate with the type and level of study. The programme has some distinctive features in terms of staff expertise in certain areas such as diesel Engine and material testing for instance, and in certain aspects of the facilities seen such as materials and pollutant analysis.

The last review of the programme by the external evaluators made a recommendation to join the FTO and FTOM programmes. A current review of the FTO and FTOM programmes carried out has indicated that the two programmes are intrinsically different. There are only in two modules between the two programmes where there is a substantial degree of overlaps and that although there are other areas of overlap, to this end the two programmes are and should be considered different.

The content of programme reflects the latest developments in the profession and is in line with industrial requirements.

Faculty is recommended to involve the internal stakeholders more effectively with a view to help seeking their opinion and feedback on the programme and its delivery. Some good examples of contact with external stakeholders were noted by visiting evaluation team (such as with Maritime Academy and local industry). The curriculum has been designed to ensure the planned learning outcomes are achieved and that latest development in science and technology are taken into consideration. However, greater involvement of the external stakeholders is encouraged.

2.3. Teaching staff

Teaching staff qualifications were reported to meet the legal requirements. The teaching staff members of the Fleet Technical Operation are similar to that for the FTOM programme. The pedagogical experience of teaching staff is from 2 to 38 years (see Annex 3.2). The number of teaching staff and their qualifications and competences ensure learning outcomes can be achieved. The qualification of all teaching staff and pedagogical positions correspond to the requirements of normative acts. Klaipeda University states that on the grounds of the practical experience of the teaching staff and the uptake of programme graduates by industry it can be concluded that the qualification of the staff are sufficient for achievement of the programme aims. This has been confirmed by the observation of the evaluation team. There is an internal board evaluating individual research and Faculty has a research plan. In these evaluations the staff scored high grades; and the publications considered to be more than satisfactory as all teaching staff members are active scientists, having 23 peered review publications. Outcome of the researches have been used in the programme.

There is evidence of involvement in the EU mobility programmes. However, mobility of the teachers should be encouraged more actively. Members of teaching staff took part in conferences, forums to ensure that their knowledge is up-to-date. Professors are supervising doctoral dissertations which does

help to up-date their knowledge and competences. There are also part-time teachers employed by University who are industrialist or ex-students. Some of part-time lecturers are themselves scientists, this is a positive observation. It should be said that the University encourages scholarly activities and supports self-development. The ratio of staff to students is 1:10 which must be considered good for students.

The contact hours of the study programme are divided appropriately among professors, associate professor and other lecturers. Teaching staff should enhance their contacts with other stakeholders like students and social partners with a view to look for the ways of implementing the stated leaning outcomes more effectively.

In summary qualifications of staff members, compared with similar institutions in Europe, are good and they are able to achieve the modules' aims but there was not sufficient evidence to see if the aims of the programme are fully realised in terms of the stated learning outcomes. The staff turnover seems to be satisfactory in terms of the university's ability to deliver the programme as planned. Staff numbers are adequate. There are sufficient evidence that the University creates conditions and opportunities for professional development of teaching staff necessary for the well-being of programme and its development, but this does seem to be systematic. Not all teaching staff reported to have a means of regular individual performance review/assessment. Younger members could benefit from a systematic and regular staff development/appraisal system where the needs of the individual staff member are recorded and assessed with a view to identify areas of/for developments and support. The fact that several staff members work also for industry is encouraging. The level of research is good and staff publications clearly indicates the students are benefitting from these publications and use these in their studies – see for instance the sample of theses provided.

Staff members, not all, could benefit from making their laboratory more attractive and provide learning materials in support of their laboratory work. The relevant examples of good practice were the materials and ship simulator laboratories. The teaching staff members, based on their research/publications and the work of students (theses), are involved with research and/or industrial and/or professional developments and are aware of technological requirements of their profession. It was reported that staff score well in students' evaluations which was reported to take place every 2 to 3 years and in the last survey about 75% of teachers were given a grade higher than 4 when 5 was the highest possible score. However, the student questionnaire given to the evaluation team did not show an evidence to support this claim as there were no questions related to teacher or teaching quality.

2.4. Facilities and learning resources

The study process is carried out in premises owned by Klaipeda University. The infrastructure consists of classrooms for primarily lectures work, laboratories for practical work including research, computer laboratories for specialised professional development and for scientific research. Premises are located in primarily two sites, in different part of Klaipeda city. Laboratories are distributed throughout the two sites visited. There are five advanced laboratories: ship engineering and hydromechanics, air pollution, materials engineering, materials science and seaport engineering and navigational research

centre. Physical resources in the laboratories are considered adequate. Klaipeda University is planning also new investments worth some 3 million LT. There are cases where industry is involved in delivering teaching on-site; for instance a social partner, viz., Baltic Offshore Energy Cluster is involved in wind turbine work but it was noted that such collaborations are not formalised and could come to an end. The University is recommended to establish a formal agreement with this social partner for a long term cooperation between the two parties, this is because such cooperation are considered highly beneficial to the achievement of learning outcomes and that they support and enhance students' learning.

The premises seen are more than adequate for the delivery of the programme and the stated learning outcomes both in terms of quality and quantity. However, the quality of the equipment in some of the laboratories, such as the drives (AC/DC motors and pneumatic and hydraulic units, workshops, and engine facilities could be improved and laboratories could be made more attractive to students.

In some laboratories instructions or exercises should be developed in written/printed form. A few more technical/relevant pictures/posters could also help to brighten the place up and make it more inviting. A few more technical/relevant posters could also help to brighten the place up and make the corridors more attractive. Most classrooms visited had a projector and a PC for the visual presentation of the subject matter; this is good practice. Teaching staff acknowledged that they have their own rooms in the Faculty where students can meet them. Since most of the students work in industry the practical training are satisfactory. It is not, however, clear if a known standard of training is applied or what kinds of facilities are available in places where practical work is taking place. University own library (central library and the Facutly's library) is equipped with books and journals listed in syllabuses. Students have access to digital libraries from computers in University and also from homes. Web databases are as follow: national bibliography, Oxford English Dictionary (OED), Oxford Journals Online, Science Direct, Wiley InterScience. Libraries receive funds allowing them to make renew their stocks and acquire more learning resources. The learning materials in support of the programme and its individual modules are realised by acquiring the latest textbooks/publications as well as by preparing learning materials for the subjects by the lecturers and then printed/published, and given to the students. The meeting with library staff acknowledged that the library is in good hands and in good shape. The quality of service offered service is considered to be very high.

Facilities are generally acceptable but are in needs of development and refreshment. The facilities of Faculty of Marine Engineering in certain laboratories were found not to be inviting or motivating to students. Dark corridors, old floors, walls, ceilings and windows create rather gloomy outlook which is not conducive to enhancing learning. This remark should not be considered as negative as the overall access to resources both in the University, the Maritime Institute and those provided by the industry were considered to be good.

In summary, the physical resources are more than adequate and the students were reported to have access to well-developed resources and realia in industry where they work. The open access infrastructure

to resources such as the Research Vessel, local and national scientific laboratories, resources at the Marine Fisheries and Aquaculture, are commendable means of sharing resources and learning from one another. Access to resources at Baltic valley and Baltic Offshore Energy Cluster should be encouraged. The library was adequate and there were sufficient books and periodicals and staff and students can have access to the KU library, from home if need be. Learning and teaching materials are satisfactory. The staff and students have access to online databases and publications including e-books and so forth. Overall staff and students are exposed to sufficient number of publications and have access to a range of databases and sources of information online.

2.5. Study process and students' performance assessment

The students were reported to have the highest admission score; this is highly encouraging noting that the best candidates opt for this Master programme of study. However, number of applications is considered low and it was noted that University has not refused any application in the recent past. This situation puts in question the sustainability of study process even though most of students are financed by Lithuanian state. The number of state financed places for Master Degree studies is defined proportionally to department's scientific output and which has to be confirmed by the KU's Senate. The competition results are approved by the Rector and announced in the Autumn semester until 1 July, and for the Spring semester until 6th of February. Studies begin on 1st of September and end on 30th of June.

University should consider as to how it can cater for the disabled candidates. It was not clear to the evaluation team if there has been any application from disabled candidates. The access to classrooms and laboratories are currently not suitable for disabled persons. In present situation if only one disabled person were admitted to the programme it would increase number of students by 20%. Profession/labour market is also willing to accept such graduates. The evaluation team was informed that the University is expected to move to a new campus and this might present an opportunity for the university to encourage applications from young disabled people who are in the position to benefit from the programme.

The scope of the studies is 90 ECTS, some 2400 of learning hours, 26,67 hrs for every 1 ECTS. Faculty has converted national credit system into ECTS system since the last accreditation. However, details of this system should be discussed with students because those who attended the meeting with the evaluation team were not fully aware of the ETCS, and what it signifies. They should be aware of ECTS and its benefits and how this could help them secure EU funding for transfer, for part or whole of their study, in another similar institution running the same or a similar programme. The students in general were not also aware of EU mobility opportunities. However, most of the students have full-time jobs and are not in a position to take advantage of the opportunities in this regard.

The ratio of class hours and laboratory/practical hours were good, some 80% theory and some 20% practical. The final semester consists of preparation of the Master thesis. The students, due to low number cannot fully benefit from the elective subjects offered as a part of the programme.

The meeting with graduates and other social partners clearly showed that more can be gained from more regular meetings. They are keen to provide real support to University and a more formalised arrangement could help in taking their views into consideration more systematically hence more effectively. This is an opportunity for the Faculty to cease on firmly. The students are encouraged to participate in scientific activities as evident from the theses presented to the evaluation team.

University provides opportunity for students to apply for financial support (scholarship) and support from social partners. Students have places in dormitories and access to sport facilities.

The quality of assessment papers and theses were considered good. They tally well with real scientific work such as problem definition and solution or considering a hypothesis, data collection and investigation methods, followed by data analysis and validation through practical or experimental work. There is evidence of mathematical modelling and computer simulation and means to provide good conclusions and recommendations for future work.

In summary the admission requirements are well-founded. The study process provides the opportunities for realisation of the intended learning outcomes. The review of the student theses and the feedback received during the visit indicate that students are encouraged to take part in scientific research. The students were not fully aware of the opportunities available to them such as EU funded mobility (now Erasmus +) programmes. There are however, clear examples that staff members are aware of mobility and EU funding for education and research. The assessment system and process are clear, adequate but it was not fully evident if the grading criteria are designed to ensure that the minimum level of competence is achieved for each outcome/performance criterion and if so how? Review of staff and students' activities is indicative that the professional activities, industry and university interactions, are adequate. Students meet University's requirements as well as the requirements of the profession.

2.6. Programme management

The programme is supervised by Maritime Institute at Faculty of Marine Engineering. It is registered in the study programme register of the MES of the Republic of Lithuania under state code 621H50001. Study programme is controlled by collegial bodies – the Senate of Klaipeda University and Board of Faculty of Marine Engineering. In KU Senate there are 8 students representatives comprising 20% of the membership. The Rector of Klaipeda University and Dean of Faculty of Marine Engineering has effectively the overall responsibility for the programme. The other formal body is the KU Attestation Commission, formed by the KU Senate and the order of the Rector as well as the KU Study Quality Assurance Commission, formed by the order of the Vice Rector for academic studies, which consists of representatives from all Faculties.

It was noted that the University has now introduced a new and comprehensive system for quality assurance but when talking to the graduates it was not clear if the preceding system or this system (or its processes and procedures) as stated is/are/will be regular and/or consistent. For instance, the students

were not sure what data is/will be collected and how the collected data is will be used to improve the quality of the provision/programme.

The copy of a questionnaire given to the evaluators showed that the students are not asked to comment on the lecturers and that the date on the copy provided was 2007, suggesting that the questionnaire has not been up-dated for some 7 years. This is contrast to the SER report stating that views on teaching staff by the students are taken into consideration every 2 or 3 years by the University and a comprehensive system is in place to grade them.

It was noted that a new quality assurance system has been introduced recently. The system was approved by Klaipeda University Senate and the Rector. This quality management system is based on the International quality standard ISO-9001:2000. The evaluation team considers this change as positive one which should help in improving the management of the programme. There are ten procedures in the system. As the system is new the performance of quality system could not have been evaluated.

There is an appointed coordinator of the Fleet Technical Operation Master programme, as is the case with other Master programmes. The coordinator is responsible for study programme implementation. Coordinator of FTO Master programme is a professor with substantial scientific experience.

Drawbacks and efficiency of quality assurance system should be reflected in annual KU Rector's report, approved by the KU Senate and KU Board. They should help to elaborate areas of good practice and areas for improvement. The evaluation team is of the view that the findings should discussed with stakeholders at the end of each academic year. The findings of such discussions could be the basis for improving the programme in the future, starting soon after the beginning of each academic year for the year after.

In summary the management responsibilities are clear but there is not sufficient evidence to suggest that the students are involved in the decision making processes although there is more than adequate provision for students' representation in department/faculty/university decision making organs. The student questionnaire need up-dating based on the sample provided (dated 2007). It should be noted that in a recent survey of the students which apparently takes place every 2 to 3 years the students rate the programme teaching staff highly however, the evaluation team were not presented with the survey documents and/or results other than noting that 75% of teaching staff scored a grade of 4.

There was no evidence to suggest that the students were given the opportunity to evaluate the management of the programme or the administration. It is suggested that the stakeholders, particularly the employers, are involved in all cases where the qualification and its competences are being reviewed and that a more formal means of seeking their views is put in place. It was however noted that the feedback from stakeholders is sought and that stakeholders are active and to some extent involved in supporting the programme team, and also providing feedback on the programme and its development albeit, as stated, in ad hoc basis. The stated criteria other than 'well' or 'satisfactory' should be provided to the stakeholders and there should be a more comprehensive grading scale providing opportunity for stakeholder/employers/graduates to rate a given aspect of the provision as unsatisfactory or poor.

It should be noted that a quality system becomes fit for its purpose only if it is applied to improve the quality of its output through improvements in the programme and its delivery. The Control aspects of the system were not clear as the system's processes/procedures are written in Lithuanian. All aspects of the system should be made clear to all concerned viz., management, lecturers/staff, students and stakeholders. Since the system is new the University should be given time to ensure that it applies effectively and efficiently. The key challenge for the management is the implementation of the learning outcomes and their requirements viz., a clear means of stating performance criteria and a means of grading/marking criteria to ensure minimum standards are seen to be, and are, achieved. Such a task involves the involvement of students as well as staff. It is clear that the management has responded to previous internal and external evaluations and it is fit for its purpose. While there is evidence of establishing a good system of quality assurance, the Control aspects, viz., monitoring the difference between actual and expected should be the overall aim of the quality system. Taking actions to narrow the differences between actual performance and expected should become as prominent as the quality assurance aspects (process and procedures) themselves.

III. RECOMMENDATIONS

1. Programme aims and learning outcomes should be improved by implementation of related recommendations given in 2010 evaluation of programme. Understanding the role of internal stockholders on improving learning outcomes should be significantly enhanced, and involvement of internal and external stockholders in improving learning outcomes should be significantly improved.

2. KU should consider creating formal agreements with social partners offering realia (real system) resources.

3. KU could consider providing access and opportunities to disabled candidates, and general improvement of facilities.

4. Measures should be introduced to ensure minimum standards are reached by providing grading/marking criteria for achieving minimum standards in all assessed work.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

V. SUMMARY

The objective of this work is to present results of the evaluation of the Fleet Technical Operation Master programme run by Klaipeda University. The University was visited on 14 of October 2014 by evaluation team. Final grades were given based on the review of self-assessment report, meeting and discussions with: administration, people who prepared the self-assessment report, teaching staff, students, employers and graduates. The visit included a tour of laboratories and facilities supporting the programme.

The University offered comprehensive support for visiting evaluation team providing all the necessary support for the team to gather and collect data and being able to reach conclusions.

The overall image presented by the Faculty of Engineering is positive. The implementation of the learning outcomes should be improved. The Faculty should develop a systematic means of involving the internal and external stakeholders in development of the programme and implementation of the learning outcomes. The key asset of the programme is its teaching staff who have displayed distinctive features in their teaching and research work which was observable in the students' theses. The international/European teacher exchanges would be useful both for staff themselves and for the students as these opportunities bring with them good practices and help in noticing areas which need improvements. Students are generally content with the provision. Faculty should try to improve recruitment and provide the necessary resources for disabled candidate. The introduction of the new quality system was welcoming news and is expected to lead to improvements. The management of the programme is good. The recommendations made by the evaluation team provide a feedback on areas for improvements and a recognition of the good work carried out by all concerned.

VI. GENERAL ASSESSMENT

The study programme Fleet Technical Operation (State Code: 621H50001) at Klaipėda University 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	2
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	3
	Total:	**17**

Grading description:

*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. Janusz Uriasz

Grupės nariai:
Team members: Prof. François Resch

Prof. Reza Ziarati

Tomas Žemaitis

Justinas Staugaitis

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Laivyno techninė eksploatacija* (valstybinis kodas – 621H50001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**17**

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

V. SANTRAUKA

Šio darbo tikslas – pateikti Klaipėdos universiteto magistrantūros studijų programos „Laivyno techninė eksploatacija“ vertinimo rezultatus. Vertinimo grupė lankėsi universitete 2014 metų spalio 14 dieną. Galutinis įvertinimas buvo atliktas remiantis savianalizės suvestine ir informacija, gauta per susitikimus bei diskusijas su administracija, savianalizės suvestinės rengėjais, dėstytojais, studentais, darbdaviais ir absolventais. Per vizitą vertinimo grupė susipažino su laboratorijomis ir programai skirtais materialiaisiais ištekliais.

Vizito metu universitetas vertinimo grupei suteikė visapusišką paramą ir reikiamą pagalbą, kad ekspertų grupė gautų visus duomenis, reikalingus išvadoms padaryti.

Iš esmės Jūrų technikos fakultetas paliko gerą įspūdį. Reikėtų gerinti numatytų programos studijų rezultatų įgyvendinimą. Fakultetas turėtų reguliariai plėtoti priemones, skirtas vidaus ir išorės socialiniams partneriams įtraukti į programos plėtrą ir numatytų studijų rezultatų įgyvendinimą. Pagrindinė programos vertybė – jos dėstytojai, kurie pademonstravo dėstymo ir mokslinės tiriamosios veiklos ypatumus, atsispindinčius ir studentų baigiamuosiuose darbuose. Dėstytojų tarptautinio / Europos lygmens mainai galėtų būti naudingi tiek pačiam dėstytojų personalui, tiek studentams, nes šios galimybės suteikia progą įgyti gerosios praktikos bei padeda pastebėti tobulintinas sritis. Studentai teikiamomis paslaugomis iš esmės yra patenkinti. Fakultetui reikėtų tobulinti priemones, skirtas studentams pritraukti ir būtiniems ištekliams, kurių reikia neįgaliems kandidatams, suteikti. Sveikintina, kad įdiegta nauja kokybės užtikrinimo sistema, kuri, tikimasi, pagerins esamą padėtį. Programos vadyba yra tinkama. Vertinimo grupės parengtose rekomendacijose nurodomos tobulintinos sritys.

III. REKOMENDACIJOS

1. Reikėtų tobulinti programos tikslus ir studijų siekinius, įgyvendinant 2010 metų programos vertinimo išvadose pateiktas su jais susijusias rekomendacijas. Reikėtų daug giliau suvokti vidaus partnerių vaidmenį tobulinant numatomus programos studijų rezultatus, ir vidaus bei išorės socialiniai partneriai turėtų būti aktyviau įtraukiami į numatomų studijų rezultatų gerinimo procesą.

2. KU turėtų apsvarstyti galimybę sudaryti oficialias sutartis su realius (tikruosius sisteminius) išteklius siūlančiais socialiniais partneriais.

3. KU galėtų sudaryti sąlygas ir suteikti galimybę studijuoti neįgaliems kandidatams bei pagerinti materialiąją bazę apskritai.

4. Turėtų būti įdiegtos minimalius pasiekimų reikalavimus užtikrinančios priemonės, iš anksto parengiant vertinimo kriterijus, garantuosiančius, kad visi vertinti pateikti darbai atitiks minimalius reikalavimus.

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